This course will focus on advanced theoretical concepts and applications in the areas of leadership, organizational development and change management. Of particular importance will be the concepts of organizational culture and leading organizational change initiatives. Students will also explore the application of specific tools for conducting organizational development initiatives, such as process consultation, survey feedback, large-systems change, etc.

**Text:** Gallos, *Organization Development.*
Additional readings and case studies as assigned.

**Syllabus:** While the syllabus for the course is developed, the course will seek to address the needs of students who have an interest in a specific emphasis.

**Attendance:** Attendance will be in compliance with SHSU policy, permitting three class hours of absence. It is not my policy to provide excused absences except in the case of hospitalization or death in the immediate family. Each additional hour of absence (4/class meeting) will result in points deducted from your final grade in the course.

**Case Analyses:** The case analyses will be written and will provide students the opportunity to demonstrate that they have mastered the ability to apply theory to practice in assessing and evaluating behavioral phenomena and the application of course principles in both the analysis of organizational system needs and the design of preferred solutions.

**Ropes Course Reflection Paper:** In the five-page reflection paper, you will seek to highlight both your learning about teams, team dynamics, and team processes, but also about yourself as an effective team participant. What is necessary to make teams function well?

**Capstone Case Study:** Each student will write a comprehensive case analysis of a real-time situation to which the theory, tools, and processes of organizational development can be applied. The case must contain real characters, a clear decision...
point, and sufficient data and other information for readers to fully understand the dynamics of the scenario described.

**Capstone Instructor's Manual:** Each student will construct a comprehensive Instructor's Manual for the case they have written. The IM will contain approximately ten (10) questions that highlight the instructional value of the case and focus on the choices that confront the decision-maker in the case. The answers to the questions will be grounded in the research on organizational development and change management, organizational and administrative theory, organizational behavior, and other relevant research literature appropriate to the course. Citations will be provided. In other words, the correctness of the answer will be grounded in the research pertinent to the issues raised by the question.

**Academic Dishonesty:** DO NOT PLAGIARIZE THE WORK OF OTHERS. PLAGIARISM WILL RESULT IN A PENALTY UP TO AND INCLUDING A FAILING GRADE FOR THE INDIVIDUAL ASSIGNMENT AND THE COURSE, DEPENDING UPON THE SERIOUSNESS OF THE OFFENSE.

**Grading Scheme:**

- 10% Ropes Course Reflection paper
- 36% Case Analyses (3)
- 24% Capstone Case
- 25% Capstone Instructor's Manual
- 5% Teaching of the case -- final presentation

**Class assignments:** (It is IMPERATIVE that you read assignments before class.)

**Course Calendar**

**June 5**

- **Focus:** Origins & history of organizational development
- **Coverage:** Definitions of organizational development
- **Readings:** Gallos, #1,2,3.

**June 10**

- **Focus:** Self Awareness
- **Coverage:** Self as an instrument of organizational change
- **Readings:** Gallos, # 20,21.
Benne & Sheets, “Functional Roles of Group Members”

**Skill Development:** Process observation skills  
Elements of small group behavior

**Tools:**  
Group role analysis  
Process observation  
Process consultation  
Team charters

**Assignment Due:**  **Ropes Course Reflection Paper**

**June 12**  
**Focus:**  **The OD Core: Managing Planned Change**

**Coverage:**  
Diagnosis of organizational issues  
Managing the change process  
Resistance to change

**Readings:**  
Gallos, # 5 – 11.

**June 17 (am)**  
**Focus:**  **The OD Process: Diagnosis, Intervention & Levels of Engagement**

**Coverage:**  
Individual, Group, System & Multi-System Levels

**Readings:**  
#12, 13, 14, 16.

**Assignment Due:**  **Case Study: “Issues of Accountability…”**

**June 17 (pm)**  
**Focus:**  **OD Leadership**

**Readings:**  
Zawacki & Norman, “Successful Self-Directed Teams”

**Skill Development:**  
Assessment-based coaching  
Job design  
Performance evaluation

**June 19**  
**Focus:**  **Organizational Intervention Targets**

**Readings:**  
Gallos, #27 – 34.
Coverage: Strategy
Organization & workplace design
Culture development & management
Team, leadership & workforce development

Tools: Denison organizational culture survey
Quality of Work Life (QWL)

Assignment Due: Case Study: “Every Day I Spin These Plates…”

June 24
Focus: OD Purpose, Possibilities and the future
Readings: Gallos, # 36, 37, 38, 45, 47.
Coverage: High performance work teams, diversity, learning organizations, managing knowledge workers, healthy organizations
Tools: Appreciative inquiry
Future search
Fast cycle OD
Others TBD

Assignment: Case Study: “Reconceptualizing Education as an Engine of Economic Development…”

Assignment: Case presentations and discussion of theoretical underpinnings for Instructor’s Manual