

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
EDD 855A
Organization Development
3 Credits
Summer I, 2021

Instructor: Dr. Matt Nowakowski, Professor
(612) 728-5142
mnowakow@smumn.edu

Prerequisite: EDD809

Class Meetings

Remote Delivery via “Zoom”

Wednesdays 5:00 p.m. – 9:00 p.m., May 5-June 23, 2021
****Week of June 13th (Week 7) will be asynchronous delivery**

Course Description:

This course applies the principles of education to the discipline of organization development, which studies the ways in which individuals, as well as the organization refines existing skills and develops new skills. Topics will include peak performance, surplus powerlessness, intrinsic and extrinsic motivational systems as well as techniques that develop these attributes in organizations.

Student Learning Objectives:

Upon completion of this course, students are expected to be able to:

1. Analyze organizational development.
2. Evaluate various organizational interventions.
3. Determine the application of OD to various organizations.
4. Apply organization development theory to an existing organization.
5. Analyze the history of organization theory.
6. Evaluate models of resource management.

Required Texts:

Carey, B. (2014). *How we learn: The surprising truth about when, where and why it happens*. Random House. ISBN 978-0-8129-9388-2.

Cummings, T.G., & Worley, C.G. (2019). *Organization development and change* (11th ed). Thomson South-Western. ISBN: 978-1-337-61883-0.

Kersten, J. & La Venture, K. (2015). *The human factor to profitability: Building a people-centered culture for long-term success*. River Grove
ISBN: 978-1-63299-054-9.

Ancillary Text (Suggested):

Publication Manual of the American Psychological Association, Seventh Edition
ISBN 978-1-4338-3217-8

French, W., & Bell, Jr. C. (1999). *Organization Development: Behavioral Science Interventions for organizational improvement, 6th ed*. New York, NY: Prentice Hall. ISBN: 0-13-242231-X.

Additional readings in historical as well as current scholarly literature are also used as appropriate.

Canvas Access

Canvas may be accessed from <https://smumn.instructure.com>

Library Resources

The Library is available to help students access online and print resources, develop search strategies, find scholarly sources, evaluate information and more. Please see the Library Web page at www.smumn.edu/tclibrary.

For further assistance, contact a librarian at the Twin Cities Campus Library at 612-728-5108 or toll-free at 866-437-2788, ext. 108.

Students taking classes in Rochester or Winona may also want to use libraries in those areas. For Rochester, contact Goddard Library at 507-285-7233. For Winona, contact Fitzgerald Library at 507-457-1562.

Writing Center

Writing Center consultants are available by appointment Monday through Saturday to help students with writing assignments. Hours are posted on our Web page at write.smumn.edu. To make an appointment, call 612-728-5154 (toll free 866-437-2788, ext. 154) or e-mail write@smumn.edu.

Technical Support

For technical support, contact our help desk at tchelpdesk@smumn.edu
<http://www2.smumn.edu/helpdesk/>
612-728-5100; option 65
800-372-8176 x7800
x7800 on campus

Late work policy

If a student anticipates being unable to meet the due date for an assignment, the student should contact the instructor. The instructor reserves the right to reduce or deny credit for late work.

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. Please check your SMU email near the end of the course for a link to an online rating form that records responses anonymously.

University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you believe that you have a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodation. Please contact Laura Lanning at accessservicesgpp@smumn.edu as soon as possible to arrange a confidential discussion about your need for accommodation.

EDD 855 Course Outline:

There are case studies listed for most sessions that are a part of that session's reading. Review them in the context of the reading, giving attention to the issues which are being applied. Be prepared to discuss. In the larger cases, there are

questions listed in the reading. Prepare answers for those. The notes for these are all part of a portfolio you will create.

Session 1: 05/05/21

Read for this session Cummings & Worley, Chapters 1, 2, 3

- History and introduction to OD
- The Nature of Planned Change
- Organization Development in Global Settings
- The Organization Development Practitioner

Session 2: 05/12/21

Read for this session Cummings & Worley, Chapters 4-6, Carey, pp. 4-103.

- Entering and Contracting
- Diagnosing Organizations
- Diagnosing Groups and Jobs
- Collecting and Analyzing Diagnostic Information
- Case Discussion: **Sunflower, p.214, Kenworth Motors p. 216.**

Session 3: 05/19/21

Read for this session Cummings & Worley, Chapters 7,8,9, Carey, pp. 107-130.

- Feeding Back Diagnostic Information
- Designing Interventions
- Leading and Managing Change
- Evaluating and Institutionalizing Organization Development Interventions
- Individual, Interpersonal and Group Process Approaches
- Case Discussion: **ADHIKAR, p. 239, Velo V, p. 244**

Session 4: 05/26/21

Read for this session Cummings & Worley, Chapters 10-11.

- Organization Process Approaches
- Restructuring Organizations
- Employee Involvement
- Work Design
- Case Discussions: **Lincoln Hospital p. 308, Airbus p. 315**
- **Article Reviews Due**

Session 5: 06/02/21

Read for this session Cummings & Worley, Chapters 12-13, Performance Management

- Technostructural
- Case Discussion: **Sullivan Hospital, p. 384, FAVI, p. 387**

Session 6: 06/09/21

Read for this session Cummings & Worley, Chapters 14,15,16, Kersten & La Venture, 1-176.

- Talent Management
- Managing Workforce Diversity and Wellness
- Human Performance/Human Resource
- Case Discussions, **Disk Drives, p. 470, Southwestern Free Clinic, p. 475**

Session 7: 06/16/21

Carey, pp. 131-228, Cummings & Worley, Chapters 17,18,19

- Transformational Change
- Continuous change
- **Portfolios Due by Midnight on 06/20/21**

Session 8: 06/23/21

Read for this session Cummings & Worley, Chapters 20, 21

- Future Directions in OD
- A few words on comprehensive examinations
- **Final Papers and Presentations**
- Course Summary

Evaluation:

The learning objectives in this course will be demonstrated through the following assignments.

