San José State University
Department of Psychology
Psyc 293, ORGANIZATION DEVELOPMENT- Spring 2015
Instructor: Dr. Harriet Pila
Class Location: DMH 308
Telephone: (408) 569-6074
Email: hkpila@pacbell.net
Office Hours: Room 232 Mon and Wed - 8:45 pm-9:45pm
Class Days/Time: Monday 6pm - 8:45pm
Classroom: DMH 308
Prerequisites: Instructor consent.

Copies of course materials, including syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU or direct emails. No Cell phones in class.

Course Description
This course is designed for graduate students of industrial/organizational psychology and organizational behavior/management who are interested in understanding various social technologies of organization intervention and evaluation.

Course Goals and Student Learning Objectives
The goal of this course is to provide an in-depth examination of organization development and change. This will involve a consideration of (1) theoretical approaches to organizational development and change; (2) typical interventions used by OD consultants; (3) the role of
the psychologist or change agent in the OD process; (4) ethical issues in the practice of OD; and (5) evaluating the effectiveness of OD programs.

Course Content Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

LO1. Be more knowledgeable about theoretical approaches to organizational development and change.

LO2. Be more knowledgeable about typical interventions used by OD practitioners.

LO 3. Be more knowledgeable about the role of the change agent in conducting an OD program.

LO 4. Develop a better understanding of the ethical issues involved in conducting OD interventions.

LO 5. Be more knowledgeable regarding methods for evaluating OD programs.

LO 6. Acquire some rudimentary skill at diagnosing organizational problems and recommending appropriate OD interventions.

Required Texts/Readings


List of readings will also be provided in class.

Other equipment / material requirements

Students will need to provide their own laptops for presentations. If you do not have access to a laptop, you may borrow one from the Instructional Resource Center with advanced reservations. You will also be required to print out materials I place on line and case study information. Students will also be required to print out required articles for class.
METHODOLOGY

The methodology of this course will be three-fold:

1. In order to understand the practical application of a topic, considerable attention must be paid the “whys” or the theory driving or deriving from it.

2. This course is designed to develop skills and knowledge for life-long learning in the area, and for developing familiarity with the opportunities for research and practice. Thus, students will need to learn to use the latest techniques for bibliographic research, and be exposed, as well, to some issues involved in the collection of primary data.

3. Finally, an assumption of this course is that everyone has personal experience that will facilitate learning this topic. This experience will be a great asset in the advancement of everyone’s growth and education. This course will provide several opportunities to share, analyze, and research these experiences through class discussion. The experiences provided by these various assignments and classroom activities should also foster learning in important areas besides OD, e.g., study and research skills, presentation and organization skills, information technology skills, interpersonal communication and teamwork skills, decision-making skills, planning, implementing, and evaluating skills.

Classroom Protocol

1) This syllabus represents a general framework of the content and direction of the course.

Sequence of topics and time allocated to each topic may vary as the need arises.

2) All assignments are due at the beginning of class unless otherwise given permission by the instructor.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3
hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/webdbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

EVALUATION/GRADING

Student learning will be assessed on an OD project, OD project presentation, homework assignments, quizzes/examination, and class participation. Assignments are due at the beginning of class.

Table 1. Summary of points

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<tbody>
<tr>
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<td>OD Research Paper</td>
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<td>Individual</td>
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<td>Research Paper</td>
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<td>Quizzes/Exam(s)</td>
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<td>assignments</td>
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GRADING SCALE
Cutoff:
A = 90% and above
B = 80% and above
C = 70% and above

**OD PROJECT:** You will be divided into groups (depending on the number of students in class) to conduct an OD analysis on case studies that will be presented in class. Each team will submit one report which includes (a) a diagnosis of an organization familiar to you, (b) evaluation of data (what data is saying), (c) interpretation of data (what it means), and (d) write up suggestions (what to do now) for OD interventions to be used in that organization.

Each team member must be intimately involved in the project, though some people will contribute more in some areas vs. others. Specific guidelines for this paper are attached.

**PRESENTATION OF OD PROJECT:** Students will present their OD projects in class. Each group will have 60 minutes to present. Each member of the team must be active in the presentation, though not each person needs to be a focal presenter.

