MGMT 568.115 Organizational Development and Change
Fall 2014 (Aug 25 thru Dec 12)
Saturdays, 1:00 – 5:00 PM
Class will meet on 9/6, 9/20, 10/4, 10/18, 11/15, and 12/6
Founders Hall 203

Instructor and Course Access

Instructor: Dr. Brad Almond
Campus Office: Founders Hall 318G (TAMUCT)
Office Phone: 254-519-5443
Office Fax: 254-501-5825
E-mail address: brad.almond@tamuct.edu
Department: Marketing and Management
Office Secretary: Christine Garza, Founders Hall 318
254-519-5437, cobainfo@tamuct.edu
Office Hours: Mon and Wed 1 – 4 pm (appointments recommended)

I am most easily accessible via email. I will check my TAMUCT and Blackboard email at least once per day during the work week, and occasionally on weekends. Students should not expect constant and instantaneous access to me, but should reasonably expect a reply to emails within 24 hours unless the email falls on a weekend, in which case they should allow 48 hours. I will also hold intermittent class chats in the Blackboard area to discuss the OD intervention paper and anything that demands real-time interaction.

Mode of instruction and course access:
This course is a hybrid course that utilizes TAMUCT’s Blackboard Learn™ system in conjunction with periodic face-to-face instruction. The Blackboard page for this course may be accessed at https://tamuct.blackboard.com/.
Students should log into Blackboard as follows:

- Your Blackboard Username is your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
- Your Blackboard Password is your MyCT password

Blackboard login instructions are also given on the right-hand side of the page of the above URL.

To ensure timely and reliable communication (e.g., if I have to cancel or reschedule class for some reason), I recommend that you change your default email address in Blackboard to whatever email address you actually check on a regular basis. To do this, click on the triangle that appears to the right of your name in the upper-right corner of the Blackboard screen. At the bottom of the window that opens, click Settings. Click the link for “Personal Information.” Click “Edit Personal Information.” Change your email address under “1. Personal Information” and click “Submit.”

For this course, you will need reliable and frequent access to a computer with Internet access. If you do not have frequent and reliable access to a computer with Internet connection, or if your computer skills (opening, modifying, and saving files; Web browsing, etc.) are weak, please consider dropping the course and re-enrolling after you have received additional computing training. I am unable to provide computer training in this course aside from that which is directly related to course objectives.

**UNILERT**

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University—Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

*(statement updated Fall 2014)*

### 1.0 Course Overview and Description

This course involves the study, research and analysis of pro-active strategies for organizational change using the theories and techniques of applied behavioral science. This course covers the phases of consulting, strategies, intervention decisions and actions, multiple roles, skills and phases of internal and external consultants, ethical dilemmas and guidelines, and the implementation of action research.
2.0 Course Objectives / Student Learning Outcomes:

GENERAL LEARNING OBJECTIVES:
By engaging in this course, students will develop in each of the following general cognitive and practical skill areas:

A. Analogical thinking. Analogical thinking involves the application of terms and conceptual models to specific—and especially new—contexts.
B. Analytical thinking. Analytical thinking involves the careful consideration of data in an attempt to answer diagnostic-type questions such as, “What is happening here?” “How do these facts all relate to each other?” and “What does it all mean?” Analytical thinking is the bedrock of decision-making; it is only after engaging in analytic thinking that one should begin to ask the questions, “is this good or bad?” and “what should I do?”
C. Integrative thinking. Integrative thinking involves the application of multiple conceptual or disciplinary frameworks to a single problem or scenario.
D. Imaginative and creative thinking. Imaginative and creative thinking involves the identification, articulation, and realization of novel and hitherto unarticulated possibilities. This sort of thinking may also include the three types of thinking described above.
E. Learning-by-reading. Learning-by-reading is a cognitive skill involving the active mental acquisition, storage, organization, and retrieval of thoughts and ideas that have been disseminated in a print medium.
F. Written communication. Written communication is a skill involving the coherent and compelling expression of (typically one’s own) thoughts and ideas (which are often derived or synthesized from the thoughts and ideas of others) through written language.
G. Spoken communication. Spoken communication is a skill involving the coherent and compelling expression of one’s own thoughts and ideas through spoken language.
H. Collaboration. Collaboration is the skill of cooperatively engaging in one or more of the above mental or practical tasks with one or more other people. It involves a particular set of organizing, coordinating, and communicating skills that are not required when working alone.

