

The Florida State University  
College of Education  
ADE 5380 Processes in Human Resource  
and Organization Development (3 semester hours)

**Instructor:** John Sample, Ph.D.

**Telephone:** 850-644-8176

**Email:** [sample@coe.fsu.edu](mailto:sample@coe.fsu.edu)

**Office Hours:** Contact the instructor for an office or telephone appointment for problems requiring privacy. Please use the General Discussion Board as much as possible for general day-to-day inquiries.

## **Course Description, Learning Objectives, and Competencies**

### Course Description

This is an advanced course for second year students in the graduate human resource development program. The course is designed to bridge the areas of practice between human resource development and organizational development. The principles and practices underlying “processes” apply to both performance improvement and organizational development. In this context, the theory and use of “processes” describes how HRD and change management professionals go about making improvements at individual, team and organizational levels.

Organizational development (OD) may be defined as long term planned change within organizations, and units within organizations, in which change agents use the applied behavioral sciences to effect change. Change agents may be internal or external to the organization (or working together in tandem) for the purpose of promoting change. OD interventions typically include a diagnostic phase in which information is made available to the client for analysis. Interventions typically include (1) recommending structural changes, (2) improving the integration of socio-technical systems (the person-technology interface), and (3) interpersonal development and team building interventions. Organization development as a field of practice began in the late 1960’s and was a popular intervention during the 1970’s and early 1980’s. Names associated with the theory and practice of OD includes Warren Bennis, Marvin Weisbord, Richard Beckhard, Peter Vail, Chris Argyris, Peter Senge, and Warner Burke. The practice of OD continues today and is supported by several academic journals, a professional association, and several graduate degree programs.

Performance improvement consulting is a more recent innovation which came about with the general dissatisfaction of training as a preferred method for improving performance. Robert Mager and Peter Pipe were the first to raise doubts about the efficacy of training as the primary performance improvement method of choice. Their performance analysis flowchart predicts that training is the preferred intervention in less than 20% of the time. Tom Gilbert’s book Engineering Worthy Performance (1975) set the stage for a shift in thinking about improving performance using a variety of methods – not just training. Finally the book Performance Consulting by Robinson and Robinson (1995) provides a roadmap used by many HRD professionals to diagnose and design performance improvement strategies.

Prerequisite Courses: There are no prerequisite course requirements for this course. Students should understand that this is an advanced course requiring a commitment to team work throughout the semester.

Learning Objectives:

At the end of the semester, class members should be able to:

1. Identify principles and processes from human resource and organization development theories that inform change management practices.
2. Synthesize theories and principles of organizational development (OD) that contribute to productive work places for employees.
3. Articulate a personal philosophy of the student's preference for directing and managing organizational change.
4. Utilize a performance consulting model to develop a process for improving individual and group performance in a business, governmental agency or non-profit organization.
5. Develop and organize a change management toolkit that links theory to practice.

Competencies:

Each course in the MS degree in Adult Education/HRD has associated competencies selected from the International Board of Standards for Training, Performance and Instruction (ibstpi). Class members will be expected to develop and defend a portfolio near the end of his or her program of studies that compares professional and academic experiences with selected competencies. Papers and work products from this course will be used to establish evidence of one or more of the following competencies.

The following ibstpi competencies are covered in this course:

- Use performance analysis to improve the organization.
- Plan and promote organizational change.
- Maintain networks to advocate for and support the training function.

The following artifacts are suggested for the competency based portfolio:

1. Copy of the OD toolkit.
2. Copy of the philosophy of change management paper.
3. Copy of the performance consulting plan.

## Required Texts, Readings, and Other Instructional Resources

### Required Texts:

Kegan, R. & Lahey, L. (2001) *How The Way We Talk Can Change The Way We Work*. San Francisco, CA: Jossey-Bass.

Robinson, D. G. & Robinson, J. C. (1995). *Performance Consulting: Moving Beyond Training*. San Francisco, CA: Berrett-Koehler Publishers.

Weisbord, M. R. (2004). *Productive Workplaces Revisited*. San Francisco, CA: Jossey-Bass.

### Other Learning materials:

Myers-Briggs Type Indicator (MBTI). Questionnaire and scoring provided to students at no cost. Go to Course Library for materials.

Self-Survey: Conflict Management Survey (CMS), available from Teleometrics International (product # 1040, cost \$8.95). Order one copy per student.  
<http://www.teleometrics.com/info/homePage.html>

Co-worker Feedback: Conflict Management Appraisal (CMA), available from Teleometrics International (product # 1045, cost \$7.95). Order minimum of **three** CMAs for each student). See Internet address above.

