

MGMT 3304 CRN 11867  
Organization Development  
Fall 2016

The University of Texas at El Paso

---

<b>Class Time</b>	Monday and Wednesday 12:00 p.m. to 1:20 p.m.
<b>Class Room</b>	BUSN 329
<b>Instructor</b>	Mengge Li
<b>Office</b>	BUSN 220, College of Business Administration
<b>Office Hours</b>	Monday to Thursday 3:00 p.m. to 5:00 p.m.
<b>E-mail</b>	<a href="mailto:mli3@utep.edu">mli3@utep.edu</a>
	Note: Please do not use the Blackboard e-mail system.
<b>Phone</b>	(915) 747-7742 (Office)
<b>Required course materials</b>	Beitler, M.A. 2013. <i>Strategic Organizational Change</i> , 3rd Edition. Practitioner Press International (ISBN 0-9726965-2-4).

Nolan, R.L. and Kotha, S. 2007. *Harley-Davidson: Preparing for the Next Century*. Harvard Business School Case Study 9-906-410.

---

#### COURSE DESCRIPTION AND LEARNING GOALS

---

The concepts, values, underlying assumptions, and intervention techniques that are common in the practice of organizational development and change are presented. *Prerequisite:* MGMT 3303.

By completing this course, you will develop a conceptual framework about *organization development (OD)*. OD is the study of proactive, planned change in some or all aspects of an organization's functioning to improve its long-term effectiveness. In this course, you will be a member of an OD consulting team that will enter, contract, gather data, feedback, diagnose, design, implement and evaluate an OD intervention to improve the organizational effectiveness of a U.S. firm.

## Course Key Learning Objectives—Activities—Evaluations Matrix

<u>Objectives</u>	<u>Activities</u>	<u>Evaluations</u>
1. Understand key OD concepts (e.g., Action Research Model), assumptions, values and ethics that emphasize client collaboration.	1. Reading assignments, discussions, team exercises, consulting team diagnostic and intervention plans (team papers).	I. Examinations, team exercises, consulting team diagnostic and intervention plans (team papers).
2. Understand the collaborative role of the OD consultant as a process facilitator.	2. Reading assignments, discussions, team exercises, consulting team diagnostic and intervention plans (team papers).	2. Examinations, team exercises, consulting team diagnostic and intervention plans (team papers).
3. Understand effective ways to collaboratively gather data, provide feedback, diagnose and plan actions to improve organizational effectiveness.	3. Reading assignments, discussions, team exercises, consulting team diagnostic plans (team papers and presentations).	3. Examinations, team exercises, consulting team diagnostic plans (team papers and presentations).
4. Understand how to develop, implement and evaluate OD (strategic planning, structural, cultural, human process) interventions that improve organizational effectiveness.	4. Reading assignments, discussions, team exercises, consulting team intervention plans (team papers and presentations).	4. Examinations, team exercises, consulting team intervention plans (team papers and presentations).

---

### Course Learning Process Objectives

1. Become comfortable with the fact that the “real world” does not contain “correct answers.” Instead, organizations possess ambiguous OD problems and opportunities that require diverse, analytical perspectives to formulate sound actions to solve OD problems or exploit OD opportunities.
  2. Develop analytical and critical thinking abilities relevant to OD problems and opportunities.
  3. Develop interpersonal skills for effective communication and teamwork within diverse groups.
- 

### Course Learning Methodology

- I expect you to read your text and additional reading assignments in advance of class so that you will be prepared to demonstrate your understanding through quizzes, discussions and team exercises. I will prepare discussion questions on slides and will post them on the course’s Blackboard website in advance of class.
- In addition to concepts developed from the text and additional readings (that you obtain from UTEP Library’s electronic resources), you will apply the key conceptual frameworks of the Action Research Model (data gathering, feedback, diagnosis, designing, implementing, evaluating) and Organization Performance Model that links the organization’s strategy, design elements, culture, performance and business environment. The primary application will be improving organizational effectiveness.
- During the course, you will be randomly assigned to one OD consulting team. The aim of teamwork is to create collaborative learning where you learn from each other. With the wealth of experience embodied in the class, you will learn much more from your teammates than from me. You will be working with your teammates during class on exercises during each session, as well as preparing papers and making presentations on how to improve organizational effectiveness.