SPECIFIC COURSE LEARNING OBJECTIVES:
At the conclusion of the course the student will be able to:

- Define various terms relating to organizational development & change
- Apply theories and current research concerning individuals, groups, and organizations to the process of change
- Discuss the process of change as applied to organizational culture and human behavior
- Identify organizational situations that would benefit from OD interventions
- Explain and act upon the differences between insider and outsider approaches to consulting and OD interventions
- Analyze/diagnose ongoing activities within an organization and design and plan the implementation of selected OD interventions.
- Understand how organizational development differs from other change methods
- Understand OD diagnostic models
- Understand multiple methods for collecting diagnostic data in organizations, and the benefits and shortfalls of each
- Understand the dynamics and appreciate the difficulties of change as applied to organizational culture and human behavior
- Design and plan the implementation of multiple OD interventions

### 3.0 Required Resources

**Textbook.**
The required textbooks for this course are:


While these books are available in the TAMUCT bookstore, you are under no obligation to purchase them there. These books are also available in commercial bookstores or online for purchase or for rent, and are often available used. These books were chosen for their quality, readability, currency, and low cost.

Please also note that the TAMUCT library and Library Services Extension Office have copies of these two books available for check out or for reserved course reading. The Extension Office allows the books to be checked out in 2-hour increments for onsite reading/photocopying. It is open M-Th from 1:00 to 8:00 p.m., and is located in Founders Hall 416 (note that these hours may have changed for the summer). It may be reached at (254) 501-5863. For information about TAMUCT’s textbook holdings, please contact Dianne Mueller, Textbook Collections Liaison, at (254) 519-5484, d.mueller@ct.tamus.edu, or by visiting the following website: [http://www.ct.tamus.edu/departments/library/textbookcollections.php](http://www.ct.tamus.edu/departments/library/textbookcollections.php).

Any additional assigned readings will be available to the student free of charge through TAMUCT library databases or the Web.

**Required Technology Resources:**

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with Internet connection, or if your computer skills are weak, please consider dropping this course and taking it in a traditional classroom setting. This course will use the TAMU-CT Blackboard Learn™ learning management system for all class communications, content distribution, and assessments. Login instructions for Blackboard are given on page 2 of this syllabus.

**Additional Information About Blackboard**

Upon logging on to Blackboard Learn™, you should see a link to “Blackboard Student Orientation” under the “My Courses” tab. Click on that link and study the materials in this orientation course. This orientation course will help get students who are new to online education or to the Blackboard.
environment get up to speed quickly. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. As needed, the first week of the course may include activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

For technological or computer issues, especially those related to Blackboard, students should contact Help Desk Central at any time, 24 hours a day, 7 days a week:

   Email: helpdesk@tamu.edu  
   Phone: (254) 519-5466  
   Web Chat: http://hdc.tamu.edu

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

Blackboard supports the following operating systems:
   PC: Windows 8, Windows 7, Windows Vista
   Mac: Mac OS X Mavericks

NOTE: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are no longer supported.

Check your browser and computer compatibility by clicking the “Check My Browser” link at the top of the TAMUCT Blackboard logon page (https://tamuct.blackboard.com), or by clicking the “Test your Browser” button on the main page after you log in to Blackboard. It is critical that you run these quick tests to ensure that all features of Blackboard are working properly on your computer.

