2012

MGMT 309-01 Organization Design and Development

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Williams College of Business Mission. We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition, including a focus on sustainability as a necessary and essential part of all effective organizations. Specific learning goals derived from this mission, which are the foundation of the design of this course, can be found on our Blackboard page.

Course Description. This course will examine the theory and design of organizational systems, organization performance, culture, development, and change. These topics will be explored using a systems approach to organizational design and development, with a particular emphasis on issues involved in changing organizations. Another major emphasis will be the study and use of techniques and interventions to implement change and development programs, the role of managers as change agents, and the use of external consultants. In keeping with the WCB mission, our goal will be to learn how to improve organizations and society, focusing on ethical decision making and the impact on society of the choices made by managers, particularly with respect to sustainability over time. This course enables one to become a manager who is capable of creating and maintaining sustainable organizations. To enhance this connection, this class will involve students doing projects in the external community, an exercise which also supports the University Mission of service to others.


Instructional Techniques. The course will be taught using a variety of methods, including lectures, case analyses, video tapes, experiential exercises, group work and general class discussion. All of these methods work best when students have carefully read the assigned materials and given the materials serious consideration and thought. Remember, what you learn in this course in your responsibility.

While you may be interested in particular applications to your current work and/or life situations, I encourage you to think in terms of long-term potential applications of the material in this course. The material we cover in class will provide you with knowledge and tools that will have immediate applicability in both your personal and professional lives; however, the course will probably have even greater impact and applicability as you progress in your career.

Grading. Course grades will be determined by the percentage of the possible total points that is earned by each student. The 700 point total is comprised of the following components and their respective point allocations:

- 5 Class Participation Activities 20 points each (100 points total)
- 2 Team Case Analysis Paper & Presentation 100 points each (200 points total)
- 2 Exams (Objective & Subjective Items) 100 points each (200 points total)
- 1 Individual Project Paper 200 points
Final course grades will be determined by percentage of total points earned by each student, per the following scale:

\[
\begin{array}{cccc}
\geq 93\% = A & 90\text{ to }92\% = A- & 87\text{ to }89\% = B+ & 83\text{ to }86\% = B \\
80\text{ to }82\% = B- & 77\text{ to }79\% = C+ & 73\text{ to }76\% = C & 70\text{ to }72\% = C- \\
67\text{ to }69\% = D+ & 63\text{ to }66\% = D & 60\text{ to }62\% = D- & < 59 = F \\
\end{array}
\]

Class Participation. Five separate activities will be conducted (or at least begun) in class, with each student handing in a brief “write up” of the activity the following week. If the student does not complete a task satisfactorily and on time, he/she will earn a grade of “0” on that task. If the student completes a task thoroughly and on time, the grade is 20 points for that task. Instructions for each task will be made in class. The tasks include:
- Self-Assessment Pre
- Self-Assessment Post
- Presenting Problem statement
- Data Collection
- Data Feedback Exercise

Team Cases. The purpose of the case analyses is to have students apply the course theory and methods to cases in the text, which are ones that were actually undertaken by either an internal or external OD specialist. Case assignments will be made by Dr. Kilbourne. Specific instructions for each case will be distributed in class.

Individual Project Paper. Each student will prepare a project paper of 8 to 12 pages with two fundamental parts. In the first part of the paper, the student will include a Presenting Problem (PP) statement, describe the organization in which it exists, and indicate what he/she thinks is the cause of the presenting problem. The presenting problem should be one the student developed earlier in class. In the second part of the paper, the student do a formal analysis of potential causes, applying our material to indicate at least one potential cause from each of the three levels of analysis, beyond the student’s initial estimation of the cause. In this formal analysis, the student will briefly discuss whether or not each of the design components is likely to be a potential cause of the PP. Then the student will discuss what data would need to be collected to determine if, in fact, each potential cause is actually causal. Then the student will identify an appropriate intervention for each of the potential causes. Specific instructions for each of these papers will be distributed in class. This paper will be based upon activities conducted as in-class exercises.

