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## American Public University System

*The Ultimate Advantage is an Educated Mind*

<p><b>Department of Management</b> <b>MGMT603</b> <b>Organizational Development</b> <b>3 Credit Hours</b> <b>8 weeks</b> <b>Prerequisite(s): MGMT501 Business Research Methods</b></p>
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Please see the **Lessons** area in the classroom for additional course specific information

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### Course Description (Catalog)

This course consists of a collection of classic and contemporary readings in Organizational Development covering a broad range of topics including change management, organizational culture, team development, and organizational development diagnostic models. Included are experiential exercises that give students an opportunity to practice their skills and cases that allow students to draw on their experiences to apply the concepts and theories in managerial situations.

### Course Scope

This course is divided into 8 weeks and is logically organized to students as an introduction and overview, the core concepts and analytical tools, and conceptual and experiential approaches to organizational development (OD). This will be accomplished by the use of Online Case Analysis, Text Book Readings, Textbook Chapter Exercises, Practical Exercises, and Online Interaction and Participation.

### Course Materials

#### Required Course Textbooks:

Brown, D. (2011). *An experiential approach to organization development, 8<sup>th</sup> Ed.*  
Upper Saddle River, NJ: Prentice Hall.

American Psychological Association. (2010). *Publication manual of the American Psychological Association. (6th ed.)*. Washington, DC: American Psychological Association. ISBN -10: 1-4338-0561-8

#### Additional Resources:

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In the Course Materials folder there are additional course articles, and up to date APA handouts.

**Websites**

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
The OWL at Purdue	<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>
APA Style Homepage	<a href="http://www.apastyle.org/index.aspx">http://www.apastyle.org/index.aspx</a>
Academy of Management	<a href="http://www.aom.org/">http://www.aom.org/</a>
Society for Human Resource Management	<a href="http://www.shrm.org/Pages/Default.aspx">http://www.shrm.org/Pages/Default.aspx</a>

**Course Objectives**

After successfully completing this course, students will fulfill the following **Learning Objectives** (L.O.):

1. Define the concept of organizational development and examine the need for change.
2. Evaluate organizational culture and its impact on the behavior of individuals.
3. Appraise the ways an organization uses renewing processes to adapt to change.
4. Identify key factors used in addressing organizational culture.
5. Examine the role of an OD consultant.
6. Assess the major diagnostic models and techniques used in OD programs.
7. Determine the process of team development.
8. Diagnose the causes of intergroup conflict.
9. Evaluate goal-setting practices.
10. Assess the major OD quality and productivity interventions.
11. Critically evaluate the role of the leader in building organizational culture.
12. Determine how learning organization approaches are used in OD change programs.
13. Consider the role of leader in the future evolution of “learning organizations.”

**Course Outline**

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	<b>Anticipating Change</b>  <b>Reinventing, and renewing the organization through the challenge of change.</b>	Define the concept of organizational development. Appraise the concept of organizational culture. Evaluate the expectations of the psychological contract formed	<b>Brown, D. (2011).</b> <i>An experiential approach to organization development, 8th Ed.</i> Upper Saddle River, NJ: Prentice Hall. Chap 1-2	Complete assigned reading  Forum: Complete weekly Case Study Analysis <b>2, The NoGo Railroad, p. 56</b> and submit your response to the Forum area. Respond to two of your classmates. <b>Use the case analysis guidelines found on p. 27 and the case analysis form found after the case.</b>

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<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
		upon joining an organization.		Submit a two-page article review. You will choose an article that relates to the week's learning objective.
2	<p><b>Understanding the OD Process</b></p> <p>The role and style of the consultant and the diagnostic process.</p>	<p>Define the role of an OD consultant.</p> <p>Identify one's own strengths and areas of improvement as a potential consultant.</p> <p>Evaluate the major diagnostic models and techniques used in OD programs.</p> <p>Apply a systematic diagnosis to organizational situations.</p> <p>Prescribe strategies that can increase motivation to change.</p> <p>Diagnose the resistant forces in organization change.</p>	<p><b>Brown, D. (2011).</b> <i>An experiential approach to organization development, 8<sup>th</sup> Ed.</i> Upper Saddle River, NJ: Prentice Hall. Chap 4-5</p>	<p>Complete assigned reading</p> <p>Forum:</p> <p>Complete weekly Case Study analysis <b>4, The Grayson Chemical Company</b> and submit your response to the Forum area. Respond to two of your classmates.</p> <p>Submit a two-page article review. You will choose an article that relates to the week's learning objective.</p>