## COURSE REQUIREMENTS

---

1. **Team exercises.** After each class discussion, each team will complete an exercise that relates knowledge gained from the material covered in class and the case study firm. Team exercises comprise 20% of your grade. You must be in class to complete team exercises when they are conducted; there are no make-ups unless I receive a valid reason, e.g., doctor's note (in English), why you were absent from that class.
2. **Team papers.** Each OD consulting team will focus on one category of OD intervention: strategic planning, structural, human or cultural process. The first paper will reflect each team's plans to enter, contract, collaboratively collect data, provide client feedback, and conduct diagnosis with client. The second paper will reflect collaborative action plans developed with the client to design, implement, and evaluate interventions in the organization's strategic planning, structural, cultural or human process. *(While most often teams assign different portions of the team paper to team members, one shortcoming of this approach is the creation of papers that are disjointed and often contradictory. Teams are strongly encouraged to assign one or more team members as editors with the responsibility of integrating their team papers into "seamless" documents.)*

In addition to the text and additional reading assignments, **teams should incorporate at least five unique, additional references into their paper from the course-reserved reading list.** The team papers should not be longer than ten pages but certainly can be shorter, **single-sided, paginated** beginning with first page after title page (latter does not count toward 10-page limit), **double-spaced, font Times New Roman 12,** and **margins of one inch all around.**

Team paper drafts will be submitted to me for comment. After receiving my comments, teams will present their papers and receive additional comments. After their presentations, teams will submit their paper final drafts for grading. Each team paper will be worth 10% of the overall grade, for a total of 20% of the course grade. Team papers submitted late will have their grades lowered one letter grade for each week late. You must contribute to your team's papers; otherwise, you will receive no credit. *(Teams indicate member non-participation by leaving the "free-riding" team member's name off the paper's title page.)*

3. **Team presentations.** After draft team papers have been returned with comments, OD consulting teams will make their team presentations using PowerPoint slides. The purpose of this presentation is to share learning with the class and obtain additional comments from me. Each team will have 15 minutes to present their papers and five minutes to answer questions by the class. Each of the two presentations will be worth 5% of your overall grade, for a total of 10% of your course grade. You must be present and participate in each team presentation to obtain credit; there are no make-ups.
4. **Teamwork evaluations.** Teamwork is valued in business and is rewarded in this course. At the end of the course, you will be asked to submit electronically a teamwork evaluation form that assesses the performance of your team members. The teamwork evaluation comprises 10% of your grade. *(If your teammates individually and unanimously report that you voluntarily did not participate in assigned work, you will be given zero points for that assignment. If you fail to turn in a teamwork evaluation form, you will lose 10% of your course grade. Teams, by unanimous concurrence of all other members (after each team member meets individually with me), can "fire" team members for negligence in their duties. Fired team members then form their own teams.)*
5. **Examinations.** Two closed-book examinations will be administered, one for Chapters 1 - 6 (part 1) and related additional readings, and one for Chapters 6 (part 2) - 14 and related additional readings.

Each exam will include objective (true-false, multiple-choice) and subjective (essay) questions. The objective questions will be identical to some of the questions found in the quizzes. The essay questions will be taken from material covered during class discussions (all discussion question slides are available via Blackboard). For each exam, you will be given in advance three possible essay questions. Two of those essay questions will be on the exam and you must answer only one of them. (No extra credit is given for answering the second essay question.) Each of the two exams will be worth 20% of your course grade, for a total of 40% of your course grade. There are no make-ups unless I receive a valid reason, e.g., doctor's note (in English), why you were absent from that class.

