MAN4280 (CRN 81930)
Organizational Development and Change (3 Credits)
Syllabus
Fall Semester 2012

Professor: Stephen A. Drew, B.Sc., M.A., Ph.D., Dipl. (Corporate Finance)
Professor of Business Strategy, Lutgert College of Business

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Classroom: Lutgert Hall 1204
Course Times: Monday and Wednesday 2:00 - 3:15 p.m.
Office Hours: Monday and Wednesday 11:30 a.m. - 1:30 p.m. and by appointment

Catalog Description

Studies organization development as a process of planned change to improve an organization's problem-solving skills and its overall effectiveness within a changing and complex environment, including behavioral effects of power and authority, formal organizations, structural variation, leadership, motivation, and organizational change. Prerequisites: MAN 3025

Instructor Background

Dr. STEPHEN DREW is Professor of Business Strategy and Director of the Institute for Chinese and Emerging Market Studies at FGCU. He holds a Ph.D. and M.A. from the University of Cambridge, B.Sc. from the University of London, and Diploma in Corporate Finance from London Business School. He has previously been an Academic Dean and Director of Research at Schools in Switzerland and the UK. He has taught on MBA and Executive MBA programs at several leading universities in the USA, Canada, U.K. and Europe including University of Washington, Northeastern University, McMaster University, University of Toronto, Henley Management College, and University of East Anglia. Prior to his academic career Dr. Drew worked in management consulting, finance and strategic planning for major corporations including Ernst & Young, Royal Dutch/Shell and Bank of Montreal. He has lived and worked in many countries including the USA, Canada, UK, Holland, and Switzerland. His research interests include business strategy, innovation, management of change, and corporate governance. He has published numerous articles in peer reviewed journals. He is actively involved in business associations, executive development and consulting.

Textbook, Readings and Course Materials

Required readings:


Recommended additional readings

- Newspapers and journals – either take a subscription or access online through the library – Wall Street Journal, Bloomberg Business Week and the Economist.

Slides and lecture material will be posted on ANGEL.

**Management Department Mission Statement**

The department of management creates an environment that enables students to develop managerial knowledge and leadership skills, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; (2) identify, understand, and implement positive solutions to organizational issues; and (3) build leadership capabilities to effectively manage organizational change in the global environment.

**LCOB Learning Goals: Learning Objective (Measurable Goals) BBA**

<table>
<thead>
<tr>
<th>Learning Goal &amp; Learning Objective. BBA Graduates will:</th>
<th>Learning Objective MAN graduates will:</th>
<th>Course Learning Objectives (Measureable)</th>
<th>Assessments Used to Measure Outcomes:</th>
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<tbody>
<tr>
<td>Understand the business environment ( (E) )</td>
<td>• Analyze ethical issues as they apply to management. • Demonstrate knowledge of business problems in a global environment. • Explain the importance of environmental responsibility.</td>
<td>• Propose organizational development solutions to international business problems</td>
<td>A, B, C, D, E and F below</td>
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<tr>
<td>• Demonstrate knowledge of ethical Issues.</td>
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<td>• Demonstrate knowledge of global factors influencing business.</td>
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<td>• Explain the importance of environmental responsibility.</td>
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<tr>
<td>Be effective problem solvers ( (P) )</td>
<td>• Propose solutions to organizational issues</td>
<td>• Propose solutions to organizational issues using organizational development interventions</td>
<td>B, C and E below</td>
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<tr>
<td>• Solve business problems using analytical tools.</td>
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<td>Be effective communicators ( (C) )</td>
<td>• Demonstrate effective oral communication skills. • Prepare effective written materials. • Work effectively in diverse Teams</td>
<td>• Write and deliver effective professional presentations. • Demonstrate effective leadership and team skills.</td>
<td>A, B and C below</td>
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<tr>
<td>• Deliver effective oral presentations.</td>
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<td>• Prepare effective written reports.</td>
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<tr>
<td>Have interdisciplinary business knowledge ( (K) )</td>
<td>• Explain key Management theories and practices.</td>
<td>• Explain key Management theories and practices in organizational development and change.</td>
<td>A, B, C, D, E and F below</td>
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<tr>
<td>• Understand main concepts &amp; definitions in accounting, economics, finance, information systems, management, marketing, and operations management.</td>
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<td>• Integrate knowledge across disciplines.</td>
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**Evaluation Methods, Assessment and Relevant Due Dates**

Evaluation breakdown:

