



***PADP 8960: Organization Development and Change***  
***Department of Public Administration and Policy***  
Summer 2020

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**Course Description and Objectives**

Today's organizations face constant pressures to change. The need to change is one of the hallmarks of contemporary organizations, whether the organization is a government agency, a nonprofit, a business firm, 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 course, we will explore the issues and practices of organization development to understand what kinds of interventions are useful in what situations to make change possible. 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. Upon successful completion of this course, students will be able to

- 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 real-world situations

**Course Format**

Because of the COVID-19 pandemic, all Summer 2020 courses at the University of Georgia will be online. To provide a seamless learning experience for students in a virtual environment, this course will use a combination of synchronous and asynchronous learning activities. In this format, students can progress at their own pace and dig deeper through asynchronous lectures and will be given real-time support for further engaging with the course content during synchronous sessions. For each week, pre-recorded lectures that outline major points drawn from the assigned readings will be posted to eLC. Live class sessions will be held on Thursdays from 6:30 PM – 8:00 PM via Zoom. In order to get the most value out of this course, and to contribute the most value to this course, it is important that all students come to class fully prepared to discuss and debate that week's readings and cases. During the Zoom sessions, the class will be split into small groups to

facilitate case discussions and complete short application exercises. Occasionally, “Check for Understanding Quizzes” (non-graded) will be given to test your conceptual understanding. The quizzes will be objective and application-based and will come from course readings and lectures. If you have any questions or concerns about this format, please discuss these concerns with the instructor in advance or during the first class meeting.

**Required Course Material**

Anderson, D. L. (2020). *Organization Development: The Process of Leading Organizational Change* (5th ed.). Thousand Oaks, CA: Sage Publications.

Applegate, L. M., Vinze, A., & Ipe, M. (2005). *County Department of Public Health: Organizing for Emergency Preparedness and Response*. Boston, MA: Harvard Business Publishing.

- This case is required for the OD application project and can be purchased at a discounted price (\$4.25) using the following link: <https://hbsp.harvard.edu/import/727447>.

Additional readings will be posted as PDF or Word documents to this course’s eLC site.

**Course Components and Grading**

Course grades will be determined by four components in the following weighting:

Attendance and participation	10%
Case analysis and discussion facilitation #1	25%
Case analysis and discussion facilitation #2	25%
OD application project	40%

This weighting system may be adjusted at the instructor’s discretion. Below is the grading scale:

<u>Grade</u>	<u>Minimum Percentage Needed</u>
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D	60%
F	Below 60%

**Course Requirements and Expectations**

***Attendance & Participation.*** Regular attendance throughout the semester is critical and appreciated as is arriving on time. Understanding of the course content will not be acquired by reliance on readings instead of class attendance. Class attendance will be taken on a regular basis.

Missing more than two classes without excuses may result in a grade of F for the course. Excused absences will be allowed if the student obtains prior approval for missing a class and only in certain circumstances, such as illness, family emergencies, religious observance, and unavoidable conflict due to official university obligations. Documentation is required to have an absence excused.

Class participation is a central part of the learning that occurs in a graduate-level course and will be evaluated in two ways. First, your participation grade will benefit from active behaviors such as raising and answering questions, sharing your ideas, observations, and personal experiences, relating and synthesizing the ideas of others, and helping your classmates develop their views and ideas. Second, there will be several opportunities to work in small groups on case studies or exercises throughout the semester. Participating in groups that do not engage in social loafing and that actively do the assignments and report out their results will enhance your class participation grade. Inversely, distracting behaviors and social loafing in groups will negatively impact your participation grade.

***Case Analysis & Discussion Facilitation.*** This is an individual assignment. During the first week of class, students will be asked to sign up for two case studies for each of which they will conduct an in-depth analysis using the resources learned from the course. This assignment has two components. First, you will prepare a written document (approximately 3–4 double-spaced pages) to respond to a set of discussion questions through the evaluation and application of OD concepts and theories. The best case analysis will involve an explanation of the concepts from the course and will use specific examples and/or quotes from course readings and lectures to demonstrate the appropriate application of the material. Second, you will serve as a facilitator for a 30-minute small group discussion of your case study during our Zoom sessions. In this role, you are expected to give a brief overview of the case, present the relevant points of your analysis, and lead the group discussion. The discussion should be interactive, and you can prepare additional discussion questions to engage your group members. After the discussion, group members will jointly report their findings to the class.

