

SCHOOL OF HUMAN RESOURCE MANAGEMENT
YORK UNIVERSITY



HRM 4460 M ORGANIZATIONAL DEVELOPMENT

Course instructor: Viktoriya Voloshyna

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REQUIRED TEXTBOOK:

1. **Organization Development: The Process of Leading Organizational Change** by D. Anderson, 5th ed.
2. **Cases and Exercises in Organization Development & Change, Second Edition** by D. Anderson, 2nd ed.

Course outline

Course Information

Course no. and section: HRM 4460 M

Course name: ORGANIZATIONAL DEVELOPMENT

Meeting times: Thursday 11:30, BC 230

Prerequisites: AP/ADMS 2400 3.00 and AP/HRM 2600 3.00

Instructor Contact Information

Name: Viktoriya Voloshyna

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Office hours: By appointment in person Thursdays after class, or by appointment on Zoom.

Here are some useful links for student computing information, resources and help:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run.

ROLE OF THE PROFESSOR

The role of the professor is to stimulate and guide discussion to achieve learning objectives. This may involve asking questions that probe the depth of student understanding of issues, reviewing a theoretical concept that is difficult to understand, and encouraging students to present different points of view. The professor will also aim to provide students with valuable feedback that will be useful in improving future work.

ROLE OF THE STUDENT

The role of the student is to be an active and responsible learner. To achieve this, and to perform well in this course, students must:

1. **Attend** – In addition to reviewing some of the textbook content, lectures will introduce new content that you will be responsible for on assignments/exams. ****It is your responsibility to**

keep informed of changes, new material, and missed content- Check the course web page regularly for updates and announcements.

2. **Prepare** – To maximize your learning and to get the most out our class time, it is imperative that you come to class prepared. You are expected to read the assigned material before class each week. You may be called upon to start/contribute to a class discussion on any day. Furthermore, reading the assigned material before class will help you to follow and understand the lectures which, in most cases, will involve material that builds on what you have already read. It is very easy to fall behind on your readings. Learning is most successful when done over time and with practice. Therefore, to do your best in this course you must keep up with your assigned readings.

3. **Participate** – Class participation affords you the opportunity to develop skills in oral communication, presenting a point of view, listening, and helping your peers learn and learning from them. Therefore, your participation in this class is integral to the learning experience—both your own and that of your classmates. All students are expected to participate in class. In fact, as will be described later in this document, part of your grade will be based on your level of active participation in class. To facilitate in-class networking and develop a friendly climate, each student will be given a name card to be placed in front of them during each class. Please ensure that you bring your name card to class and try to refer to your classmates by name. In the interest of the environment, please take care of your name card so you do not require a replacement.

Course Description

Today's organizations face constant pressures to change—the need for groups to change is one of the hallmarks of contemporary organizations, whether the organization is a government entity, a private business, a not-for-profit, or an educational institution. For organizational members and managers, the ability to effectively facilitate organizational change often distinguishes the implementation of a mediocre solution from an extraordinary one that makes a difference. In this class, we will examine how to facilitate change effectively. We will explore the issues and practices of organization development to understand what kinds of interventions are useful in what situations.

This course examines the major components of organization development: the evolution of organization development, the nature of change, and how change agents can effectively manage and implement change in organizations. Recommended for students interested in consulting, management, or other roles that involve change and development in the workplace.

Course Objectives

- Understand the process of organizational change as led by an OD practitioner
- Examine the types of OD interventions and identify when and why they are applied
- Be able to structure and propose an OD intervention
- Apply OD principles and concepts to specified case studies
- To critically review approaches to organizational analysis and diagnosis.
- To understand ways of intervening in organizations to facilitate change and development.

- To develop the ability to 'read' organizations.

Required Textbook and Readings

- Anderson, D. L. (2020). *Organization development: The process of leading organizational change* (5th ed.). Thousand Oaks, CA: Sage.
- Anderson, D. L. (ed.) (2018). *Cases and exercises in organization development & change* (2nd ed.). Thousand Oaks, CA: Sage.

COURSE EVALUATION: ASSIGNMENTS AND GRADING

COURSE COMPONENT	WEIGHT	DATE
Short analysis papers (4–5 pages each)	4 case studies 5% each Total 20%	TBA
Participation (articles, class discussions, attendance, leadership in discussions)	20%	TBA
Individual presentation of the one of the short analysis papers	15%	TBA
Final exam case analysis, MCQ, and short-answer questions (closed book)	35%	TBA

Writing Short Case Analysis

Writing assignments are listed in the syllabus. You will be asked to respond to one or more of the case study readings through the evaluation and application of specific OD concepts. All papers should be approximately 4–5 pages, typed, and double spaced. Assignments are due on the class period listed and will be marked down if late.