You will also need access to Microsoft Word™ (or another compatible word processing program such as OpenOffice Writer™) and a program that allows you to view PDFs. Adobe offers a free PDF reader at http://www.adobe.com/products/acrobat/readstep.html. Most computers are already equipped with this application. A version of the latest version of Microsoft Office (which includes Word) is available at no cost to TAMUCT students. Go to http://www.tamuct.edu/office365 and click the link for “Office 365 Instructions” to learn how to access this free software.
4.0 Course Requirements and Structure

GENERAL BEHAVIORAL OBJECTIVES: While engaged in the pursuit of each the General and Specific Course Learning Objectives listed above, each student must:

- **Demonstrate PROFESSIONAL INITIATIVE** at all times by taking responsibility for one’s own performance in the course, as well as for any opportunities one may be able to take to enhance the course for others. This should be demonstrated vis-à-vis course assignment details, course deadlines (and personal time management, generally), contributions to group work, use of required course technology, and the anticipation and competent management of contingencies relating to oneself and to others that may affect one’s performance in the course (e.g., job, family, other courses).

- **Demonstrate PROFESSIONAL COURTESY** at all times by maintaining a professional tone in all communication with all persons involved with this course: peers, professor, etc. This includes any communication that may involve reporting interpersonal conflict, engaging in discussions or disputes, or giving / responding to negative feedback. Professional courtesy also includes a commitment to listening well, and to engaging in meaningful dialogue where other parties are given ample opportunity to contribute to the discussion or assignment at hand without fear of disruption, retribution, or unwarranted criticism. Finally, it also includes common courtesies such as letting group members know in advance if you going to be unavailable for a scheduled meeting, or if you are going to miss an agreed-upon deadline due to an unforeseen disruption.

- **Demonstrate PROFESSIONAL INTEGRITY** at all times by complying with all guidelines and restrictions regarding the completion of student work, the use of external sources, the general compliance with the TAMUCT academic integrity policy, and the giving of specific, accurate, and timely peer performance evaluation when appropriate.

- **Demonstrate a commitment to PROFESSIONAL DEVELOPMENT** at all times by reading, comprehending, integrating, and applying all reading materials to all course assignments and activities, and by successfully completing all assignments and activities to the best of one’s abilities at the present time.

- **Demonstrate PROFESSIONAL MATURITY** at all times by accepting the circumstances under which one has chosen to attempt to complete this course, and by accepting the evaluation of one’s work by one’s peers and/or instructor without complaining or resorting to irrelevant appeals. This is notwithstanding any exceptional situations in which a student is able to provide written documentation that a legitimate, objective evaluation error has been made, or in which normal evaluation policy should be set aside because of a documented emergency.
Individual Participation:
To ensure successful course completion, pro-active participation is expected. For the graduate student, participation includes such things as initiating questions and discussions, engaging in debate with your peers and instructor, presenting supplemental materials to the class to spark discussion, beginning a new discussion thread on our course web page, drawing from life and work experience to enrich class discussion, and actively and meaningfully contributing to class in any number of other ways.

Individual participation also includes issues of professional conduct such as responsibility, collaboration with others, and personal integrity. Because of the collaborative nature of the course, as a courtesy please contact your instructor or program secretary if you are going to be away from the course for more than a few days.

GRADE COMPONENTS:

OD intervention project.
Overview: Each student will be involved with analyzing a real organization and developing a step-by-step organizational development strategy for potential use in this same organization. This project will have three deliverables: an ungraded proposal, a paper and a presentation.

Group work. Subject to the constraint that I can grade no more than 8 intervention projects per course, students are permitted to work alone or in groups of up to 4 members on this assignment. Spouses are not permitted to work in a group together. Students will be permitted to self-select into groups through the course Blackboard page. Under normal conditions (see below for more about this), all members of a group will receive the same grade, and each group will be responsible for policing the behavior and relative contributions of its individual members. With my prior approval, groups have the option to dismiss individual members who demonstrate an inability or unwillingness to carry an ordinate share of the responsibility for the group’s project.