As you prepare your case analysis and discussion, keep in mind that you will be contributing to the learning experience for the class. Applying course concepts to case studies requires particular attention to the logical flow of your writing. I expect that all case analyses 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. Your case analyses should be submitted via eLC Assignments by midnight on the day before the case is to be discussed in class. Late submissions will be penalized 10% per hour past the deadline.

***OD Application Project.*** This is a group assignment. Students will complete a semester-long project to increase their first-hand familiarity with the methods, challenges, dilemmas, and possibilities for leading and managing change within an organization. You will work with 3–4 classmates for this project (imagine that you're a team of professional OD consultants), and groups will be assigned by the instructor at the beginning of the semester. We will use the case *County Department of Public*

*Health: Organizing for Emergency Preparedness and Response* to provide a context for OD application. In this case, the County Department of Public Health (CDPH) at Penville County was facing challenges in trying to reorganize the department for emergency preparedness, and you are asked to develop an OD process that could help CDPH successfully implement and institutionalize organizational change.

The purpose of this project is to give you the opportunity to use tools and material covered in this course (and others) to describe and analyze the challenges faced by CDPH, probe important OD issues, propose relevant, integrated OD interventions, and ultimately, learn how to respond to organizational change in the real world. As OD practice involves team-building, communication, and interactions with diverse people, you will also be able to experience the processes and problems involved in working with other people to reach a specific objective. This project should be approached from the OD perspective, not just from a technical, leadership, or HR perspective. An OD focus means that consultants design and facilitate a change process that involves multiple aspects of an organizational system.

Group project papers are due by Friday, July 31. Students may be asked to prepare and submit additional deliverables for feedback purposes over the course of the semester. I expect the final paper to take approximately 15 double-spaced pages, not including a title page, an executive summary, tables, figures, footnotes, and references. Your paper should have a clear introduction that gives a preview of its structure and a clear conclusion that summarizes what you have covered. The paper itself should be well-structured with a logical progression from one section to another in order to read as an integrated whole. Papers should be type-written in 12-point Times New Roman font with one-inch margins and formatted according to the American Psychological Association (APA) style guide. A shortened version of this style guide is available at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

Note that peer evaluations will be part of your group project grade and an individual's grade can be influenced negatively if a significantly low contribution is reported.

### **Course Policies**

***Academic Dishonesty.*** The ethical bar is set very high for public administrators and a strong work ethic is expected. Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly as it relates to plagiarism and related concerns. All academic work must meet the standards contained in "A Culture of Honesty." Students should inform themselves about these standards before performing any academic work. For more information, visit <https://ovpi.uga.edu/academic-honesty>. Academic dishonesty can result in a grade of F for the course.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. A student must give credit to the work of another person when he/she does any of the following:

- A. Quotes another person's actual words, either oral or written;
- B. Paraphrases another person's words, either oral or written;
- C. Uses another person's idea, opinion, or theory; or
- D. Borrows facts, statistics, or other illustrative material, unless the information is common to knowledge.

All work must be entirely your own. When you quote from others' work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others' ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another course are all examples of violations of the Policy and will result in sanctions.

All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this Policy. By registering in this course, you have acknowledged your awareness of the Policy, and you are obliged to become familiar with your rights and responsibilities as defined by the Policy. Violations of the Policy will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Policy in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Policy can result in failure in the course, as well as more serious academic sanctions.

**Civility.** Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy, and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPIA faculty will address these problems as they arise.

**Electronic Devices.** I expect a high level of courtesy and professionalism in the classroom. This means no cell phones, no emails, no IMing or text messaging during class. These behaviors are distracting and disrespectful not only to me but to your fellow students, and will not be tolerated. The use of laptop and tablet devices is permitted as long as that use is for appropriate academic purposes like taking notes. Using these devices to check emails or browse non-course relevant information is not permitted.

