THEORIES AND METHODS OF ORGANIZATIONAL DEVELOPMENT
HIED 6/76740
Fall Semester 2012
Kent State University; Kent Campus
Thursday evenings; 5:30p-8:15p

Professor: Jarrod Tudor, Ph.D., J.D., LL.M., M.B.A., M.P.A.
Office: 128 Bowman Hall, Kent Campus; 442 Main Hall, Stark Campus
Office hours: Kent Campus: M/W: 8:00am-11:00am, M: 3:00pm-5:30pm; T/R: 2pm-3:45pm, after class. Also by appointment (Fridays are always good for an appointment).
Stark Campus: T/R: 8am-1pm.
Phone: 330-931-5015
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Course description.
This course will provide for the study of theorists/practitioners in organization development with a focus on human resources. Involves exploration of consultant roles, intervention theory, methods of systems change applied to groups and organizations. Cross listed with CHDS 678403. Prerequisite: graduate standing and major in Higher Education and Student Personnel (EAHE) or Educational Administration-Higher Education (EDHE).

Course Mechanics.
This class will be taught in a very intensive manner. There will be one mid-term exam and a final exam each worth 25% of your grade. The final exam is not comprehensive. Exams will be in short and long essay format. Twenty-five percent of the student's grade is reserved for class participation. Additionally, a project will be assigned that will constitute 25% of the student's grade.

Each day the class meets, with the exception of days that are reserved for exams and project presentations, the class will begin with a brief discussion of the current financial news inside and outside of higher education. Next, the class will discuss the mechanics of the financial system when appropriate. Lastly, the class will discuss the assigned readings. It is with this last subject we will spend most of our time in class. Although there are several readings, the readings will be divided among the students.

Policies.

1.) The grading scale employed in this class will be as follows:

   A: 94.00-100  A- : 90.00-93.99
   B+: 87.00-89.99  B: 83.00-86.99  B- : 80.00-82.99
   C+: 77.00-79.99  C: 73.00-76.99  C- : 70.00-72.99
   D+: 67.00-69.99  D: 60.00-66.99
   F: 59.99 and below.

2.) The instructors reserve the right to change the syllabus.

3.) The last day to withdraw from the course is November 4, 2012. Withdrawal before the deadline results in a W on the official transcript; after the deadline, a grade must be calculated.
4.) Students have responsibility to ensure they are properly enrolled in classes. You are advised to review your official class schedule during the first two weeks of the semester to ensure you are properly enrolled in this class and section. Should you find an error in your class schedule, you must correct it with your advising office. If registration errors are not corrected and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the conclusion of the semester for any class in which you are not properly registered.

**Grade Breakdown by Percentage.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation and In-class assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Project</td>
<td>25%</td>
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**Teaching Philosophy.**

The purpose of higher education is to build better citizens for a lifetime and not for the sole purpose of getting a job. The accomplished student will be able to participate in a democracy and know how to live well and smart. I believe that the value of any course taken in higher education should not solely focus on "what will be covered on the exam." I also do not believe that the sole value of an education is what is learned in the classroom. It is my belief that the student should embrace all topics discussed or covered in the classroom as all topics will contribute to the growth of the student both intellectually and socially. Additionally, education is a social endeavor. I would encourage students in higher education to learn from each other, in and out of class, just as they learn from the instructor. Without this dynamic, a great part of the educational journey and the college experience is lost.

Furthermore, the student in higher education should realize that a college degree, whether it is an associate's degree, a bachelor's degree, a law degree, a medical degree, or a graduate degree, gives him or her two vital possessions that can never be taken away: intellectual freedom and status. Intellectual freedom is an asset that allows a student to be able to understand the world around them and to become a critical thinker in a fast, ever-changing world (In other words, the educated citizen will know how to sift through the b.s. to get to the truth.). As well, there is an immediate status given to the college graduate. This status tells the world that the graduating student has been able to accept a great amount of responsibility to complete a rigorous plan of study and manage their personal life at the same time. It does not matter where the student receives the degree if the attended college or university does their job by requiring the student to pass this rigorous course of study. It is my responsibility to ensure that the university fulfills its responsibility to the student, the taxpayer and society so that this status bestowed upon the student is rightly deserved.

Additionally, all students have a responsibility to other students to attend class on time and without disrupting other students.

