



# Organization Development Theory and Principles

Psychology 3300-901  
LST 4980 – Merged  
Spring 2015

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**Instructor:** Ann Jones, PhD

**Email:** ajones102@utoledo.edu

**Class Location:** This is an Online Course

**Degree Requirement:** Satisfies 3000 level course

**Instructor Location:** Ann Arbor MI.

**Term:** January 12 to May 8 2015

**Credit Hours:** 3

**Contact Hours per Week:** 3 to 5

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## **COURSE DESCRIPTION (REQUIRED)**

**PSY3300 Organizational Development Theory and Principles [3 credit hours]** - This course uses applied behavioral science, social psychology and humanist ideologies in examining organizational fundamentals. We will investigate Organization Development Theories, the action research model, change management, organizational culture and climate, power, conscious process thinking and many others topics. Upon completing this course students can think critically about organizations and synthesize and apply organizational development theory and concepts.

**Prerequisites: [REQUIRED]** PSY 1010 for Level UG with a minimum grade of D-

## **COURSE OVERVIEW**

Organization Development [OD] Theory and Practices examines life in an organization. We will apply various OD theories and practices to create a positive work environment and achieve the organizations vision and goals. Upon completion of this course you will be able to

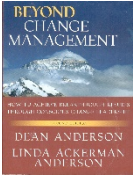
- Understand the theories which are the underpinnings of OD.
- Describe progressive 21<sup>st</sup> century practices in today's progressive organizations.
- Apply various OD theories and practices to increase employee engagement and build teams to promote higher performance and a positive work environment.
- Know how to work with an organization to become more successful, enhance team cohesion; and obtain a high quality of work life for employees.

## **COURSE TEXTS [REQUIRED]**

We have two texts for this course.



Organization Development Basics, by Lisa Haneberg; American Society of Training and Development Press, 2005. ISBN – 13: 978-1-56286-411-8.



Beyond Change Management 2<sup>nd</sup> Edition: by Dean Anderson and Linda Ackerman Anderson, Pfeiffer, A Wiley Imprint; 2010. ISBN 978-0-470-64808-7.

### **ACADEMIC ACCOMMODATIONS [REQUIRED]**

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or believe you have a disability and would like information regarding academic accommodations or adjustments in this course please contact the [Student Disability Services Office](#).

### **ACADEMIC POLICIES [REQUIRED]**

The University of Toledo has established the following academic policies as they apply to your participation in this class.

[Academic Dishonesty Policy 3364-71-04](#)

[Adding and/or Dropping a Course Policy 3364-71-08](#)

[Grades and Grading Policy 3364-71-11](#)

[Missed Class Policy 3364-71-14](#)

### **COMMUNICATION GUIDELINES**

We want to engage with and learn from each other's postings and comments. To do this we need to create a safe environment in which we show respect toward others. When using technology there are certain behaviors which govern our conduct and guide us in what is acceptable in online situations. Because we cannot see other's facial expressions we can only draw conclusions from their words. Most of you are very familiar with the [Netiquette Ground Rules](#). [Please read to refresh your memory] We want to minimize confusion or effort required to read posts or threads. We want to create a supportive environment in which we can agree or disagree and offer constructive contributions. I trust that you will self-regulate your comments to others.

### **COURSE CALENDAR and SYLLABUS**

This attachment contains the [Course Calendar](#) and the [Organizational Development Theory Syllabus](#). If you have any comments or questions about this Syllabus, please contact me at [ajones102@utoledo.edu](mailto:ajones102@utoledo.edu)

### **COURSE EXPECTATIONS**

My expectations for this course is that you will keep up with the posting schedule each week and complete other assignments. You will have one week [7 days] to respond to 3 to 5 question about that week's lessons. Modules open on Monday at 12:01 am [night] and will **automatically** close at 12:00 midnight on Sunday. My policy is that you will not receive points for a module nor receive a time extensions for reasons other than those specified in the [Missed Class Policy 3364-71-14](#). Once the deadline has passed you cannot go back to post in a module and will lose the points for that module. Please contact me if you have a excused absence as specified by the Missed Class Policy.

