The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus

Course Title:  
Seminar in Organizational Change and Development

Course Number:  
HR 5043-102

Course Description:  
This graduate seminar is aimed at addressing major organizational development and change issues in a variety of organizational settings in the United States and globally. The class will focus on the nature, practice, and complexities of organizational development and change; intervention issues related to the human process, technology, and human resources management; leadership and organizational theories; concepts of strategic planning and organizational change; and future directions in organizational development and change.

Class Dates, Location and Hours:  
Dates: February 28-March 2 & 7-9, 2014  
Location: 3281 Sheridan Road, Fort Sill, Oklahoma.  
Hours: Fri 5:30-9:00 p.m., Sat 9:00 a.m.-5:00 p.m.; Sun 12:00-4:00 p.m.  
Last day to enroll or drop without penalty: January 30, 2014

Site Director:  
Anita Bailey. Assistant: Nasaussja Thomas. Phone: 580-355-1974; Fax: 580-442-2741; E-mail: apftsill@ou.edu

Professor Contact Information:  
Course Professor: David L. Tan, Ph.D.  
Mailing Address:  
Department of Educational Leadership and Policy Studies  
Collings Hall, Room 227  
University of Oklahoma  
Norman, Oklahoma 73019  
Telephone Number: (405) 325-5986  
Fax Number: (405) 325-2403  
E-mail Address: dtan@ou.edu  
Professor availability: The professor will be available via e-mail 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. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fhg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)

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.

Tentative Class Schedule

Session 1:
Introduction; logistics of course; overview of organizational development and change; discuss first paper (collaborative exercise). Due: Personal understanding of organizational development and change (either US or global setting).

Session 2:
Structure, process, and complexities of organizational development and change (mini-lecture to be followed by a collaborative exercise)

Session 3:
Organizational theories (mini-lecture to be followed by a collaborate exercise); Jeopardy game

Session 4:
Interventions: Human and Technology (collaborative exercises); leadership theories (mini-lecture)

Session 5:
Human resources management issues; strategic change; video presentation (public sector); complexities of strategic planning

Session 6:
Comparative organizational change; course wrap-up; simulation (collaborative exercise). Due: Three mini-reports

Instructional Strategies:
Consistent with the tradition of a graduate seminar, the course has been designed to be highly-interactive, providing the students with plenty of opportunities for active student learning and participation, which is considered critical to the success of the course. The course will consist of open class discussions, collaborative learning exercises, team and individual presentations, lectures, PowerPoint presentations, video presentations, and relevant simulation exercises.

Assignments, Grading and Due Dates:
1. Consistent with pre-class expectations, read the required textbook prior to the first class session.
2. Based on the readings from the textbook and/or your personal knowledge and experience with organizational development, write a three to four-page report explaining your personal understanding of the topic (e.g., the need and importance of organizational development and change; its purposes; ways to induce people to participate and have positive attitudes about organizational change; and effective mechanisms, procedures, and approaches in organizational development and change) in any organizational setting (for-profit, non-profit, governmental, military, international, big or small). These essays will form the bases for initial discussion about organizational development and change. Due: This assignment must be turned in to the professor at the first class session.
3. Search in the literature base for three separate scholarly pieces of work involving theories, concepts, or issues related to organizational development and change in the United States or elsewhere. These materials may be from refereed and non-referred journals, books, monographs, magazines, or well-circulated newspapers, training documents, organizational plans, and even the internet (use your discretion when using this medium).
4. Using the results of the literature search, you are required to write a three to four-paged mini-report on all three scholarly pieces, totaling about 9-12 pages. In each mini-report, give a brief discussion of the points raised (no more than one paragraph) and then analyze the points using the concepts of organizational development covered in class or in the textbook. You may, for example, explain why these points make or do not make sense to you, the logic or adequacy of their arguments, and the potential implications of these points or concepts for organizational development applications in the United States and globally. This exercise is calling for your analysis of the points rather than a journalist reporting of the article or book. **Due:** This assignment will be due at the last class session. **This exercise, in essence, serves as your final exam.**

5. In order to enhance your understanding of organizational development and change issues on a self-directed basis, you have two options for the required term paper for the course. You may be required to seek additional scholarly resources beyond the required textbook to complete this assignment.

   a. You may write a paper based on an eye-ball account (real-life account) of some aspects of organizational development or change in any organization setting (e.g., business, military, state or federal educational agency, college or university, government, or an international corporation). You should use concepts of organizational development covered or discussed in the textbook and in class and include additional scholarly resources to support your arguments or analyses. You should address the following points in your paper:

      i. How is the organization organized? Who were the key players in the organizational development and change process? What were their attitudes and thinking about the change process?