**Email.** Questions about the course can be directed to me via email. I reply to email within 24 to 48 hours. If you do not hear from me after 48 hours, please feel free to email me again. If your email necessitates lengthy clarification of class readings or discussions, I will ask that you come see me about your concerns/questions during office hours. Also, please allow sufficient time for responses before assignment deadlines; as a general rule, urgent assignment questions sent within 24 hours of an assignment deadline do not allow sufficient time for a response.

**Course Grade.** The minimum percentage needed over the course of the semester to earn a specific letter grade is listed in the Course Components and Grading section. I view this minimum as an absolute threshold; a student either crosses the threshold into the next highest grade or stays at the lower grade regardless of how close he/she is to that next higher grade. I will not respond to requests to move someone to a higher grade at the end of the semester because you are “really, really close” to that higher grade.

I am always willing to meet with a student who is concerned about a score on any assignments throughout the course. I rarely change scores but am happy to explain what the student needs to do to improve on their work in the future. Any student who wishes to address a concern about their score on a specific assignment must do so within one week of their work being returned or the scores being posted. Please note that the timeline for the final project is much more compressed due to university requirements about submitting final grades. I will gladly meet with any student who wants general advice about how to improve their scores on assignments.

**Academic Support.** If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available at the University to support you in your efforts to be successful in this course. I will direct you to each and any of these upon request. In general, it is advisable to consult with me as soon as you realize that you are experiencing difficulty in the course so I can help you or direct you to appropriate sources of support within the department or offered by the University. Students with disabilities that could affect their ability to participate in the course or perform well on graded assignments should see me early in the semester. I am receptive to these situations and will try to make any reasonable accommodations.

**Syllabus Disclaimer.** I reserve the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via email about the change(s). Students should check their UGA email inbox regularly for updates and other information pertinent to the course.

## **Course Schedule**

Students are asked to read the assigned material by the specific date. Additional readings may be assigned throughout the semester and will be announced at least a week ahead of time. Although we will generally follow this schedule, some modifications may be made. Any changes to the syllabus or course schedule will be announced in advance.

### **Week 1**

Topics Covered: Introduction to OD; Syllabus Review

Zoom Session: Thursday, June 11 from 6:30 PM – 8:00 PM

Readings:

- Anderson Chapters 1–2
- Boss, R. W., Dunford, B. B., Boss, A. D., & McConkie, M. L. (2010). Sustainable change in the public sector: The longitudinal benefits of organization development. *The Journal of Applied Behavioral Science*, 46(4), 436–472.

### **Week 2**

Topics Covered: Theories of Organizational Change; The Role of OD Practitioners

Zoom Session: Thursday, June 18 from 6:30 PM – 8:00 PM

Readings:

- Anderson Chapters 3–5
- Case “Every Coin Has Two Sides”

### **Week 3**

Topics Covered: Entry and Contracting

Zoom Session: Thursday, June 25 from 6:30 PM – 8:00 PM

Readings:

- Anderson Chapter 6
- Case “Sticker Shock in an Organization That Will Not Stick Together”

### **Week 4**

Topics Covered: Data Gathering; Diagnosis and Feedback

Zoom Session: Thursday, July 2 from 6:30 PM – 8:00 PM

Readings:

- Anderson Chapters 7–8

### **Week 5**

Topics Covered: OD Interventions I

Zoom Session: Thursday, July 9 from 6:30 PM – 8:00 PM

Readings:

- Anderson Chapters 9–10
- Case “Diagnosis and Feedback at Adhikar”

**Week 6**

Topics Covered: OD Interventions II

Zoom Session: Thursday, July 16 from 6:30 PM – 8:00 PM

Readings:

- Anderson Chapters 11–12
- Case “Where Do We Begin? Selecting an Intervention at the Springfield County Office of Economic Development”

**Week 7**

Topics Covered: OD Interventions III; Evaluation and Institutionalization

Zoom Session: Thursday, July 23 from 6:30 PM – 8:00 PM

Readings:

- Anderson Chapters 13–14
- Case “Lincoln Hospital: Third-Party Intervention”

**Week 8**

Group Project Work Session

No Zoom session will be held on Thursday, July 30.