## **COURSE EVALUATION**

---

<b>Grading components</b>		<b>Points and Weight</b>	
Team Exercises	(20 x 10)	200 Points	20%
Team Papers	(2 x 100)	200 Points	20%
Team Presentations	(2 x 50)	100 Points	10%
Teamwork Evaluations		100 Points	10%
Examinations	(2 x 200)	400 Points	40%
<b>Total Weight</b>		<b>1000 Points</b>	<b>100%</b>

### **Grading scale based on percentages of criterion-based (no curve) grading scheme:**

A	B	C	D	F
A: 90-100%	B: 80-89%	C: 70-79%	D: 60-69%	F: 0-59%

## **COURSE POLICIES**

---

### **Class Policies**

- You are expected to arrive to the class on time and stay until the end.
- Choose a seat early in the semester and try to occupy that same seat on a consistent basis.
- You must carry your UTEP-issued ID during class and exams. If you fail to show your ID when asked, I reserve the right to prevent you from participating in classroom activities or taking an exam.
- Do not be disruptive to the instructor or other students. If you are disrupting the normal flow of the class, distracting me or your fellow classmates, I will ask you to leave the classroom. You will need to meet with me in my office before you are allowed to be in class again.

- Be brief and to the point when speaking in class.
- Listen to what other people have to say.
- Respect other people and their ideas.
- Build on other people's ideas.
- During exams you are required to sit quietly before you receive the exam, while you are answering it, and after you have finished it.
- Phones are only allowed to receive emergency campus alerts.
- Laptops and tablets are only allowed for note-taking and tasks related to this course.
- No audio or video recording may occur during class time unless the instructor has given expressed and written consent.
- Be aware of the potential negative impact of technology misuse on class participation.

**Disability accommodation.** If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

**UTEP Policy on Academic Integrity:**

**Academic Honesty.** Academic integrity is at the core of the educational mission of the University of Texas at El Paso. Students are expected to conduct themselves with honesty and forthrightness in all academic and personal interactions within the University community. A student who enrolls at the University must conduct himself/herself in a manner compatible with the University's function as an educational institution. Academic dishonesty is a general term for actions that are not representative of the student's own work or in keeping with the directives of the faculty member assigning the course work. Some of the more common forms (not a comprehensive list) of academic dishonesty are: cheating, plagiarism, collusion, the substitution for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Official University policy states that all suspected cases of alleged academic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Disciplinary sanctions for proven academic dishonesty will range from disciplinary probation, to a failing grade on the test, paper, or course, to suspension or dismissal from the University, among other sanctions. Students are expected to submit all papers with the appropriate citations, references, etc.

