

Course: MBA614 N-LG Organization Development Theory  
Credit: 3 Semester Hours  
Semester: Spr. 2023, Cycle 4  
Time: Online  
Instructor: Germaine Washington DM  
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## I. DESCRIPTION

This course will provide the student with an opportunity to become familiar with typical consulting project phases – selling a project, gathering data, diagnosing issues, implementing solutions, and development relationships. Students learn different approaches to transform an organization. This course also features an examination of theoretical bases of group development including group types group counsel, leadership styles, skills, and application to various populations. Ethical group leadership from the biblical worldview is emphasized throughout the course.

## II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Exhibit professional skills of assessment, problem solving, and implementation through critical and biblical thought and synthesis.
  - a. Program Objectives 2
  - b. Assignments a, b, c
2. Synthesize service process of organization development.
  - a. Program Objectives 2 & 3
  - b. Assignments a, b, c
3. Collect and examine valuable system information to recommend alternatives to organizational leaders.
  - a. Program Objective 1
  - b. Assignments a, b, c
4. Propose strategies and plans to affect organization development.
  - a. Program Objectives 3 & 4

b. Assignments a, c

B. Specific competencies to be achieved. You will:

1. Design a basic business plan for consulting organization leaders.
  - a. Program Objectives 3, 4, & 5
  - b. Assignments b, c
2. Examine the responsibilities of organizational change consultants.
  - a. Program Objective 4
  - b. Assignments a, c
3. Criticize limitations consultants face when working with others.
  - a. Program Objectives 1 & 2
  - b. Assignments a, b, c
4. Select key terms used by consulting groups and managers useful to influence contemporary issues.
  - a. Program Objective 5
  - b. Assignments a, b, c

### III. REQUIREMENTS

- A. Attendance of all classes or viewing/listening to all recorded lectures.
- B. Read text, complete assignments on time, and participate in class discussion and activities.
- C. Completion of course materials according to the prescribed schedule detailed in the Canvas Learning Environment.
- D. Complete final paper.

*Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.*

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. This instructor uses software that detects plagiarism.*

Organization Development students write papers according to the *Publication Manual of the American Psychological Association*, Sixth edition (APA Manual). The instructor suggests that students acquire the manual or resources to produce correct formatting.

*The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with*

*all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.*

#### IV. METHODS

- A. Lecture
- B. Reading assignments
- C. Written Assignments
- D. Student Participation – Online Discussion forum
- E. Final Paper – *Applied Learning Paper/Plan*

#### V. MATERIALS (Required)

- A. The Holy Bible, [www.biblegateway.com](http://www.biblegateway.com), Price: \$0  
The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

#### B. Other Textbooks:

Gallos, J. V., & Schein, E. H. (2006). *Organization development: A Jossey-Bass reader*. ISBN: 978-0787984267 Retail Price: **\$46.95**

Harrison, M. I., & Shirom, A. (1999). *Organizational diagnosis and assessment: Bridging theory and practice*. Thousand Oaks, CA: Sage. ISBN: 978-0803955110 Retail Price: **\$111.00** Available used or as a digital text or on Kindle.

#### VI. COURSE ASSIGNMENTS – **Read Carefully!! Students are advised to begin assignments well before the due dates.**

- a. Students are to read both textbooks (Gallos, Harrison) and write a 1000+ word essay on **each** book. Yes, two papers. Reflect on what you believe to be the most important issues from each textbook. ***Compare and contrast how these secular authors handle systems to the Biblical view.*** Students may discover that some systems ARE the Biblical view. Some are not. Students may write more than 1000 words, but papers with less than this amount likely will receive a grade reduction. (Word count may be checked by highlighting your text and selecting [Review] [Word Count]). This is intended to be a guide rather than an absolute standard; however, reflection papers below the minimum word count probably are not thorough enough. **Assignment due: See Canvas. (GSLO 1-4) (SSLO 1-4)**
- b. Student Participation – Engage in discussion questions found in Canvas Forum online. Students must participate in discussion questions weekly. Students must answer instructor’s questions at a minimum to receive any credit. For full credit, students must respond to classmate posts too. Students should post at least three times a week while class is in session. Class size may adjust these requirements. **Assignment due: Weekly - See Canvas** (*Look for first discussion question to be posted the week before class starts*)
- c. **Students will either prepare a written 15- to 20-page Applied Learning Paper** detailing your learning outcomes from course materials. At least 75% of the paper should have application from course materials, lectures, activities, and exercises. You may want to include materials from your pre-course research. The remaining quarter of the paper should have direct application to your work or ministry. In this section, describe how you intend to take course materials and apply them in the future. Throughout your paper, make clear references to the origins of your learning by citing references as appropriate. (Please see grading rubric at the end of this syllabus.).

