

**DRAFT SYLLABUS**

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*Troy State University*

**MAN 6681: ORGANIZATION DEVELOPMENT and  
CHANGE**

**Paul Preston, PhD**

**Course Syllabus, Term 4, 2004 (04/T4) version: 12 Jan 2004**

**INSTRUCTOR INFORMATION:**

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**MAN 6681: CATALOG DESCRIPTION:**

A study of management concepts and practices useful in improving organizational performance. Theories and concepts applicable to improving making organizations more hospitable to people and more productive in accomplishing their goals and objectives are identified and discussed. Special attention is paid to strategic interventions and change in both private and public sector organizations, and the global arena.

**COURSE OBJECTIVE:**

At the end of this course, successful students should be able to meet the following instructional objectives (in terms of their knowledge and understanding of principles and concepts) as well as having developed skills for knowing how and when to apply this knowledge in an OD/Change environment.

**SPECIFIC OBJECTIVES:**

MAN 6681 is designed to:

1. help you understand different concepts of organizational growth and development and the capability to articulate and use the concepts.
2. Provide an understanding of the research in organizational systems as it relates to understanding organizations as social and business systems.

3. provide you with an overview of the methods used to initiate, maintain, and further organizational development processes.
4. develop models of organizational development as applied to certain organizations identified for study.
5. provide an opportunity for student to study, observe or participate in selected organizational development activities.
6. assist you in developing analytical problem-solving abilities which extend beyond human resource functions to increase an organization's capacity to function effectively? Knowing the limitations of human resource methods is as important as knowing how to use them.

**READING and COURSE ASSIGNMENTS:**

	<b>Readings/Cases</b>	<b>Student Activities / Assignment Due Dates</b>
<b>Week 1</b> March 14	<i>Chapters</i> 1, 2, 3	<b>Week #1 Discussion Assignment</b> , responses to be posted in W-1 Discussion Forum, along w. commentary on student postings. Introduction of each student also placed on discussion board.
<b>Week 2</b> March 21	<i>Chapters</i> 4, 5, 6, 7 Application 2.2 + 3.2	<b>Week #2 Discussion Assignment</b> , responses to be posted in the W-2 Discussion Forum, along w. commentary on student postings and case discussion. Case briefs to be posted by 1200 EDT March 21, 2004
<b>Week 3</b> March 28	<i>Chapters</i> 8, 9, 10, 11 Application 5.1 + 6.2	<b>Week #3 Discussion Assignment</b> , responses to be posted in W-3 Discussion Forum, along w. commentary on student postings and case discussion. One-page " <b>Research-paper Proposal</b> " posted by <b>January 24, 2003</b> for instructor approval & classmate review. Case briefs to be posted by 1200 EDT March 28, 2004
<b>Week 4</b> April 4	<i>Chapters</i> 12, 13 Application 10.1	<b>Week #4 Discussion Assignment</b> , responses to be posted in W-4 Discussion Forum, along w. commentary on student postings, case discussion, and commentary on the "Research Proposals." Case briefs to be posted by 1200 EDT April 4, 2004
<b>Week 5</b> April 11		<b>Mid-Term Exam - PROCTORED.</b> Test responses to be returned to the Instructor by <b>April 19, 2004</b> . Test will cover Ch. 1 - 13
<b>Week 6</b> April 18	<i>Chapters</i> 14, 15, 16 Application 12.4 + 13.1	<b>Week #6 Discussion Assignment</b> , responses to be posted in the W-6 Discussion Forum, along w. commentary on student postings and case discussion. Case briefs to be posted by 1200 EDT April 18, 2004

<b>Week 7</b> April 25	<i>Chapters</i> 17,18,19,20 Application 16.2	<b>Week #7 Discussion Assignment</b> , responses to be posted in the W-7 Discussion Forum, along w. commentary on student postings and case discussion. Case briefs to be posted by 1200 EDT April 25, 2004
<b>Week 8</b> May 2	<i>Chapters</i> 21, 22, 23 Application 21.2	<b>Week #8 Discussion Assignment</b> , responses to be posted in W-8 Discussion Forum, along w. commentary on student postings and case discussion. Case briefs to be posted by 1200 EDT May 2, 2004
<b>Week 9</b> May 9	<b>Final Exam</b>	The Final Exam is <b>comprehensive</b> , and may include both "objective" and "subjective (essay)" questions. Format is "open book," with responses due by May 17, 2004.
<b>Week 10</b> May 16	<b>TERM PAPER Due</b>	Posted as <b>e-mail by March 21, 2004</b> 2400 local time. Hard-copy <b>postmarked by May 19, 2004</b> 2400 local time. <b>Week #10 Discussion Assignment</b> , responses to be posted in the W-10 Discussion Forum.