**THE CONTENT IN THIS SYLLABUS MAY BE SUBJECT TO CHANGE.**

**Course Schedule (Subject to Change by Instructor If Necessary)**

<u>Session</u>	<u>Date</u>	<u>Topic/Key Learning Objectives</u>	<u>Assignment</u>
1	8/22	<b>Course Overview</b> <u>Key Learning Objectives:</u> (1) Understand course objectives, structure and requirements; and (2) become familiar with effective team processes.	<u>In Class:</u> Review course syllabus and effective team processes.
2	8/24	<b>Team Startups/Organization Performance Model</b> OD consulting teams are organized on a diversity basis. <u>Key Learning Objectives:</u> (1) Understand Nadler and Tushman's (1980)'s congruence model for organizational analysis, to include (a) five basic system characteristics, (b) inputs, transformation process components and outputs, and (c) model congruence hypothesis; (2) understand the Organizational Performance Model (OPM) to include (a) five key variables in OPM, (b) OPM hypothesis and corollaries, (c) organizational assessment process, and (d) organization design process; and (3) relate the congruence model to OPM.	<u>Homework:</u> Read discussion questions (DQs), Nadler & Tushman (1980) and Hanna's (1988) Organization Performance Model (OPM) handout. <u>In Class:</u> Discussion, TE
3	8/29	<b>Organization Development Case Study</b> <u>Key Learning Objectives:</u> (1) Understand Harley-Davidson, Inc.'s (HDI's) historical/current sources of competitive advantage; (2) explain how HDI transformed itself during the 1980s; and (3) identify HDI's current strengths, weaknesses, opportunities, and threats (SWOT).	<u>Homework:</u> Read DQs and Nolan & Kotha (2007) case study. <u>In Class:</u> Discussion, TE
4	8/31	<b>Chapter 1, The Strategy Driven Approach</b> Each OD consulting team is assigned an OD intervention category (strategic planning, structural, cultural or human process) that will be the basis for its two papers. <u>Key Learning Objectives:</u> (1) Understand (a) the role of the OD (OC) consultant as process facilitator and (b) the significance of mission and strategy to OD; (2) relate various OD interventions to OPM organizational design steps; and (3) understand the rationale for OD by relating: (a) the misalignments of four basic building blocks of the passive-aggressive organization to OPM design elements, and (b) the five initiatives designed to "cure" the passive-aggressive organization to (c) OPM organizational design steps.	<u>Homework:</u> Read DQs, <i>Strategic Organizational Change</i> (SOC) Chapter 1 and Neilson, Pasternick and Van Nuys (2005). <u>In-Class:</u> Discussion, team OD intervention assignment, three possible essay questions for first exam, TE
	9/05	<b>Labor Day – No Classes (University Closed)</b>	
5	9/07	<b>Chapter 2, Foundations of OC (Organizational Change) Practice (Part 1)</b> <u>Key Learning Objectives:</u> (1) Understand concepts of Lewin's forcefield analysis and three-step model of change and relate them to OD;	<u>Homework:</u> Read DQs, SOC Chapter 2 pages 11-16 only and Argyris ( <i>Cont'd</i> )

5 (Con'td)	9/07	(2) grasp concepts of systems thinking and open systems and relate them to OD; and (3) relate the concepts of first- and second-order organizational change to Argyris' (1991) single-loop and double-loop learning.	(1991), pages 99-100 only. <u>In-Class:</u> Discussion, TE
6	9/12	<b>Chapter 2, Foundations of OC Practice (Part 2)</b> <u>Key Learning Objectives:</u> (1) Understand the concepts of participative management and teams and diversity and relate them to OD; (2) grasp the concepts of conflict management and appropriate leadership styles and relate them to OD; (3) relate the Action Research Model's six steps to Susman and Evered's (1978) action research five phases; and (4) understand Susman and Evered's (1978) six characteristics of action research that are closely related to OD values.	<u>Homework:</u> Read DQs, SOC Chapter 2 pages 17-24 only and Susman and Evered (1978) pages 586-590, 601 only. <u>In-Class:</u> Discussion, TE
7	9/14	<b>Chapter 3, Process Consulting (Part 1)</b> <u>Key Learning Objectives:</u> (1) Distinguish between three consulting approaches and identify the advantages of the process consultation approach; (2) identify negative consequences of helping clients; (3) explain why "writing down all the things you don't know" is beneficial to the process consultant; and (4) identify the four elements of active inquiry and four levels of active inquiry (Schein, 1995; SOC lists three).	<u>Homework:</u> Read DQs, SOC Chapter 3 pages 25-31 only and Schein (1995). <u>In-Class:</u> Discussion, TE
8	9/19	<b>Chapter 3, Process Consulting (Part 2)</b> <u>Key Learning Objectives:</u> (1) Grasp the advantages of building collaborative relationships with clients through status equilibration, "face work," perceptions, Schein's (1999) ten principles, entry and contracting; (2) distinguish between appreciative inquiry and action research and describe how they can be used effectively together; and (3) understand the different metaphors of change to better diagnose client mindsets and better manage the change process.	<u>Homework:</u> Read DQs, SOC Chapter 3 pages 31-38 only, Egan and Lancaster (2005) pages 29-37, 45-46 only, and Marshak (1993). <u>In-Class:</u> Discussion, TE
9	9/21	<b>Chapter 4, Leading Versus Facilitating Change (Part 1)</b> <u>Key Learning Objectives:</u> (1) Determine who is responsible for leading organizational change; (2) identify nine sources of organizational complacency that help maintain the status quo and thus prevent a sense of urgency; (3) understand the nature of the dual operating system for organizational change, the regular management-driven hierarchy and the volunteer strategy network; and (4) identify eight accelerators that are processes that enable the strategy network to achieve successful organizational change.	<u>Homework:</u> Submit 1 <sup>st</sup> team paper draft; read DQs, SOC Ch. 4 pages 39-48 only and Kotter (2012). <u>In-Class:</u> Discussion, TE