Change Agent Questionnaire (CAQ), available from Teleometrics International (product # 1150, cost \$8.95). Order one CAQ per student. See internet address above

### Ordering Textbooks:

Class members in residence at FSU may purchase their text books from a number of sources, and we recommend Bills Book Store (West Tennessee location) because of their reputation for excellent customer service. Students learning at a distance can go to <http://www.billsbookstore.com>, access “Purchase Student Textbooks, complete form requesting semester (fall, spring, or summer), department (“ADE”), course, section, and instructor. Upon paying for your purchase, the text will be mailed to the location of your choice. The FSU University Bookstore also has copies for sale. Go to <http://www.pc.fsu.edu/index.cfm?P1=StudentServices&P2=15> to place an order.

### Additional Readings

Class members will have additional readings each week, including articles for journal critiques. A few readings, such as chapters from books and journal articles, will be scanned and available for class members (go to Additional Readings in the Course Library). Some of the readings will be available directly from the Internet, whereas other articles will be available through the FSU Strozier Library databases (ABI Inform, etc.).

**Course Outline of Assignments** (subject to modification at the discretion of the instructor).

Week 1	<p><b>Readings:</b> Kegan and Lahey, Ch. 1 and 2.</p> <p><b>Assignment:</b> Complete survey questionnaires on change management.</p>
Week 2	<p><b>Readings:</b> Weisbord, Ch. 1 &amp; 2. Kegan &amp; Lahey, Ch.3 &amp; 4.</p> <p><b>Assignment:</b> Complete Kegan &amp; Lahey 4-column exercise.</p>
Week 3	<p><b>Readings:</b> Weisbord, Ch. 3 &amp; 4. Kegan and Lahey, Ch. 5 &amp; 6.</p> <p><b>Assignment:</b> Interpret Myers-Briggs Type Indicator (MBTI) survey results. Select change management topic to research.</p>
Week 4	<p><b>Readings:</b> Weisbord, Ch. 5 &amp; 6. Kegan and Lahey, Ch. 7-9.</p> <p><b>Assignment:</b> Interpret Conflict management survey results.</p>
Week 5	<p><b>Readings:</b> Weisbord, Ch. 7 &amp; 8. Robinson &amp; Robinson, Ch. 1.</p> <p><b>Assignment:</b> Interpret Change Agent Survey results.</p>
Week 6	<p><b>Readings:</b> Weisbord, Ch. 9 &amp; 10. Robinson &amp; Robinson, Ch. 2</p> <p><b>Assignment:</b> Interpret Consultant Effectiveness Survey results.</p>
Week 7	<p><b>Readings:</b> Weisbord, Ch. 11 &amp; 12. Robinson &amp; Robinson, Ch. Ch. 3</p>
Week 8	<p><b>Readings:</b> Weisbord, Ch. 13 &amp; 14. Robinson &amp; Robinson, Ch. 4</p> <p><b>Project Due:</b> Philosophy of change management due.</p>
Week 9	<p><b>Readings:</b> Weisbord, Ch. Weisbord, Ch. 15-16. Robinson &amp; Robinson Ch. 5.</p>
Week 10	<p><b>Readings:</b> Weisbord, Ch. 17 &amp; 18. Robinson &amp; Robinson, Ch. 6-7.</p> <p><b>Draft Due:</b> Draft of change management paper due Sunday midnight.</p>

Week 11	<b>Readings:</b> Weisbord, Ch. 19 & 20. Robinson & Robinson, Chapters 8-9.
Week 12	<b>Readings:</b> Weisbord, Ch. 21 & 22. Robinson & Robinson, 10-11. <b>Draft Feedback:</b> Deadline to receive feedback from two blind reviewers, course instructor and editor.
Week 13	<b>Readings:</b> Robinson & Robinson, 12 -13. <b>Project Due:</b> Performance consulting plan due Sunday midnight.
Week 14	Open week: No assignments; revising all projects for final submission.
Week 15	<b>Project Due:</b> Submit revised draft of change management paper.