### **TEXTBOOK:**

T.G.Cummings & C.G.Worley, *ORGANIZATION DEVELOPMENT & CHANGE*, 7<sup>th</sup> Ed., South-Western College Publishing, 2001 ISBN: 0-324-01987-4

### **ENTRANCE COMPETENCIES:**

Students must be able to engage in and provide evidence of written communication at the graduate level. All written communications will be graded in accordance with college grammar rules and all research papers will follow the appropriate form and style (APA, MLA, or Turabian). Choose one style and remain consistent throughout the paper. All written presentations on the discussion boards will be conducted at the graduate level of expertise, practice and knowledge. Academic and executive professionalism is expected.

### **METHOD OF INSTRUCTION:**

This is a seminar-based class with lecture/discussion on-line on the *Blackboard.com* web-site. Your instructor will post discussion questions based on the assigned chapters in our textbook, and will expect responses that indicate (at least) an adequate coverage of the chapter. Your responses should reflect your thoughts as to how the chapter materials relate to your individual work/professional situations and experiences. In addition, in weeks 2, 3, 4, 6, 7, and 8, one or two cases will be briefed by assigned students. Students not presenting a brief will review these briefs and offer comments, questions, and suggestions based on the week's reading materials.

## **METHOD OF EVALUATION:**

You will be graded on two tests (a Midterm and a Final), plus a 1-2 page research-paper "proposal," a term research paper, two case analysis "presentations," and weekly on-line discussion participation (cases and discussion questions).

## **ASSIGNMENT OF GRADES:**

Board)	Term Paper Proposal (1 page)	n/g	(posted on Discussion
	Term Paper	20%	
	Midterm Exam	20%	
Instructor)	Final Exam	20%	(e-mailed privately to the
Board)	Case Analysis	20%	(posted on Discussion
	Participation Assignments	20%	

Each week, your instructor will post questions based on the chapters assigned to you for reading. You will be required to post substantial comments each week that such an assignment is given. In addition, you will be expected to make comments on the contributions of others in class. Both your responses and your commentaries on your fellow students will be considered a part of your "Participation" grade.

## **POSTING ON THE TSU-BlackBoard COURSE-SPACE**

Each week (other than the Mid-Term Exam and Final Exam weeks), you'll be posting your responses on the BBoard. You'll also be posting your 1-2 page "Term Research Paper Proposal" and your two Case Analyses. For the convenience of everyone, please post your materials as a **NEW THREAD** on the appropriate Discussion Forum.

**Please DO NOT as an attachment.** We use different word processing programs, and those of us using MS-Word are using different versions. This makes downloading of some attachments very difficult, and can interrupt the flow of the course postings.

## **E-MAILS TO THE INSTRUCTOR**

You will be e-mailing your exams and your Term Paper to me, at the designated e-mail address. You may submit these materials as **attachments**.

I will acknowledge receipt of your materials in a return e-mail once I've successfully downloaded them. Please be sure your name appears in every e-mail you send - some of your e-mail addresses make it impossible to determine the sender of your message unless you say so specifically.

### **COURSE REQUIREMENTS:**

To successfully complete this course, you will:

1. be prepared for all assignments and actively participate in our on-line discussions - by reviewing the postings of your classmates, and by posting your own responses to the weekly discussion questions. You are not required to make any "minimum" number of contributions each week, but you ARE expected to interact in a manner similar to what you'd do in a "face-to-face" graduate seminar;

2. complete the midterm and final examinations (the mid-term exam will be a closed-book proctored exam, the final exam will be an open-book exam. Consult the University's directions for arranging for your individual proctor for the MT exam);

3. write (either individually or working with others) and post two "Case Analysis Briefs," and respond to student and instructor comments, questions, and suggestions (case assignments will be made at the start of Week 1, with the first assigned case briefs due the beginning of Week 2). In addition, students who are not presenting the week's case are expected to offer salient and relevant comments, questions, and suggestions to the Case Analysis "briefers," comments based on the textbook readings;

4. select an original research topic, research and write a formal paper to be turned in at the end of the course. Your exact topic is to be approved by the instructor. To receive topic approval, each student will submit a one-page summary of their proposal on-line, using the Discussion Board provided. All students will be expected to review these proposals and offer constructive comments and suggestions to their classmates.