**PEER EVALUATION:** In order to encourage active participation by all team members, as well as a way to practice evaluating performance of your peers, you will each submit a personal and peer evaluation of your and your teammates’ performance on the OD project.

We will discuss the form and determine if you wish to modify (add or omit) criteria. You will also establish goals, deliverables, and assign people with the task of project manager and project coordinator, and other tasks you see fit. When setting the deliverables you will also consider what are the assumptions and constraints you might face and how you will overcome them. You will also consider risks and consequences. The purpose is to provide you with a full practitioner/consultant learning opportunity while engaging in
academic/research learning. Please submit your evaluations via email (embedded in email text, not attachment) no later than 48 hours after assignment submission. Your personal/peer evaluation will be incorporated into your individual OD project report score.

**HOMEWORK ASSIGNMENTS (OD CASE STUDIES & SIMULATIONS):** Throughout the semester we will be assessing case studies and engaging in simulations. You will be asked to prepare some of these as homework. Altogether, these activities will be worth 25% of your course grade. No projects will be accepted late or via the internet, unless arrangements have been made prior to due date.

**PARTICIPATION:** Much of this class will be run in a seminar and activity format, therefore, it is imperative that students take an active role and participate in the course. Students are encouraged to participate in class activities in a variety of ways. Reading the assigned materials will prepare the student for discussion. Thoughtful questions are encouraged. Active learning projects require students to participate rather than be passive in the classroom and create an atmosphere of challenge and support that fosters curiosity and cognitive development. Note that when your fellow classmates actively participate, you are benefiting from their comments, remarks, and questions.

**QUIZZES:** Quizzes will be given in announced class periods to assess students’ learning of the required readings for that week. There will be a total of 4 quizzes. In order to save class time at least two of these quizzes will be located on Canvas.

The experiences provided by these various assignments and activities should also foster
skill development in areas beyond explicit knowledge of organizational development, e.g.,
consulting skills, project management, careful editing, study, critical-thinking, research and
integration, organization, information technology, decision-making, and teamwork skills.

University Policies

Academic integrity
Students should know that the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at [http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

**SJSU Peer Connections (Optional)**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and
in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus.

ADDITIONAL NOTES (The “fine print”)
• If you need to reach me please call me on my cell phone: 409-569-6074.
E-mails will be checked regularly Monday-Friday hkpila@pacbell.net is the best way to reach me.
• Missed assignments are the sole responsibility of the student. Should you miss a class, handouts, or assignments it is your responsibility to follow-up with a classmate or professor.
• Late assignments will not be accepted. If you know you will be absent, please send assignment via email followed by a hard copy when you return.
• You are responsible for understanding the dates, policies and procedures about add/drops, academic renewal, fee payment, withdrawal and so forth. These are listed under: http://info.sjsu.edu/home/schedules.html.

Some points to remember for submission of your OD paper
Remember to:
2. Turn your paper into turnitin.com by the deadline listed on the syllabus.
Specific Points

1. **Proofread** – spell-check does not catch errors. Have someone else read over your work prior to handing it in. Failure to proofread creates, in the mind of the professor, a general negative impression of the paper.

2. Provide **definitions** for uncommon words and phrases. A citation from someone else is most appropriate here (as long as you give credit, where credit is due). Do not think the professor knows it all or that she is the only one who will read your paper.

3. Be careful when using the words “**study versus experiment**”.

4. Be careful with using the words “**true and proven**.” A theory or hypothesis can never be “true” or “proven,” rather they can be “supported” or “disconfirmed.” Null hypotheses, however, can be rejected.

5. Be careful with the use of the words “**cause or effect**;” you will read about correlations more often than about causal relations, as they are harder to support.

6. **Numbers** below 10 are **spelled out** (e.g., “nine”). However, sentences should always begin with numbers spelled out (e.g., “Nine hundred fifty-six students responded to the survey.”)

7. **Do not use direct verbatim quotes except when absolutely necessary**, which should be rare. Typically one should **paraphrase** what was written and give credit to the original author(s).
8. Only the last name of authors should be used. Even when stating that “So and so wrote …” be sure to write only the last name followed immediately by the year (in parentheses).

