|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Course code: | MGT 429 | | | 1. Course title: | | | | | Organizational Development and Change | | | | | | | | | | | | | |
| 1. College: College of Business Administration | | | | | | | | | | | | | | | | | | | | | | |
| 1. Department: Marketing & Management | | | | | | | | | | | | | | | | | | | | | | |
| 1. Program: Management | | | | | | | | | | | | | | | | | | | | | | |
| 1. Course credits: 3-credit hour | | | | | | | | | | | | | | | | | | | | | | |
| 1. Course NQF Level: 6-7-8 | | | | | | | | | | | | | | | | | | | | | | |
| 1. NQF Credits: TBA | | | | | | | | | | | | | | | | | | | | | | |
| 1. Prerequisite: MGT 230 | | | | | | | | | | | | | | | | | | | | | | |
| 1. Lectures Timing & Location: Online | | | | | | | | | | | | | | | | | | | | | | |
| 1. Course web page: Blackboard | | | | | | | | | | | | | | | | | | | | | | |
| 1. Course Instructor: Dr. | | | | | | | | | | | | | | | | | | | | | | |
| 1. Office Hours and Location: TBA | | | | | | | | | | | | | | | | | | | | | | |
| 1. Course coordinator: Dr. Meryem Masmoudi | | | | | | | | | | | | | | | | | | | | | | |
| 1. Academic year: 2020-2021 | | | | | | | | | | | | | | | | | | | | | | |
| 1. Semester: | |  | **First** | | | | | X | **Second** | | | | |  | | **Summer** | | | | | | |
| 1. Textbook(s):   Organization Development, The Process of Leading Organizational Change, Fifth Edition  Donald L. Anderson Published: October 2019  eText ISBN: 9781544333014, 1544333013 | | | | | | | | | | | | | | | | | | | | | | |
| 1. References from the Library (<http://www.ac-knowledge.net/uobv3/>):   Besides Local publications on Organization Development , students are strongly recommended to read related topics to the course from different journal in Organization development and can refer Useful websites and Video links that will be provided in Blackboard   * Participant experiences of transformational change in large-scale organization development interventions (LODIs), DOI: 10.1108/LODJ-12-2015-0284 | | | | | | | | | | | | | | | | | | | | | | |
| 1. Other learning resources used (e.g. e-Learning, field visits, periodicals, software, etc.):   Additional required materials will be provided throughout this course in a soft copy.  A guest speaker from an organization will may be invited (online presentation) to explain to the students the importance of the organization development. | | | | | | | | | | | | | | | | | | | | | | |
| 1. Course description (as per the published):   Today’s organizations face constant pressures to change—the need to change is one of the hallmarks of contemporary organizations, whether it’s a government entity, a private business, a not-for-profit, 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 class, we will examine 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 and design: the evolution of organization development, the nature of change, and how to effectively manage and implement change in organizations. We will discuss the OD process in depth to familiarize you with the process of contracting, data gathering, diagnosis, giving feedback, conducting interventions, and evaluating results. We will look at different options for structuring organizations, consider the advantages and disadvantages of each, and discuss how to implement an organizational design change.  Discussion questions and video will be provided for students during the lecture to help them more to understand the importance of organization development and to elaborate their critical thinking.  Real cases also will be discussed during the lecture. | | | | | | | | | | | | | | | | | | | | | | |
| 1. Course Intended Learning Outcomes (CILOs): | | | | | | | | | | | | | | | | | | | | | | |
| CILOs | | | | | *Mapping to PILOs* | | | | | | | | | | | | | | | | | |
| Learning goals | | | | | a. Knowledge | | b. Globalization | | | c. Skills | | | d. Communication | | | | e. Competencies | | | f. Values | | |
| Learning objectives | | | | | a1: General Knowledge | a2: Specific knowledge | b1: International cross-cultural | | b2: Global Perspective | c1: Thinking skills | c2: Analytical skills | d1: Communication (Writing) | | | d2: Communication (Oral) | | | e1: Leadership skills | e2: Teamwork | | f1: Ethics | f2: Social responsibility | |
| 1. Apply fundamental foundation, philosophies, frameworks, and examine principles of organizational development and performance excellence. | | | | | X |  |  | |  |  |  |  | | |  | | |  |  | |  |  | |
| 2. Assess problems and formulate alternatives to various issues related to organizational development and performance in both public and private organizations. | | | | |  |  |  | | X | X |  |  | | |  | | |  |  | |  |  | |
| 3. Think critically, analyze and judge issues relevant to practical work situation. | | | | |  |  |  | |  | X |  |  | | | X | | |  | X | |  |  | |
| 4. Demonstrate the ability to debate and communicate ideas on all levels effectively, including working as a member of a team, and managing proper research process. | | | | |  |  |  | |  | X |  |  | | | X | | |  | X | |  |  | |
| 5. | | | | |  |  |  | |  |  |  |  | | |  | | |  |  | |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Course assessment: | | | | |
| *Assessment Type* | *Details/ Explanation of Assessment in relation to CILOs* | *Number* | *Weight* | *Date(s)* |
| Continuous Assessment (2-hour) | On class Questions  1,2,3 | TBA | 15 % | TBA |
| Engagement Activities (1-hour) | Team Homework discussion  1,2,3 | TBA | 15 % | TBA |
| Practical | Video/case study assignment  3,4 | 1 | 10 % | TBA |
| Projects/Case Studies | Final Project  3,4 | 1 | 20 % | TBA |
| Final Examination  (Respondus) | Final exam  2,3,4 | 1 | 40% | 6/2/2021 |
| Total |  |  | 100% |  |