      ii. Who or what initiated the change or development? What was the rationale behind the decision to change or develop? What organizational development and change activities were developed and implemented? Who developed these activities? How were they carried out, who were in charge of monitoring their progress, and what were the outcomes of these efforts?

      iii. What were the leadership styles, managerial processes, human processes, technological, or decision-making mechanisms implemented in the organizational change process? What helped or hindered the change process?

      iv. What were the strengths and weaknesses of the change process? What aspects of the change process were missing, could have been improved, or handled differently?

      v. What are some important lessons other organizations can learn from this particular change process?

   b. You may write a conventional term paper on an important organizational development or change issue. You should have at a minimum six bibliographic references in your paper, not including the textbook and class lecture notes. In this option, you should address the following points:

      i. What is the important organizational development and change issue you are addressing?

      ii. How did this issue come about? What is the historical or evolutionary background of this issue?

      iii. Why is this issue important or significant for organizations?

      iv. What are all the relevant perspectives on the issue?

      v. What are the possible resolutions of this issue?

      vi. What are the implications of this issue for other organizations?

In either case, your term paper should be between seven and ten double-spaced pages. Please send in your paper as an e-mail attachment (MS Word document), not as an email message. My e-mail address is dtan@ou.edu. **This paper will be due three weeks from the last day of class.**
Grading:
This is a letter-graded course: A, B, C, D, or F.

Assessment:
The criteria for the student’s final course grade are as follows: 10% is based on your scholarly writing in Item 2, 30% in Item 4, and 40% in Item 5; and the remaining 20% is based on the quality of your active participation in class.

At the end of class, there will be an opportunity for you to offer intra- and inter-team evaluations relative to other students’ performances in collaborative activities. The quality of your class participation is determined by three factors: (1) your active participation in open class discussions; (2) your participation in collaborative work based on intra- and inter-team evaluations; and (3) the quality of your class presentations. The penalty for late papers will be a 10% reduction to your overall course grade.

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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity

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.

Copyright

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
David L. Tan, Ph.D.

Education
1985 Ph.D. in Higher Education Administration, University of Arizona

Current Positions
- Advanced Programs Professor since 1993
- Professor and Chair, Department of Educational Leadership & Policy Studies, University of Oklahoma
- Graduate Liaison, University of Oklahoma

Frequently Taught Advanced Programs Courses
- EDAH 5043 Introduction to Research in Adult and Higher Education
- EDAH 5143 Leadership Development in Adult and Higher Education
- EDAH 5940 Assessment in Adult and Higher Education
- EIPT 6033 Research in Education
- HR 5053 Racial Diversity
- HR 5113 Planning Issues in Organizations
- HR 5113 Cultural Diversity in Human Relations
- HR 5033 Seminar in Leadership in Organizations
- HR 5043 Seminar in Organizational Change and Development
- HR 5113 Cultural Diversity and Justice in Organization

Major Areas of Teaching and Research Interest
- Teaching: Institutional research; planning; assessment; finance; research on the college student; leadership; diversity; organizational development; prospectus development; and research methods and statistics.
- Research: Issues related to college students (access and choice, persistence, multiculturalism, cognitive and affective outcomes, STEM majors, student transition to college, intercollegiate athletics), strategic planning in higher education, diversity training in the corporate setting, and quality assessment of colleges and universities.

Representative Publications and Presentations
Representative Honors and Awards Received

- Teacher of Year Award, 2008.
- Asian-American Student Life and Asian-American Student Association Award, 2007
- Outstanding Service to the *Journal of College Student Development*, 2003
- Alpha Phi Omega National Service Award, 2000
- Outstanding Contribution Award in Accreditation, 1990
- Presidential Research Recognition Award, 1989
- Presidential Research Excellence Award, 1987
- Vice Presidential Award for Outstanding Service, 1986

Major Professional Affiliations

- PEAQ Evaluator-Consultant, North Central Association of Colleges and Schools
- AQIP Peer Reviewer, North Central Association of Colleges and Schools
- Executive Director, Center for Student Affairs Research (CSAR)
- Editorial Board, *College Student Affairs Journal*
- Member and Former Vice Chair, Executive Committee, Southwest Center for Human Relations Studies
- Association for Institutional Research (AIR)
- Oklahoma Association for Institutional Research and Planning (OKAIRP)
- National Consortium for Student Retention Data Exchange (CSRDE)
- Former Editorial Board Member (1997-2003), *Journal of College Student Development*
- Reviewer, Law School Admissions Test (LSAT), American College Testing
- OU Faculty Senate
- American Association for Higher Education (AAHE)