### **CASE STUDY ANALYSES:**

Each student will be expected to prepare a brief of two assigned cases. Cases must be posted in a designated Discussion Forum on or before noon Sunday (1200 EDT) - please see the "due dates" on page 2. Student not presenting briefs during a given week are expected to access the posted briefs and ask questions, make comments, and offer alternative approaches. Those

presenting the case brief will be expected to respond to their classmate's comments as is appropriate.

In preparing case briefs, you are expected to (but are not limited to) answer the questions posed at the end of each case. You should use the "Action Research Model" (page 24 in your text has a flowchart). Identify the actions taken in the case that indicate how well (or inadequately) each step was performed.

Since several students will be simultaneously evaluating any given case and preparing briefs, consult with each other (if possible) prior to posting the brief(s) for general class discussion. Ideally, the "team" doing a case will come to a consensus, and post only a single brief. If you wish to set up a team (2-4 persons) to work on one or two cases, contact your instructor to set up a dedicated "Group Space" on the BBoard site - this will permit you to share and swap text with your team-mates without making that information to the class as a whole. However, if logistical difficulties prevent such collaboration, individual briefs will be accepted. Your case postings will be graded.

### **RESEARCH PAPER STANDARDS**

- a. typewritten, 10-15 pages (excluding footnotes and appendix); std. margins;
- b. a cover page, with your name, course number, date -- and paper title;
- c. NO fancy covers or binding, just a simple staple or other fastener.

**The FORMAT of your paper** should generally conform to the standards outlined in:

The Harbrace College Handbook, or The Chicago Manual of Style,  
or

Form & Style: Theses, Reports, Term Papers (MLA, APA, Turabian).

Choose a particular reference format and consistently use it throughout the paper.

**The CONTENT of your paper** should generally have the following:

- a. Cover page and abstract.
- b. Introduction: why the subject is pertinent to OD/Change; identify the main points covered in the paper.
- c. Main body: describe the subject, explain what you found interesting about it, and its contribution to the selected theory and/or

practice. Tie your subject to the course content by explaining where, when, why, and /or how the subject is pertinent to this course. Cite and discuss outside references; that is the results of any empirical, case or other studies of your subject.

d. Conclusion: evaluate - what are the pro's and con's or advantages and disadvantages of your subject with respect to organizational development and change theory and/or practice. Finally, discuss future status and/or implications-where is your subject headed, what should we expect in the future?

e. Appendix: Other pertinent content, references and footnotes.

### **The DETAILS of your paper**

Accurately document a research paper. Always give credit for material used from any source whether you paraphrase or directly quote. Both APA and MLA are acceptable reference styles.

You should use a minimum of 8 footnotes, and they cannot all be from the Internet. Journals, books, scholarly papers, proceedings, are all acceptable, along with corporate and/or service branch documents, provided you have authorization to use them as references.

Footnotes and References: Any materials cited or quoted directly or indirectly in your paper **MUST** be footnoted. Footnotes should be in a standard format (use the footnotes in your textbook as a guide), and should be consistent throughout the paper. Footnotes can be placed at the page bottoms or at the back of the paper. All footnotes should be numbered, sequentially. Footnotes in any document serve three purposes:

1. They give credit for the original idea, concept, or information to the author(s);
2. Give yourself credit for having found the information and for using it in a new and creative way; and
3. Provide the reader(s) with valuable directions to follow-up on your work, to research it further, or to build upon it. Unlike a classroom paper, which is rarely read by anyone other than the instructor, papers and reports prepared for business or professional purposes are often passed along to a large number of people, who may then use the information for a variety of purposes.

A collegiate paper is expected to have no spelling errors, grammatical errors, or reference errors. It is also expected to have NO type-overs and no written (pencil or ink) changes on the paper (which would make it a rough draft, and not a finished product)

Papers are to be written in past tense and NOT IN FIRST OR SECOND PERSON. This means no "*I feel*" or "*we believe*" declarations are permitted. Remember that the paper should answer who, what, when and where to ensure the reader understands concepts, facts and assumptions related to the information. A professional research paper is well organized and comprehensive. Use headings to help organize information followed by supported topic sentences. Be concise, accurate, and factual.

