Course Title: Seminar in Organizational Change and Development

Course Number: HR 5043-221

Course Description: This course will introduce you to the most significant issues and challenges, theories, and concepts related to the study and application of both organizational development, culture, and leadership.

Class Dates, Location and Hours:
- Dates: December 6-11, 2016
- Location: Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.
- Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
- Last day to enroll or drop without penalty: November 7, 2016

Site Director:
- Email: apramstein@ou.edu, Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:
- Course Professor: Susan Kimmel, Ph.D.
- Email Address: skimmel@ou.edu
- 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. Please arrange phone appointments through OU email.

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 4p.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.


4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at 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:
This course will introduce you to the most significant issues and challenges, theories, and concepts related to the study and application of both organizational development, culture, and leadership. Learning outcomes include:

1. Comprehend and articulate the major topics and issues that constitute the study of organizational development, leadership, and culture.
2. Increased ability to apply the most significant issues needed to implement change/enhance organizational culture.
3. Apply Cameron and Quinn’s competing value framework model to assess and enhance culture.
4. Demonstrate the use of a five-step organizational consulting process.
5. Describe underlying values of organizational development.
6. Understand how action research supports those values.
7. Discuss how OD practitioners are the principal instruments to organizational change.
8. Identify the strengths and limitations of all OD techniques.
9. Explore the importance of process in organizational life.
10. Analyze how power and politics operates in organizations.
11. Examine how change in open systems engenders conflict at every level.
12. Compare and contrast the methods of OD and how they can assist in coping with change and interpersonal, group, and organization antagonisms.

Teaching Philosophy:
We, at the University of Oklahoma (OU), believe that higher education is a crucial ingredient in becoming a successful, personally fulfilled human being and an actively engaged citizen of the state, nation, and world. Further, we operate with the foundational assumption that a University of Oklahoma education should be available to all qualified students regardless of their age, geographic location, or life circumstance.

OU strives to create significant and meaningful learning experiences through online and accelerated course delivery methods. All courses incorporate interdisciplinary perspectives and provide students with a well-rounded, life-enriching liberal education combined with specialized study in selected program areas, thus preparing them for ever higher levels of learning. Faculty members provide instruction, encouragement, timely response, and constructive feedback to broaden and deepen the student's understanding of course materials.

We understand that adult learners prefer, and have the best achievement, within a collaborative and interactive learning environment, while functioning on their own personal schedules. We also believe that all students are capable of learning and we aspire to enable students' self-agency in attaining their personal learning goals.

Expectations:
You can expect instructors to:

1. challenge you to think about and understand the material in this course. Encourage you to learn the material in the course and become a lifelong learner. Be available to return e-mails in a timely fashion, within 24-72 hours;
2. return written assignments in a week or less, quizzes and exams in 72 hours or less. Engage you in discussion; and
3. provide feedback.

As the student, you are expected to:

1. accept responsibility for your learning;
2. be engaged in the course by logging in to the course every week, reading course announcements, knowing when assignments are due, and turning in all assignments on time;
3. set aside enough time to read and understand assigned course materials, actively participate in class discussions, and write thoughtful essays and research papers. Many AP courses are offered in compressed formats, so the time devoted to each class per week should be adjusted accordingly;
4. read and apply feedback;
5. use only the OU email address for all OU correspondence and assignments. Have all textbooks and course materials before the class starts;
6. directly email the Professor (skimmel@ou.edu), if you have a question about something related to the course curriculum or if your question is of a personal nature;
7. ask your advisor if you have questions about your degree program or other questions not related to a specific course;
8. have a reliable computer and a reliable Internet connection. Do some pre-planning and have a backup plan ready in the event you should have computer or Internet problems;
9. load all assignments in the D2L drop boxes; do not email assignments to the professor; and
10. familiarize yourself with and use Grammarly.com, a self-edit tool provided for you to check all written assignments prior to submission for grading.

Learning Activities and Assessments

Activities:

1. Blogs - Students reflect upon the readings, videos, and discussions as they seek to gain self-awareness and personal application of the theories, concepts and skills covered within the course content. Blogs are due each week, beginning November 14, 2016.
2. Online Discussion - Students engage in meaningful dialog related to the assigned readings and video viewing requirements. This activity requires students to make an initial post and reply to peers and must cite the assigned works in their remarks. Discussions are due each week, beginning November 14, 2016.
3. Readings - Required reading includes the assigned textbook as well as various assigned articles related to the course outcomes.
4. Videos - The assigned videos provide an introduction to leading to ideas from contemporary experts in the field of leadership.
5. Class lectures and collaborative learning sessions.