|  |  |
| --- | --- |
| 1. Description of Topics Covered | |
| *Topic Title*  *(e.g. chapter/experiment title)* | *Description* |
| *CHAPTER 1 • What Is Organization Development?* | *The purpose of this chapter is to introduce you to the field of organization development, an area of academic*  *study and professional practice focused on making organizations better—that is, more effective and productive and at the same time more rewarding, satisfying, and engaging places in which to work and participate. By learning about the field of organization development and the process by which it is conducted, you will be a more effective change agent inside the organizations to which you belong.* |
| CHAPTER 2 • History of Organization Development | This chapter highlights different strands of research and practice to illustrate how each of these traditions of OD can be seen, explicitly and implicitly, in how it is practiced today. Eight major traditions of OD research and practice are described here, though these blend together and intersect one another, and the themes in these eight traditions can be seen throughout later chapters. These trends follow one another more or less historically, though there is significant overlap and influence among each of them. |
| CHAPTER 3 • Core Values and Ethics of Organization Development | In this chapter, we will define the core values held by OD  practitioners and describe the ethical beliefs that influence their choices and decisions. |
| CHAPTER 7 • Data Gathering | In this chapter we discuss the methods of data gathering used by organization development (OD) consultants and describe how consultants choose among them to formulate a data gathering strategy |
| CHAPTER 8 • Diagnosis and Feedback | In this chapter, we explore the purposes of the diagnostic and feedback phases and we will discuss how consultants sort, analyze, and interpret data to arrive at conclusions that can be fed back to the client. We will address what kinds of conclusions consultants reach during the diagnostic phase, as well as how the feedback meeting should be conducted in order to present and discuss the data most effectively. We will address client reactions to feedback, including organizational member and client resistance and the consultant’s response to resistance. Finally, we will address ethical issues in the phases of diagnosis and feedback. |
| CHAPTER 9 • An Introduction to Interventions | In this chapter, we will address why interventions succeed and fail, and examine the consequences of managing an intervention that does not succeed. We will also discuss what factors practitioners consider as they select the right intervention strategy, matched to the data and diagnosis, and how they can structure the intervention activity to maximize the likelihood that it will be successful. Formal  studies are not plentiful on the subject, but there are several lessons that practitioners have learned and shared  from their experiences about how to select, plan, and structure interventions for success, regardless of the  target of the intervention. |
| CHAPTER 12 • Whole Organization and Multiple Organization Interventions | In this chapter, some of the predominant organization development (OD) interventions that are designed to target changes in an entire organization or in more than one organization.  Typically, such large organization interventions are designed to address issues that affect almost every member. Examples include such topics as the organization’s strategy, structure, culture, organizational identity, future direction, interaction with its environment, relationship to other organizations such as suppliers and local or national governments, mergers and acquisitions, customer satisfaction, and product quality. |
| Chapter 13. Organization Culture and Design Interventions | In this chapter we will introduce major concepts in organization design and culture interventions. Culture consists of both visible artifacts such as architecture and styles of dress, and it also is reflected in less tangible ways including patterns of language and tacit values |
