

HRD 303/PSYCH 319c:
Organization Development
Human Resources Design Program
Claremont Graduate University
Spring, 2009, Module I
Saturday, 1:00pm-3:50pm

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Course Description

Organizational Development (OD) is a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness, and health. Through the process of OD, we attempt to bring about successful change efforts in individual employees, groups and teams, inter-groups, and organizations as well. At any of these levels, when we use the process of OD we are essentially asking:

- Where are we?
- Where do we want to be?
- How do we get from where we are to where we want to be?

To achieve a competitive advantage in a global marketplace, contemporary organizations are in a continuous state of change. Within such a complex system as an organization, change has a rippling effect. For instance, technological innovation is not limited to hardware and software. It has an impact, sometimes quite dramatic, economically, politically, socially, legally, organizationally, and even personally. Given the magnitude of change taking place, it is important for HR, OB, and Evaluation professionals to examine the theories and models, and methods and processes related to organizational change. In this course, we will focus on those methods, models, and processes specifically related to diagnosing and planning for organizational change.

This is the first of two courses in CGU's HRD and OB/Evaluation Master's program that deals with OD. (The second course is HRD 320, Planned Change Management.) In this course, you will be introduced to Organizational Development, its history and the theoretical models of change upon which the OD process is based. After this introduction, we will then explore the initial stages involved in OD – pre-launch, entry and start-up; diagnosis, assessment, and feedback; and action planning. We will also discuss the specific competencies needed by OD professionals, and the values and ethics that should guide its practice. This course is specifically designed to provide you with the basic theoretical and competency base in OD you will need to be able to assist with and facilitate positive, planned change efforts within the organizations in which you work.

Texts and readings

- Rothwell, W. & Sullivan, R. (2005). *Practicing Organizational Development: A Guide for Consultants*. 2nd Edition. Pfeiffer. [Note: This book will also be used for the HRD Planned Change Management course - so save it!]
- Cawsey, T. & Deszca, G. (2007). Toolkit for organizational change. Sage Publications.

Course Requirements

Course evaluation will be based on a number of different elements described below.

- **Individual Case Analysis Paper:** Students will read the Jessica Casserra's Task Force Case (C/D text) and individually complete a case analysis written assignment. The paper should address (1) the problems in the case, and apparent causes of those identified problems, (2) the level of readiness (resistance or support) that key stakeholders may have to change, and (3) any additional steps the student feels would be needed to understand and diagnose the identified problem(s). Detailed guidelines can be found at the end of the syllabus.
- **Personal OD Competency/Values Profile and Development Plan** - In this paper, students will be evaluating their own OD competency base and carving out action plans for further personal development. Students will also explore and share their own personal set of core values that will guide them as OD professionals. More details on this assignment are attached at the end of this syllabus.
- **Team Case Analysis Paper and Presentation** - Students will read the Oshawa Industries Case (C/D text), and then will work on a team (3 members is optimal) to analyze the case, and prepare a presentation and written report. Detailed guidelines for both the paper and presentation can be found at the end of the syllabus.
- **Class Participation** - Class participation includes active participation in in-class activities and discussions. In addition, participants should read weekly assigned readings *before* each class, thoughtfully process the information, and be ready to contribute to class discussion. Class participation also involves careful attention to other students' presentations and offering of constructive comments and feedback. Additionally, class participation includes regular and punctual class attendance. Input from both the instructor and the student will be included in your class participation assessment. Students will self assess their own level of class participation by completing the Class Participation Self Assessment Sheet (that can be found at the end of the syllabus), to be turned in at the end of each class. The instructor will collect the worksheets at the end of each class, review the

student's self-assessment and either confirm or modify this assessment. If modifications are made to a student's assessment, feedback will be given as to why, and what can be done to improve the student's participation level for future class sessions. At the end of the class, the student will receive the number of participation points included on the worksheet. Please note the new MSHRD program policy regarding attendance for the standard module (7-week) course states: *No more than ONE class should be missed to receive credit for a course.*

Course Policies

Necessary accommodations: Any student who has a disability that prevents the fullest expression of his or her abilities should contact the instructor as soon as possible to discuss the appropriate accommodations necessary to complete the course requirements.

Professional standards: The written products and verbal presentation you complete in this course should be regarded as an extension of your professional self and should reflect the best of your abilities. It is assumed that written reports will be neat, well-organized, well-written, and without noticeable grammatical, punctuation, or other writing errors. If needed, *the Writing Center* on campus can be of assistance. Presentations should be professional, incorporating effective presentation skills and the use of accompanying visuals as needed. All assignment deadlines should be adhered to.