Students should address the following in (c):

1. What are some effective intervention strategies for organizational change?
2. Why do change efforts sometimes fail?
3. How does education fit into organizational change?
4. What is the difference between small group and large group intervention?
5. What **MUST** an OD consultant require to facilitate successful change?
6. Describe planning and management techniques you find useful from part IV of the text. How will these techniques help you in organization change?
7. Is there a difference between a team and a work group?
8. What does the leader need to know from the consultant?
9. How is growth cultivated in a learning organization?
10. How is OD changing?

**Assignment due: See Canvas. (GSLO 1-4) (SSLO 1-4)**

VII. TENTATIVE CLASS SCHEDULE

Date/Week	Class Topic Description
<b>Weeks 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Course introduction &amp; front matters</li> <li>• Students should review Part I of Gallos.</li> <li>• Lecture “Organization Development as a Christian”</li> <li>• Lecture “Diagnosis”</li> <li>• Lecture “Framework”</li> </ul>
<b>Weeks 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Students must review Part I and Part II of Harrison.</li> <li>• Complete assignment given during first class.</li> <li>• Participate in online discussion assignment</li> <li>• Lecture “Organization Design”</li> <li>• Lecture “Performance, Measurement, Adjustment”</li> <li>• Lecture “Organizational Intervention Targets”</li> <li>• Student Activity</li> </ul>
<b>Weeks 5 &amp; 6</b>	<ul style="list-style-type: none"> <li>• Students must review Harrison Part III &amp; Gallos Part 8</li> <li>• Instructor will give assignment for completion</li> <li>• Participate in the online discussion</li> <li>• Lecture “Diagnosis Across the Organizational Life Cycle”</li> <li>• Lecture “Organizational Learning”</li> <li>• Lecture “Leading Change from the Outside”</li> </ul>
<b>Weeks 7 &amp; 8</b>	<ul style="list-style-type: none"> <li>• Students must review Harrison Part IV and Gallos Part 7</li> <li>• Instructor will give assignment for completion</li> <li>• Participate in the previous week’s discussion</li> <li>• Lecture “Diagnosing the Macro Systems”</li> <li>• Lecture “Forest for the Trees”</li> <li>• Lecture “Change and New Directions”</li> </ul>
<b>Final Due date</b>	<ul style="list-style-type: none"> <li>• All coursework must be submitted before end of October 25.</li> <li>• Final Project, Applied Learning Paper.</li> </ul>

VIII. Course Grading

Text Reading Reflections (2) - a	50%
Discussion Questions - b	25% (late participation downgraded)
Final Paper, Leadership Plan - c	25%

IX. BIBLIOGRAPHY (Works cited during lectures)

French, W. L., & Bell, C. H. (2005). *Organization development: Behavior science interventions for organization improvement*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Rothwell, W. J., Sullivan, R., & McLean, G. N. (1995). *Practicing organization development: A guide for consultants*. San Francisco, CA: Jossey-Bass.

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<b>CONTENT</b> 75%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS</i>    <b>Grade:</b></p>
<b>ORGANIZATION</b> Including Readability & Style 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS</i>    <b>Grade:</b></p>
<b>FORMAT</b> 4%	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS</i>    <b>Grade:</b></p>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 1%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT</i>    <b>Grade:</b></p>

### **What is a Substantive Post? © 2016**

By Skip Hessel, D.M.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,



Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God's agenda*. B & H Publishing: Nashville, TN.