I expect that all writing assignments will demonstrate your most professional work, including thorough and well-thought-out arguments and discussions, appropriate citations where necessary, a clear organization in order to communicate unambiguously to the reader, and the absence of mechanical flaws (such as grammar and spelling errors).

The best case study applications will involve an explanation of the concepts from the week and will use specific examples and quotes from both the case study and the reading assignment to demonstrate the appropriate application of the material. Applying course concepts to case studies requires particular attention to the logical flow of your writing. Be sure to do three things whenever you discuss how a concept applies to situations in the cases: (1) identify and explain the concept, (2) explain the situation you're referring to, using specific quotes and examples, and (3) be very explicit about how (1) relates to (2); that is, what is it that this concept tells us about this case situation (or vice versa)?

Attendance/Participation

Attendance and participation will be counted at 20% of the final grade.

Class Discussion: As a leader you will be required to be an effective contributor to meetings. Class discussions serve as an excellent means to practice this important skill. While assessing your class participation, I will not merely judge you on how *often* you participated but how your answers/questions lead to *improved learning* among all your classmates. For class discussions I will ask questions that require you to describe something (e.g., a finding from the readings, your experiences in the exercises), define concepts, argue for and against a hypothesis, or critically analyze the readings and relate them to your out-of-class experiences as a manager or in the role playing exercises. I will give you a UNIQUE COUPON as a record of your participation while you are asking or answering questions in class or if you complete your questionnaires for class discussion. I will KEEP a COPY of that COUPON. It is your responsibility to keep these COUPONS and submit them to me on the last day of class. You will also be assessed as groups/pairs in your participation. Sometimes, I will ask each group/team to answer questions. I will then give all members of the group/team credit for participation. Your meaningful participation will improve the quality of this course and it is an essential part of your learning process. In order to actively participate in discussions, you are expected to read the material in advance. Class participation is evaluated on regular basis. You will be expected to attend all classes and actively contribute to our class discussions. **First class is especially imperative to attend in order to understand the structure of this course and deliverables.**

Finally, the professor will provide plenty of additional participation options in each class (Case presentations, article presentations, current events) and **you are expected to volunteer for these throughout the term.**

Attendance: All sessions of this class help build your leadership skills with exercises. So, it is absolutely essential that you attend all classes so that you can take full advantage of the experiences in this course. Acceptable excuses for absence are: a) Medical excuses (with documentation), b) Job interviews (with documentation outlining time and location of interview) (c) Deaths in the immediate family.

Individual presentations

You may choose any format you would like to pursue (e.g., video recording of the interview, music, a comic skit, or simply do a professional power point presentation). These are only some ideas, but you can create your own presentation strategy, it must contain key findings from your written report. Whichever technique you choose to pursue should reflect your message. Make sure you are ready to entertain questions from the audience at the end as well. These should be 15minutes in length + some time will be reserved after that for Q&A from the audience.

While presenting your case you have to assume that you are in the role of a consultant. In your presentation you need to present main ideas from one of your written assignments.

- (1) identify and explain the concepts that can identify organizational problem you see in the case.
- (2) explain the problematic situation you're referring to, using specific quotes and examples from the book and from the case.
- (3) be very explicit about how your concepts relate to problematic situation.

Final exam

Examination results and the quality of assignments will determine the student's grade. It is expected that the student will write final examination on the scheduled day, time, and location. The student will be assigned mark of 0 for missing the midterm test. The only exception to the above rule may be granted in case of serious illness or extenuating circumstances at which time students are asked to notify the professor immediately and extensive written proof of the situation (valid doctor's note etc.) will be required. The m will be cumulative and will cover all course content.

Class Schedule

The preliminary course schedule and writing assignment due dates are listed below. I reserve the right to adapt this based on the needs or interests of the class, with notice, of course. Please complete the readings prior to the class period listed.

Class Schedule and Writing Assignments

Date	Topics/Reading	Chapter	Assignment
Week 1	Introduction to course, Defining organization development, OD history	Chapters 1 and 2	Material TBD Read “Every Coin Has Two Sides” case
Week 2	OD ethics and values Foundations of organizational change	Chapters 3 and 4 Read <i>Cases and Exercises</i> (hereafter CE), Case 1 “Sticker Shock	Case study #1 due: Answer the following questions in your own words. A. From what you read in the case study, what could an OD consultant have offered the leader? How would you describe the leader’s style (using any of the leadership/management concepts from Chapter 2; be specific)? Why do you think so? B. What organization development values held by OD consultants about people and organizations are evident in your answer to (A)? In other words, what would OD’s values mean for how you would approach the “Sticker Shock” situation? <i>What I’m looking for in this paper:</i> An appropriate explanation of what OD is and what it can offer to a client. Exploration of OD values and how those values direct certain choices on behalf of practitioners.
Week 3	The OD consultant and consulting process, Entry and contracting	Chapters 5 and 6	Material TBD
Week 4	Data gathering	Read Anderson, Chapter 7 Read TLG Solutions case study, p. 171 in OD Read CE: Case 5	Case study #2 due: Read the TLG Solutions case and respond to the following questions: <ul style="list-style-type: none">• What is the client requesting?• What are the presenting problems? What do you think maybe any underlying problems? Which of these underlying problems is most likely, in your view?• What data would illustrate whether these underlying problems are occurring? Which method of data gathering would you use and why? (Consider using the method of analysis shown in Figure 7.2.)