Course Evaluation

Assignment

- | | |
|---|--|
| <ul style="list-style-type: none"> • Individual Case Analysis Paper • Personal OD Competency/Values Profile • Team Case Analysis Paper • Team Case Analysis Presentation • Class participation | <p><u>Points</u></p> <p>40 points</p> <p>35 points</p> <p>45 points</p> <p>45 points</p> <p>35 points</p> |
|---|--|

200 points

%	Points	Grade
100	200	A+
94-99	188-199	A
90-93	180-187	A-
87-89	174-179	B+
84-86	168-173	B
80-83	160-167	B-
77-79	154-159	C+

Course Outline

Week	Topic	Readings	Assignments Due *
1 1/24	Defining OD & Exploring the Origins of OD	Rothwell: 1, 3, 6 (p. 166-173; 184-5) Cawsey/Deszca: 1	
2 1/31	You as the Change Agent: OD Competencies, Ethics and Values	Rothwell: 5, 7, 21, 27 (p.632-637), <u>Appendices I & II</u> <u>Cawsey/Deszca: 8</u>	Rate yourself and bring in results from Rothwell, Appendices I & II, and Cawsey & Deszca Toolkit Exercise 8.2
3 2/7	Models/Frameworks of Change & Open Systems Theory	<u>Rothwell: 2</u> <u>Cawsey/Deszca: 2</u>	Personal OD Competency and Values Profile
4 2/14	Entry/Pre-Launch; Understanding the Need for Change & Organizational Readiness for Change	<u>Rothwell: 8, 9</u> <u>Cawsey/Deszca: 4, 6 & Case Study 2 (Jessica Casserra)</u>	
5 2/21	Launch: Diagnosis and Assessment	Rothwell: 10 (p. 271-295) Cawsey/Deszca: 3	Individual Case Analysis Paper – Jessica Casserra
6 2/28	Feedback and Action Planning	Rothwell: 10 (p. 295-311), 11 Cawsey/Deszca: 9	
7 3/7	Team Case Analysis Presentations		Team Case Analysis Papers and Presentations

*Class participation self-assessment worksheet due at the end of every class session

Directions for the Individual Case Analysis Paper

Worth: 40 Points

Length: 3-4 pages

Due: 2/21/09

Students will read the Jessica Casserra's Task Force Case (Cawsey & Deszca text, pp. 275-282), and complete a case analysis paper that includes the following:

1. Briefly describe the *case background*. (Answer the question "What is happening?" based on information provided in the case. Limit this section to no more than $\frac{3}{4}$ page.)

2. Explain the *problems* you see in the case (problems can be identified by looking at the gaps between "what is" and "what should be.") Problems can be at any or all of the following levels – individual employee, work group or team, or overall organizational system issue (e.g., structure, culture).

3. Identify the *apparent causes* of the identified problems. (You may have to use your inference skills here.)

4. Anticipate how ready you feel the organization is for change. This should include a thorough *stakeholder analysis*, examining each key stakeholder and how resistant or supportive you anticipate each stakeholder to be to change.

5. Describe *additional steps* you would take as an OD consultant to further understand and diagnose the identified problem(s)?

<u>Individual Case Analysis Paper</u> (Worth 40 points)					
	Insufficient (absent, lacking or incomplete) 1 pt.	Needs Improvement 2 pts.	Adequate 3 pts.	Very Good 4 pts.	Exemplary 5 pts.
<i>Content Component</i>					
Description of Case Background					
Explanation of Problems					
Description of Apparent Causes					
Stakeholder Analysis					

Additional Steps					
Overall integration of relevant case facts in case analysis					
Overall integration and application of relevant course material					
Style Component					
Organization/Writing Style/Mechanics					

Directions for the Team Case Analysis Paper and Presentation

Students will read the *Oshawa Industries Case* (C/D text), and then will work on a team (3 members is optimal) to analyze the case, and prepare a presentation and written report. Guidelines for both the Team Paper and Team Presentation are described below.

