About the instructor

Name: Dr. Jason Murphy
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Virtual Office Hours: Mondays, 11:00 – 11:50 a.m. (Please email at least one hour prior for a meeting link.) I am also happy to meet online on other non-holiday business days. Please email to schedule an appointment.

Welcome

Welcome to Organizational Development! This course is fully asynchronous online. Even though everything we do is online, my goal is to structure the class in a way that helps you feel a part of a learning community. I want you to learn from lectures, readings, and assignments, as well as the rich professional experiences of your classmates.

Communicating with the instructor

We will use Blackboard as the primary communication hub for our class. Announcements, updates, grades, and other important course information will be posted to Blackboard. We will use Zoom or Teams for virtual office hours.

If you have a question not answered in the syllabus or course materials, please reach out by email. Please include a formal greeting, your course and section number, specific question(s), and who you are (first and last name). I try to respond to emails that include this information within one business day, excluding holidays.

About the course

Course description

Here is the formal catalog description of our course: "Early history, assumptions, concepts, and various change strategies. Human process approaches to planned change within systems framework." Let's phrase this differently: Can you think of a time when someone attempted to affect change in an organization and the end result was less than successful? Was the change focused on an individual, a team, or the organizational culture at large? Why wasn't the initiative successful: lack of planning, failure to analyze and research solutions, a lapse in implementation? By the time you complete this course, I hope you are acquainted with the organizational development process from a theoretical standpoint, as well as able to apply these ideas to organizational situations as a practitioner.

Course goals and objectives

Learning Objective	Millers Levels of Clinical Competence	AMIA Foundational Domain
Develop an understanding of the information technology needs, workflows, and practices of an organization within an organizational development context	Knowledge	F3 – Social and Behavioral Science F5 – Human Factors and Socio-technical Systems
Assessment Item(s): Discussion Boards, Quizzes, Final Exam		

Utilize the organizational development process to identify real-world problems that involve interaction between human behaviors and information technology	Knows How	F5 – Human Factors and Socio-technical Systems F7 – Social, Behavioral, and Information Science and Technology Applied to Health
Assessment Item(s): Discussion Boards, Quizzes, Final Exam, Multi-part Project (Organization Analysis)		
Analyze the research base for an identified problem by reviewing relevant social, behavioral, psychological, and management literature	Knows How	F3 – Social and Behavioral Science
Assessment Item(s): Discussion Boards, Multi-part Project (Organization Analysis; Researching and Identifying Alternatives for Intervention)		
Describe a rationale for the solution (i.e., anticipated benefit to the organization and end users, as well as consideration of relevant ethical principles)	Shows How	F7 – Social, Behavioral, and Information Science and Technology Applied to Health F8 – Professionalism
Assessment Item(s): Discussion Boards, Multi-part Project (Researching and Identifying Alternatives for Intervention; OD Program Proposal)		
Create a research-based rationale for the problem solution by applying reviewed OD interventions literature to the identified organizational problem	Shows How/Does	F3 – Social and Behavioral Science
Assessment Item(s): Multi-part Project (Researching and Identifying Alternatives for Intervention; OD Program Proposal)		
Design solutions for the problem that include information systems/technology and demonstrate consideration for the role of end users	Does	F5 – Human Factors and Socio-technical Systems F7 – Social, Behavioral, and Information Science and Technology Applied to Health
Assessment Item(s): Discussion Boards, Multi-part Project (OD Program Proposal)		
Explain how an evaluation plan will determine the effectiveness of the proposed program	Shows How	F5 – Human Factors and Socio-technical Systems
Assessment Item(s): Multi-part Project (Outcome Evaluation)		

Course textbook

Brown, D. (2011). *An experiential approach to organizational development* (8th ed.). Prentice Hall.

A textbook rental option is available through [Textbook Service](#). Textbooks can be picked up on campus or mailed. To request a mailed textbook, complete the SIUE Textbook Rental Order Form on [Textbook Service's website](#).

Other course materials
Additional readings will be posted on Blackboard.

Course requirements

Syllabus quiz
Complete a short quiz about this syllabus by the end of the first week. The quiz highlights important course information. You have unlimited attempts until the deadline—your highest score counts toward your final grade.