9. Note, “e.g.” means “for example” and “i.e.” means “that is.” Use them appropriately.

10. Excellent Writing Resource:
http://pages.stern.nyu.edu/~wstarbuc/Writing/Fussy.htm

Organizational Analysis and Intervention Plan
The general purpose of this paper is to give you the experience of diagnosing the problems of an organization and recommending an appropriate intervention strategy.

General Requirements:
The body of the paper should be at least 10 double-spaced typewritten pages and follow APA (5th or 6th ed.) format.
It must include:
I. Cover/Title page
II. Executive Summary (This is a one-page summary of the main points of your paper written in language a high school graduate could understand. This is just to get you prepared for the “real world” where you will be writing for managers who are not familiar with behavioral science jargon. Executive summaries belong at the beginning of your document; immediately after the eye-catching title page).
III. Table of Contents (starts with Roman numeral iii, centered at bottom of page)
IV. Body of Report (starts with Arabic numeral 1 at upper right corner following a running head)
A. History/Background of Organization
B. Scope of Project
C. Methodology/Diagnostic Procedure (interviews, questionnaires, observations, archives)

D. Results/Diagnosis (Evaluation of data)
1. Provide tables and figures that describe data/results
2. Describe strengths and weaknesses of the organization based on data

E. Recommendations (interpretation of data and suggestions)
1. Discuss areas for maintaining, enhancing, improving, or changing
2. Describe problems that might be solved by OD technology and Recommend intervention strategies that incorporate OD interventions
3. Intervention strategies should be appropriate, given the organization’s problems
4. Recommendations should also show that you have a good understanding of the various interventions (i.e., back up your plans with citations from empirical articles)
5. Be sure to address potential short-term goals
6. Be sure to address potential long-term goals
7. Miscellaneous (additional) suggestions (e.g., what other recommendations might you provide based on “soft” data)

F. Limitations and Future Direction

V. References
VI. Appendices (you’ll probably have many)

Format Notes for Paper
Every page should be numbered (except cover pg.)
Header on every page (beginning with body)
Text should be left justified
Paragraphs are indented ½ inch (1 default tab)
12 point font; Times New Roman or Arial (not bold or italicized)
1-inch margins all around
Double space (for client single or 1.5 space)
Consult APA manual (5th or 6th ed.)
Grammar and spell check
Informative Cover Page (Name of Client’s Company, Title for report, date, your names)

Format Notes for Executive Summary
1st page after cover page
No page number necessary
Text can be justified on both sides
Single spacing is acceptable, double space between paragraphs (unless indenting paragraphs)
12 to 14 point font is acceptable (no less than 12)
Times New Roman or Arial is acceptable (do not italicize or bold)
No less than .5 inch margins (border around text is acceptable)
Grammar and spell check (this is the first and possibly the only text an executive will read)

Grading Criteria
1) Description of both the organization and problem are clear, objective, and based on data. Keep it concise, but authoritative. (20%)
2) Data analyses are appropriate and described well. (20%)
3) Intervention strategies are appropriate for the problems. You need to clearly understand any interventions recommended (use empirical articles when possible to validate recommendations). (25%)
4) Feasibility of your interventions and the impact they may have on other parts of the organization (i.e., costs and benefits; what happens if the client does and does not engage in the recommended intervention) are made evident (via others’ published reports). (20%)
5) Grammar, spelling, APA style (when appropriate), use of citations & references, overall presentation of document (5%)
6) Team evaluation; Each individual is expected to contribute significantly to the team's success. The final team grade will be adjusted for each individual according to his/her overall contribution to the team and the variety of types of work accomplished. (10%)

Papers are DUE to turnitin.com on the last night of class. Peer Evaluations are DUE on the night of the presentations. Note: Your books provide an overview of OD. Do not rely on them alone to “defend” your diagnosis, intervention, and recommendations. A good consultant will have many resources to back up and justify interventions.

**Presentation Guidelines:**
Large font size (no less than 28 pitch)
Good use of space (no more than 4-7 lines per slide; concise – information should be presented verbally with slide presentation as a guide)
Heuristic: 1.5-2 minutes per slide.
Grammar, spelling, clarity
Presentation should have a logical flow (be able to tell a story through your slides alone)
Every class member needs to present, and all must be actively engaged (e.g., setting up room, distributing handouts, writing on flip charts, getting supplies)
Changes in presenters are done at appropriate intervals. Students must attend each others’ presentations or your final score will be reduced by 10%.