You may post up to three weeks in advance.

Some students may read the eLessons and respond to them without doing the required readings, watching videos, doing assessments etc. It is easy to tell when students take these short cuts. My expectations are that you will engage with the content and post in good faith. If you have a legitimate reason, as stated in the Missed Class Policy, an illness, out of town, etc. please let me know.

### **COURSE GRADES [REQUIRED]**

Your grade in this course comes from five sources: your self introduction; postings on each module's Discussion Boards; points on your 2 exams and a final paper describing your perspective on leadership.

<b>Item</b>	<b>Number</b>	<b>Midterm Points</b>	<b>Total Points</b>
Self-Introduction (1)	1 Self Introduction	20	20
Discussion Boards (14)	4 by Midterm 10 by Final - 15 points each	60	210
Exam Unit 1	1	50	50
Exam Unit 2	1	-	50
Final Paper	1 Your Reflections on Leadership	-	70
	Total	130	400

*The following scale for grades will be used*

Grade	Percentage (%)	Midterm Points	Final Points
A	90% -100%	115 – 130	360 – 400
B	80% - 89%	105 - 114	320 – 359
C	70% - 79%	90 – 104	280 – 319
D	60% - 69%	75 – 89	240 – 279

F	Below 60%	Under 75	Under 240
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My philosophy on exams is that they are a learning tool not an evaluation tool. There will be 2 online exams at the end of each Unit which cover the material in the text books for that Unit. Both exams are open book, are worth 50 points and you may take them twice. I provide a study guide so you will know where to focus your attention. A variety of questions will be asked including multiple choice, matching, true or false and sentence competition. The exams are available until the due date. There are no extensions so check the calendar for the exam dates. If you miss the exam you may write a 5 page paper on the book (worth 40 points). This is **not** an either/or option so please take the exam. There is also a final paper "Your Reflections on Leadership" due at the end of the semester.

When grading your posts I use a Grading Rubric to evaluate your content. In addition, I add personal comments which reflect my perspective on your post.

## Grading Rubric

Level	Exceptional Competency	Solid Competency	Novice
Conceptual	Grasps major concepts and key ideas of the topic. Is exceptional in application of concepts to discussion board questions. Thinks creatively, expresses both thoughts and feelings. Keen awareness of concerns surrounding topic. Offers both strengths and weakness or positives and negatives of position. Offers new interpretations of material. [5 points]	Understands major concepts. Shows creative thinking. Offers psychological and personal viewpoints. Some awareness about the impact of theory on others. Offers minimal positives and negatives, Needs to offer some stronger support for ideas. Needs to shorten statements. [4 points]	Responded with one or two sentences. Little creative or critical thinking. Need more awareness of issues. Did not express own ideas or opinions. Few connection to personal views. Does not see the impact of thoughts on others. Needs significant improvement. [3 point]
Point of View	Original opinion and point of view. Seems to have thought through position. Shows insight into the issues. Considers others points of view. Seems to know what is guiding own ideas and beliefs. Good self awareness and sense of self. Offers psychological as well as personal viewpoints. [5 points]	Good self awareness. States a clear point of view with examples. Gave examples to support point of view. Postings seemed rushed, short and not the usual high quality and consistency of other posting. Needs more rigorous proof reading. [4 points]	Redundancy with comments; some appear unrelated to topic. Thoughts unconnected or ideas hard to follow. Did not seem to have read the eLesson for the Module. Did not address the questions posed in Module. [3 points]
Organization	Presents positions in an organized manner Clear and concise in stating point. Good transitions between ideas. Summarizes or makes point succinctly. Proofs and uses spell	Presents clear concepts. Some new ideas; overuse of simple sentences. Most thoughts are clear and concise, does not wonder. Need to proof before	Difficulty articulating ideas. Seems to borrow others ideas. Needs to offer more support for ideas. Short statements. Less than 3 sentences. Did not

	checker. Excellent summary or conclusion. Three or more sentences [3 points]	posting. Only three sentences in posting. [2 points]	proof nor use spell checker. [1 points]
Response to Others	Responded to two others [2]	Responded to one other [1]	Did not respond to any other students [0]

You are in charge of managing your own grade. If you miss posting in a week you will lose points and you will **not** be able to make them up. You can choose to respond to two [2 points] one [1 point] or none [0 points] of your classmates. The choice is yours. The deadlines are clear [see calendar]. If you miss a deadline you will not receive points, unless your absence is covered under the [Missed Class Policy 3364-71-14](#). Please keep me informed of any issues or problems you may have and I will work with you to see if we can arrange a way you can get your work done. I am here to help you resolve issues which you may encounter.