## Learning Strategies

- We will endeavor to create democratic and inclusive learning climate and community that allows for freedom of expression, critical reflection, enhanced listening, constructive dialogue, meaningful participation and enhanced understanding.
- It is expected that you will actively participate in all class activities, online conversations and assignments. Active participation includes raising thoughtful questions, making useful observations about the course content and process, engaging in critical reflection on your own and others' assumptions in a respectful manner, sharing ideas, providing useful feedback, and undertaking ongoing evaluation of different aspects of the course and your own learning.
- Online courses offer flexibility for learners' schedules, but this does not make them easier than traditional face-to-face courses. You should expect to spend at least 10 to 12 hours per week on this course—the same amount you would typically spend in a classroom and at home doing assignments.
- It is expected that everyone will provide constructive feedback on the quality of the course content, methods of instruction and learning processes. Efforts will be made to accommodate suggestions and resolve concerns. In the event that you must miss a week, it is your responsibility to review the material that you missed.
- You are expected to complete the assigned readings prior to class and submit written assignments on time. Written assignments are to be uploaded via the Gradebook function.

- In terms of technology requirements for the course, or for technical assistance, please refer to the Office of Distributed and Distance Learning’s website:

<http://online.fsu.edu/onlinesupport/student/assistance/>.

You may also call 850-644-8004 for any problems with the course websites.

## **Role of the Instructor and Course Mentor**

Each course will have an instructor and a course mentor. The role of the instructor is to guide the progress of the course during the semester and the course mentor will assist in a variety of ways. During the first week, your course mentor is available to help class members with a variety of problems, some which may be technology based (“Why doesn’t my FSU email account work?”) or administratively based (“Have I been fully admitted – yet?”). The mentor will also monitor the discussion boards on a daily basis, including the awarding of participation points.

The instructor will be active on a daily basis as a learning facilitator, including direct participation on the discussion boards, evaluating assignments and grading the mid-term and final examination.

## **Expectations and Participation**

Class members will be doing all of their work for this course using the Black Board course management system. Ongoing weekly activities include reading, writing, and participating in discussions. Below are some frequently asked questions about participation in discussion boards and guidelines for writing?

Mandatory attendance first week of class. Florida State University has a mandatory first week attendance policy. The first week of class for ADE 5083 is **Week 0**. Week 0 is designed to acquaint class members with the functions of Blackboard, and to perform certain procedures such as send and receive emails, etc. Failure to participate in Week 0 assignments will result in the class member being referred to the registrar’s office at FSU.

How often should I log on to the Discussion Boards? Discussion board questions will be found in the summary of weekly activities. Attendance and online presence are required for this class. **Students are expected to log on at least four to five times per week and contribute to class discussions online.** Simply saying “hello” or “I agree” is not considered a substantive contribution. Class members must support their position when posting to the discussion. At the same time, however, short comments are a natural part of any discussion—you won’t be penalized for this—but in terms of your participation grade, if most of your posts are short and lack substance, this will affect your grade. **Up to five points will be earned for participation on the discussion boards (5 X 13 weeks = 65 points).** Sixty-five postings is the minimum number of postings expected during the semester, and all class members are strongly encouraged to exceed the minimum number of required postings.

The class week begins Sunday at 12:01 AM and ends the following Sunday at 11:59 PM. Class members are expected to participate throughout the week, and to not wait until the last minute to contribute postings. The first discussion question for each week is based on the opening case found in each chapter of the class text, *Human Resource Development*.

Class members will have from Monday through Wednesday midnight to contribute comments and responses to these cases. Class members have the remainder of the week to respond to the remaining discussion board questions.

What is a post? A post is a message in the Discussions area. It is simply your part of the conversation about a particular topic. A post may be a question, response to a question, or a comment.

How long should my posts be? A post can be as long as you like, however it is best to keep them fairly short and succinct. This makes your post easier for others to read and respond to. A good general rule is ½ to 1 page of writing (125 to 250 words) for a substantial post. Of course, in some discussions, it may be more appropriate to write a series of very short posts, rather than one or two longer ones. You may wish to compose your posts in a word processor then copy and paste to a discussion message. The main idea here is that the discussion board should be a discussion! In other words, it's okay, and quite natural, to make short and long posts.

What is “netiquette”? Netiquette refers to how you participate in online exchanges. Here are some examples of good netiquette:

- Check the discussion frequently and respond appropriately and on topic.
- Focus on one subject per message and use meaningful subject lines when beginning new messages.
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting.
- Be professional and respectful in your online interaction.
- Cite all quotes, references, and sources—this way everyone can have access to good information.
- Ask permission before forwarding a class message to someone outside of the class.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Emoticon symbols such as ☺ or ;- ) will let others know when you are being humorous.
- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated e-mail. Discussion boards should not be used for personal chit-chat.