Online lectures
Video lectures will be posted on Blackboard in topic folders. Please view lectures and complete assigned readings before posting to a related discussion board. Video lectures cover key concepts, but they are not an exhaustive review of all information students are responsible for learning (see Readings below). If asked to log in to view videos, please use your SIUE email address and password.

Readings
Please complete readings before posting to related discussion boards. Since this is an online course in a condensed format, students must manage their own learning, which includes self-instruction through reading. Key concepts are discussed in lectures; however, readings provide more detail, which may appear on quizzes and the exam.

Web quizzes
Quizzes are untimed and cover related material from lectures and readings. You have two attempts for each quiz—your highest score counts toward your final grade. Each attempt may include different questions. You may use any resource, including other students, to complete quizzes. Quiz deadlines are noted in the Course Schedule.

Project
The multi-part project is an opportunity to gain practical experience with organizational development methods and procedures. Work on the project should be completed individually. More information is provided on Blackboard during Week 2. Deadlines are noted in the Course Schedule. You have one attempt to complete each part of the project (i.e., each part will only be graded once). However, if you make a mistake while uploading a project part, please reupload the correct file(s) and attach a note about which submission should be graded. Blackboard should allow unlimited submissions until the deadlines in the Course Schedule.

Discussion boards
To promote regular and substantive interaction and engagement, students will contribute to discussion boards throughout the course. Please see Discussion Board Information below for detailed instructions.

Cumulative final exam
The cumulative final exam is 60 multiple-choice questions. You have one attempt for the exam. You may use any resource except help from another person (i.e., textbook, readings, and notes may be used, but help from classmates is not allowed). The exam is timed and automatically submits 90 minutes after it is opened. Students choose when to take the exam during the period noted in the Course Schedule. To meet CAHIIM testing requirements, we will use [Respondus LockDown Browser](#) with [Respondus Monitor](#) for the exam.

It may be helpful to review web quizzes in preparation for the exam. To review the questions and answers for completed web quizzes, visit My Grades on Blackboard, click on the quiz name (e.g., Web Quiz 1: Introduction, Organizational Development History), and, on the next screen, click on your score.

Please ensure that you have a reliable computer and Internet access when you choose to begin the exam. **If an exam "reset" is required for any reason, please email me** <u>at least 24 hours before the exam closes</u>**; I cannot guarantee I will see requests emailed less than 24 hours before the exam closes, on holidays, or on weekends—please plan accordingly. If the exam is reset, your final grade will be reduced by 10 percent of the exam value** (i.e., 6 points will be subtracted from your final score). The reduction is because 1) a reset extends the time of a timed exam and 2) students are responsible for ensuring their computer and Internet access are reliable. Once the exam deadline has passed, the exam cannot be made up or reset, no exceptions.

Submitting work

All work will be submitted through Blackboard. Emailed submissions will not be graded.

Please use [Firefox](#) or [Chrome](#) on a desktop or laptop computer and visit https://bb.siue.edu to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a cell phone or tablet. These may improperly display or submit assignments. If you have tech questions, please [ask ITS](#) before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives zero points for an assignment.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Discussion board information

Overview

For each discussion board, post **one "parent post"** (i.e., a thoughtful, proofread response to the board's prompts) **and one "response message"** (i.e., a proofread response to another classmate's post that expands on or questions the author's comments). Posts require thoughtful application of course concepts. Debate and even disagreement are cornerstones of a healthy academic enterprise. However, as you post, please treat others as you would like to be treated. Please avoid abusive, insulting, or profane content. Deadlines for each discussion board are listed in the Course Schedule. A grading rubric is posted on Blackboard.

Both the parent post <u>and</u> response message must be submitted by a board's deadline for a submission to be graded (i.e., if only a parent post is submitted, a student will not receive credit or feedback for the board). If, after submitting your parent post, there is not yet a classmate's parent post to which you would like to respond, revisit the board at a later time prior to the deadline to see if more classmates have contributed.

Our class is comprised of students from various academic and professional backgrounds. Please write out uncommon abbreviations and explain technical concepts that would not be readily known to the general public.