Assessments:

1. Blog Evaluations - Students evaluations include and evaluation of the quality of thought and writing and sufficiency of the contribution on a weekly basis (beginning November 6, 2016).
2. Discussion Evaluations - Students’ evaluations include the following: a) the quality of critical thinking demonstrated, in both initial posts and replies to peers, b) direct reference (including citations) to assigned readings and videos, and c) number of postings each week (Beginning November 14, 2016).
3. Executive Summaries of Assigned Readings and Videos - students are required to write two, one-and-a-half to two-page Executive Summary of the all of the reading and video viewing requirements.
4. Consulting Services – Small group activity in class. Each unit requires students to evaluate an organizational scenario related to culture. These scenarios ask students to act as a consultant (in writing) in response to this scenario. Students must comprehend, evaluate, and apply the information found in the assigned readings and videos to a complex case related to organizational culture and leadership. When students apply these insights, they significantly increase their abilities to create and manage organizational culture and to lead others. Each group will present their information.
5. Participation: class participation required
Tentative Schedule:

Overview
This opening section briefly summarizes the learning unit and provides highlights and a few ideas to consider before you begin your study of this part of the course.

Think About It
This section gives you a number of questions that will significantly aid your learning. While these questions do not require written responses, they will help you maximize your learning experience as you engage with the reading and video requirements.

General Reading and Viewing Requirements
This content will inform you about a) course expectations, b) your accountability, and c) prepare you to participate in online discussions.

Foundational Reading and Viewing Requirements
Each unit requires you to read chapters from either the Schein, French and Bell, or Cameron and Quinn, texts. Additionally, most units will present additional articles and/or videos to increase your knowledge of the latest thinking regarding leadership and culture.

Graded Assignments:
Below you will find an explanation of the kinds of assignments you will encounter.

Blog Entries
Beginning, November 14, 2016 you will make a personal blog entry each week. This assignment asks you to reflect upon your learning from the a) reading, b) video viewing, and c) class discussions. Only you and your instructor/s will view the entry. The entry should be between 250 and 500 words, contain zero writing issues identified by Grammarly.com, and written in first person. Each week please address the following questions in your blog.

1. What three items/topics/ideas from my reading, video viewing, and discussion standout most to me?
2. What would I like to know more about and why?
3. How might I apply the things I'm learning to make my life, my career, and/or my organization better? Other observations and thoughts about what I've learn this week include.

Simply click on the blog tab in the course navigation bar to make your entry each week. You can download the Blog Grading Rubric to learn how your instructor will evaluate your work on these assignments.

Discussions
Beginning November 14, 2016, you will participate in discussions with your peers every other week. You are expected to refer directly to the assigned readings and videos, use in-text citations, and include references in you posts. Download and review the Discussion Grading Rubric to gain an understanding of the criteria for success.

Executive Summaries
These assignments ask you to write a two- to three-page Executive Summary (ES) of the assigned reading and video requirements using APA style formatting. You will create Executive Summaries for two units in this course. Please be sure to review the APA format and adhere to this style in these summaries. Your summary should include all of the Foundational Reading and Video Viewing requirements listed for the entire unit.
An ES (aka Executive summary) is a brief document that summarizes a longer report, proposal, or other readings in such a manner that the reader can quickly become fairly familiar with the major aspects of what is summarized. If you want to get a jump on learning more about how to write an ES you can view this article from Week 2's required readings: Guidelines for Writing an Executive Summary.

Download the Writing Assignment Rubric to gain an understanding of how to perform well.

Consulting Scenarios (Small Groups)

In addition to the final exam, you will be required to write and present two Consulting Scenarios during the week of December 4 – 11, 2016. These scenarios will present you with a case study from an actual organization needing to address cultural change issues. Your group will be asked to respond in writing to the case by applying knowledge gained from the course. You will receive more detailed information about how to prepare these seven to 10 page papers during the weeks when these assignments are due. Download the Writing Assignment Rubric to gain an understanding of how to perform well.

Final Exam:
The final paper will be due NLT January 2, 2017.

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

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
Susan Kimmel, Ph.D.

Education
- PhD, University of Oklahoma
- MEd, National Louis University
- BSE, Columbus State University

Current Positions
- Director of the Center for Early Childhood Professional Development (CECPD)

Frequently Taught Advanced Programs Courses
- HR 5043 Seminar in Organizational Change and Development

Major Areas of Teaching and Research Interest
- Early childhood education
- Organizational leadership
- Emergent literacy and school readiness in preschool-age children.

Representative Publications and Presentations
- Dr. Kimmel has presented the research data and outcomes from the Center’s early literacy grants at several national and international conferences, including the International Reading Association, NAEYC, Association of Teacher Educators, and the National Reading Conference (NRC).

Major Professional Affiliations
- USDOE site review team.