#### General Guidelines for Written Assignments:

Below are some guidelines for writing. But before reading this, you need to understand my personal philosophy about writing. Writing is not something you learned in sixth grade and “got.” Writing is a process and learning to write well is a continual process, too. In other words, there is always room for improvement. **I ask that you adopt the attitude of viewing writing as a professional skill that can always benefit from additional practice.** There is no need to fear writing in this course! I will provide opportunities for feedback and revision in written assignments—good writing is not about “getting it right the first time;” good writing is about developing a critical eye and learning to revise, revise, revise. We will

discuss writing more in the online forums, but here are some general guidelines for assignments:

1. Double-space type all academically written material (i.e. reflection papers, critical incident paper, learning project, etc).
2. Follow the APA Manual, 5<sup>th</sup> Edition for style and citation guidelines. Access information about APA citation guidelines at <http://www.apastyle.org/electref.html> .
3. Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to women and men) in your writing.
4. Academic writing should not be overly formal for formality's sake. Good academic writing is carefully planned and yields a well-crafted argument or position.
5. Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.
6. Quality written assignments generally meet the following criteria:
  - o Includes the title, name of the author, date, course number (ADE 5083), and the instructor's name at the beginning of the paper.
  - o Clearly identifies the question being addressed or the purpose of the paper.
  - o Provides an overview of the structure and organization in the introductory section of the paper.
  - o Defines key terms, concepts and slogans.
  - o Gives examples when they enhance the understanding of the concept being discussed.
  - o Applies theory from the assigned readings or elsewhere.
  - o Demonstrates the ability to self-reflect and discover core values and beliefs.
  - o Considers implications and/or consequences.
  - o Provides a strong summary or conclusion.

### **Directions for Submitting Assignments to the Gradebook**

Every student will submit their application projects, journal critiques, and other assignments by way of the "Assignment Gradebook" attachment, located in each weekly folder (go to 'Assignments' link). To use the "Assignment Gradebook" attachment, select the 'View/Complete' link. From there you can read the details for that assignment. Once you complete the assignment then each student will then attach their file and send their completed work through the same link.

Once the assignments are graded, each student can view their respective grade by accessing the "Student Tools" function then go into view grades.

## Course Assignments

Class members will complete three application projects, each of which is designed to link theory to practice. Each project is worth 25 points, for a total of 75 points.

Application Project # 1. Self-assessment of the class members approach to directing and managing change (philosophy of change management).

Each student will use several sources to generate useful information about his or her approach to directing and managing change within organizations. These sources include the following: Change Agent Questionnaire, Conflict Management Survey, the Myers-Briggs Type Indicator (MBTI), and the Consultant Effectiveness Pyramid. Class members will also complete the 3-column exercise from Kegan and Leahy (2001) and analyze the results.

*Work Product.* Class members will submit a 8 to 10 page paper that analyzes his or her philosophical approach to directing and managing organizational change.

Application Project # 2. Change management tool-kit.

Each student will research and develop a manuscript of a practical nature on one method used by organization development (OD) and change management practitioners. The list of methods and a template will be found at the end of this syllabus. Students are expected to (1) provide a short explanation of the theory and concepts underlying the method, (2) provide a step-by-step process explaining how the method works, and (3) identify two or three citations from the OD literature that describes how the method worked in a particular context (industry, health care, government, etc.). See “Template for Organizational Development Methods Toolkit Project” for a list of topics.

The final accumulation of OD methods will be “published” as a “how-to-manual” and made available to the class by the 15<sup>th</sup> week of the semester. Each contribution will be blind-reviewed by two class members and the final product must meet standards set by the course instructor and text editor for substance and graduate level syntax and composition.

*Work Product.* Each student will research and write one paper of 7 to 10 pages in length. Each paper must be blind reviewed by two reviewers and revisions incorporated by into the final document. Additional revisions may be required by the course instructor and text editor.

Application Project # 3. Use the Robinson and Robinson (1995) performance consulting model to develop a solution to an organizational performance problem. A template for the development of the performance consulting project will be found at the end of the syllabus.

*Work Product:* A 5 to 7 page performance consulting project plan. It is not expected that the plan will be implemented.

## COURSE GRADING AND EVALUATION

### Assignments

Three application projects, 25 points each.	75 points
Participation on discussion boards (5 points weekly X 13 weeks).	65 points
Total = 140 points	

<u>Total Points</u>	<u>Letter Grade</u>
130-140	A
126-129	A-
122-125	B+
116-121	B
112-115	B-
108-111	C+
102-107	C
98-101	C-

Occasionally a class member will have some overwhelming event in his or her life or “life just gets in the way” of being a graduate student. If the instructor or course mentor begins to suspect that something is amiss, one of us will contact you by email or telephone. Failing to respond to our offer of support will only make the problem more dramatic. A class member who fails to submit assignments for any three consecutive weeks or who fails to post to the discussion board during any three week period will be asked to drop the class and will be removed from the discussion boards.

