Course Title:
Seminar in Organizational Change and Development

Course Number:
HR 5043-103

Course Description:
Organization development (OD) is a blending of research, theory and practice, using behavioral science knowledge to improve the effectiveness of the organization and its subsystems through planned change efforts. Everyone who works in an organizational setting can benefit from understanding how effective development and change occurs in an organizational setting. This course will cover various organizational change models and intervention approaches with specific emphasis on the use of systems thinking as a tool to analyze and describe organizational dynamics. You will be actively involved in case studies and other exercises to apply the concepts, models, and methods. You will learn and practice skills that will enhance your ability to diagnose individual, team, and organizational performance problems and identify and implement appropriate solutions. The outcome for you will be the ability to use systematic processes and a variety of practical tools and methods to improve organizational effectiveness and plan and manage organizational change.

Class Dates, Location and Hours:
- Dates: December 5-11, 2016
- Location: Building. D, Offutt AFB, Nebraska.
- Hours: Monday - Friday 6:00 - 9:30 p.m.; Saturday 8:00 a.m. - 4:30 p.m.; Sunday 8:00 a.m. - 12:00 p.m.
- Last day to enroll or drop without penalty: November 6, 2016

Site Director:
Email: apoffutt@ou.edu . Phone: 402-291-8879 or 402-294-0649; DSN 271-0649.

Professor Contact Information:
- Course Professor: Melinda Howard, Ph.D.
- Mailing Address: 6232 Olde Harwick Circle
  Oklahoma City, OK 73162
- Telephone Number: (405) 820-0218 (cell)
- Email Address: melinda.howard-1@ou.edu
  mhoward6232@gmail.com
- Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m.
on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


3. Materials posted on the OU Desire to Learn (D2L) system: “Pre-class Readings” and “Handouts to Be Used in Class”. Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

During this course, you will:

1. Review and discuss the history and theory base of organization development (OD), the Action Research consulting process model, and the process and principles of change in organizations.

2. Practice applying organization development concepts, models and processes, including systems thinking and human performance technology, to case studies.

3. With a team, facilitate a 30-45 minute discussion about an assigned case study.

4. Conduct an interview and prepare an analysis, including diagnosis and recommended interventions, for your own organizational case study.

**Assignments, Grading and Due Dates:**

**Pre-Class Assignments:**

1. Read the Anderson text and “Pre-class Readings”; you may skim the Bridges text.

2. In the Anderson text, answer the questions for Case Study 1 and Case Study 2. Your answers should be in-depth, at least three pages each, and reflect critical thinking.

3. Prepare a three to four page description (APA format, no abstract required) of your own experiences, both positive and negative, as a member of an organizational unit (or units) undergoing change. Assess the effectiveness of the management of the change process referring liberally (several citations) to the information about organizational change in both the Anderson and Bridges texts. You may also use other references. (If you have not had this experience, you may interview someone who has and summarize their story.)

4. Print the “Handouts to Be Used in Class” from D2L. These will be posted at least two weeks before the first class.

**Diagnostic Interview Description:**

During the week of class, you will develop your own case study by interviewing someone in a leadership role in an organizational unit, e.g. a small organization, a division, a department, etc., using the “Diagnostic Interview Guide” that will be included in the handouts on D2L. I recommend that you do this with a unit other than your own, as it will be difficult to be objective. It could be another unit in your organization. Some students interview a friend or relative, such as a spouse, parent or child. On the last day of class, you will turn in a five to six page paper (APA format, no abstract required) summarizing the interview and identifying the issues for which organization development interventions might be helpful. You will also be sharing an overview in class. Keep in mind that these issues don’t necessarily need to be problem-focused but may be due to changes in the mission, strategies, technology, and/or environment. Avoid making any recommendations for interventions to address identified issues; you will do this for your Post-Class Assignment.
Post-Class Assignment:
Submit a five to six page paper (APA format, no abstract required) that includes:

1. A brief summary of the issues identified in your diagnostic interview.
2. How, hypothetically, you would conduct a diagnostic process, for example surveys, interviews, etc. Be specific, including examples of survey or interview questions, documents to review, etc.
3. Your best guess of the intervention(s) that you would recommend.
4. How you would manage the change process for implementing the recommended intervention(s).
5. How you would evaluate the success of the intervention(s).

This needs to be posted on D2L by January 3, 2017.

Grading:
This is a letter-graded course: A, B, C, D or F.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Pre-Class Assignments</td>
<td>First class – post on D2L</td>
<td>20%</td>
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<tr>
<td>Diagnostic Interview description</td>
<td>Last class – post on D2L</td>
<td>25%</td>
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<tr>
<td>Participation in a team facilitation of a 15-20 minute team building activity</td>
<td>During class</td>
<td>10%</td>
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<tr>
<td>Participation in a 20-30 minute team presentation of a case study from the text</td>
<td>During class</td>
<td>20%</td>
</tr>
<tr>
<td>Post-Class Assignment</td>
<td>Post on D2L no later than January 3, 2017. Ten points will be deducted for a late paper.</td>
<td>25%</td>
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Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Melinda Millsap Howard, Ph.D.

Education

• Ph.D. Adult and Continuing Education, University of Oklahoma
• M.Ed. Counseling Psychology, University of Central Oklahoma
• B.A. Sociology, Oklahoma City University

Current Positions

• Owner, Howard Consulting
• Adjunct Associate Professor for University of Oklahoma Advanced Programs since 1985

Frequently Taught Advanced Programs Courses

• HR 5113 Stress Management
• HR 5153 Human Emotions
• HR 5183 Issues in Human Relations Training
• HR 5043 Seminar in Organization Change & Development

Major Areas of Teaching and Research Interest

• Stress management and emotional management
• Organization behavior, organization development, and change management
• Human resource development
• Performance consulting
• Team building and facilitation skills
• Adult learning theory and training design
• Interpersonal and intrapersonal skills

Experience and Presentations

• Interim Director, of Organization and Clinical Development, St. Thomas Health, Nashville
• Manager, Learning and Development, University of Oklahoma Health Sciences Center
• Manager, Organization and Clinical Development, Deaconess Hospital, Oklahoma City
• Director of Learning Resources for Integris Health, Oklahoma City.
• Consultant with Personnel Decisions International
• Co-developer of a National Executive Leadership Institute for vocational rehabilitation administrators; for twelve years, a contract facilitator for the Institute.
• Co-developer and facilitator for the University of Oklahoma Training and Development Certificate program.
• Senior Consultant for the Oklahoma Center for Nonprofits.
• Training Coordinator for the Oklahoma Office of Personnel Management.
• Have been conducting workshops and classes for business, government, education, financial, and health care organizations for over thirty years.
• Experienced facilitator of team building, visioning, and strategic planning.
• Presented two concurrent sessions at the 2011 Oklahoma Society for Human Resources Management
• Presented two concurrent sessions at the 1992 American Society for Healthcare Education and Training national conference.
• Presented concurrent sessions at the 1983 and 1987 national conferences of the American Society for Training and Development.

Professional Affiliations

• The American Society for Training and Development
• Oklahoma Senior Organization Development Association