Evaluation. Your work should be of sufficient quality that you would feel comfortable showing it to a boss, colleague, prospective client or employer in order to provide an example of the high quality of research, writing, and presentation that you are capable of. In general, this paper will be evaluated on the following bases (specific evaluation criteria will be given in the assignment file on Blackboard):

1. Composition—how well the paper is written (i.e., crafted) and put together
2. Comprehensiveness—how thorough you have been in your research, as evidenced by the breadth and quality of your citations and primary source material.
3. Integration—how artfully and effectively the evidence and precedents you have collected to make your case are woven into the conceptual fabric (i.e., the argument) of the paper
4. Utility—how useful a prospective client would find the paper. A good question to ask is: “Would the client clearly see the value of this intervention strategy, and could he or she execute this particular intervention using only this paper as a resource?” A good answer is: “Yes, and Yes.”

Additional information. Additional information about this assignment (sample papers, formatting guides, etc.) will be posted in separate files on Blackboard. Students and student groups will also be required to submit an ungraded paper proposal around mid-semester (at the lastest).
Paper Presentation. A 20-minute power point-based presentation (or one that uses some other other form of visual aid) based on the above intervention paper will be developed and delivered in class by each student or student group. Specific instructions for this will be distributed in class and posted to our course Blackboard page.

Please note that while there is no formal peer evaluation component in this course, the receipt of multiple complaints or complaints from multiple persons about a specific student’s lack of contribution on a collaborative project may result in a reduced grade for the student in question. The amount of any grade reduction would be in addition to any loss of participation points, and would depend on the severity of the complaint(s), the sufficiency of the documentation given in support of the complaint, and any relevant extenuating circumstances. The maximum that may be levied against a student is a one letter grade reduction (10%) on the course average. This reduction limit does not apply in situations in which University academic integrity or student conduct policies have been violated (i.e., plagiarism).

Examinations. There will be no exams in this course.

Course blog. The class will collaboratively create a blog that will function as a forum to create and distribute summaries of key readings (mostly from the Organization Development textbook). Because the reading load for this class is quite high, students are not individually expected to read all of the readings (especially those from the OD reader). Instead, the class as a whole will share responsibility for creating brief reading summaries (about 1 page of single spaced text, give or take) for the readings appearing in the course wiki on Blackboard (these are the same readings as those that appear in gray boldface type in the schedule below).

Students should refer to the Weekly Schedule on Blackboard for each week’s assigned readings and activities. The readings in the Weekly Schedule folders correspond to the readings included on the schedule in this syllabus (see below). If there is ever a conflict between what appears in this syllabus and what appears on Blackboard, students should follow the directions on Blackboard.

Students will allocate responsibility for reading summaries among themselves by volunteering for the readings they wish to summarize (students will choose these readings in class or on the course wiki), and will hold each other accountable for quality work by offering constructive criticism in Blackboard, when and if such criticism is warranted. The purpose of the blog is to help build a learning community by allowing students to serve each other and to contribute to each other’s learning.

Personal journal. Each student will be given a private space on the course webpage to create a journal. This journal is meant to be a place where students can reflect and record their musings on the readings from the Fifth Discipline Fieldbook. Students should choose ONE (1) and only one reading from the Fieldbook every week, and use the journal area to reflect on how this reading impacted them, how it was thought provoking, how it spoke to a current or past organizational situation the student has encountered, etc. Students should NOT summarize the reading in question. Students are required to make one substantive entry every week in their journal. Each weekly entry is worth up to 25 points, and counts 2.5% of your final course average. Entries will be evaluated in 5-point increments (i.e., each grade will be 25, 20, 15, etc.). Late entries will receive no credit, and no opportunity is given to make up missed journal posts. The purpose of the journal is to help students develop as individuals and to reflect on their roles and responsibilities within the particular organizational contexts in which they participate.
Your instructor will evaluate journal entries on the basis of the evidence of “quality time” spent on the assignment, as evidenced by thoughtful, subtle, and non-trivial responses. Good journal entries reflect on and explore the intersection of three things: the material from the reading, an organizational setting with which you are familiar, and your own practice vis-à-vis the material and this organizational setting. Please see the sample entries (a good one and a bad one) I have posted for you on Blackboard.