### Grade Of Incomplete

Incomplete grades are to be given only to students who have been regularly submitting assignments and who have completed most of the work for the course, and who have a serious emergency near the end of the term. An incomplete is a privilege to be decided by the instructor, not a right exercised by the student.

## ACADEMIC DISHONESTY POLICY

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.

Plagiarism is defined as the use, without proper acknowledgements, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. See [http://campus.fsu.edu/webapps/portal/frameset.jsp?tab\\_id=107\\_1](http://campus.fsu.edu/webapps/portal/frameset.jsp?tab_id=107_1) for a review of issues associated with plagiarism and the Internet.

Class members are on notice that the instructor will randomly check written submissions for plagiarism. Several tools are available for this purpose (Turnitin.com), and FSU policies regarding cheating and plagiarism will be strictly enforced.

## Class Members with Disabilities

Class members with disabilities requiring an academic accommodation should register with and provide documentation to the Student Resource Center (SDRC).

## References

The following references are a representative sampling of readings that support the instructional objectives for this course. Class members are encouraged to incorporate these readings into weekly study as well as for the three application projects. The instructor may require many of these readings as the semester progresses.

Also note the section on “surveys” at the end of the reference list. These are the types of surveys that consultants might use to assess needs in organizations.

- \_\_\_\_\_. Chris Argyris: Theories of action, double loop learning and organizational learning. Infed.org. Retrieved September 27, 2003 at <http://www.infed.org/thinkers/argyris.htm>
- AHRD. (1999). AHRD standards on ethics and integrity. *Academy of Human Resource Development*. Access at [http://www.ahrd.org/publications/ethics/ethics\\_standards.PDF](http://www.ahrd.org/publications/ethics/ethics_standards.PDF)
- Anonymous. The OD Institute Code of Ethics. Access at <http://members.aol.com/odinst/ethics.htm>
- Anonymous. The Change Agents Toolbox Series. An 8 part on changing the mental health system. Access at <http://www.nasmhpd.org/publications.cfm#changeagent>
- Anonymous. The knowledge and skill necessary for competence in OD. The OD Institute. Access at <http://members.aol.com/odinst/skills.htm>
- Argyris, C. (1997). Learning and teaching: A theory of action perspective. *Journal of Management Education*, 21, 1, 9-26.
- Argyris, C. (1980). Making the undiscussable and its undiscuability discussable. *Public Administration Review*, 205-212.
- Armenakis, A.A., Harris, S.G., & Mossholder K.W. (1993) Creating readiness for organizational change. *Human Relations*, 46, 681-703.
- Bennett, J. B., Lehman, W. K., Forst, J. K. (1999). Change, transfer climate and customer orientation. *Group and Organization Management*, 24, 2, 188-216.
- Barnett, W. P. & McKendrick, D. G. (2004). Why are some organizations more competitive than others? Evidence from a changing global market. *Administrative Science Quarterly*, 49, 4, 535-547.
- Bridges, W. (1991). *Managing transitions*. Reading, MS: Addison-Wesley.
- Bryson, J. M. & Anderson, S. R. (2000). Applying large-group interaction methods in the planning and implementation of major change efforts. *Public Administration Review*, 60, 2, 143-162.
- Bushe, G. R. (1995). Advances in Appreciative Inquiry as an Organization Development Intervention. *Organization Development Journal*, 13(3), 14-22  
<http://www.gervasebushe.ca/aiodj.htm>