- 10**     **9/26**     **Chapter 4, Leading Versus Facilitating Change (Part 2)** Key Learning Objectives: (1) Identify five bases of power in organizations; (2) explain how organizational leaders demonstrate political/power skills during organizational change; (3) grasp three key elements to leading organizational change (activity planning, commitment planning and change-management structures); (4) describe five activities used by change leaders to sustain change momentum; and (5) explain six methods for dealing with resistance to change.
- Homework: Read DQs, SOC Chapter 4 pages 48-53 only and Kotter and Schlesinger (2008) [1979].
- In-Class: Discussion, TE provide team paper feedback,
- 
- 11**     **9/28**     **Chapter 5, Data Gathering** Key Learning Objectives: (1) Explain the advantages and disadvantages of seven data-gathering methods (Beitler’s (2013) six and Schein’s (2003) group assessment technique); (2) describe the relative effectiveness of the seven data-gathering methods in each of six target groups; (3) describe the relative effectiveness of the seven data-gathering methods in each of six target processes; (4) identify five process consultation traps; and (5) identify five processes of healthy organizations.
- Homework: Read DQs, SOC Chapter 5 and Schein (2003).
- In-Class: Discussion, TE
- 
- 12**     **10/03**     **Chapter 6, Feedback, Diagnosis and Action Planning (Part 1)** Key Learning Objectives: (1) Understand the aims of the feedback and diagnosis steps; (2) contrast organizational-, group- and individual-level diagnoses; (3) compare the implicitly top-down feedback process described by Beitler (2013) with the bottom-up process espoused by Schein (1995) and identify the pros and cons of each; (4) identify the three stages of the client/consultant relationship; and (5) describe four characteristics of the client-consultant relationship that minimize the likelihood of unethical conduct allegations.
- Homework: Read DQs, SOC Chapter 6 pages 73-82 only, Schein (1995) pages 16-17 only, and Ozley and Armenakis (2000).
- In-Class: Discussion, TE
- 
- 13**     **10/05**     **First Examination (60 Minutes)** Examination will cover text Chapters 1-6 (part 1), additional readings, discussion notes and team exercises. Three quarters (75%) of the exam will include objective questions taken from the quizzes. One quarter (25%) of the exam will be one essay question, taken from three possible essay questions disseminated during session 4. Two of the three possible essay questions will be on the exam and students pick one question and respond in essay form.
- Homework: Read all assigned materials, discussion notes and team exercises.
- In-Class: Conduct first examination.



