

School of
Human Resource Management

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York University
School of Human Resource Management

Course Outline

HRM 4460 M
Organizational Development

WINTER 2020

Credits: 3.0

Day/Time: Thursdays 11:30 am to 2:30 pm

Location: HNE 034

Instructor: Dr. Michael McGarry

Email: mmcgarry@yorku.ca

Office hours: By appointment – Hours TBA

Office Location: Atkinson College, Room 121

Course Description

This course examines the strategies and techniques used by organizational development practitioners to develop an organization's capabilities by leading and managing change at the individual, group and team, inter-group, and total organization levels. Relevant theory and important terms and concepts will be analyzed, as well as practical elements such as the consulting process, developing and harnessing trans-organizational partnerships, data collection, diagnosis, assessment, feedback, action planning, implementation, managing change and resistance to change, and evaluating the change effort. In addition, the changing nature of work, the evolution of the organization, and the influence of technology will be considered. There will also be discussions about the competencies organizational development practitioners require, and the values and ethics that inform organizational development practice. Students will be encouraged to think critically about these topics while developing knowledge and skills to support their current and future professional goals. The learning outcomes of this course will be achieved through lectures, class discussions, and assignments.

Prerequisites

For students in an Honours program, 78 credits including AP/ADMS 2400 3.00 and AP/HRM 2600 3.00 or for other students, a grade of C+ or better in AP/ADMS 2400 3.00 and AP/HRM 2600 3.00.

Students are responsible to ensure that they have the prerequisites as stated in the course outline. Students who do not have the prerequisites are at risk of being dropped from the course at any time during the term. The School of Human Resource Management will not be responsible for refunds resulting from students being dropped from a course due to a lack of appropriate prerequisites. Questions about enrollment and all matters pertaining to course registration should be directed to the School of Human Resource Management.

Required Text

Donald L. Anderson, *Organization Development: The Process of Leading Organizational Change*, Fourth Edition (Thousand Oaks, California: SAGE Publications, 2016)

Power point slides for each week's topic will be available for download from the course Moodle page before each class.

Note: The Instructor may add additional readings or other materials for specific classes in order to keep course content current and enhance learning. Students will be provided with these readings or materials prior to class.

Class Schedule

Week	Dates	Topics	Readings	Assignments Due
1	January 9	Course Overview / What Is Organizational Development?	Anderson, Chapter 1	Due dates for assignments and dates for exams are marked in bold
2	January 16	History of Organizational Development / Values and Ethics in Organizational Development Practice	Anderson, Chapters 2 & 3	
3	January 23	Foundations of Organizational Change / Practicing Organizational Development	Anderson, Chapters 4 & 5	

Week	Dates	Topics	Readings	Assignments Due
4	January 30	Facilitating Change I: Entry, Contracting, and Data Gathering	Anderson, Chapters 6 & 7	
5	February 6	Facilitating Change II: Diagnosing Change and Providing Feedback Midterm Exam Review	Anderson, Chapter 8	ASSIGNMENT #1
6	February 13	MIDTERM EXAM	Anderson, Chapters 1 to 8	MIDTERM EXAM
7	February 20	Reading Week (No classes)		
8	February 27	Facilitating Change III: An Introduction to Interventions / Individual interventions	Anderson, Chapters 9 & 10	
9	March 5	Facilitating Change III: Team and Whole Organization Interventions	Anderson, Chapters 11 & 12	
10	March 12	Facilitating Change III: Whole and Multiple Organization Interventions / Mergers & Acquisitions / Sustaining and Evaluating the Change Effort / Ending an Engagement	Anderson, Chapters 13 & 14	

Week	Dates	Topics	Readings	Assignments Due
11	March 19	Global Issues in Organizational Development / The Future of Work and Organizational Development	Anderson, Chapters 15 & 16	
12	March 26	TEAM PRESENTATIONS / REPORTS DUE		TEAM PRESENTATIONS & REPORTS
13	April 2	TEAM PRESENTATIONS Final Exam Review		TEAM PRESENTATIONS
14	TBD	FINAL EXAM	Anderson, Chapters 1 to 16	FINAL EXAM

Please note: The Instructor reserves the right to change or alter the schedule with sufficient notice to students.

Learning Outcomes

Upon successful completion of this course the student will be able to:

1. Recognize the theoretical basis and practical application of organizational development processes, including the development of strategies, and the implementation of change management processes at multiple organizational levels.
2. Appreciate values, ethics, leadership, and other competencies organizational development practitioners require.
3. Approach systematically the dynamics of entry, diagnosis, planning, intervention, and sustainability that occur during organization change efforts.
4. Understand the complex relationship between the business plan of an organization and organizational development initiatives.
5. Recognize the importance and dynamics of developing and harnessing trans-organizational partnerships to commence, lead, and sustain change.
6. Understand the range of interventions and solutions available to organizations that facilitate change and the development of capabilities.
7. Discuss the role of organizational development in global context.

