



CALIFORNIA  
INTERCONTINENTAL  
UNIVERSITY

*-Education that works for you.*

# **COURSE MGT 517**

## **ORGANIZATIONAL DEVELOPMENT**

### **Course Syllabus**

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## COURSE INFORMATION

### Instructor Information

Faculty qualifications and contact information can be found in the “*Instructor Policies*” document located in the “Important Documents” section of the course.

### General Course Information

General course information can be found [here](#). General information includes Attendance (Learning Time), Grading, How to Study, University Policies, and Help Desk information.

### Academic Catalog

The catalog is available online to view or download in pdf format and can be found [here](#).

### Library Help

The LIRN has a librarian that is available to help support students with library-related questions.

To access the librarian:

Go to the Online Library tab from your classroom; click on the first menu item which is LIRN.

Click on About LIRN (a tab at the top of the page).

Click on Officers and Staff tab.

Scroll to the bottom of the page to find the Librarian.

Click on the Librarian’s email address to send an email inquiry.

## COURSE DESCRIPTION

This course covers key areas of organizational development within an organization or institution. It will explore effective intervention activities, action research, and action learning. This course emphasizes the potential causes for structural transformation efforts that sometimes fail to produce desired results. The course provides step-by-step processes to create effective transformation within an organization. 3 semester credits

## TEXTBOOK & COURSE MATERIALS

### Required Text(s)

Cummings, T., Worley, C. (2015) Organization Development and Change (10<sup>th</sup> Ed.). Stamford, CT: Cengage Learning.

Print: ISBN-10: 1-133-19045-6

eText: ISBN-13: 978-1-133-19045-5

# INSTITUTION AND PROGRAM ASSESSMENT

## Outcomes Assessment

Outcomes Assessment allows us to measure how well students have mastered Learning Outcomes within their program. The purpose for assessing the outcomes is to determine student competency and mastery for Institutional Learning Outcomes (ILOs), Course Learning Outcomes (CLOs), and Unit Learning Outcomes (ULOs). CLOs and ULOs are present in all CIU courses and ILOs are present in the core courses of all programs. Outcomes Assessment data will be displayed in the student gradebook, however the Outcomes Assessment does not affect the student's final course grade or the GPA. For further explanation, please click [here](#) to review a video presentation.

## Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs) are the knowledge, skills, and competencies that students develop as a result of attending California Intercontinental University. They are embedded into core courses and are reflected in the Program Learning Outcomes and the Course Learning Outcomes. They represent the mission and vision of the university. There are six ILOs: Written Communication, Oral Communication, Critical Thinking, Information Literacy, Quantitative Reasoning, and Ethical Reasoning. By incorporating ILOs into core courses, we ensure that each student receives an educational experience that reflects the achievement of those outcomes. The specific ILOs are included in the syllabus, but are not graded. The ILOs are utilized for the purpose of assessing student learning outcomes.

This course will measure the following Institutional Learning Outcomes:

- Ethical Reasoning in Unit 1
- Information Literacy in Unit 2
- Oral Communication in Unit 6

See below for the criteria for assessing the achievement level.

	Highly Developed	Developing	Emerging	Beginning	No Outcome
ILO 6 Ethical Reasoning	Discusses in detail and analyzes both core beliefs and the origins of the core beliefs and discussion has great depth and clarity. Recognizes ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues. Independently applies ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application. States a position and can state the objections to, assumptions and implications of different ethical perspectives and can reasonably defend against them. Defense is adequate and effective.	Discusses in detail and analyzes both core beliefs and the origins of the core beliefs. Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues. Can independently apply ethical perspectives/concepts to an ethical question, accurately, but may not consider all the specific implications of the application. States a position and can state the objections to, assumptions and implications of the position. Can state objections and responds to them but response is missing some information or depth.	States both core beliefs and the origins of the core beliefs. Can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues. Can apply ethical perspectives/concepts to an ethical question but the application may be inaccurate or misses some important points. States a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	States either their core beliefs or articulates the origins of the core beliefs but not both. Can recognize basic and obvious ethical issues but fails to grasp complexity or inter-relationships. Can apply ethical perspectives/concepts to an ethical question with some support (for example: a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.). States a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.	Failed to submit the work.
	4	3	2	1	

