York University
School of Human Resource Management

Course Outline

HRM 4460 A
Organizational Development

SUMMER 2020

Credits: 3.0
Day/Time: Mondays and Wednesdays from 1:00 to 4:00 pm
Location: Online delivery through York Moodle
Instructor: Dr. Michael McGarry
Email: mmcgarry@yorku.ca

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, 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*, Fifth Edition (Thousand Oaks, California: SAGE Publications, 2020)

PowerPoint 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	May 11	Course Overview / What Is Organizational Development?	Anderson, Chapter 1	**Due dates for assignments and dates for exams are marked in bold**
2	May 13	History of Organizational Development / Values and Ethics in Organizational Development Practice	Anderson, Chapters 2 & 3	
3	May 18	Victoria Day (University closed)		

Week	Dates	Topics	Readings	Assignments Due
4	May 20	Foundations of Organizational Change / Practicing Organizational Development	Anderson, Chapters 4 & 5	
5	May 25	Facilitating Change I: Entry, Contracting, and Data Gathering	Anderson, Chapter 6 & 7	
6	**May 27**	Facilitating Change II: Diagnosing Change and Providing Feedback Midterm Exam Review	Anderson, Chapter 8	**ASSIGNMENT #1**
7	**June 1**	**MIDTERM EXAM**	**Anderson, Chapters 1 to 8**	**MIDTERM EXAM**
8	June 3	Facilitating Change III: An Introduction to Interventions / Individual interventions	Anderson, Chapters 9 & 10	
9	June 8	Facilitating Change III: Team and Whole Organization Interventions	Anderson, Chapters 11 & 12	
10	June 10	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	June 15	Global Issues in Organizational Development	Anderson, Chapter 15	
12	June 17	The Future of Work and Organizational Development	Anderson, Chapter 16	
13	**June 22**	**TEAM REPORTS DUE**		**ASSIGNMENT #2**

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:

Participation	20%
Individual Assignment	20%
Midterm Exam	20%
Team Assignment	40%

Performance Standards/Participation: To achieve a full grade for participation, students must post each week on the Moodle discussion forums with entries that reflect on assigned chapters and related topics. A selection of questions to post in response to will be offered each week. After week three, students must respond to other students' posts at least twice during the remainder of the semester. Thus, a total of twelve posts is required.

It is important to realize that the frequency or length of the entries are not the only criteria for success. Students are responsible for creating posts that offer background research or informed insights based on personal experience. Students may also challenge or elaborate on the views of others and/or provide other resources to support their views. Other sources should not be simply cut and pasted into posts; ideas drawn from them should be integrated into posts. Sources (other than the textbook) should be properly cited if reference material is used. This will help others find the source if they are interested.

It is also important to keep in mind that human resources practice is highly collaborative, and so participating regularly in online class discussions greatly assists in the development of professional acumen.

Examinations: A midterm exam will be delivered online and is worth 20% of the overall grade for the course. The exam will be comprised of short answer questions, case studies, and essay questions.

Missed Examination: It is your responsibility to ensure you are available and prepared to write the midterm exam on the scheduled date and time. Students who miss or expect to miss the midterm exam must notify the Instructor of their situation as soon as possible, and provide appropriate written documentation confirming illness or other unforeseen circumstances.

Assignments: There will be two assignments. The first, which is worth 20% 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 40% 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.

Important Information for Students

Appropriate conduct is expected from all students. Appropriate conduct pertains to regular online attendance, active posting/participation in online discussions and chats, 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.

Any instance of uncivil 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 (SHRM) reviews all final grades. SHRM reserves the right to modify grades in order to maintain academic 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/