### **SUBMITTING PAPERS:**

The final version of your Term Paper must be submitted as an electronic copy, properly formatted in MS-Word (and saved in "Word95" if possible) to Dr. Preston (**ppreston@troyst.edu** or **ppreston@www.com**) by e-mail attachment. If you prefer, you can deposit your paper in the "Digital Drop Box," provided you e-mail your instructor to let him know it's there. Or, if you'd rather submit your paper in "hard-copy" form (not required), mail it to Dr. Preston at: **PO Box 487, Powder Springs GA 30127**, postmarked before May 18, 2004.

### **ATTENDANCE/PARTICIPATION POLICY:**

This is an intensive course in which attendance is mandatory especially for team participation assignments. Your instructor is required to report excessive absences to the TSU administration offices (missed assignments or loss of contact with the instructor). Please inform the instructor in advance if you expect to be unable to attend a portion of the course, and arrange suitable make-up work.

### **INCOMPLETE GRADE POLICY:**

No incomplete grade requests will be considered by the instructor unless it is an extreme circumstance ("Acts of God" and conditions related to National Security and military mobilization fall into this category). Incomplete grade requests are granted in very rare cases. Please note all requirements must be met prior to the end of the session to pass the course. Students who do not meet the assignment due-dates will receive an "unexcused excessive absence," which may result in a grade of "F" for the course.

A student seeking an "incomplete grade" is solely responsible for submitting the proper forms to the instructor. Please contact your instructor prior to doing so to avoid preparing forms that he will disapprove.

**OTHER INFORMATION:**

Please refer to the Student Information Handbook regarding adding or dropping a course, holidays, comprehensive examination dates, cheating policy, research involving human subjects, and other pertinent information.

**STANDARDS OF CONDUCT:**

*TROY STATE UNIVERSITY* and your instructor view plagiarism as a serious attack on academic standards and processes. It has no place in any curriculum. As such, evidence of plagiarism will result in an "F" being assigned to the offending paper (and possibly to the entire course). Further academic action may be taken in such cases. The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the *TROY STATE UNIVERSITY STUDENT HANDBOOK* and may be disciplined up to and including suspension and expulsion.

**AMERICANS WITH DISABILITIES ACT (ADA):**

Any student whose disabilities fall within the ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of this course. Students who have or may be dealing with a disability or learning difficulty should contact the instructor or the Office of Adaptive Needs Program, Troy State University Main Campus. Various accommodations are available through the Adaptive Needs Program.

**LIBRARY:**

Information regarding access to research materials is discussed in your library orientation. If you should need further assistance please contact the TSU Research Library through its online web site or 1-850-581-0309 or 1-800-638-7237. Over 2,000 full text journals are available in electronic format through the library online databases. The passwords are available for TSU Florida Region students.

**PROFESSIONAL JOURNALS:**

*To be a competent and up-to-date executive leader, at least three of these should be part of your regular professional reading schedule, either on-line or in hard copy.*

Academy of Management Journal	Academy of Management Review
Administrative Science quarterly	American Journal of Small
Business	
Business and Society Review	Business Economics
Business Horizons	California Management Review
Columbia Journal of World Business	Decision Sciences
Financial Management	Harvard Business Review
Industrial and Labor Relations Review	Industrial Marketing Management
Journal of Accountancy	Administrative Radiology
Journal of Applied Behavior Science	Journal of Business Ethics
Journal of Applied Psychology	Journal of Bank Research
Journal of Banking and Finance	Journal of Business Research
Journal of Business Strategy	Journal of Industrial Economics
Journal of Industrial Management	Journal of Marketing
Journal of Healthcare Management	Journal of Retailing
Management Review	Personnel Journal
Production and Inventory Management	Sloan Management Review
Training and Development Journal	International Finance
Journal of the American Medical Assn.	Occupational Hazards

In addition, the following publications often have excellent materials available on topics related to our work in this course. You're wise to regularly consult them as part of your overall professional development:

The Wall Street Journal	Business Week	Forbes
Business 2.0	Red Herring	Fortune
Working Woman	Fast Company	Black
Enterprise Success		The Drake Business
Review Training		
Strategy + Business	Healthcare Executive	
Psychology Today		

If there are publications (or web-sites) you find professionally useful to you, please share that information with your classmates and instructor - there's a specially-designated Discussion Forum in our CourseSpace for such postings.