	Highly Developed	Developing	Emerging	Beginning	No Outcome
ILO 4 Information Literacy	Effectively defines scope of the research question or thesis. Effectively determines key concepts. Conceptually understands available networking tools (e.g. library sources and peer reviewed journals, web search engines, web sites), selects, discriminates and evaluates sources for credibility and appropriateness. Selects variety of sources directly related to concepts or research question. Accesses information using effective, well-designed search strategies and most appropriate information sources. Identifies which contemporary technology is useful and/or appropriate. Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth using appropriate technology.	Defines scope of the research question or thesis. Can determine key concepts. Uses some networking tools (e.g. library sources and peer reviewed journals, web search engines, web sites), to select sources but may not be credible and appropriate. Selects several sources directly related to concepts or research question. Demonstrates ability to refine search. Identifies which contemporary technology is useful and/or appropriate. Communicates, organizes and synthesizes information from sources. Intended purpose is achieved using appropriate technology.	Defines the scope of the research question or thesis incompletely. Can determine some key concepts. May not use networking tools (e.g. library sources and peer reviewed journals, web search engines, web sites), to select limited sources that are not credible and appropriate (e.g. wikipedia). Sources selected partially relate to concepts or research question. Accesses information using simple search strategies using basic criteria. Appears unaware of different contemporary technologies that may be useful. Communicates and organizes information from sources, but information is not yet synthesized, so the intended purpose is not fully achieved.	Difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts or may oversimplify concepts. Does not demonstrate understanding of available networking tools (e.g. library sources and peer reviewed journals, web search engines, web sites). Accesses information randomly, retrieves information that lacks relevance and quality. Has few (or no) information sources. Selects sources using limited criteria (such as relevance to the research question). Does not use contemporary technologies. Communicates information from sources, but the information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Failed to submit the work.
	4	3	2	1	

	Highly Developed	Developing	Emerging	Beginning	No Outcome
ILO 2 Oral Communication	Organizational pattern (introduction and conclusion, sequenced material in body, and transitions) is clear, consistent, skillful, and cohesive. Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience. Delivery techniques are compelling, A variety of types of supporting material significantly supports the presentation and establishes credibility/authority (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities). Central message is compelling and memorable.	Organizational pattern (introduction and conclusion, sequenced material in the body, and transitions) is clear and consistent. Language choices are thoughtful and generally support the effectiveness of the presentation. Language is appropriate to audience. Delivery techniques make the presentation interesting. Supporting material establishes credibility (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities). Central message is clear and consistent.	Organizational pattern (introduction and conclusion, sequenced material in the body, and transitions) is intermittent. Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language is appropriate to audience. Delivery techniques make the presentation understandable. Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information but presenter's Credibility or authority is weak. Central message is basically understandable.	Organizational pattern (introduction and conclusion, sequenced material in the body, and transitions) is not observable. Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. Delivery techniques detract from the understandability of the presentation. Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) to establish the presenter's credibility/ authority. Central message can be deduced, but is not explicitly stated in the presentation.	Failed to submit the work.
	4	3	2	1	

## Course Learning Outcomes

Students completing this course should demonstrate the following:

- CLO 1. Application of ethical guidelines and professional values when using a diagnostic model to plan change.
- CLO 2. Ability to construct a planned change action plan demonstrating information literacy.
- CLO 3. Ability to examine human process interventions and propose alternative solutions.
- CLO 4. Development of an intervention plan after analyzing an organizational structure including employee involvement and work design.
- CLO 5. Use team collaboration to formulate solutions to human resource management problems.
- CLO 6. Oral presentation skills when evaluating and planning for strategic change.