You are welcome to compose posts in a word processor and copy and paste your final, proofread text into a discussion board textbox. Please do not add your discussion post as an attachment. All posts should be typed (or pasted) directly into a discussion board textbox. Attached posts will not receive credit or feedback.

The instructor will monitor and grade discussions, occasionally adding questions or comments to spark additional discussion, but not necessarily providing responses to every post.

Parent post

A good **parent post** provides relevant information, opinions, or questions about the concept(s) under discussion. This includes relating course content to personal experience and current events. Any conclusions a student shares should be supported by reasoning and evidence, not solely opinion. <u>Students will not be able to see classmates' parent posts on a board until posting themselves.</u>

Response message

A good **response message** is more than "Nice post!" or "I disagree." Explain the reasons behind agreement or disagreement; provide supporting evidence. It is also appropriate to incorporate relevant questions about the classmate's post, perhaps identifying ways a classmate could make his or her argument stronger or pointing out a perspective the classmate may not have originally considered.

Course policies

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's [Student Academic Code (3C2)](). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. A plagiarism offense shall be reported to the Provost and Vice Chancellor for Academic Affairs" ([Plagiarism (1I6)]()). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

The Psychology Department's Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see [Grading System (1J1)]()). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Artificial intelligence

The use of artificial intelligence (AI) tools and applications (e.g., ChatGPT) to produce content for course assignments and assessments is a violation of SIUE's academic policy, is prohibited, and will be treated as [academic misconduct]() in this course. Using [Illinois State University's Seven Levels of Possible GenAI Usage](), this is a Level 0 course: "Students will create their own, original work without the use of GenAI [in] any manner." Plagiarism and AI detection software may be used to analyze submitted work.

Grading

The final letter grade is determined by the total number of points earned during the semester while completing the following course requirements:

1. Syllabus Quiz (10 points)

2. 8 Web Quizzes (20 points each, 160 points total)
3. Project Parts 1, 2, 3, and 4 (40/30/40/10 points, 120 points total)
4. 4 Discussion Boards (20 points each, 80 points total)
5. Cumulative Final Exam (60 points)

There are 430 possible points. The final letter grade is determined by the following point ranges; percentages are listed for reference. Grades are not rounded or curved.

Grading scale

	Percentage	Points
A	100-90	**430-385**
B	89-80	**384-342**
C	79-70	**341-299**
D	69-60	**298-256**
F	59-0	**255-000**

A minimum of 385.00 points is required to earn an A, 342.00 to earn a B, 299.00 to earn a C, and 256.00 to earn a D.

Please promptly bring any potential grading errors to the instructor's attention. Grades will generally not be modified if more than one week has passed since a grade was posted or after the last non-finals-week day of the semester.

Feedback and grading timeline
Discussion board and project part grades will be posted within one week of their deadline. Quiz grades are available immediately after completion. You can find grades for assignments by clicking the My Grades link on the left menu in Blackboard. To review feedback (e.g., for project parts) or questions and answers (e.g., for web quizzes), click the assignment name, and, on the next screen, click your score.

Late or missed assignments
Assignments are due by the dates and times listed in the Course Schedule, unless the instructor announces a modified deadline. An assignment is late if it is submitted one second after the deadline (e.g., an assignment due at 3:00 p.m. that is submitted at 3:00:01 p.m. is late). Blackboard timestamps will be used to determine submission times. Emergencies (such as, but not limited to, technology or Internet problems and illness) do not exempt students from this policy. Please plan ahead for potential emergencies by completing assignments soon after they become available; do not wait until a deadline is near to submit work. Please submit all assignments through Blackboard. Emailed assignments are not accepted. **No late work is accepted, no exceptions. Assignments that are late or missed receive zero points. Please do not request to make up missed assignments.**

No modification to course material availability
Course material, including assignments, will be available during the dates listed in the Course Schedule, unless the instructor announces a modification for the entire class. Students who remain enrolled in this course agree they must complete related work within the dates presented in the Course Schedule. **Availability dates will not be modified for individual students (e.g., early or extended access is not available for individual students). Please do not request modifications to course material availability.**

