

School of
Human Resource Management

liberal arts & professional studies | YORK UNIVERSITY 

York University
School of Human Resource Management

Course Outline

HRM 4460 A
Organizational Development

SUMMER (SU) 2021

Credits: 3.0

Day/Time: Mondays from 1:00 to 4:00 pm

Location: Online delivery through York eClass

Instructor: Dr. Michael McGarry

Email: mmcgarry@yorku.ca

Weekly Office Hours: TBA

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.

This course has been designed for online/distance learning, and therefore, uses a variety of media to support learning objectives. In particular, classes will be comprised mainly of a live-online presentation (audio and video) by the Instructor,

which will be recorded to accommodate students' diverse needs and circumstances. There will also be live chats and discussion boards that students can use to ask questions and exchange ideas. Thus, students must be sure they have appropriate technology in place for online/distance education.

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 10	Course Overview / What Is Organizational Development?	Anderson, Chapter 1	Due dates for assignments and dates for exams are marked in bold
2	May 17	History of Organizational Development / Values and Ethics in Organizational Development Practice	Anderson, Chapters 2 & 3	

Week	Dates	Topics	Readings	Assignments Due
3	May 24	Victoria Day (University closed)		
4	May 31	Foundations of Organizational Change / Practicing Organizational Development	Anderson, Chapters 4 & 5	
5	June 7	Entry, Contracting, and Data Gathering	Anderson, Chapter 6 & 7	
6	June 14	Diagnosing Change and Providing Feedback Midterm Exam Review	Anderson, Chapter 8	ASSIGNMENT #1
7	June 21	MIDTERM EXAM	Anderson, Chapters 1 to 8	MIDTERM EXAM
8	June 28	An Introduction to Interventions	Anderson, Chapter 9	
9	July 5	Individual and Team Interventions	Anderson, Chapters 10 & 11	
10	July 12	Whole and Multiple Organization Interventions	Anderson, Chapter 12	

Week	Dates	Topics	Readings	Assignments Due
11	July 19	Organization culture and Design Interventions	Anderson, Chapter 13	
12	July 26	Sustaining and Evaluating the Change Effort / Ending an Engagement	Anderson, Chapter 14	
13	August 2	The Future of Work and Organizational Development	Anderson, Chapter 16	
14	August 9	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	15%
Individual Assignment	25%
Midterm Exam	25%
Team Assignment	35%

Performance Standards/Participation: To achieve a full grade for participation, students must contribute to class discussions and post on the eClass discussion forums with entries that reflect on assigned chapters and related topics. 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 25% 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 25% 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 15 to 20 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/>