## Unit Learning Outcomes

Students completing each unit will be able to:

### Unit 1

- ULO 1. Apply the values and ethics guiding the practice of OD
- ULO 2. Describe the issues associated with contracting for an OD process
- ULO 3. Describe organization-level diagnostic processes and the primary techniques used to analyze diagnostic data

### Unit 2

- ULO 1. Discuss how contingencies related to the change situation affect the design of effective organization development (OD) interventions
- ULO 2. Explore the processes of change associated with the five key elements of successful change management
- ULO 3. Illustrate the research design and measurement issues associated with evaluating organization development (OD) interventions

### Unit 3

- ULO 1. Analyze the diagnostic issues associated with interpersonal relations and group dynamics interventions
- ULO 2. Assess the diagnostic issues associated with organization-wide process interventions.
- ULO 3. Describe and evaluate the effectiveness of large-group interventions

### Unit 4

- ULO 1. Describe the most common organization structures used today and understand their strengths and weaknesses
- ULO 2. Define the principles of employee involvement and describe its relationship to performance
- ULO 3. Discuss and apply the principles of sociotechnical systems work design

### Unit 5

- ULO 1. Describe and evaluate the effectiveness of performance management systems and goal setting interventions in organizations
- ULO 2. Describe the process of implementing management and leadership development interventions

ULO 3. Understand how career planning and development interventions improve the individual's personal competencies and enhance traditional human resource approaches

## Unit 6

ULO 1. Describe the characteristics of transformational change

ULO 2. Explain the logic and process of developing built-to-change organizations

ULO 3. Describe and apply organization development (OD) interventions to network formation and trans-organizational development

## GRADING AND COURSE ASSESSMENT

### Graded Course Activities

The Course Grade is based on the percentage of points students earn out of a total of 1,000 points:

MBA Grade Percentage Table			
Assignment Due	Due by end of	Grade Points	Grade Percentage
Unit Discussion & Participation #1	Week 1	50	5%
Assignment #1	Week 1	75	7.5%
Unit Discussion & Participation #2	Week 2	50	5%
Assignment #2	Week 2	75	7.5%
Research project milestone #1	Week 2	50	5%
Unit Discussion & Participation #3	Week 3	50	5%
Assignment #3	Week 3	75	7.5%
Unit Discussion & Participation #4	Week 4	50	5%
Assignment #4	Week 4	75	7.5%
Research project milestone #2	Week 4	50	5%
Unit Discussion & Participation #5	Week 5	50	5%
Assignment #5	Week 5	75	7.5%
Unit Discussion & Participation #6	Week 6	50	5%
Assignment #6	Week 6	75	7.5%
Final Research Paper	Week 6	150	15%
Total Points		1,000	100%

## COURSE LEARNING ASSESSMENT RUBRIC

This rubric will provide general guidance for students and instructors in the evaluation of all major assignments. Your instructor will provide specific rubrics for each assignment.

Attributes	Highly Developed	Developing	Emerging	Beginning	Marginal-Substandard
Uses diagnostic models to plan change and apply behavioral science to implement tools of intervention. Analyzes organizational structure including human resource management and plans for organizational strategic change for organizational effectiveness.	Demonstrates an excellent understanding of Organizational Development by showing a thorough, correct and accurate understanding of the concepts, theory and/or research. Critically evaluates all aspects of the topic. Shows a mastery of the subject, and is able to integrate concepts within this course and from other areas of application. The work is of superior quality. Demonstrates outstanding achievement in all aspects of the assignment or activity.	Demonstrates a competent understanding of Organizational Development. Key and essential concepts, theories and research are adequately covered, but some aspects may be missing. Analysis shows understanding of the subject and integrates some concepts from other areas in this course or other areas of application. The work is of good quality. Demonstrates capable achievement in all or almost all aspects of the assignment or activity.	Demonstrates a fundamental understanding of Organizational Development. Most of the key and essential concepts and theories are addressed but some significant points are not covered. There are some gaps in understanding of the subject. Integration of other concepts from the course or other studies are weak. The work is of passable quality. Demonstrates acceptable level of achievement in the assignment or activity.	Demonstrates an inadequate understanding of the Organizational Development. Some key concepts and theories are addressed but there are significant gaps such that understanding is not demonstrated. Does not show ability to integrate concepts within this course and from other areas of application. The work does not meet minimum levels of achievement in the assignment or activity.	Failed to submit the work or the work was insufficient to demonstrate achievement of the competency at any level.
	5	4	3	2	1