A. Participation (ongoing) 20%
B. Team case analysis and presentation (to be scheduled) 15%
C. Case based team intervention project (due on 12/2/2012) 15%
D. In class quizzes (on 9/24/2012 and 11/19/2012) 20%
E. Final exam (on 4/25/2012) 20%
F. MAN exit exam 10%

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<tr>
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<th>Total</th>
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<tbody>
<tr>
<td><strong>Grading Scale</strong></td>
<td>100%</td>
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<tr>
<td>93%+</td>
<td>A</td>
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<tr>
<td>73 - 76.5%</td>
<td>C</td>
</tr>
<tr>
<td>90 - 92.5%</td>
<td>A-</td>
</tr>
<tr>
<td>70 - 72.5%</td>
<td>C-</td>
</tr>
<tr>
<td>87 - 89.5%</td>
<td>B+</td>
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<tr>
<td>67 - 69.5%</td>
<td>D+</td>
</tr>
<tr>
<td>83 - 86.5%</td>
<td>B</td>
</tr>
<tr>
<td>63 - 66.5%</td>
<td>D</td>
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<tr>
<td>80 - 82.5%</td>
<td>B-</td>
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<tr>
<td>60 - 62.5%</td>
<td>D-</td>
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<tr>
<td>77 - 79.5%</td>
<td>C+</td>
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<td>Below 60</td>
<td>F</td>
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**List of Relevant Course Topics**

- Organizational development
- Organizational transformation and renewal
- Internal and external change agents
- Action research
- Organizational culture
- Systems theory
- Process intervention and consulting
- Individual change
- Group and team development
- High performing teams
- Barriers to change
- The learning organization
- Strategic change
- Current issues in change management

**Teaching Methods and Learning Strategies**

This course is taught mainly in traditional class-room mode supplemented by occasional online activities and materials provided through ANGEL. There will be a number of individual activities and group exercises that will be evaluated as participation. Learning strategies will be student focused, using both self-directed and group interaction. So far as possible students are expected and encouraged to apply their own professional experiences and perspectives to support and reinforce class material.

Students are expected to be familiar with the textbook material as assigned and to keep up with the schedule of readings. Not all topics in each textbook chapter will be covered in class lectures or discussions due to time limitations. Students are individually responsible for becoming familiar with all assigned materials.
Credit Hours

For each credit of a class, you should expect to spend one hour in class and an average of two hours preparing outside of class each week. Therefore, since this is a three-credit class, you should plan to devote an average of nine hours a week to this class.

Course Schedule

This schedule is tentative and the instructor reserves the right to modify this schedule if circumstances dictate.

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic, Readings and Case Assignments</th>
<th>Class and Team Activities</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Organizational Development and Reinvention</td>
<td>Class discussions</td>
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<tr>
<td>August 20 &amp; 22</td>
<td>• Brown – Chapter 1</td>
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<tr>
<td>Week 2</td>
<td>• The Challenge of Organizational Renewal and Change</td>
<td>Class discussions</td>
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<td>August 27 &amp; 29</td>
<td>• Brown - Chapter 2</td>
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<td>Week 3</td>
<td>LABOR DAY – NO CLASS</td>
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<td>September 3</td>
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<td>September 5</td>
<td>• Cultural Change</td>
<td>Class discussions</td>
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<td></td>
<td>• Brown - Chapter 3</td>
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<td>Week 4</td>
<td>• Role of the Organizational Development (OD) Practitioner</td>
<td>Sept 10 – Team proposal due</td>
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<tr>
<td>September 10 &amp; 12</td>
<td>• Brown - Chapter 4</td>
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<tr>
<td>Week 5</td>
<td>• The Diagnostic Process</td>
<td>Class discussions</td>
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<tr>
<td>September 17 &amp; 19</td>
<td>• Brown - Chapter 5</td>
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<td>Week 6</td>
<td>• Resistance to Change</td>
<td>Sept 24 – Quiz 1</td>
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<td>September 24 &amp; 26</td>
<td>• Brown - Chapter 6</td>
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<tr>
<td>Week 7</td>
<td>• OD Intervention Strategies</td>
<td>Team presentation</td>
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<tr>
<td>October 1 &amp; 3</td>
<td>• Brown – Chapter 7</td>
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<td>Week 8</td>
<td>• Process Intervention Skills</td>
<td>Team presentation</td>
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<tr>
<td>October 8 &amp; 10</td>
<td>• Brown - Chapter 8</td>
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<td>Week 9</td>
<td>• Empowerment and Interpersonal Interventions</td>
<td>Team presentation</td>
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<tr>
<td>October 15 &amp; 17</td>
<td>Brown – Chapter 9</td>
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<tr>
<td>Week 10</td>
<td>• Team Development</td>
<td>Team presentation</td>
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<tr>
<td>October 22 &amp; 24</td>
<td>• Brown - Chapter 10</td>
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<tr>
<td>Week 11</td>
<td>• Intergroup Development</td>
<td>Team presentation</td>
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<tr>
<td>October 29 &amp; 31</td>
<td>• Goal Setting</td>
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Week 12  
November 5 & 7  
- Brown- Chapter 11 and 12  
- Work Team Development  
- High Performing Systems and the Learning Organization  
- Team presentation