Assignment 1: Article Review 20%

Assignment 2: Teaching Assignment 20%

Assignment 3: Final Project 40%

Assignment 4: Portfolio: Notes on case studies, teamwork, and contributions to knowledge development = 20%

Total 100%

Course Assignments:

These exercises are designed to reinforce the information discussed in each section of the text(s). They provide an opportunity for the student to demonstrate an understanding of the information as well as providing a creative application of that information. These assignments will allow the students to demonstrate mastery of learning objectives 1-6. Use of APA format for written assignments is assumed at the doctoral level.

Assignment 1: Article Review: Class participants are to review an article written by a principal theorist in the field of Organization Development. The review should include a discussion of the **main points of the article**, as well as a critique of **how this article historically contributed to the field of organizational development**. A **file copy** of the article must be included with the student's review. (Total 20 points, SLO's-1,5)

Due Date: 05/26/21

Assignment 2: Teaching Topics-Interventions: Each student will be assigned to a case study for the purpose of participating in teaching assignments. The teaching assignment will consist of directing a full class discussion and activities (approximately 60 minutes) for the assigned day on a set of organization development interventions or case study. Student-instructors will have the flexibility to conduct this class in the manner they feel will be most effective, but effective management of group dynamics and accountability should be apparent. Presentations must include a critical analysis of the case studies or interventions under study, with adequate attention placed on organizational development theory and resource management. Additional details will be distributed in class. (Total 20 points, SLO's-1, 2, 3, 4, 6) **Due Date: Varied**

Assignment 3: Final Project: Develop a paper proposing an organization development initiative at an organization with which you are familiar. It need not be organization-wide but it does need to be comprehensive. You may assume an urgent need for change. This proposal should be grounded in current and historical literature on organization development theory and practice. It should reflect critical analysis of the existing situation and potential strategies for improvement. It should challenge the status quo of the business unit in question. It should not be timid. It should demonstrate the ability to synthesize and apply organization development theory to future development. The project should include the use of model(s) and the change model steps for managing change, assessment, implementation/intervention and evaluation appropriate to the context. The project presentation should be done as a proposal presentation to the board of directors. Questioning and scrutiny of the proposal by the board should be anticipated.

Criteria:

1. Use of organization development concepts, theories, current and historical literature- 8pts
2. Relevance of concepts and descriptions to the design of the proposal and the organization-8pts
3. Depth of organization development understanding demonstrated- 8pts
4. Integration, synthesis, and articulation of applied change model- 8pts
5. Logic, organization, format, writing- 8pts

(Total 40 points, SLO's 1-6) **Due Date: 06/23/21**

Assignment 4- Portfolio: A Collection of Notes on Applied Philosophy, Case Studies, Teamwork, and Knowledge Development: Recognizing the importance of interaction and the experiences brought to the classroom by adult learners, this criterion reflects demonstration of the student's commitment to be a part of that development and as a member of a team, the class. There will be weekly opportunities for students to add value by being a part of philosophical reflections, exercises, case studies, group work, and

dialogues. The portfolio should include: notes and problems worked during case studies. In addition, the portfolio will include weekly reflective journaling entries that depict praxis on the weekly philosophy challenge questions, class discussions, teamwork interactions, and a student's own study and research. The instructor will call for a mid-semester check of the journals. **Final Due Date: 06/20/21**

(Total 20 points, SLO's-1-6)

Grading Policy:

The final course grades will be assigned according to the following scale:

90 – 100 points	A
80 – 89 points	B
70 – 79 points	C
<70 points	NC

Instructional Methods:

This course will be taught in a “learner centered” approach. Students will be expected to participate in dialogues and to offer ideas without fear of being “right or wrong”. The goal of this approach is to allow students to learn from each other as well as from the instructor and the texts.

Students must be present in class for this approach to work. If you are absent, not only are you infringing on your education but also on the education of your classmates by not providing your perspective to the other students. Work is due on the dates assigned. Any variation needs to be approved by the instructor. Incomplete grades are meant to be used only in unusual circumstances and must be requested in writing and approved by the instructor in advance of course ending date.

The role of the instructor is to guide the thinking of the students as a facilitator of learning. The process of learning takes place in the mind of each and it will be the goal of the instructor to provoke that learning using appropriate teaching techniques.

This teaching method is framed within the Lasallian Educational Mission and its values are reflected as follows:

- awakening in them a sense of the meaning of their lives as human beings;
- helping them towards, autonomy through personal reflection and development of a critical spirit;
- helping them to think clearly, to express their personal opinions, to seek for and to respect the truth;
- teaching them to make use of their freedom, to overcome prejudices, ready made ideas and social pressures;

- forming them to listen, to seek, to understand, to trust others, to be ready to help others, to love to admire, to contemplate, all of this is to help develop the student in the image of their God.

Organizational Responsibilities:

Students are responsible for protecting the “good name” of any organization under analysis as well as any representative of that organization. The student will identify the organization only to the instructor and only if asked. The student will not identify any organization to other students unless that has been approved in advanced by the instructor.

Student Behavior:

As members of a LaSallian community of scholars, students are expected to adhere to the highest levels of ethics and professionalism in all interactions with other members of the Saint Mary’s University community. In cases where a student’s behavior is not professional or is disrespectful toward others within the Saint Mary’s University community, the student may be subject to disciplinary action. These procedures can be initiated by anyone through a written complaint to the program director. The program director shall notify the Dean of the allegation.