Weekly Grading Rubric for Discussion Questions and Participation					
<b>Weekly Requirements:</b> <ol style="list-style-type: none"> <li>1. Respond to One Discussion Question (DQ) per week (100 words minimum)</li> <li>2. Post two substantive comments to notes posted by others</li> </ol> <b>DQ Scores</b> <ul style="list-style-type: none"> <li>• Maximum points per week: 50</li> <li>• Maximum points per course: 300</li> </ul>					
DQ Categories	Excellent 40	Good 35.2	Fair 31.2	Poor 26.4	Fail 0
Content	Answer addressed the question. Demonstrated evidence of reading and understanding of concepts. Provided examples and applications of concepts.	Answer addressed the question. Demonstrated some evidence of reading and understanding of concepts.	Answer addressed some parts of question. No evidence of reading.	Answer did not fully address the question.	Answer did not address the question
Organization and Syntax	Exceed minimum requirements. Well-organized. No syntax errors. In-text citations	Met minimum requirements. Well – organized. Minor syntax errors	Met minimum requirements. Satisfactory flow. Several syntax errors	Partially met minimum requirements. Poor flow. Multiple syntax errors	Did not meet requirements
Grammar	No grammatical errors. Correct use of punctuation, spelling, word usage, and capitalization.	Contains a few grammatical errors including incorrect punctuation, spelling, word usage, or capitalization,	Contains some grammatical errors including incorrect punctuation, spelling, word usage, or capitalization.	Contains multiple grammatical errors including incorrect punctuation, spelling, word usage, or capitalization.	Contains serious grammatical errors including incorrect punctuation, spelling, word usage, or capitalization.
Participation Week # /Points	Two or more value-added comments. Contributed to learning environment. Comments consistent with learning objectives	Two comments. Some value-added contributions to learning	One or more posts; fair contribution to learning	One post. Need more substantive content	Zero comments or comments do not contribute to learning

Students are required to participate in the forum each week by posting at least two substantive posts and responding to the original discussion question.

# CALUNIVERSITY CREDIT HOUR DEFINITION

CALUNIVERSITY uses the Carnegie Unit formula for defining credit hours. Students should spend 135 hours of study time per a 3-credit course.

The study time includes instructor-facilitated asynchronous discussions, outside-of-class learning activities including but not limited to completing academic assignments, reading assignments, conducting research, and contributing to asynchronous group discussion.

Clock Hour Estimates					
Assignments	DEAC Avg. Week	DEAC Benchmarks	Estimated (pages)	Avg. Hours Week	Total Term
Listening to or reading course lectures	25 pages / hr	25	37	1	6
Reading additional websites	25 pages / hr	25	10	4	24
Audio/video	22 pages / hr	22	30	1	6
Reading discussion forums	1 hour / week	1	1	1	6
Presenting & reading student reports	1 hour / week	1	0	0.25	1.5
Taking quizzes & exams	.5 hours / week	0.5	1.5	0	0
Required textbooks ordinary	30 pages / hr	30	10	3	18
Required textbooks difficult	25 pages / hr	25	75	0	0
Reaction/reflection papers	1 hour / page	1	0	1	6
Case studies	1 hour / page	1	1	3	18
Research papers	3 hours / page	3	0	4.5	27
Study for quizzes and exams		20		0	0
Projects, and other assignments		20		4	24
Total estimated clock hours / Term					136.5

# COURSE SCHEDULE

## Week 1

- View the Unit introduction
- Read Chapters 3, 4, 5, 6
- Read Unit Lecture
- View online PowerPoint Presentations
- Participate in Voting Activity and Discussion 1: Discuss and explain your voting choice using the concepts from the book and presentations. Address the topic and/or question below.  
Provide some examples of each of the concerns that were in the voting question or other ethical issues an OD practitioner may face. How can an OD practitioner address those issues?
- Submit Assignment 1: (Case Study: Peppercorn Dining: page 238) Please see detailed assignment directions in course room. Respond to prompts about a specific scenario that addresses ethical issues and the contracting process with the client. Identify business issues related to OD and make recommendations.
- Preview and begin working on the course project due in Units 2, 4 & 6. Please see the detailed instructions that are in the course room in Units 2, 4, and 6. Select a real world organization that is facing organizational challenges. Research those challenges, describe those challenges, and diagnose them by presenting one or more relevant, integrated OD interventions that could help the organization successfully adapt to those challenges using either internal consultants, external consultants, or both internal and external consultants. A narrated presentation is due in Unit 6.