Week 13  
November 12  
- VETERANS DAY – NO CLASS

Week 14  
November 19 & 21  
- Brown- Chapter 13 and 14  
- Strategic Change and Transformation  
- Future Challenges  
- Class discussions

Week 15  
November 26 & 28  
- Discussion of team projects and current events

Week 16  
December 3  
- Exam Review  
- Nov 19 – Quiz 2  
- Class discussions  
- Dec 2 – Team Report Due

Week 17  
December 10  
- Final Exam 1.30 pm – 4.15 pm

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**Note the following important date:**

Last date to drop/withdraw without academic penalty – Friday November 2.

**Course Requirements**

**Final Exam (Worth 20% - 12/10/2012)**

The final exam will consist of a written case analysis. The exam will be closed book. You should be able to demonstrate an understanding of all the textbook material covered in the course.

**Quizzes (Worth 20% - on 9/24/2012 and 11/19/2012)**

There will be two in-class quizzes on chapters of the Brown text as indicated in the class schedule above. Format will be multiple-choice.

**Case Based Team Intervention Report and Presentation (Worth 15% - due 12/2/2012):**

Student teams will choose a local company for study that has gone through a major recent change, turnaround, renewal or transformation. Teams will perform research and analysis to evaluate the effectiveness of interventions chosen for organizational development. The team will also make recommendations as if in the role of an external organizational development consultant.

Research will culminate in the submission of a written report of maximum 2,500 words. (Equivalent to 10 pages, double spaced, 12 point Times New Roman font APA format). Reports will be submitted no later than 11.59 pm on 12/2/2012 through Turnitin.com. Further instructions will follow in class and will be posted on Angel.
Team Case Presentation (Worth 15% - to be scheduled):

Student groups of 4 or 5 members will select a company for study and presentation based on articles and short case studies posted by the instructor on Angel. Typically these will be drawn from Harvard Business Review, the Wall Street Journal, Bloomberg Business Week or similar source. The focus of the analysis and presentation will be on strategic change in the organization concerned. Students will submit a 2 page summary of their selected organization, research questions and approach no later than 9/10/2012. All selections are subject to instructor approval.

Teams will develop and deliver a 30-40 minute presentation reflecting the essential findings of their research and analysis. This must be followed by a 15-20 minute class discussion moderated by the team. The teams should also prepare a 1,000 word written summary of their research and findings (including bibliography). Presentation physical and electronic copies of the summary and slides (two slides per page format) must be submitted to the instructor in advance of the presentation.

Participation (Worth 20% - throughout semester):

This class involves interactive and experiential exercises in class in addition to lectures, videos and presentations. On occasions we will be discussing short articles from current news and magazines. We will also be engaged in critical debates and team-based exercises.

**Full attendance** for the first two weeks of class is considered mandatory. Further regular attendance is expected and will be recorded. You will not lose marks for having to travel on business and absences of e.g. up to two sessions. However you are responsible for advising the instructor by email of the reasons for absences in advance.

**Note: Attendance only forms a fraction of the marks given for participation.** Participation points will be assigned for each class. It is expected that students actively contribute to classroom discussions and to a positive learning environment in the classroom. Students should be aware that a perfect attendance record is not sufficient to obtain a high mark for the 20 % of the evaluation given to participation.