**OD Project Procedures and Evaluation**
**Planning phase:** Each group will submit one teamwork plan or charter (i.e., team contract) as requested. The work plan will include clearly defined roles, goals, and timelines. This team plan provides a framework for accountability and grading. You must consider what each person will do from beginning to end and plan for contingencies. Please also plan out preparation of OD project presentation, however, the final evaluation of team members will not include preparation and delivery of presentation; therefore each member is responsible for contributing to the preparation of
the presentation and the person(s) presenting will help to earn the final presentation grade for the group (I will look for content and team effort).

**Evaluation phase**: Upon completion and submission of the paper, you will each evaluate each team member and yourself in relation to the stated goals and protocols for each team member.

This evaluation will remain confidential. If I do not receive a team evaluation from you, I will reduce the team score you earned by 10%.

It is likely that there will be uneven performance by individual members. Why? If all are using their skills and abilities to the fullest, and all are taking responsibility for leading the team to a high quality project, their contributions will be greater in some areas (e.g., idea generation, facilitation) than others (e.g., writing, boundary spanning). Therefore, when you evaluate your peers, be sure to remember the ways the student did contribute and to determine if he/she fulfilled his/her part of the project with quality work.

**Social loafing** occurs when a member of a group relies on other group members to fulfill a task (e.g., this exam) by not contributing to the group’s efforts. There are other self-limiting behaviors that we might not be aware of. These self-limiting behaviors might be a result of language barriers, fear of becoming too outspoken, different work pace, external locus of control, fear of being wrong, low self-efficacy, etc.

If you perceive that a member of your group is not putting in his or her share to fulfill the requirements of this project, please do the following:

1. Address your concerns with that group member as early as possible via email, and copy me on the email (I will not intervene, but it is important to keep me in the loop). Try to find out what is limiting his/her behaviors.
2. Agree upon a way in which that person can contribute to the group and notify me of your resolution by email.
3. If the problem persists, please notify me immediately so that we may resolve the problem.
There are times when peers and instructors cannot change a student’s behaviors. If the problem still does not resolve, your team may “fire” the student and he or she will be responsible for getting a different assignment to complete with a 15% deduction from the assignment’s grade.

Finally, do not wait until the end of the semester to make problems known. If there are problems, your evaluations should demonstrate steps taken to resolve the problem. If none were taken, then you are an equal contributor to the problem. Please note that it is dishonest to put a team member’s name on the assignment if that student did not contribute at all to the product; I consider it an academic integrity violation to do so. Therefore, if a team member is not contributing at all, the team should address the issue per above procedures and the student’s name will not appear on the final product.

PEER GROUP EVALUATION (Submit completed form to instructor).

Please answer the following with your evaluation submission: *Was every member of your team given an equal opportunity to contribute?* If yes, please indicate how you ensured this to be the case. If no, please explain.

In rating yourself and your peers, provide a percentage (e.g., 74%; within the range you feel describes each teammates’ contribution.

90-100% = Engaged above and beyond expectation (Superior—Few individuals reach this level);
80-89% = Contributed significantly (Above Average);
70-79% = Performed as Expected (Average);
< 70% = Added little and did not contribute adequately (below average/weak)

Insert your name in the first column and your peers' names in the remaining spaces (one name at the top of each column).

PEER GROUP EVALUATION (Submit completed form to instructor).
In rating yourself and your peers, provide a percentage within the range you feel describes each teammates' contribution.

90-100% = Superior; 80-89% = Above Average; 
70-79% = Average; < 70% = below average/weak

Insert your name in the first column and your peers' names in the remaining spaces (one name at the top of each column).