Team Paper (Worth 45 points; Length: 4-5 pages; Due: 3/7/2009)

Your paper should include a description of each of the following elements:

- Explain the *problems* you see in the case (problems can be identified by looking at the gaps between “what is” and “what should be.”) Problems can be at any or all of the following levels – individual employee, work group or team, or overall organizational system issue (e.g., structure, culture).
- Identify the *apparent causes* of the identified problems. (You may have to use your inference skills here.)
- Anticipate how ready you feel the organization is for change. This should include a thorough *stakeholder analysis*, examining each key stakeholder and how resistant or supportive you anticipate each stakeholder to be to change.
- Describe your team’s assessment and feedback plan to confirm your diagnosis (what you have proposed are the problems and causes of those problems in the case). Your assessment and feedback plan should include a description of:
 - ✓ the **theoretical diagnosis model** your team will use to guide the assessment. This will entail doing a bit of outside research to get a more in-depth understanding of the model you have chosen. In class, we review lots of models briefly. Here is your chance to pick one that you feel relates well to the case, and to do more independent reading to develop a more thorough understanding and application of the selected model to the case. If you need help finding outside sources for further information on the model your team selected, please see Dr. Nemiro for help. (While you certainly can select a theoretical model we discussed in class, you are not limited to that. You may select another model, as long as you do the research to describe the model thoroughly.)
 - ✓ the **data collection methods** your team will use to gather data to further confirm and gain a deeper understanding of your preliminary diagnosis.
 - ✓ any **negative consequences or client resistance** that you foresee resulting from assessment and feedback plan (stakeholder analysis). Then, describe what steps can be taken to avert or lessen these negative consequences or potential resistance.

- ✓ the **plan for how you will feedback** the results of your assessment to the major stakeholders in the case.

<u>Team Case Analysis Paper</u> (Worth 45 points)					
	Insufficient (absent, lacking or incomplete) 1 pt.	Needs Improvement 2 pts.	Adequate 3 pts.	Very Good 4 pts.	Exemplary 5 pts.
Content Component					
Explanation of Problems					
Description of Apparent Causes					
Stakeholder Analysis					
Overall Level of Understanding of Diagnosis Model					
Usage of Outside References in Explanation of Diagnosis Model					
Degree of Application of Diagnosis Model to Case					
Thoroughness and Appropriateness of Data Collection Plan					
Thoroughness and Appropriateness of Feedback Plan					
Style Component					
Organization/Writing Style/Mechanics					

Team Presentation (Worth: 45 points Due: 3/7/2009)

Prepare a **15-20 minute** oral presentation in which your team will share your analysis of the case with colleagues in our class. Emphasis in the presentation will be placed on describing identified problems your team found in the case, and describing your team's assessment plan, which should include a detailed description of the theoretical diagnosis model that will guide your assessment and the data

collection methods you will use as well. A key objective of this presentation assignment is to have a *knowledge exchange among class participants regarding the content and application of theoretical diagnosis models*. To accomplish this objective, the members of your team should ensure that they thoroughly understand the elements of the model they will be using to guide their diagnostic efforts. This may include locating and reading additional references on the theoretical diagnosis model your team has selected to apply to the case.

The presentation should include all of the following elements:

- Explain the *problems* you see in the case (problems can be identified by looking at the gaps between “what is” and “what should be.”) Problems can be at any or all of the following levels – individual employee, work group or team, or overall organizational system issue (e.g., structure, culture).
- Identify the *apparent causes* of the identified problems. (You may have to use your inference skills here.)
- Describe your team’s assessment and feedback plan to confirm your diagnosis, which should include a description of:
 - ✓ the **theoretical diagnosis model** your team will use to guide the assessment (explain to the class what this model entails, what elements are a part of this model, and how those elements relate to your proposed assessment plan).
 - ✓ the **data collection methods** your team will use to gather data to further confirm or gain a deeper understanding of your preliminary diagnosis.
 - ✓ the **plan for how you would feedback the results** of your assessment to the major stakeholders in the case.

Bring to class on the day of the presentation:

- ✓ Prepare print-outs of presentation slides (print out in handout format, 3 slides per page) to give to Dr. Nemiro on the day of your presentation.
- ✓ Make enough copies of your Powerpoint slides so that each class member may also have a copy. (Print out in handout format, 6 slides per page).

Presentation TIPS:

- ✓ Each team's presentation should be at least 15 minutes and NO MORE than 20 minutes (TIP, *rehearse and time your presentation* ahead of time; you will not be able to go over the time limit).
- ✓ The presentation should include professional-looking Powerpoint slides.

- ✓ Your verbal delivery should be engaging. You should speak directly to the audience and avoid directly reading from notes or slides.

PLEASE NOTE: All team members should be actively involved in the presentation. You may delegate responsibilities but everyone on the team should have something to present.