**Textbooks.**

1.) To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development
Miller & Groccia
Jossey-Bass Publishers
2. Achieving Performance Excellence in University Administration: A Team Approach to Organizational Change and Employee Development  
London  
Praeger Publishers  
ISBN: 0-275-95246-0

**Additional, professional readings.**  
What is also strongly recommended is that students regularly read the Chronicle of Higher Education and the Wall Street Journal.

**Plagiarism.**  
The use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in receiving a failing grade for the work or course. Repeat offenses will result in dismissal from the university.

**Course Outline: The course outline is designed to keep the student ahead of the instructor!**

Week 1, August 30;  
- Introduction to the course. Faculty introduction. Student introductions.  
- Basics of Organizational Development and Change.  
- Theories of Planned Change.  
- London:  
  - Chapter 1: Directions for Change.  

Week 2, September 6;  
- Planning for Human Resources.  
- Job Analysis.  
- London:  
  - Chapter 3: The Human Resource Function as Change Agent.  

Week 3, September 13;  
- Recruiting Applicants.  
- Selecting Applicants.  
- London:  
  - Chapter 4: Planning and Goal-Setting Processes.  
Week 4, September 20:

- Training and Developing Employees.
- Appraising Employee Job Performance.
- London:
  - Chapter 7: Assessing Service Quality.

Week 5, September 27:

- Determining Pay and Benefits.
- Understanding Union and the Impact of Unions.
- London:
  - Chapter 10: Performance Appraisal and Survey Feedback.
  - Chapter 8: Building Teams.

Week 6, October 4:

- Managing the Problem Employee.
- Employee Discipline and Employer Responsibilities.
- London:
  - Chapter 11: Managing Problem Employees.

Week 7, October 11; Mid-Term Exam.

Week 8, October 18:

- Organizational Development in Nonindustrial Settings.
- Employee Empowerment, Involvement, and Interventions.
- Miller & Groccia:
  - Chapter 1: Graduate Student Internships as a Pathway into the Profession of Educational Development.
  - Chapter 10: Defining Critical Thinking in Higher Education.

Week 9, October 25:

- Contracting with Consultants.
- Diagnosing Organizations.
- Miller & Groccia:
  - Chapter 3: Writing Groups for Work-Life Balance.
  - Chapter 5: The Citizenship Imperative and the Role of Faculty Development.

Week 10, November 1:

- Leading and Managing Change.
- Miller & Groccia:
  - Chapter 4: Reflecting Together About Tenure and Promotion.
  - Chapter 9: Institutional Encouragement of and Faculty Engagement in the
Scholarship of Teaching and Learning.

Week 11, November 8;

- Overcoming Resistance to Change.
- Miller & Groccia:
  - Chapter 2: The Digital Academy.
  - Chapter 11: Curriculum Revision and Cultural Change.
  - Chapter 7: Effecting Change in Limited-Control Classroom Environments.

Week 12, November 15;

- Restructuring Organizations.
- Miller & Groccia:
  - Chapter 14: Working Effectively with Psychologically Impaired Faculty.
  - Chapter 16: Diffusing the Impact of Tokenism on Faculty of Color.
  - Chapter 17: Difficult Dialogues and Transformational Change Through Cross-Cultural Faculty Development.

Week 13, November 22;

- No Class. Thanksgiving holiday

Week 14, November 29;

- Managing Workforce Diversity and Wellness.
- Miller & Groccia
  - Chapter 6: Enhancing Out-of-Class Communication: Students’ Perspectives.
  - Chapter 13: Forty Percent of 2 Million: Preparing to Serve Our Veterans with Disabilities.

Week 15, December 6; Project Presentations (papers need not be completed at this time; see below).

Final Exam: Thursday, December 13, 5:30p;

Project Papers are due on Friday, December 14 at midnight by electronic submission.

Project.

Students will be expected to write a term paper that analyzes the organizational development plans of a college or university. Students cannot use Kent State University but can use an institution that serves as a site for a graduate assistantship, an internship, or an institution that the student previously attended. The term paper must be at least 10 pages and cannot be greater than 15 pages. Students must follow the guidelines set forth in the APA Manual. The results of the project will be presented at the end of the term.
**Student Disability Services**

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Student Accessibility Services (contact 330-672-3391 or visit [www.registrars.kent.edu/disability](http://www.registrars.kent.edu/disability) for more information on registration procedures).

**Notice on Graduate Portfolio**

In students' final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one’s experience in the program and thoughts regarding one’s job search and future professional development. One part of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to write and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.