- |    |       |   |   |
|----|-------|---|---|
| 14 | 10/10 | <b>First Team Presentations (Part 1)</b><br><u>Key Learning Objectives:</u> Based on their target organizations and processes, teams conduct 15-minute presentations of their first paper to include: (1) entering, (2) contracting, (3) data gathering, 4) feedback, and (5) diagnosis. Teams obtain feedback to improve their papers.   | <u>Homework:</u> Teams prepare presentations.<br><u>In-Class:</u> HDI teams conduct presentations.  |
| 15 | 10/12 | <b>First Team Presentations (Part 2)</b><br><u>Key Learning Objectives:</u> Same as for Session 14.   | <u>Homework:</u> Same as above<br><u>In-Class:</u> HDMC teams present.  |
| 16 | 10/17 | <b>Chapter 6, Feedback, Diagnosis and Action Planning (Part 2)</b> <u>Key Learning Objectives:</u> (1) Define intervention and explain its relationship to diagnosis; (2) identify four prerequisites for choosing an appropriate intervention; (3) list eight possible benefits from interventions; (4) identify four (SOC lists six) types of interventions; (5) recognize three forms of change forces and four forms of resistance; (6) distinguish between situations calling for reactive change and those calling for proactive change; and (7) be able to action plan by selecting among the eight different change paths, based on the strength of the forces of change, whether they are opportunities or threats, the time available for change, and whether the organization is open or closed to change. | <u>Homework:</u> Submit first team paper.<br>Read DQs, SOC Chapter 6 pages 83-87 only and Strebel (1994).<br><u>In-Class:</u> Discussion, TE three potential essay questions for second exam, |
| 17 | 10/19 | <b>Chapter 7, Strategic Planning Interventions (Pt. 1)</b><br><u>Key Learning Objectives:</u> (1) Understand the concept of fit in strategic planning; (2) describe the strategic planning process that includes mission statement, SWOT analysis, strategic alternatives and their analysis, strategy selection, organizational support analysis, strategic plan, tactics, responsibilities assignment, communication and follow-up; (3) understand the role of OD in mergers and acquisitions as well as interorganizational relationships; (4) grasp the value of developing a strategic system instead of organizational restructuring; (5) explain how a set of strategy maps can comprise a firm's strategy; and (6) compare the strategic planning process to the strategy map process.                        | <u>Homework:</u> Read DQs, SOC Chapter 7 pages 89-93, 94-95, 100-104 only and Kaplan and Norton (2006).<br><u>In-Class:</u> Discussion, TE  |
| 18 | 10/24 | <b>Chapter 7, Strategic Planning Interventions (Pt. 2)</b><br><u>Key Learning Objectives:</u> (1) Define strategy, explain where sustained competitive advantage comes from, and identify two critical strategy tasks; (2) recognize IBM's strategic planning, structural, human process and cultural interventions; and (3) compare and contrast IBM's strategic planning intervention to: (a) Beitler's (2013) strategic planning process, (b) Kaplan and Norton's (2006) strategy maps, and (c) Hanna's (1988) OPM model.  | <u>Homework:</u> Read DQs and Harreld, O'Reilly and Tushman (2007).<br><u>In-Class:</u> Receive graded first team papers, discussion, TE  |

- 19    10/26    **Chapter 8, Structural Interventions (Part 1)**  
Key Learning Objectives: (1) Identify five different types of organizations and describe each of their advantages and disadvantages; (2) distinguish between restructuring and reengineering; (3) explain why ambidextrous organizations are superior to the other three; (4) distinguish between the ambidextrous organization's two businesses' different strategies, structures, cultures and processes; (5) identify four lessons from firms that became ambidextrous; and (6) explain how ambidextrous firms avoid four innovation traps (strategy, process, structure, skills).
- Homework: Read DQs, SOC Chapter 8 pages 107-113, O'Reilly and Tushman (2004), and Kanter (2006).  
In-Class: Discussion, team exercise
- 20    10/31    **Chapter 8, Structural Interventions (Part 2)**  
Key Learning Objectives: (1) Identify downsizing's short-term gains and long-term costs; (2) explain what a psychological contract is and how downsizing violates it; (3) describe three different approaches to job design and identify which is most effective; and (4) identify six transition management principles that make resizing (downsizing) more effective.
- Homework: Read DQs, SOC Chapter 8 pages 113-120 and Marks and De Meuse (2005).  
In-Class: Discussion, team exercise
- 21    11/02    **Chapter 9, Organizational Culture Interventions**  
Key Learning Objectives: (1) Explain how organizational culture can be indirectly changed; (2) distinguish between three (SOC lists four) levels of organizational culture and explain how to diagnose its deepest level; (3) outline the five steps to diagnosing organizational culture and developing a cultural change strategy; (4) describe six primary embedding and six reinforcing mechanisms to embed cultural assumptions into the organization; and (5) identify seven ways that leaders can take to produce desired cultural changes.
- Homework: Read DQs, SOC Chapter 9 pages 123-127, 130-134, 135-136 and Schein (1990).  
In-Class: Discussion, team exercise
- 
- 22    11/07    **Chapter 10, Human Process Interventions**  
Key Learning Objectives: (1) Identify eight characteristics of high-performing work teams; (2) distinguish between three types of team-building interventions, describe the seven steps of a generic team-building intervention, and outline the eight steps in conducting a forcefield analysis; (3) grasp why conflict management skills are becoming increasingly important; (4) describe the generic conflict management intervention process; and (5) distinguish between two types of conflict, explain how they relate to dysfunctional and functional conflict and, describe how each conflict type can be resolved.
- Homework: Read DQs and SOC Chapter 10 pages 139-142, 146-147, 148-149, 153-154.  
In-Class: Discussion, team exercise