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3	<p><b>Changing The Culture</b></p> <p><b>Creating a climate for change, understanding organizational culture, and leading change.</b></p>	<p>Prescribe strategies that can increase motivation to change.</p> <p>Diagnose the resistant forces in organization change.</p>	<p><b>Brown, D. (2011).</b> <i>An experiential approach to organization development, 8th Ed.</i> Upper Saddle River, NJ: Prentice Hall.</p> <p>Chap. 3 &amp; 6</p>	<p>Complete assigned reading</p> <p>Forum:</p> <p>Complete weekly Case Study analysis <b>6, The Hexadecimal Company</b> and submit your response to the Forum area. Respond to two of your classmates.</p> <p>Submit a two-page article review. You will choose an article that relates to the week's learning objective.</p>
<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
4	<p><b>Improving Excellence in Individuals</b></p> <p>Interventions: processes, strategies and employee empowerment</p>	<p>Evaluate and employ key OD process skills.</p> <p>Gain insights into one's own OD style.</p> <p>Evaluate the range of major OD intervention techniques</p> <p>Assess change</p>	<p>Brown, D. (2011). <i>An experiential approach to organization development, 8th Ed.</i> Upper Saddle River, NJ: Prentice Hall.</p> <p>Chap 7-9</p>	<p>Complete assigned reading</p> <p>Forum:</p> <p>Complete weekly Case Study Analysis <b>8, The OD Letters</b> and submit your response to the Forum area. Respond to two of your classmates.</p>

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strategies  
 Validate the need for employee empowerment interventions in an OD program.  
 Critique career life planning and stress management as OD techniques.

**Complete a two-page learning summary for weeks one through four and post to assignment section.**

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
5	<b>Developing High Performance in Teams - I</b>  Team and intergroup goal setting and development interventions	Diagnose team problems and why teams may not be operating at optimum capacity. Evaluate the process of team development. Diagnose problems of intergroup conflict. Plan strategies for collaborative intergroup relations. Evaluate management by objectives (MBO) as	<b>Brown, D. (2011).</b> <i>An experiential approach to organization development, 8<sup>th</sup> Ed.</i> Upper Saddle River, NJ: Prentice Hall. Chap 10 & 11	Complete assigned reading  Forum: Complete weekly Case Study analysis <b>10, Steele Enterprises</b> and submit your response to the Forum area. Respond to two of your classmates.  Submit a two-page article review. You will choose an article that relates to the week's learning objective.

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a management system.  
Apply research on goal setting to develop personal and organizational goals.

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
6	<p><b>Developing High Performance in Teams – II</b></p> <p>Goal setting for effective organizations, work team development strategies, and the continuous improvement process.</p>	<p>Determine the process of team development.</p> <p>Diagnose the causes of intergroup conflict.</p>	<p>Brown, D. (2011). <i>An experiential approach to organization development</i>, 8<sup>th</sup> Ed. Upper Saddle River, NJ: Prentice Hall. <b>Chap 12 &amp; 13</b></p>	<p>Complete assigned reading</p> <p>Forum: Complete weekly Case Study Analysis <b>13</b>, <b>Wengert Aircraft</b> and submit your response to the Forum area. Respond to two of your classmates.</p> <p>Submit a two-page article review. You will choose an article that relates to the week's learning objective.</p>

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<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
7	<p><b>Building Success in Organizations</b></p> <p>The challenge and the future of organization development</p>	<p>Evaluate the basic issues in using organization development as an approach to planned change.</p> <p>Critique methods of maintaining, internalizing and stabilizing a change program.</p> <p>Identify future trends and problems facing the OD consultant.</p> <p>Diagnose the life cycle of the consultant-client relationship</p>	<p>Brown, D. (2011). <i>An experiential approach to organization development, 8<sup>th</sup> Ed.</i> Upper Saddle River, NJ: Prentice Hall.</p> <p><b>Chap 14 - 16</b></p>	<p>Complete assigned reading</p> <p>Forum: Complete weekly Case Study analysis <b>14, Tucker Knox Corporation</b> and upload your response to the Forum area. Respond to two of your classmates.</p> <p><b>Complete two-page learning summary for weeks five through seven and post to assignment section.</b></p>
<u>Week</u>	<u>Topic(s)</u>	<u>Learning</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>

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		<u>Objective(s)</u>	
8	OD in practice	Evaluate current issues in using organization development in organizations.  Critique methods of maintaining, internalizing and stabilizing an OD program.  Identify implications for future trends and problems facing the OD consultant. Diagnose the life cycle of the consultant-client relationship	Peer-reviewed or scholarly journal from the online library for research purposes.  <b>Students will prepare and submit properly APA formatted paper.</b>  <b>Write a 8-10 page paper to plan an intervention for a Fortune 500 company or your own organization to improve performance and organizational effectiveness, integrating theory and research along with your experiences.</b>

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

### Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)



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### **Grading Scale**

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

### **Citation and Reference Style**

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment. As adults, students, and working professionals, I understand you must manage competing demands on your time. We all know that "life happens" but it is important to adhere as closely to the deadlines in the class as possible.

Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. If arrangements are not made in advance, a late penalty of 10% will be assessed for any assignment submitted 1-7 days past the due date. Assignments will not be accepted after the 7th day. No work will be accepted past the final day of class.

### **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), : ), ☺

### **Disclaimer Statement**

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Course content may vary from the outline to meet the needs of this particular group.

## Academic Services

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.
- **Disability Accommodations:** Students are encouraged email [dsa@apus.edu](mailto:dsa@apus.edu) to discuss potential academic accommodations and begin the review process.

### **Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

## Turnitin.com

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Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.