### **COURSE INSTRUCTOR – Ann Jones PhD**



I have a dual degree in Organizational Development and Counseling Psychology. My work experiences have crossed various industries including The Cleveland Clinic (health care); American Greetings (manufacturing, sales); Supervalu (wholesale and retail food industry); Ernst and Young (Big 3 Accounting); and, most recently, the University of Minnesota where I was Director of Human Resources for the Academic Health Center’s School of Dentistry. This course provides knowledge, tools, and experiences which I found of value while I was employed in corporate American. After 9/11 I retired and moved to Ann Arbor, Michigan to be with my sons and grandsons. I have taught Organization Development at Cleveland State University; St. Thomas University and the University of Minnesota.

**DISCUSSION BOARD GUIDELINES.** Discussion Boards serve many purposes. They: 1. provide an opportunity to discuss the learnings from each module. 2. assimilate and internalize the material presented in the modules. 3. apply what you have learned by responding to key questions. 4. give you an opportunity to learn from each other. and 5. provide an opportunity for you to develop your own philosophy and ideas. The Discussion Board Guidelines describe: Posting on Discussion Boards; Learning from your fellow students; the Grading Rubric; behaviors when using technology; and my presence.

**STUDENT SUPPORT SERVICES** - The University of Toledo is dedicated to your success in fulfilling your academic and professional aims. We have a number [Student Support Services](#) available to help you achieve your goals.

### **TEACHING STRATEGIES**

Online courses are wonderful for they give you the opportunity to read the material and post according to your own schedule. This does mean you have to balance your time spent on this course with all the other demands you face. This online course utilizes discussion boards, videos, case studies; self evaluations, assessments, exams and papers to engage you in understanding various concepts of OD.

There are 14 modules offered throughout the semester. Each Module presents 3 to 5 questions for you to post responses to the material we are studying. Modules usually take 2 to 4 hours depending on tasks, module material, reading required and the time to address the Discussion Board questions. I will make comments about your postings and grade your responses using a Rubric [see Grading Rubric above].

In addition, emails will be sent to students in response to their concerns, problems, questions about their grades, course content, schedule changes, technology issues or problems concerning the course. On the navigational panel you will find Course Information. In addition to this syllabus you may find the Course Schedule; Discussion Board Guidelines; Grading for the Course; and the Rubric used for grading. Please read them.

### **TECHNOLOGY REQUIREMENTS and HELP DESK**

This course uses an online course management system [Blackboard] which functions as your virtual classroom. To verify that your computer is compatible with Blackboard, please use the [Browser Requirement Check](#). The University of Toledo provides excellent and knowledgeable technical support which you may reach via email [[utdl@utoledo.edu](mailto:utdl@utoledo.edu)] or by phone [866.886.5336 or 419.530.8835]. There are also live chat; online and face-to-face tutorials.

**UNIVERSITY POLICIES - [REQUIRED]** The University is an equal opportunity educational institution. Please read The University of Toledo's Policy Statement [Nondiscrimination on the basis of disability-Americans with Disabilities Act Compliance](#)

Thank you for reading this syllabus. If you have any questions or concerns, please contact me at [ajones102@utoledo.edu](mailto:ajones102@utoledo.edu).

Syllabus Development Resources: Template December 9, 2014; Office of the Provost University Teaching Center/Office of Assessment, Accreditation and Program Review - *This Syllabus Development Criteria was designed to assist faculty at The University of Toledo with the development of their course syllabi. Please note, this is meant to be used as a guide and provides recommendations based on best practices. The "REQUIRED" statements are intended to meet University, State or Federal guidelines.*