- 23    11/09    **Chapters 11-12, Management Development and Organizational Learning Interventions**  
Key Learning Objectives: (1) Identify and describe the three elements of management development systems; (2) enumerate the six different types of developmental activities; (3) describe the two performance management subsystems; (4) distinguish between organizational learning, knowledge management and learning organization; (5) compare the four-phase traditional training model and the action research model used in OD; (6) contrast traditional learning with self-directed learning; (7) explain the advantages of learning agreements; (8) contrast codification and personalization knowledge management systems; and (9) distinguish between technical and human theories of control and how their conflict is linked to individual/organizational defensive routines.
- Homework: Submit 2<sup>nd</sup> team paper draft.  
Read DQs, SOC Chapter 11 page 157-159, 163-168, Chapter 12 pages 171-178, 180-185 and Argyris (1989).
- In-Class: Discussion, team exercise
- 24    11/14    **Chapters 13-14, Evaluating OC and Future of OC**  
Key Learning Objectives: (1) Distinguish between two types of OD evaluations; (2) list five institutionalization indicators; (3) identify three major problems in evaluating OD interventions, OD consultants and clients; (5) identify five characteristics of the 21<sup>st</sup> century workforce and organizations; (6) identify three OD globalization constraints; (7) list seven challenges facing OD consultants in the 21<sup>st</sup> century; and (8) list six strategic imperatives facing future organizations and eight core competencies that need to be developed to meet the strategic imperatives.
- Homework: Read DQs, SOC Chapter 13 pages 189-195, 200-202, Chapter 14, and Nadler and Tushman (1999).
- In-Class: Quiz, discussion, receive team paper feedback, team exercise
- 25    11/16    **Second Examination (60 Minutes)**  
Examination will cover text Chapters 6 (part 2) – 14, additional readings, discussion notes and team exercises. Three quarters (75%) of the exam will include objective questions taken from the quizzes. One quarter (25%) of the exam will be one essay question, taken from three possible essay questions disseminated during session 16. Two of the three possible essay questions will be on the exam and students pick one question and respond in essay form.
- Homework: Read all assigned materials, discussion notes and team exercises.
- In-Class: Conduct second examination.
- 26    11/21    **Second Team Presentations (Part 1)**  
Key Learning Objectives: Based on their target organizations and processes, teams conduct 15-minute presentations of their second paper to include: (1) designing, (2) implementing, and (3) evaluating OD interventions. Teams obtain feedback to improve their papers.
- Homework: Teams prepare presentations.  
In-Class: HDMC teams conduct presentations.

- |           |              |   |   |
|-----------|--------------|---|---|
| <b>27</b> | <b>11/23</b> | <b>Second Team Presentations (Part 2)</b><br><u>Key Learning Objectives:</u> Same as for Session 26.    | <u>Homework:</u> Same as above<br><u>In-Class:</u> HDI teams present. |
| <b>28</b> | <b>11/28</b> | <b>Make-Up Work / Team Paper Submission</b><br>Complete all make-up work and turn in second team paper. | <u>Homework:</u> Finish team evaluations                              |
| <b>29</b> | <b>11/30</b> | <b>Course Synthesis</b>   |   |