- Bushe, G. R. & Kassam, A. F. (2005). When is appreciative inquiry transformational? A meta-case analysis. *The Journal of Applied Behavioral Science*, 41, 2, 161-142.
- Dean, P. J. (1997). Chapter 3. Thomas Gilbert – Engineering performance improvement with or without training. *Performance Improvement Pathfinder, Vol. 1*. Alexandria, VA: ISPI, 45-64.
- Chisholm, R, & Mertel, P. T. (1997). Stone soup: Doing more with less in a state police department. *Organization Development Journal*, 15 (1), 4-21.
- Carliner, S. (2004). Business models for training and performance improvement departments. *Human Resource Development Review*, 3, 3, 275-294.
- Coghlan, D. (2000). Aligning grid organization development and interlevel dynamics for systemic change. *Organizational Development Journal*, 18, 3, 37-48.
- Devine, I. (1996). OD in voluntary organizations: A training program for national health organizations. *Organization Development Journal*, 14, 3, 62-70.
- Donovan, M. (2004). Serious performance consulting according to Rummier. *Performance Improvement*, 43, 9, 42-46.
- Egan, T. M. & Lancaster, C. M. (2005). Comparing appreciative inquiry to action research: OD practitioner perspectives. *Organizational Development Journal*, 23,2, 29-49.
- Faull, K, Hartley, L., and Kalliath, T. (2005). Action learning: Developing a learning culture in an interdisciplinary rehabilitation team. *Organization Development Journal*, 23, 3, 39-52.
- Ferris, G. R., Davidson, S. L., & Perrewe, P. L. (2005). Ch. 1. Considering the nature of political skill and Ch 2. Measuring Political Skill. *Political Skill at Work*. Mountain View, CA: Davies-Black Publishing, pp. 3-32.
- French, B. & Stewart, J. (2001). Organizational development in a law enforcement environment. *FBI Law Enforcement Bulletin*. 70, 9, 14-19.
- Haley, U. A. The MBTI and decision-making styles. *MBTI Research and Leadership Development*.
- Hardless, C., Nilsson, M., Nuldén, U. (2005). 'Copernicus': Experiencing a Failing Project for Reflection and Learning. *Management Learning*, 36, 2; 181-218.
- Harvey, D. R. and Brown, D. (1996). Chapter 1 Organization development: An overview. *An experiential approach to organization development*. Upper Saddle River, NJ: Prentice Hall, 1-25.
- Head, T. C. & Sorenson, P. F. (2005). The evaluation of organization development interventions: An empirical study. *Organization Development Journal*, 23,1, 4055.

- Hirsh, S. K. (1992). MBTI – Team Building program. Palo Alto, CA: Consulting Psychologists Press.
- Holman, P. & Devane, T. (1999). *The change handbook*. San Francisco, CA: Berrett-Kahler.
- Holmer, L. L. (2001). Will we teach leadership or skilled incompetence? The challenge of student project teams. *Journal of Management Education*, 25, 5, 590-605.
- Kegan, R. & Lahey, L. (2001). The real reason people won't change. *Harvard Business Review*, 85-92.
- Kruppa, R. & Meda, A. K. (2005) Group Dynamics in the Formation of a PhD Cohort: A Reflection in Experiencing While Learning Organizational Development Theory. *Organization Development Journal*, 23, 1, 56-68.
- LaBonte, T. & Robinson, J. (1999). Performance consulting: One organization, one process. *Training & Development*, 53, 8; 32-38.
- Laurel, D. S. (2004). A consensus-building model: REACH C. *The 2004 Pfeiffer Annual: Training*. San Francisco, CA: Pfeiffer/Wiley, 169-177.
- Levine, I. M. (2000). Five windows into organizational culture: An assessment framework and approach. *Organizational Development Journal*, 18, 1, 83-94.
- Marrelli, A. (2004). The performance technologist's toolbox: Surveys. *Performance Improvement* Vol. 43, 10, 38- 45.
- McClermon, T. R., & Swanson, R. A. (1995). Teambuilding: and facilitator-based interventions on work groups. *Human Resource Development Quarterly*, 6(1), 39-58.
- Newman, H. L. & Fitzgerald, S. P. (2001). Appreciative inquiry with an executive team: Moving along the action continuum. *Organizational Development Journal*, 19, 3, 37-43.
- Pareek, U. (1992). Locus of control inventory. In J. W. Pfeiffer (Ed.), *The 1992 annual: Developing human resources*. San Diego, CA: Pfeiffer, 137-148.
- Robinson, D. G. & Robinson, J. C. (1995). *Performance consulting*. San Francisco, CA: Berrett-Koehler, pp.9- 21.
- Ruben, B. D. The center for organizational development and leadership at Rutgers University: A case study. *Advances in Developing Human Resources*, 7, 3; 368 – 396.
- Sample, J. A. & Yopp, M. (2004). Organization frames analysis: A tool to enhance leadership. In E. Beich (Ed.), *The 2004 Pfeiffer annual: Consulting*. New York: Jossey-Bass/Wiley, 147-150.