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<tr>
<td>Reliable for meetings (Were they on time for meetings, did they show up for meetings)?</td>
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<tr>
<td>Participated in group discussions or meetings</td>
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<td>Reliable with meeting deadlines for work in progress and final project</td>
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<td>Helped keep the group focused on the task</td>
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<tr>
<td>Contributed useful ideas to the group</td>
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<tr>
<td>Respects each group member's opinions</td>
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</table>
Contributes his/her share to discussions

This person took an active role in helping to complete the project

Knowledgeable about assignments and her/his role and fulfills that role

Quantity of work done

Quality of work done

Enter total average of all scores

Don’t base your evaluations on friendship or personality conflicts. Your input can be a valuable indicator to help assess contributions in a fair manner. THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS. Include extra notes here:

**PSYC 293/ ORGANIZATION DEVELOPMENT, Spring 2015**

**Course Schedule**

**Table 3. Course Schedule**

<table>
<thead>
<tr>
<th>Week Date</th>
<th>Topics, Readings, Assignments and Deliverables</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>January 26, 2014</strong></td>
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<tr>
<td></td>
<td>In Class: General Introduction to OD; <em>BH Simulation 1.2</em>; <strong>Homework</strong> read chapter 1 and 2: Complete page 26. Case TGIF answer all questions. Go to ISPI website and tell me when the conference is and also define human performance technology</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Feb 2, 2014</strong></td>
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<tr>
<td></td>
<td>In Class: Review Homework assignments. History, Values, &amp; Ethics</td>
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<td><strong>Homework</strong> prepare for OD skills simulation 2.1. Complete the case of the Go-No go Railroad. Read chapter 3 and 4</td>
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<tr>
<td><strong>Week 3</strong></td>
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<td></td>
<td>In Class: Foundations of OD Review <strong>homework</strong></td>
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<td></td>
<td>Prepare: BH 2; p. 60; Organization; garner support for</td>
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<tr>
<td>Date</td>
<td>Events</td>
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<tr>
<td>Feb 9, 2014</td>
<td>Business acumen report due on case studies. Worksheet due in class next week. OD 4.1 practitioner matrix steps 1-4 (5 question quiz on line)</td>
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<tr>
<td>Week 4</td>
<td>In Class: Consultant-Client Relationship; Entering &amp; Contracting; Sim. 4.2</td>
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<tr>
<td>Feb 16, 2014</td>
<td>Submit: Homework read chapter 5 and identify problems in case study. Case Grayson Chemical company</td>
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<tr>
<td>Feb 23, 2014</td>
<td>Create quiz questions 10 include answers. Upload questions to canvas. Work in teams on problem areas for case studies. What are the problems? Causes? 5 articles identifying solutions for problems. Must work as team. Bibliography is due next week. Read Chapter 8. Submit Case study chapter 8 prepare Sim 7.1</td>
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<tr>
<td>Week 6</td>
<td>In Class: Managing OD Process &amp; Approach Class: Leading, Managing (Resistance to), &amp; Institutionalizing Change;</td>
</tr>
<tr>
<td>March 2, 2014</td>
<td>Submit: H.W. Case Ch. 8 Read Chapter 9 and 10</td>
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<tr>
<td>Week 7, March 9, 2014</td>
<td>In Class: Overview of- &amp; Designing Interventions; Sim 7.1</td>
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<tr>
<td>Week 8, March 16</td>
<td>Homework : Group outline, Read chapter 11 and 12  Preparation for in Class Simulation 10.1 Case Ch. 11</td>
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<td>Week 8 March 23,</td>
<td>Spring Break</td>
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<td>Week 9 March 30</td>
<td>Catch up week</td>
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<tr>
<td>Week 10 April 6</td>
<td>In Class: Intergroup Approaches; Homework : Group outline, Read chapter 11 and 12  Preparation for in Class Simulation 10.1 Case Ch. 11</td>
</tr>
</tbody>
</table>
| Week 11 April 13 | In Class: Team Interventions; *Simulations 10.1*  
Read chapter 13 and 14 Group outline due here *Case Ch. 13* |
| Week 12 April 20 | In Class: Learning Orgs./Org.’al Transformation; |
| Week 13 April 27 | In Class: Employee Involvement & Work Design;  
*Simulations 9.1 & 9.2* if time permits |
| Week 14 May 4 | In Class: Future of OD  
Paper due here to turnitin.com by 11:59pm  
Final quiz on canvas. In Class: presentations |
| Week 15 May 11 | In Class: presentations |