8. Assess the ways in which organizational development theory and practice must adapt to rapid changes in the nature of work and organizations.

Grading Policies

Student performance in the course will be assessed according to the following:

Individual Assignment	15%
Mid-Term Exam	20%
Group Assignment	35%
Final Exam	30%

Examinations: There will be 2 exams. The mid-term exam will be held in class and is worth 20% of the overall grade for the course. The final exam will be held during the exam period and is worth 30% of the overall grade. Exams will be comprised of short answer questions, case studies, and essay questions. A comprehensive review will be conducted in class before each examination.

Missed Examination: It is your responsibility to ensure you are available and prepared to write the mid-term exam on the scheduled date and time. Students who miss or expect to miss the mid-term exam must notify the Instructor of their situation as soon as possible, and provide appropriate written documentation confirming illness or other unforeseen circumstances. If a student misses the mid-term exam, a make-up exam will be scheduled or the grade weight of the midterm exam will be added to the final exam so that it is worth 50% of the student's overall grade.

If the mid-term and final exams are both missed, application may be made for deferred standing along with supporting documentation within one week from the date of your final examination to write a deferred final exam. The deferred exam will be closed book and cumulative. Deferred exams are not necessarily in the same format as the exam written by your course section Instructor. The format for the exam is not disclosed in advance nor is access to a course website provided. Please note that a new online system has been implemented to facilitate the processing of Deferred Standing Agreement Form.

To submit your request please click on the **Deferred Exam Request** link:

<http://shrm.laps.yorku.ca/students/deferred-exam-request/>

Assignments: There will be 2 assignments. The first, which is worth 15% of the overall grade, will require a report of approximately 4 to 6 pages that responds to a case or topic that raises issues discussed during the first four meetings of the class. Successful reports will be clearly written and well organized, and contain evidence of critical thinking (analysis, synthesis, and evaluation) and application of key concepts and processes to important themes of the course.

For the second assignment, which is worth 35% of the overall grade, the class will be divided into teams. Teams will choose from a selection, provided or approved by the Instructor, of current challenges to organizations or a challenge currently confronting a specific organization. In response to their chosen topic, each team will write a report of 10 to 15 pages that outlines and assesses the relevant background information, identifies and examines the major issues, and offers recommendations for corrective initiatives. As with the first assignment, successful reports will be clearly written and well organized, and contain evidence of critical thinking (analysis, synthesis, and evaluation) and application of key concepts, processes, and important themes of the course.

In addition to a written report, each team will design and provide a short presentation that outlines their topic, describes research performed to assess the issues, offers an analysis that incorporates concepts and practices discussed considered in the course, and suggests recommendations for organizational development initiatives and solutions.

Important Information for Students

Appropriate class conduct is expected from all students. Class conduct pertains to regular attendance, active participation in class discussions, and the maintenance of a safe, supportive, and inclusive learning environment by treating fellow classmates and the Instructor ethically, civilly, and professionally. All of these are critical to understanding the significance and proper workplace application of the terms, concepts, and practices discussed in this course, and therefore, to overall success.

Regular attendance means arriving on time, leaving on time, returning from breaks on time, and displaying maturity and professionalism in the class towards fellow classmates and the Instructor. Attendance will be noted. If you must miss a class you are expected to obtain material covered and announcements made from a fellow classmate.

In addition, similar to meetings in the workplace, use of electronic devices during the class, with the exception of laptops/tablets for taking notes, is expected to be

judicious; that is, so as not to disrupt class or distract fellow students. Students who insist on using electronic devices injudiciously while class is in session may be asked to leave the class.

Any instance of uncivil class conduct will result in a grades penalty or, in extreme cases, expulsion. In addition to assisting learning, a commitment to ethical, civil, and professional conduct greatly improves academic achievement and, ultimately, success the workplace.

The School of Human Resources Management will review all final grades. The School reserves the right to modify grades in order to maintain high standards.

Students requiring accommodation should notify as early as possible the York University Office for Counselling and Disability Services. Information can be found at:

<http://ds.info.yorku.ca/>

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. **Please alert your Instructor as soon as possible should you require special accommodations.**

All students should review information regarding, Access/Disability, Religious Observance Accommodation, and Student Conduct in Academic Situations provided by the following link:

<http://secretariat-policies.info.yorku.ca/>

All students of York University must adhere to the Senate Policy on Academic Honesty.

Please see:

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Academic misconduct is a very serious issue with potential consequences ranging from failure in the course to dismissal from the university. Academic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.

To help ensure that you write and submit high integrity papers, please see the SPARK Academic Integrity module, which includes the Academic Integrity Checklist, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>