General grading criteria for cases and projects:
The case analyses and projects will be graded for content, clarity and correctness of grammar and punctuation. While the bulk of the grade will be based upon content (e.g., the degree to which you accurately and appropriately apply the course theory and methods and do what the instructions require), remember that serious flaws in written presentation can make content uninterpretable. Such flaws, therefore, will result in commensurate loss of points. To earn a grade of “C” on a case, you are expected to answer the questions assigned and/or complete all assigned instructions. At a minimum, for a grade of “B”, you must also identify sources in the text that led you to your solution/application. For an “A” grade, you must also thoroughly explain your answers and use appropriate course vocabulary. All material covered in class is expected to be used in the case analysis and project, as appropriate. Brief presentations of these cases and projects will be made to the class on the dates the cases are due. Students in the audience will participate by asking questions, making suggestions, and commenting on presentations as they occur. Students must also turn in written case analyses that are typed, double-spaced, with a 10 or 12 font (pica or elite type), with 1-inch margins on all sides of the pages. The cases are to be from 4 to 8 pages of text in
length, as necessary to thoroughly answer the questions assigned. If students wish to include figures, graphs, surveys forms, etc., these should be included in appendices and will not count in the page total.

**Exams.** The exams will be a combination of objective and subjective questions over the material assigned for that exam. They are designed to check for knowledge and understanding of the material.

**Course Policies.** Students are expected to attend class every day. If you must miss class, regardless of the reason, you are personally responsible for obtaining notes from a classmate and for contacting the professor if you have questions about the material. For any questions about instructions on assignments or explanations of material, you MUST contact the professor by phone or in person during office hours. Email is not an appropriate format for handling such issues. This is especially true if you are too ill to attend class for a scheduled presentation or exam. Prior to class, you MUST telephone the professor if you will miss a scheduled assignment or exam. Then, you MUST present a medical excuse from a LOCAL physician in order to make up the exam or presentation. By virtue of enrolling in this class, you are committing to be present, particularly on days of scheduled activities, such as presentations and exams. While late work will be accepted, penalties will be assessed in relative proportion to the degree to which the work is late. There will be no extra credit or revisions of graded work. Cheating will be dealt with as delineated in University Policy. If weather or other causes arise that make it impossible for class to meet, I will contact students via our Blackboard email process. I will also use this process to convey other information to students, so students must monitor their campus email and our course’s Blackboard site frequently.

### Approximate Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignments</th>
<th>In Class:</th>
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<tbody>
<tr>
<td>Aug. 22</td>
<td>Introduction to Course (Micro vs. Group vs. Macro Perspectives)</td>
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<tr>
<td>Aug. 29</td>
<td>General Introduction to OD, Ch. 1 The Nature of Planned Change, Ch. 2</td>
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<td><strong>In Class:</strong> Self Assessment Pre</td>
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<tr>
<td>Sep. 5</td>
<td>The OD Practitioner, Ch. 3 Entering and Contracting, Ch. 4</td>
<td><strong>Due:</strong> Self Assess. write-up</td>
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<td><strong>Team Case 1 Assignment made</strong></td>
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<tr>
<td>Sep. 12</td>
<td>Diagnosing Organizations, Ch. 5 Diagnosing Groups and Jobs, Ch. 6</td>
<td><strong>In Class:</strong> Data Collection</td>
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<tr>
<td></td>
<td></td>
<td><strong>Exercise</strong></td>
</tr>
<tr>
<td>Sep. 19</td>
<td>Collecting &amp; Analyzing Diagnostic Info., Ch. 7 Feeding Back Diagnostic Information, Ch. 8</td>
<td><strong>Due:</strong> Data Collection Write-up</td>
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<tr>
<td>Sep. 26</td>
<td>Designing Interventions, Ch. 9 Leading and Managing Change, Ch. 10</td>
<td><strong>Team Case 1—hand in &amp; present.</strong></td>
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<td><strong>Team Case 2 assignment made</strong></td>
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<tr>
<td>Oct. 3</td>
<td><strong>Exam 1 (from 6 to 7:30; you’re dismissed as soon as you complete your exam.)</strong></td>
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<tr>
<td>Oct. 10</td>
<td>Exam feedback Evaluating &amp; Institutionalizing Interv., Ch. 11</td>
<td><strong>In Class:</strong> Data Feedback</td>
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Oct. 17  Interpersonal & Group Process App., Ch. 12
       Organization Process Approaches, Ch. 13
       In Class: Presenting Problem

Oct. 24  Restructuring Organizations, Ch. 14
       Employee Involvement, Ch. 15
       Due: Pres. Problem Write-up

Oct. 31  Work Design, Ch. 16
       Review of Qualitative vs. Quantitative Data
       Team Case 2—hand in & present.

Nov. 7   Performance Management, Ch. 17
       In-class: Project consultation

Nov. 14  Developing Talent, Ch. 18

Nov. 21  Thanksgiving Holiday – no class

Nov. 2   Overview of Ch. 20, 21, 23, & 24
       In Class: Self-Assessment Post

Dec. 5   Exam 2
       Due: Problem Analysis

Dec. 12  Class will not meet.