			<ul style="list-style-type: none"> What are the advantages and disadvantages of that method of data gathering? Include a proposed timeline for your approach and any details about the data gathering method itself, including possible interview and/or survey questions, documents to gather, and/or observations you would conduct. <p><i>What I'm looking for in this paper:</i></p> <p>Logical link between what the client says, what underlying issues may be present, and the data gathering approach. Appropriate choice of data gathering approach given the underlying issues.</p>
Week 5	Diagnosis and feedback, Introduction to interventions	<p>Read Anderson, Chapters 8 and 9</p> <p>“Logan Elementary” case in OD</p> <p>Read CE: Cases 9 and 15</p>	Material TBD
Week 6	Individual interventions	<p>Read Anderson, Chapter 10</p> <p>Read OD: Case Study 6 (“Parks Department”)</p> <p>Read CE: Cases 13 and 20</p>	<p>Case study #3 due:</p> <p>For this assignment, refer to the “Logan Elementary School” case study: After reading the case study, identify and categorize the problems that this group is having, using either the deductive or inductive processes as described in Chapter 8. What do you see as the major problems facing Logan? (be specific with evidence from the case) What areas do you think deserve the most attention? Why? How would you present this in a feedback meeting to the leader?</p> <p><i>What I'm looking for in this paper:</i></p> <p>Clarity of presentation, useful categorization that summarizes the top issues, prioritization of issues, rationale for choice of main issue(s). Sorting through the many issues to focus on the most central.</p>
	Reading week		
Week 8	Team interventions	<p>Read Anderson, Chapter 11</p> <p>“DocSystems” case in OD</p> <p>Read CE: Case 24</p>	<p>[Class discussion and/or paper assignment]:</p> <p>Read the DocSystems Billing case, including the briefing document and four scenes and answer the following questions.</p> <ul style="list-style-type: none"> What problems exist in this organization? How do these problems differ based on the employees’ roles? Why do employees object to Jim’s proposed solution? <p>Make a recommendation to the client about what could be done next based on the data included. Summarize your observations for Jim, offer possible interpretations, and suggest an approach for the next</p>

			steps. (What intervention(s) would you suggest? What would be the intervention strategy and purpose?)
Week 9	Whole organization interventions	Read Anderson, Chapter 12 “Crossroads Center” case in OD Read CE: Case 27	Case study #4 due: Read the “Crossroads Center” case and answer the following questions: <ul style="list-style-type: none"> • What are the central issues of concern to the client? • Choose one of the whole organization interventions listed in Chapter 12, and outline an intervention that would address the client’s needs. Include a timeline, agenda, attendee profile, resource needs, and a description of your role and the client’s role. <p><i>What I’m looking for in this paper:</i></p> <p>Data-based interpretation of what’s going on here and why. Logical link between what the client wants to achieve, what’s going on, and what interventions might be appropriate.</p>
Week 10	Organizational culture and design intervention	Read Anderson, Chapters 13	Material TBD
Week 11	Sustaining change, evaluating, and ending an engagement	Read Anderson, Chapters 14	Material TBD
Week 12	Global issues and the future of OD	Read Anderson, Chapters 15 and 16 “ASP Software” case in OD	Case study #5 due: Read the “ASP Software” reorganization case study and prepare a proposal addressed to Susan. You should be specific in the letter with what you would intend to do next, providing evidence of the problems or opportunities for organization development work you see (use examples) and then propose an intervention to satisfy Susan’s request. Be specific with what your intervention will accomplish, what you expect from the sponsor and participants, and what your role will be. Include an outline of the intervention(s) (timeline or agenda). <p><i>What I’m looking for in this paper:</i></p> <p>Ability to sort through the many issues to determine what central issues to focus on. An intervention strategy that addresses some of the current challenges. A well-articulated timeline, intervention strategy and purpose, and roles.</p>
	Final exam		TBA

Academic honesty and integrity

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Course information

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)
- [For more language on course information, please consult the [Important Course Information document](#).]