Pepperdine University
The George L. Graziadio
School of Business and Management

Professor: Denise M. Kirwan, MSOD
Course Number: BSCI 633
Course Name: Organization Development and Change

Pepperdine University

Fall 2015 Term – Section A
Malibu Campus
August 25th to October 6th
Tuesdays 1:00 – 5:00 pm
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Course Syllabus

Organization Development and Change – BSCI 633

Fall 2014 – Section A

Class Time
Tuesdays – 1:00 to 5:00PM

Location
Malibu Campus

Professor
Denise Kirwan

Mobile Phone
818-749-7173

Pepperdine e-mail
denise.kirwan@pepperdine.edu

Personal e-mail
denise@tracksglobal.com

Summary Course Description

Contemporary organizations exist in social, political and economic environments that change rapidly and unpredictably. Successful organizations adapt through changes in strategies, technology, organizational structure, and the way they utilize human resources. This course will cover the change strategies for individuals, groups, organizations, and between organizations. Topics covered will be traditional organization development and the new areas of transformational change and transorganization development.

My belief is that you will get the most form this course by learning from as many organizational change leaders as possible -- those who have led their company’s, groups and teams through evolutionary, strategic and transformational change. To that end, I have extended invitations to several individuals who can contribute to you learning from organizational systems of various sizes and industries.

Professor Kirwan Introduction

I’m looking forward to teaching this course within the Graziadio School, a business school for which I have a great affinity -- having earned my Master’s degree in Organization Development from our University in 1998. I look forward to learning more about you and your future aspirations upon completion of your MBA. If you would like to know a little bit more about my professional background, please see: www.linkedin.com/in/kirwan

Availability to meet with Students

I encourage you to contact me should you have questions or need assistance. I will be available to meet in person with students from 10:30am to 12:30pm on class days, and after class and virtually, on a scheduled basis. My contact information is listed above; please don’t hesitate to reach out.
Assignments

*** Note: There are no assignments due prior to our first meeting – however, please be sure to bring your laptop to the first class ***

Assignments will be posted weekly in Sakai, following each class session. Each assignment is due by 10am, the following Tuesday – (unless an exception is noted in the assignment instructions).

Example: The August 25th readings, resource links and assignment will be posted in Sakai following class, Tuesday evening. That assignment is due no later than 12noon, Tuesday September 1st, prior to the start of the next class session.

Required Reading Materials

There are no textbooks required for this course.

I will be providing you with resources such as articles; and links to online reading, presentations short videos and potentially other learning materials throughout the course.

The course “Readings” or “Learning links” will be found in Sakai and opened/posted weekly with the corresponding assignment, following each class section.

On occasion, students may be required to purchase select copyrighted materials, such as a book chapter or article from a source. Every attempt will be made to keep the number of occasions and cost to a minimum. Overall, I believe that the price-value is appropriate and that the content is applicable for the student to keep and use in their work.

Grading Criteria

❖ There are five types of assignments, each with a final grade weighting factor

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance and class participation</td>
<td>30%</td>
</tr>
<tr>
<td>Papers in which students analyzes learning’s</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Board Analyses in which students analyze and post learning’s from readings, simulations, class, cases and guest lectures</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

❖ Overall student performance standards

Student performance in this course is measured as follows: “A” for superior work; and a “B” is the lowest passing grade. The benchmarks against which performance is gauged include the work of current course participants and the level of knowledge expected of an MBA. The overall achievement criteria revolve around the student’s understanding and critical thinking about the
subject matter. Students wishing to have additional information on this may find it helpful to refer to Bloom’s Taxonomy, which is available in a variety of forms on the Internet.

In addition to these overall standards, more specific criteria are provided for each type of assignment. These are described next. Note that detailed instructions for each individual assignment are provided in the Weekly Assignments later in this document. In addition, time will be allocated each week for questions and discussion about the assignments.

❖ Grading criteria for student attendance, participation and contribution to class discussions

ATTENDANCE

• Due to the experiential learning design of this course, attendance is required at all classes. Please arrive on time so we can begin promptly. Absences and late arrivals are excused only for unforeseen reasons and if you notify Professor Kirwan beforehand. Unexcused absences and any absence in excess of one will result in a 15% reduction in the class participation grade. Unexcused late arrivals and any late arrival in excess of one will result in a 7% reduction. Missing a class with a guest lecturer, facilitator or speaker will automatically result in an additional 7% reduction in the class participation grade.

• The use of smart phones is not permitted in class. Laptops are to be closed during guest lecturer presentations. Please limit your use of laptops during lectures to note taking for the course. Occasionally, I will require that you “check” laptops, mobile phones, and any other type of electronics that is able to record into an “electronics parking lot” at the back of the room or other location. No recording or publishing of class, guest lecturer, speaker or facilitator content is permitted.

• Students should have access to their written assignments during each class and be prepared to present their ideas and to work on team presentations.

• Lectures will include topics that are not covered in the reading. Students are expected to incorporate such topics into class discussions, simulations and written assignments.

• Class plans and assignments may be modified as the course progresses in order to maximize the learning. Any such modifications will be clearly communicated.

• The topics covered in this course build upon each other to form a systems approach to organizational improvement and change management. It’s important for students to stay current from the start.
NOTES ON PARTICIPATION:

**Quantity**

5  **Ideal:** Energizes, initiates and contributes regularly without dominating the "air time."

4  **Outstanding:** Frequent productive contributor and rarely, if ever, monopolizes the discussion.