Accommodations statement
Students needing accommodations because of medical diagnosis or major life impairment must register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

Technical support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Tips for taking online assessments:
- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Course Schedule

Week (begins on Mondays, 12:01am CT)	Readings	Assignments	Due Dates (by 11:59pm CT)
Week 1, Unit 1 Introduction, Organizational Development History (Mon. 6/9 – Sun. 6/15)	• Course syllabus • Chapter 1 • Oreg, S., Vakola, M., & Armenakis, A. (2011). Change recipients' reactions to organizational change: A 60-year review of quantitative studies. *The Journal of Applied Behavioral Science*, *47*(4), 461-524.	• **Syllabus Quiz** • **Web Quiz 1** • **Discussion Board – Unit 1** (parent post & response message)	Sun. 6/15
Week 2, Unit 2 Challenges to Change, Changing Culture (Mon. 6/16 – Sun. 6/22)	• Multi-part project instructions • Chapters 2 and 3 • Ruvolo, C., & Bullis, C. (2003). Essentials of culture change: Lessons learned the hard way. *Consulting Psychology Journal: Practice and Research*, *55*, 155-168.	• **Web Quiz 2** • **Discussion Board – Unit 2** (parent post & response message)	Sun. 6/22
Week 3, Unit 3 The OD Practitioner, The Diagnostic Process (Mon. 6/23 – Sun. 6/29)	• Chapters 4 and 5 • Nielsen, K., Taris, T., & Cox, T. (2010). The future of organizational interventions: Addressing the challenges of today's organizations. *Work and Stress*, *24*, 219-233.	• **Web Quiz 3** • **Project Part 1**	Sun. 6/29
Week 4, Unit 4 Overcoming Resistance (Mon. 6/30 – Sun. 7/6)	• Chapter 6 • Bordia, P., Jones, E., Gallois, C., Callan, V., & Difonzo, N. (2006). Management are aliens! Rumors and stress during organizational change. *Group and Organization Management*, *31*, 601-621.	• **Web Quiz 4** • **Discussion Board – Unit 4** (parent post & response message)	Sun. 7/6
Week 5, Unit 5 Intervention Strategies, Process Intervention, Interpersonal Interventions (Mon. 7/7 – Sun. 7/13)	• Chapters 7, 8, and 9 • Fiss, P. C. (2011). Building better causal theories: A fuzzy set approach to typologies in organization research. *Academy of Management Journal*, *54*(2), 393-420. (Read p. 393-399 and Discussion p. 410-412)	• **Web Quiz 5** • **Project Part 2**	Sun. 7/13

Week (begins on Mondays, 12:01am CT)	Readings	Assignments	Due Dates (by 11:59pm CT)
Week 6, Unit 6 Team Development, Intergroup Development (Mon. 7/14 – Sun. 7/20)	• Chapters 10 and 11 • Nielsen, K., & Abildgaard, J. S. (2013). Organizational interventions: A research-based framework for the evaluation of both process and effects. *Work & Stress*, *27*(3), 278-297.	• **Web Quiz 6** • **Discussion Board – Unit 6** (parent post & response message)	Sun. 7/20
Week 7, Unit 7 Goal Setting, Work Team Development (Mon. 7/21 – Sun. 7/27)	• Chapters 12 and 13 • Mealiea, L., & Baltazar, R. (2005). A strategic guide for building effective teams. *Public Personnel Management*, *34*, 141-160.	• **Web Quiz 7** • **Project Parts 3 & 4** • **Practice Exam to Test Using Respondus LockDown Browser with Respondus Monitor**	Sun. 7/27
Week 8, Unit 8 High-Performing Systems, Organization Transformation (Mon. 7/28 – **Fri. 8/1**)	• Chapters 14 and 15 • Moynihan, D. P., Pandey, S., K., & Wright, B. E. (2012). Setting the table: How transformational leadership fosters performance information use. *Journal of Public Administration Research and Theory*, *22*(1), 143-164.	• **Web Quiz 8** • **Cumulative Final Exam (Using Respondus LockDown Browser with Respondus Monitor)**	**Fri. 8/1**

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, communicate with other students, and adjust as needed if assignments or due dates change.