| CHAPTER 14 • Sustaining Change, Evaluating, and Ending an Engagement | In this chapter, we will discuss what happens after those changes are made. What other supporting systems, processes, or changes can be put into place so that the change persists and is long lasting and effective? Moreover, how do clients and change agents know whether the interventions to implement change made a difference at all? To answer these questions, we will address what experts recommend about effective ways to sustain and evaluate change. |
| CHAPTER 16 • The Future of Organization Development | In this chapter we will address a few challenges, from pressures that exist within and outside the organization, and we will address how OD concepts are relevant to helping organizations through these  challenges. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Weekly Schedule | | | | | |
| *Week* | *Date* | *Topics covered* | *CILOs* | *Teaching Method* | *Assessment* |
| *1* | 7-11 Feb | *What Is Organization Development* | 2,3 | *2-hour lecture:* | Team Homework discussion |
| *1-hour lecture* |
| *2* | 14-18 Feb | History of Organization Development | 2 | *2-hour lecture:* |  |
| *1-hour lecture* |
| *3* | 21-25 Feb | Core Values and Ethics of Organization Development | 3 | *2-hour lecture:* | Team Homework discussion |
| *4* | 28 Feb-4 March | *1-hour lecture* |
| *5* | 7-11 March | Data Gathering | 2,3 | *2-hour lecture:* | Assignments  /Case Studies |
| *1-hour lecture* |
| *6* | 14-18 March | Diagnosis and Feedback | 3,4 | *2-hour lecture:* |  |
| *7* | 21-25 March | *1-hour lecture* |  |
| *8* | 28 March-1 Apr | An Introduction to Interventions |  | *2-hour lecture:* | Assignments  /Case Studies |
| *1-hour lecture* |
| *9* | 4-8 April | Mid semester Break | | | |
| *10* | 11-15 Apr | Whole Organization and Multiple Organization Interventions | 2,3 | *2-hour lecture:* | Assignments  Projects/Case Studies  Final |
| *1-hour lecture* |
| *11* | 18-22 Apr | *2-hour lecture:* |
| *1-hour lecture* |
| *12* | 25-29 Apr | Organization Culture and Design Interventions |  | *2-hour lecture:* |  |
| *1-hour lecture* |
| *13* | 2-6 May | *2-hour lecture:* |  |
| *1-hour lecture* |
| *14* | 9-11 May | Sustaining Change, Evaluating, and Ending an Engagement |  | *2-hour lecture:* | Assignments  /Case Studies |
| *1-hour lecture* |
| *15* | 16-20 May | The Future of Organization |  | *2-hour lecture:* |  |
| *1-hour lecture* |
| *16* | 23-27 May | Project Presentation and Revision | *4* | *2-hour lecture:* | *Project* |
| *1-hour lecture* |

* **Engagement Activities/ Cases study**

At the end of each chapter, the class will be divided into groups of 4 or 5 students and a case study or a video related to the chapter will be provided. The professor will provide the students with the guidelines necessary to study each case or video. The group of students has to submit a critical analysis (policy paper) of 2 to 3 pages about the case where he/she must explain and argue the relevance of his/her answer. All details will be discussed and announced by the instructor.

* **Final research project (30pts)**

Each group will choose a real company affected by the COVID 19. The groups will write a research project of 10 pages maximum that contains (15pts):

1-An introduction that contains a description of the company,

2- The vision, mission, strategy and the structure:

* all internal elements: organizational chart, departments’ primary and support activities
* and contextual elements of the company: SWOT analysis

3- The impact and the consequences of COVID 19 on that company.

4-The organization and your proposed solutions (short-term and long-term), and

5- Their effects on the various stakeholders

6- Your point of view about the best solution to solve the problem

The groups have to prepare a PowerPoint presentation for the final research project in no more than 10 minutes. It will be an individual presentation. Students who will miss the presentation should expect to get (0 grades).