**Participation.** As mentioned previously, class participation will be assessed in this course. A general participation grade will count for 10% of your final grade. Components of this grade include meaningful contributions to class discussions, culture, and *esprit de corps*, overall preparedness and professionalism in class, plus any other “X-factor” proactive or exemplary contributions from students. Needless to say, students who often miss class will not be able to fare well on this grade component.

**Grade Computation:**
Students earn their course grades by participating in class, completing individual and group assignments, and contributing to the learning of their peers; no extra credit assignments are given. To pass this course satisfactorily, students must complete each of the graded items listed below.

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OD intervention paper</td>
<td>35%</td>
<td>350</td>
</tr>
<tr>
<td>OD intervention presentation</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Personal journal (8 entries @ 25 points each)</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Contribution to class blog</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>1000</td>
</tr>
</tbody>
</table>

Note that the nature of most of these grade categories is based on a student’s full body of work rather than a discrete, one-off assignment. Furthermore, students should note that the course structure is “back-loaded” with respect to grades. That is, much of the grade will be determined at or near the end of the semester, when the instructor calculates general participation and grades the final interventions papers and presentations.

**Grading Scale:**
My grade scale approximates that used by Harvard Business School, which is basically a 3-level scale: high-pass, pass, low-pass, and no pass. Students will typically earn one of three grades in this class: an A (high pass), B (pass), and C (low pass). Students who exhibit acceptable levels of quality, engagement, and effort will receive a B. Students who exhibit exceptional levels of quality, engagement, and who take active (and proactive) responsibility for not only their own learning but also for the learning of the class as a whole will receive an A. Students who do not complete all of the course requirements (e.g., they do not keep a journal), or who complete them very poorly will receive a C or a D. Students who commit a serious academic integrity violation or who default on multiple course requirements will receive an F. As of this printing I have had 2 students receive an F in this course: one for blatant plagiarism on the final paper, and another for failing to complete the course requirements.
6.0 Drop Policy

If you discover that you need to drop this class, you must go to (or contact) the Records Office and ask for the necessary paperwork. You may also access this information online at http://www.tamuct.edu/departments/registrar/droppolicy.php. Professors cannot drop students; this is always the responsibility of the student. The Records Office will give you a deadline by which the paperwork they give you must be completely filled out, signed, and returned to their office. Once you have returned the completed and signed form(s) to the records office, wait 24 hours before going into Warrior Web to confirm that you are no longer enrolled. If, after the 24 hours, you find that you are still enrolled, FOLLOW-UP with the records office immediately. You must continue to attend class until the procedure is complete to avoid any penalties for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.
(statement updated Fall 2014)

7.0 Academic Integrity

Texas A&M University—Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information may be found at http://www.tamuct.edu/departments/studentconduct/academicintegrity.php.
(statement updated Summer 2014)

8.0 Disability Support and Access:

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct/disabilitysupport. Any information you provide is private and confidential and will be treated as such.
(statement updated Fall 2014)
9.0 Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."
(statement updated Summer 2014)

10.0 Library Services

TAMUCT, for its small size, has a truly excellent and very knowledgeable library staff. I encourage you to take advantage of this resource.