## Week 2

- View the Unit introduction
- Read Chapters 7, 8, 9
- Read Unit Lecture
- View online PowerPoint Presentations
- Participate in Voting Activity and Discussion 2: Discuss and explain your voting choice using the concepts from the book and presentations. Address the topic and/or question below.  
Each of the stages provided as a voting response is a part of the intervention process? Place the stages in order and discuss the elements of each one. Which one seems the most difficult to you and why?
- Submit Assignment 2: (Case Study: Managing Change: Action Planning for the Vélo V Project: page 262) Please see detailed assignment directions in course room. Respond to prompts about a specific scenario to create an action plan for the project including identifying key stakeholders and using tools, methods and processes to implement the physical, organizational, and social change by addressing practical and philosophical implications.
- Submit Research Project Milestone #1 (Annotated Bibliography of literature for Final Research Project), Please see detailed directions in course room. Write one paragraph that explains the topic of your final presentation. You will need at least four of your final sources for this assignment. If you need help understanding what an Annotated Bibliography is, you may check the library. However, here is an additional resource: <https://owl.english.purdue.edu/owl/owlprint/614/>

## Week 3

- View the Unit Introduction
- Read Chapters 10 & 11
- Read Unit Lecture
- View online PowerPoint Presentations
- Participate in Voting Activity and Discussion 3: What are some of the problems that can occur when superiors and subordinates are in the same meeting? What would you do if the company that hired you insisted on having superiors and subordinates in the same meeting?
- Submit Assignment 3: (Case Study: Lincoln Hospital: Third Party Intervention; Page 322) Please see detailed assignment directions in course room. Respond to prompts about a specific scenario that addresses problems with OD in an organization to analyze problems with contracting and diagnosis and whether third-party intervention was appropriate and/or effective.
- Continue working on the course project, preview milestone that is due in Unit 4

## Week 4

- View the Unit Introduction
- Read Chapters 12, 13, 14
- Read Unit Lecture
- View online PowerPoint Presentations
- Participate in Voting Activity and Discussion 4: Describe self-managed work groups and the situations for which they are best suited. Why are self-managed work groups more likely to be found in high involvement plants?
- Submit Assignment 4: (Case Study: Sullivan Hospital beginning; Page 435) Please see detailed assignment directions in course room. Respond to prompts about a specific scenario that addresses using a diagnostic framework, employee involvement issues, proposing alternative solutions, recommending changes and designing an implementation plan.
- Submit Research Project Milestone #2 (Outline of Final Research Project) Please see detailed assignment directions in course room. Submit your full sentence outline of your final project. You will also submit the balance of your Annotated Bibliography as well with the additional four (4) scholarly sources which will bring you to a total of eight (8) sources.

## Week 5

- View the Unit Introduction
- Read Chapters 15, 16, 17
- Read Unit Lecture
- View online PowerPoint Presentations
- Participate in Voting Activity and Discussion 5: Why are management and leadership development programs important to the OD process? Please relate a personal experience with management and leadership programs. How effective were they? What would you do to improve the effectiveness? Be sure that you comment on your class mates' discussions and make observations as to their suggestions to improve effectiveness.

- Submit Assignment 5: (Case Study: Employee Benefits at HealthCo: Page 519) Please see detailed assignment directions in course room. Respond to prompts about a specific scenario that addresses performance management, work-life issues, benefits, and programs.
- Continue working on the course project, preview final project that is due in Unit 6

## Week 6

- View the Unit Introduction
- Read Chapters 18, 19, 20
- Read Unit Lecture
- View online PowerPoint Presentations
- Participate in Voting Activity and Discussion 6: Discuss each of the elements that a self-designing organization focuses on. Provide examples of how a firm applies change principles when it self-designs.
- Submit Assignment 6: (Case Study: Leading Strategic Change at DaVita: The Integration of the Gambro Acquisition: Page 645) Please see detailed assignment directions in course room. Respond to prompts about a specific scenario that addresses strategic change, leading and managing organizational change, a first 100 day action plan, and preserving organizational culture in the face of acquisition.
- Submit Final Research Project PowerPoint and Oral presentation (Organizational Development Research Project of student's choice). Please see the detailed assignment instructions in the course room.