Examples of behaviors that contribute to a high mark in class participation are:

- Active and interested involvement in classroom case discussions
- Helpful and effective responses to questions and issues raised in class
- Contributions that help the learning of other students and the class as a whole
- Contributions that demonstrate good preparation for class and mastery of course material
- Assistance to the instructor in class activities when requested

Behaviors that will result in significant loss of participation marks include (but are not limited to):

- Obvious lack of preparation for class
- Regularly arriving late to class (and/or leaving early)
- Consistently failing to be involved in classroom discussions and activities
- Needless surfing of the Internet, instant or text messaging
- Disrespect for contributions made by other students
- Disruptive and distracting behaviors (e.g. side conversations and rudeness)
- Evident lack of preparation for class and classroom activities
- Failing to assist the instructor in maintaining a positive learning atmosphere in class
Students should be prepared to discuss course topics, cases and other subject matter on the dates indicated in this syllabus. Grading of participation will be discussed further in an early class, however general principles to be noted include:

1. **Pay attention to what you are told.** Photographs may be taken in an early class to ensure the instructor knows who you are. Attend the early classes when participation is discussed. Pay attention to what is said in class and READ the information in this syllabus and in other handouts you will be given in class or on ANGEL.

2. **Ask for help if you need it.** If you are unsure about the effectiveness of your classroom participation then you should consult the instructor as soon as possible.

3. **Come to class prepared.** All students are expected to come to class prepared for class activities as shown on the syllabus.

**Statement Regarding the Level of Technology Usage and Policies Regarding use of Cell Phones, Laptops, and other Personal electronic devices**

Needless surfing of the Internet, social networking, instant and text messaging in this class is distracting from your learning as well as potentially disrespectful and discourteous to the classroom setting.

**You should not text, instant message or email during class.** If you have any urgent situation that requires cell-phone, text or email use, then step out of the class for a few minutes. Don’t waste time in-class.

**IF YOU CONTINUE TO DISREGARD THESE POLICIES DESPITE WARNINGS YOU MAY LOSE ALL PARTICIPATION MARKS IN THIS CLASS.**

**Assignment Completion Deadlines and Make-up Exams**

Assignment due dates and dates of other evaluated activities are indicated on the schedule. Late assignments will incur a penalty. The amount of the penalty will normally be a minimum of 20% of the assessed mark for the first five days of lateness.

**You should NOTE that make-up assignments and exams will NOT normally be given.** The only exception will be natural disaster, documented emergency, or illness of the student or immediate family member. In all relevant cases physician’s confirmation may be required. Make-ups will NOT be given because the date of exam happen to clash with student’s travel plans, non-FGCU sports activities or regular work schedules. ALL requests for make-up exams will need to be thoroughly documented and may need to be confirmed by independent third party.

**Teams and Team-Working**

Fifteen percent of your course grade is determined through materials that you produce as part of a team. Teammates are expected to contribute fully to the process of team activities. To support this goal, teams will practice self-evaluation and self-management.

**Self-Evaluation**

Self-evaluation means that team members will formally evaluate their teammates’ participation in the team process over the course of the semester. This will be achieved through the submission of a formal written evaluation by each team member of his/her teammates at the end of the semester.
Failure by any student to submit appropriate written evaluations is equivalent to not submitting a required work assignment and may result in the student receiving a grade of zero for all team activities. Please note, however, unlike other assignments, there will not be an opportunity to submit a late evaluation, as it would entail a delay in the processing of team grades.

Teams must remember that it is their responsibility to manage internal dynamics: from workload assignment, coordination of activities, to general team operations. If a team is unable to manage itself or a member, there exists a formal policy for removing a member from the team (see the self-management paragraph below); however, teams that are having internal management problems are strongly encouraged to solve them within the team and in informal discussions with the instructor before beginning the formal process of removing a member from the team.

**Self-Management**

Self-management means that teams have the right to drop team members that are not performing satisfactorily within the team. This will occur through a two-step process. First, the entire team must formally meet with the instructor to discuss and attempt to overcome the problem (please note: the informal meeting with the professor described in the last paragraph in the self-evaluation section above is not a prerequisite for this formal meeting; however, it is strongly encouraged and will lend credence to a team’s concerns about a teammate. I can imagine many situations where the informal meeting may not occur, such as where the team member’s work quality or participation in the team process is so poor from the start that immediate action is desired, or the team member cannot or will not informally meet or discuss his/her perceived problems within the team).

If the formal meeting still does not rectify the problem, the team has the right to drop the member from the team (again, pending the instructor’s agreement, as with all team composition decisions). The member who has been dropped from the team must find another team willing to accept his/her membership. Failure to join another team will result in the dropped member failing the course with a grade of zero.

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at [http://studentservices.fgcu.edu/judicialaffairs/new.html](http://studentservices.fgcu.edu/judicialaffairs/new.html)

**Disabilities Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930.

**Student Observation of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up
the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.