Team Case Analysis Presentation (Worth 45 points)					
	Insufficient (absent, lacking or incomplete) 1 pt.	Needs Improvement 2 pts.	Adequate 3 pts.	Very Good 4 pts.	Exemplary 5 pts.
Content Component					
Explanation of Problems					
Identification of Apparent Causes					
Thoroughness of explanation of diagnosis model					
Appropriateness and degree of application of diagnosis model					
Thoroughness and appropriateness of data collection plan					
Thoroughness and appropriateness of feedback plan					
Presentation Skills					
Presenters' styles/ roles (verbal and nonverbal skill in presentation; evident teamwork, collaboration and practice in presentation)					
Graphics (quality, appropriateness, and added value of audio-visuals)					

Class discussion (ability to effectively engage audience and reflect on and answer participants questions and feedback effectively)					
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Directions for the Personal OD Competency/Values Profile and Development Plan

Worth: 35 points

Length: 3-4 pages

Due: 2/7/2009

PART 1: Assessing Your OD Competency

To complete this section of the paper, you should first read the relevant reading material on OD competencies, and complete the assessment instruments in the Rothwell text (Appendices I & II) and Cawsey & Deszca text (Toolkit Exercise 8.2). Based on those assessments and other relevant personal or professional experiences, first describe what areas of OD competency you feel you are particularly strong in and how you are going to further develop yourself in those areas. Second, describe what areas you feel you need further improvement in and what actions you will take to lead you to further growth in those areas. *Make sure this paper includes both elements* -- a profile of your OD competency and a development plan for what skills and areas you would like to work on. One way to make sure you have included both elements is to include subheadings for each of the following sections:

- ✓ My OD Competency Areas of Strength (evidence to support this assessment)
- ✓ Actions I Will Take to Further Develop Those Areas
- ✓ My OD Competency Areas in Need of Improvement (evidence to support this assessment)
- ✓ Actions I Will Take to Further Develop Those Areas

PART 2: Your Core Values for OD Practice

To complete this section of the paper, you should first read the relevant reading material on OD values. Then, please share your personal set of core values that you feel will guide you as a HR professional involved in OD efforts. Values shared should incorporate in some of those discussed in the course readings, but you certainly do not need to limit yourself to these. Please feel free to personalize this section, as they are your own set of OD core values.

Tips:

- *Don't rush this assignment.* You will really need to think this assignment through -- assess yourself, integrate in relevant material, and provide personal examples from your own life -- to be able to thoroughly profile your OD competencies and skills, outline action plans for growth, and share the values for OD practice you hold.
- In this assignment, there are no right or wrong answers. Rather, I am looking for your ability to personally integrate *BOTH course material and personal life examples* into a well thought out profile and development plan.

OD Competency/Values Profile & Action Plan (Worth 35 points)					
	Insufficient (absent, lacking or incomplete) 1 pt.	Needs Improvement 2 pts.	Adequate 3 pts.	Very Good 4 pts.	Exemplary 5 pts.
<i>Content Component</i>					
Thoroughness of analysis of OD Competency Areas of Strength (includes evidence provided to support analysis, such as personal or professional examples; integration of assessment instrument results)					
Relevance of action plan to future develop strengths					
Thoroughness of analysis of OD Competency Areas of Improvement (includes evidence provided to support analysis, such as personal or professional examples; integration of assessment instrument results)					
Relevance of action plan to develop areas of improvement					
Personal reflection and insight in core values statement					
Application of course material in core values statement					
<i>Style Component</i>					
Organization/Writing Style/Mechanics					

OD HRD 303: Class Participation Self-Assessment Sheet

Name _____

Complete and hand in at the end of each class.

Week 1: Defining OD & Exploring the Origins of OD

Absent	Very little But prepared	Contrib.	Solid Participation	Very Strong Participation	Outstanding Participation
0	1	2	3	4	5

Comment

Week 2: You as the Change Agent: OD Competencies, Ethics and Values

Absent	Very little But prepared	Contrib.	Solid Participation	Very Strong Participation	Outstanding Participation
0	1	2	3	4	5

Comment

Week 3: Models/Frameworks of Change & Open Systems Theory

Absent	Very little But prepared	Contrib.	Solid Participation	Very Strong Participation	Outstanding Participation
0	1	2	3	4	5

Comment

Week 4: Entry/Pre-Launch; Understanding the Need for Change & Organizational Readiness for Change

Absent	Very little But prepared	Contrib.	Solid Participation	Very Strong Participation	Outstanding Participation
0	1	2	3	4	5

Comment

Week 5: Launch: Diagnosis and Assessment

Absent	Very little But prepared	Contrib.	Solid Participation	Very Strong Participation	Outstanding Participation
0	1	2	3	4	5
Comment					

Week 6: Feedback and Action Planning

Absent	Very little But prepared	Contrib.	Solid Participation	Very Strong Participation	Outstanding Participation
0	1	2	3	4	5
Comment					

Week 7: Class Presentations

Absent	Very little But prepared	Contrib.	Solid Participation	Very Strong Participation	Outstanding Participation
0	1	2	3	4	5
Comment					