- Sample, J. (2004). The Myers-Briggs Type Indicator and OD: Implications for practice. *Organization Development Journal*, 22, 67-75. Access at <http://www.fsu.edu/~elps/ae/papers/index.html#sample>
- Sashkin, M. & Jones, J. (1979). Power and od intervention analysis (PODIA). *The 1979 Annual Handbook for Group Facilitators*. Palo Alto, CA: University Associates.
- Schifo, R. (2004). OD in ten words or less: Adding lightness to the definitions of organizational development. *Organizational Development Journal*, 22, 3, 74-85.
- Seiling, J. G. (2002). An interview with Peter Vaill. *Organizational Development Journal*, 20, 3, 100-106.
- Sessa, V. J. (1996). Using perspective taking to manage conflict and affect in teams. *Journal of Applied Behavioral Science*, 32, 1, 101-115.
- Siaya, S. (2005). Teams and management control systems: a synthesis of three organizational development approaches. *Leadership & Organization Development Journal*. 26, 3/4; 172-186.
- Sparks, D. (2002). Interview Robert Kegan and Lisa Lahey: Inner conflicts, inner strengths. *Journal of Staff Development*, 23, 3, 66-71. Access at <http://www.nsd.org/library/publications/jsd/kegan233.cfm>
- Sugarman, B. Learning, Working, Managing, Sharing: The New Paradigm of the "Learning Organization." <http://www.lesley.edu/journals/jppp/2/sugarman.html>
- Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63, 6, 384-399.
- VanHouten, J. C. (1996). Attribution theory: Applications to the managerial coaching process. *The 1996 Annual: Volume 1 Training*. San Francisco, CA: Pfeiffer/Wiley.
- Weisbord, M. R. (2004). *Productive workplace revisited*. San Francisco, CA: Jossey-Bass.
- Woodell, V. (2003). An interview with Chris Argyris. *Organization Development Journal*, 21,2, 67-70.
- Yorks, L. & Marsick, V. J. Organizational learning and transformation, pp.. 253-281.

#### Surveys:

- DeVogel, S. H. (1995). OD Values-Clarification Instrument. *The 1995 annual, volume 2 consulting*. San Francisco, CA: Pfeiffer/Wiley.
- Francis, D. (1998). Innovation capability audit. *The 1998 annual: volume 2. San Francisco, CA: Jossey-Bass/Pfeiffer*.

- Furnham, A. & Goodstein, L. D. (1997). The organizational climate questionnaire. *The 1997 annual: consulting*. San Francisco, CA: Pfeiffer/Wiley.
- Garavaglia, P. L. (2000). Change agent gap analysis. *The 2000 annual, volume 1 training*. San Francisco, CA: Jossey-Bass/Pfeiffer.
- Gibb, J. (1977). TORI group self-diagnosis scale. *1977 annual handbook for group facilitators*. Palo Alto, CA: University Associates.
- Preziosi, R. (1987). Organizational diagnosis questionnaire (ODQ). Palo Alto, CA: University Associates.
- Rees, F. (1998). Consultant effectiveness pyramid. *The 1998 annual: volume 1 training*. San Francisco, CA: Pfeiffer/Wiley.
- Sashkin & Jones. (1979). Power and od intervention analysis (PODIA). *The 1979 annual handbook for group facilitators*. Palo Alto, CA: University Associates.

## Template for Organizational Development Methods Toolkit Project

Each class member will be assigned one of the methods commonly used by OD practitioners. These completed assignments will be placed into a “tool-kit” of OD methods. The published version will be placed on a CD or converted to a PDF file and placed in a folder and archived for future access by each class member.

### Methods for Generating Data and Information

- Delphi technique
- Nominal group technique
- Cause effect diagrams
- Survey feedback
- 360-degree feedback
- Critical incidents method
- Interviews and focus groups

### Intervention Methods

- Grid OD
- Appreciative Inquiry
- Future Search Conference
- Learning Organization
- Open Space Meetings
- Team building
- Action Learning
- Gemba Kaizen, ISO 9000 and related process improvement interventions

Class members will have their submissions “blind reviewed” by two other class members, as well as the course instructor and submissions editor. The submission editor has final authority for accepting a class member’s tool-kit chapter. Failure to meet the editor’s submission requirements will result in his or her chapter being deleted from the “tool-kit” book, and no points will be awarded. Each submission will be approximately seven to ten pages in length and will conform to the highest expectations for composition and writing.

Class members will use the following template to develop his or her “tool-kit” chapter.

Title:

Author:

Abstract: A summary of the article not to exceed 200 words.

1. Theory. A description of the conceptual and theoretical underpinnings of the organization development method. Class members are expected to review the scholarly and trade literature for information about the OD method. Sources include library resources available from the library system at FSU and research strategies using the Internet. A synthesis of the literature will provide the reader with understanding and insights to the theories, principles and practices of the OD method.

2. Processes. This section provides a detailed step-by-step description of how the method should be designed and implemented. When reviewing this section, the reviewers will be asked to determine the extent to which he or she could use the method effectively as described.