Just as computer literacy deals with general competency in the use of computers—a necessary skill in a highly technological society like ours—INFORMATION LITERACY focuses on research skills that prepare individuals to live and work in an information-centered society. Librarians are available to work with students in the development of information literacy, and are knowledgeable on many relevant matters including critical reasoning, the ethical use of information, and the appropriate use of secondary research techniques. Librarian services may include, but are not limited to, the following: exploring information resources such as library collections and services, identifying sources such as subject databases and scholarly journals, and executing effective search strategies. Library Resources are outlined and accessed through the following web page: http://www.tamuct.edu/library. The TAMUCT librarians are available to assist distance learning students doing research via email and chat sessions; consult the library link provided here or the library link on the course home page to access these services.
(statement updated Fall 2014)

11.0 Syllabus Changes and Errors

Your instructor reserve the right to make changes to the syllabus as needed. You will be advised of any changes with ample notice via Blackboard. Changes can arise from pedagogical necessity or simply from the discovery of an error in the syllabus document itself. If you believe you have found an error (e.g., a scheduling error) or inconsistency in the syllabus please notify your instructor immediately.
12.0 Course Reading Schedule

Below please find our TENTATIVE course schedule. Our official course schedule will be maintained on the course Blackboard page. For purposes of this class, weeks run from Monday through Sunday. For each course module below, the first heading after the module number relates to the textbook *Organization Development* (abbreviated as *OD* in the reading lists below), and the second heading (in parentheses) relates to the textbook *The Fifth Discipline Fieldbook* (abbreviated as *FDF*). Note that I reserve the right to assign additional readings (this is uncommon). Any additional readings will be announced in advance and distributed through Blackboard. Readings appearing in **boldface type** in the list below are eligible for a summary in the course blog (see additional directions above or on the course Blackboard page). Other activities (lectures and assignment check-ins will be required as indicated on Blackboard).

Module 1: Introduction to OD (Getting Started)

Week 1:

Readings:
- What is Organizational Development? *OD* 3-12
- Morgan’s metaphors: [http://www.cleanlanguage.co.uk/articles/articles/19/1/Metaphors-of-Organisation-part-1/Page1.html](http://www.cleanlanguage.co.uk/articles/articles/19/1/Metaphors-of-Organisation-part-1/Page1.html)
- Bolman & Deal’s frames: [https://www.msu.edu/course/cep/952/refbolmandealfourframemodel.htm](https://www.msu.edu/course/cep/952/refbolmandealfourframemodel.htm)
- Change Process Theories *OD* 94-103
- An Exchange of Lore and Learning, *FDF* 4-7
- How to Read This Book, *FDF* 7-9
- Core Concepts About Learning in Organizations, *FDF* 48-49
- Defining Your Learning Organization, *FDF* 50-52

Module 2: Change (Systems Thinking)

Week 2:

Readings:
- The OD Core (excerpt), *OD* 129-130
- Kurt Lewin and the Planned Approach to Change (excerpt), *OD* 133-145
- Effective Intervention Activity, *OD* 158-184
- Strategies for Systems Thinking, *FDF* 87-91
- What You Can Expect…As You Practice Systems Thinking, *FDF* 91-94
- Starting With Storytelling, *FDF* 97-108
- The Five Whys, *FDF* 108-112
Week 3:

Readings:
- Action Research, *OD* 185-201
- Toward a Theory of Positive Organizational Change, *OD* 223-237
- The Language of Systems Thinking: “Links” and “Loops”, *FDF* 113-148
- The Archetype Family Tree, *FDF* 149-150
- Evolution and Revolution as Organizations Grow (PDF on Blackboard)

Week 4:

Readings:
- Leading Change: Why Transformation Efforts Fail, *OD* 239-251
- The Congruence Model of Change, *OD* 252-262
- Enriching the Archetype, *FDF* 161-169
- Seven Steps for Breaking Through Organizational Gridlock, *FDF* 169-172

Module 3: The OD Process (Personal Mastery)

Week 5:

Readings:
- The OD Process, *OD* 263-265
- Teaching Smart People How to Learn, *OD* 267-285
- Strategies for Developing Personal Mastery, *FDF* 193-198
- What You Can Expect...From the Practice of Personal Mastery, *FDF* 198-212

Week 6:

Readings:
- Large Group Interventions and Dynamics, *OD* 309-321
- Loyalty to the Truth, *FDF* 213-218
- The Power of Choice, *FDF* 218-219
Week 7:

Readings:
- Understanding the Power of Position: A Diagnostic Model, *OD* 322-343
- Reframing Complexity, *OD* 344-362
- Innovations in Infrastructure for Encouraging Personal Mastery, *FDF* 220-223
- Instilling Personal Mastery at Beckman Instruments, *FDF* 224-226
- Intrapersonal Mastery, *FDF* 226-232

Module 4: OD Consulting (Mental Models)

Week 8:

Readings:
- OD Consulting, *OD* 363-364
- Flawless Consulting, *OD* 385-396
- The Organization Development Contract, *OD* 397-408
- Sample OD Client Proposal (PDF on course webpage)
- The Right Coach, *OD* 433-443
- Strategies for Working With Mental Models, *FDF* 235-239
- What You Can Expect...in Working With Mental Models, *FDF* 239-242

Week 9:

Readings:
- OD Leadership: Fostering Change from the Inside, *OD* 445-446
- Reframing Change, *OD* 447-469
- What Constitutes an Effective Internal Consultant?, *OD* 470-484
- Enlist Others, *OD* 518-539
- The Ladder of Inference, *FDF* 242-246
- The Left-Hand Column, *FDF* 246-252
- Balancing Inquiry and Advocacy, *FDF* 253-259

Week 10:

Readings:
- Reversing the Lens, *OD* 485-500
- Relations With Superiors, *OD* 501-517
• Conversational Recipes, *FDF* 260-262
• Opening Lines, *FDF* 263
• Bootstrapping Yourself into Reflection and Inquiry Skills, *FDF* 264-275
• Creating Scenarios, *FDF* 275-278
• Shell’s Internal Consultancy, *FDF* 279-286

## Module 5: OD Focus (Team Learning and Shared Vision)

### Week 11:

**Readings:**

- *OD Focus, OD* 541-543
- *Business Strategy, OD* 545-564
- *Matching Strategy and Structure, OD* 565-582
- Strategies for Team Learning, *FDF* 351-355
- What You Can Expect...from Team Learning, *FDF* 355-357
- Dialogue, *FDF* 357-364

### Week 12:

**Readings:**

- Designing Work, *OD* 583-601
- Making it Happen, *OD* 602-613
- Designing a Dialogue Session, *FDF* 374-385
- Projector and Screens, *FDF* 382-384 (intervention)
- Blindfolds, *FDF* 384-385 (intervention)
- Fishbowl, *FDF* 396-398 (intervention)
- Popular Postmortems, *FDF* 400 (intervention)
- Silence, *FDF* 401-402 (intervention)
- Undiscussables, *FDF* 404-406 (intervention)

### Week 13:

**Readings:**

- So How Can You Assess Your Corporate Culture?, *OD* 614-633
- What Makes People Effective?, *OD* 634-655
- Strategies for Building Shared Vision, *FDF* 297-304
- What You Can Expect...As You Build Shared Vision, *FDF* 304-306
- Building Shared Vision: How to Begin, *FDF* 312-328
Week 14:

- What Makes a Team Effective or Ineffective?, *OD* 656-680
- Developing the Individual Leader, *OD* 681-703
- Letter to the CEO, *FDF* 328-332
- Letter to the CEO’s Partner, *FDF* 333-344

Module 6: Putting it all Together

Week 15:

Readings:

- The Leader’s New Work, *OD* 765-792
- The Healthy Organization, *OD* 950-952
- (Final assignments due)

Please note that I reserve the right to make adjustments to the schedule as I deem it necessary or expedient to best accomplish course objectives. These changes will be announced in advance in class and / or posted on Blackboard. Typical changes include the addition of a supplemental reading or an adjustment to a due date, but may include other things, as well. Be sure to check the schedule / course calendar / announcements frequently to be sure you have the most recent scheduling information.