3  **Above Average:** Usually a contributor and often an initiator of important topics while leaving space for others.

2  **Standard:** Usually contributes once things are going, rarely initiates discussion topics.

1  **Fair:** Sporadic contribution, or tends to monopolize the conversation once started.

0  **Poor:** Not a contributor unless specifically solicited, and /or usually dominates and monopolizes when once begun.

**Quality**

5  **Ideal:** Contributions add significantly to the group’s understanding of the content and process.

4  **Outstanding:** Contributions are helpful in both understanding the content and observing the process.

3  **Above Average:** Contributions can be counted upon to be cogent and learning oriented; shows some process initiation.

2  **Standard:** Comments are usually helpful rather than distracting; group process is explored once the topic is raised.

1  **Fair:** Comments indicate some diversion from the topic; seems not to understand process issues.

0  **Poor:** Comments often off the topic and seem irrelevant; shows a low tolerance for process issues.
Grading criteria for papers and discussion board (written assignments)

The grading criteria for papers are:

- Answered all parts of the question or assignment. Illustrated a basic understanding of the concepts taught/read. The paper is well structured and clear. Incorporates personal experiences into analyses.

- Illustrated a good understanding of the concepts taught/read/experienced. Provided analysis and critique the concepts taught/read/experienced. Makes references to learning materials and experiences from course to support comments.

- Provided analysis and critique that was of superior quality. Discussed the applicability of concepts to different circumstances. Suggested modifications or different approaches. References reputable materials from outside the required course materials and learning links including optional reading assignments, academic journals, websites, courses, or books to support comments.

Each assignment completed is given a letter grade with a corresponding point value

<table>
<thead>
<tr>
<th>Grade Given</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>A+</td>
<td>98</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>72</td>
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The final grade is calculated by multiplying the average score for each of the five assignment types by the final grade weighting.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Final Grade</th>
</tr>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-87</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-77</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
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<td>------------------------------------------------------------------------</td>
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| 1. August 25 | • “Self” as an Instrument of Change  
○ Completion of assessments | • Readings/Learning Links in Sakai  
• Discussion Board Assignment: Introductions  
• Discussion Board Assignment: “Use of the ‘Self’ as an Instrument of Change” - Summary and key learning’s from readings and class session  
• View: Consulting Skills online reference materials  
• View: Group Dynamics online reference materials |
| 2. September 1 | • Change Consulting Skills in Action  
• Change strategies (interventions) for the Group/Team (small system) level of an organization | • Paper: Application of personal learning from the session on “Use of Self” as an instrument of Change  
• Reading/Learning Links in Sakai |
| 3. September 8 | • Large System’s Change – Strategic Change Planning | • Paper: Use of Consulting Skills applied to Small System Change  
• Reading/Learning Links in Sakai |
| 4. September 15 | • Guest Facilitators: “The Organization Workshop” - Simulation | • Mid-Term Exam (online) |
| 5. September 22 | Guest Presenter  
• Organization change in a rapidly changing industry environment. Incorporates changes in strategies, technology, org structure and the use of human resources, with a particular focus on the skillful use of the “OD” skillset to guide organization change.  
• HBR Simulation: Change Management: OD & Power | • Discussion Board Assignment: Key Learning’s from the Organization Workshop (OW)  
• Reading/Learning Links in Sakai |
### Course Schedule

<table>
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| 6. September 29 | • Transorganization Systems – Cultural Due Diligence, Organization Collaborations, Integration Strategies  
• TBD: Start-up organizations, growth and change or Non-Profit Organization’s and Change (Reinvention) |
|            | • Discussion Board Assignment Change HBR: Management Simulation - OD and Power  
• Reading/Learning Links in Sakai |
| 7. October 6 | **Guest Speaker**  
• Transformational Change in a Global Organization  
• Changing Company Culture |

**Note:** Class plans and assignments may be modified as the course progresses in order to maximize the learning. Any such modifications will be clearly communicated. However, the plans for the first three weeks will likely not be changed.

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### University Policies

**Conduct.** The following rules apply to all students at Pepperdine University. They are illustrative and not to be interpreted as all-inclusive as to situations in which discipline will be issued. The University reserves the right to take disciplinary action in circumstances not specifically set forth here. Each student will be responsible for knowing and adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and properties of others at all times. Examples of improper conduct:

1. Dishonesty in any form, including plagiarism, illegal copying of software, and furnishing false information to the University.
2. Forgery, alteration, or misuse of University documents, records, or identification.
3. Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
4. Interference with the academic or administrative process or approved activities.
5. Otherwise unprotected behavior that disrupts the classroom environment.
6. Theft or damage to property.
7. Violation of civil or criminal codes of local, state, or federal governments.
8. Unauthorized use of or entry into University facilities.
9. Violation of policies or regulations governing student relationships to the University.

**Disciplinary Action.** Disciplinary action may include, is not limited to:

- **Dismissal** – Separation of the student from the University on a permanent basis.
- **Suspension** – Separation from the University for a specified period of time.
- **Probation** – Relationship with the University is classified as tenuous and the student’s performance will be reviewed periodically to determine suitability to remain enrolled.

**University Code of Ethics**  
See “University Code of Ethics” in the current Academic Catalog

**Originality of Work**  
This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject
to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

❖ **Assistance for Students with Disabilities**

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit [http://www.pepperdine.edu/disabilityservices/](http://www.pepperdine.edu/disabilityservices/).