## Course Additional Reading Assignments (Included In Quizzes and Exams)

<u>Session No.</u>	<u>Additional Reading Assignment(s)</u>
2	Hanna, D.P. 1988. <i>Organization Performance Model</i> . [Blackboard Course Materials Folder] Nadler, D.A. & Tushman, M.L. 1980. A model for diagnosing organizational behavior. <i>Organizational Dynamics</i> , 9(Autumn 1980) 35-51.
3	Nolan, R.L. & Kotha, S. 2007. <i>Harley-Davidson: Preparing for the next century</i> . Harvard Business School Case Study 9-906-410. [Purchased]
4	Neilsen, G.L., Pasternack, B.A. & Van Nuys, K.E. 2005. The passive-aggressive organization. <i>Harvard Business Review</i> , 83(October 2005): 82-92.
5	Argyris, C. 1991. Teaching smart people how to learn. <i>Harvard Business Review</i> , 69(May/June 1991): 99-109. (Read pages 99-100 only.)
6	Susman, G.I. & Evered, R.D. 1978. An assessment of the scientific merits of action research. <i>Administrative Science Quarterly</i> , 23: 582-603. (Read pages 586-590, 601 only.)
7	Schein, E.H. 1995. Process consultation, action research and clinical inquiry: are they the same? <i>Journal of Managerial Psychology</i> , 10(6): 14-19.
8	Egan, T.M. & Lancaster, C.M. 2005. Comparing appreciative inquiry to action research: OD practitioner perspectives. <i>Organization Development Journal</i> , 23(Summer 2005): 29-49. (Read pages 29-37, 45-46 only.) Marshak, R.J. 1993. Managing the metaphors of change. <i>Organizational Dynamics</i> , 22(Summer 1993): 44-56.
9	Kotter, J.P. 2012. Accelerate! <i>Harvard Business Review</i> , 90(November 2012): 44-58.
10	Kotter, J.P. & Schlesinger, L.A. 2008 [1979]. Choosing strategies for change. <i>Harvard Business Review</i> , 86(July/August 2008), 130-139.
11	Schein, E.H. 2003. Five traps for consulting psychologists: Or, how I learned to take culture seriously. <i>Consulting Psychology Journal: Practice and Research</i> , 55(Spring 2003): 75-83.
12	Ozley, L.M. & Armenakis, A.A. 2000. "Ethical consulting" does not have to be an oxymoron. <i>Organizational Dynamics</i> , 28(4): 38-51. Schein, E.H. 1995. Process consultation, action research and clinical inquiry: are they the same? <i>Journal of Managerial Psychology</i> , 10(6): 14-19. (Read pages 16-17 only.) (Continued on next page)

### Course Additional Reading Assignments (Continued)

<u>Session No.</u>	<u>Additional Reading Assignment(s)</u>
16	Strebel, P. 1994. Choosing the right change path. <i>California Management Review</i> , 36(Winter 1994): 29-51.
17	Kaplan, R.S. & Norton, D.P. 2006. How to implement a new strategy without disrupting your organization. <i>Harvard Business Review</i> , 84(March 2006): 100-109.
18	Harreld, J.B., O'Reilly, C.A. & Tushman, M.L. 2007. Dynamic capabilities at IBM: Driving strategy into action. <i>California Management Review</i> , 49(Summer 2007): 21-43.
19	Kanter, R.M. 2006. Innovation: The classic traps. <i>Harvard Business Review</i> , 84(November 2006): 72-83. O'Reilly, C.A. & Tushman, M.L. 2004. The ambidextrous organization. <i>Harvard Business Review</i> , 82(April 2004): 74-81.
20	Marks, M.L. & De Meuse, K.P. 2005. Resizing the organization: Maximizing the gain while minimizing the pain of layoffs, divestitures, and closings. <i>Organizational Dynamics</i> , 34(Summer 2005): 19-35.
21	Schein, E.H. 1990. Organizational culture. <i>American Psychologist</i> , 45(February 1990): 109-119.
23	Argyris, C. 1989. Strategy implementation: An experience in learning. <i>Organizational Dynamics</i> , 18(Autumn 1989): 5-15.
24	Nadler, D.A. & Tushman, M.L. 1999. The organization of the future: Strategic imperatives and core competencies for the 21 <sup>st</sup> century. <i>Organizational Dynamics</i> , 28(Summer 1999): 45-60.