3. Examples from practice. The author is expected to provide at least three examples from the literature describing the use of the method from several contexts. Novel and interpretative adaptations of the method are encouraged for inclusion. Contexts may be situated in business and industry, health care, public sector organizations, schools and higher education, as well as community development.

4. References. The author will provide in-text citations and references consistent with conventions prescribed by the American Psychological Association, 5<sup>th</sup> edition.

### **Template for the Philosophy of Change Management Project**

Each class member will have an opportunity to assess and analyze his or her personal philosophy and approach for directing and managing change. Several valid and reliable feedback instruments will be made available to each class member (see below).

1. Rees, F. (1998). Consultant Effectiveness Pyramid – CEP (self and other versions). Questionnaire and scoring provided to class members at no cost. Access a copy of this instrument from the Course Library (see Additional Readings in the Course Library).
  - Class member completes the CEP Self Version on him/herself and distributes a minimum of three CEP Other Versions to some combination of a supervisor, peers and subordinates.
2. DeVogel, S. (1995). OD Values-Clarification Instrument. Questionnaire and scoring provided to students at no cost. Access a copy of this instrument from the Course Library (see Additional Readings in the Course Library).
  - Class member completes the OD Values Clarification instrument and interprets findings.
3. Myers-Briggs Type Indicator (MBTI). Questionnaire and scoring provided to students at no cost.
  - Class member will receive a copy of the MBTI Form G in the mail prior to the beginning of the semester and returns to the instructor for scoring. Interpretative information available from the Additional Readings section of the Course Library.
4. Self-Survey: Conflict Management Survey (CMS). Purchase direct from Teleometrics International.
  - Class member completes the CMS on him/herself and compares with feedback from three people.
5. Conflict Management Appraisal (CMA). Purchase minimum of three surveys direct from Teleometrics International.

- Class member distributes the CMA to three people (a supervisor, peers or subordinates).
6. Change Agent Questionnaire (CAQ). Purchase direct from Teleometrics International.
- Class member completes the CAQ on him/herself and calculates feedback score.

Additional directions will be provided in Week 1. Class members will submit an 8 to 10 page paper (double-spaced) that analyzes his or her personal approach to directing and managing organizational change.

### **Template for the Performance Consulting Project**

Salary information from the 2003 American Society for Training and Development (ASTD) salary survey indicates that the average salary for performance consultants ranges from \$65,000 to \$124,000, with the average salary close to \$90,000 yearly. According to this survey, salaries for training directors is about \$45,000, instructional designers about \$57,000 and trainers at about \$60,000. Clearly business and industry values the role of the performance consultant! There has been a demonstrable shift away from viewing training and development as the preferred means for improving individual and team performance. The purpose of this application project is to provide class members with the knowledge and skills necessary to perform this highly important role.

Class members are encouraged to work in pairs or small groups (three to five people), although this project may be completed by a single individual. Teams will be self-selected; the instructor will not assign people to teams. The scope of the project increases with the size of the team.

Although there are several performance consulting models to choose from, we will be emphasizing the Robinson and Robinson (1995) model. Their approach has gained a significant following and is a good entry level framework to use.

Components of a performance improvement plan:

1. Identification and description of a client. The client may be internal to the class member's organization or external to his or her organization. Consider providing a worthwhile service to a community not-for-profit agency such as the Red Cross or United Way affiliated program, or a school, human services agency, law enforcement or correctional facility, mental health facility, etc. Describe the demographics of the organization (purpose, size, source of funding, number and types of employees, organizational structure, etc).
2. Identifying business needs. Explain the process the class member(s) will use to identify business needs proactively. Given the client organization (or subunit within the organization), generate a set of questions for an interview with a representative of the client organization. Conduct the interview and capture data. Be prepared for one or more follow-up meetings.

3. Develop performance maps. Performance improvement consultants use conceptual frameworks or models to establish gaps in operational results and on-the-job performance, including causal linkages based on external and internal environmental factors. Develop a performance map that identifies business needs in operational terms (Ch. 4), and performance models to achieve business goals (Ch.5), assess and identify actual performance (Ch. 7), and identify factors impacting performance (Ch. 8).
4. Develop a performance improvement plan. Develop a plan that would be appropriate for the client based on the established performance maps. It is not necessary that the plan be implemented in order to satisfy the requirements of this application project; however, follow through is encouraged and may be suitable for practicum credits.
5. Present the Performance Improvement Plan. Teams are expected to develop a power point presentation that includes audio. Week 14 is set aside for the team presentations.