MGMT 413: Organizational Development & Management Consulting  
Fall 2014  
Dr. Olivia (Mandy) O’Neill

**Class meets:**  Wednesday 7:20 – 10:00pm in Mason Hall D023  
**Office:**  Enterprise Hall 225 (Fairfax)  
**Office hours:**  Before class and by appointment  
**Contact:**  e-mail: ooneill@gmu.edu  
Work: 703-993-1770 (Management Area); 703-993-1870 (fax)  
**Website:**  Log in to Blackboard via mymason.gmu.edu.

**Course Description**

This course is designed to expand students' understanding of organizational development theory and ground them in the methods of organizational consulting through a focus on private sector organizational change initiatives. This course will have a strong experiential component and will also focus on developing critical thinking skills in the context of organizational consulting. It is the purpose of this course to help students either as future consultants or as managers bringing about change within organizations to understand the options and tools available to them. The design of the course is highly interactive. Students will have the opportunity to learn about organizational development and organizational change through class lectures, assigned readings, and classroom exercises designed to enhance the learning process. In addition, students will be invited to learn about organization development and consulting by, among other things, analyzing and creating organizational case studies (individually and in teams), completing mock consulting assignments, and analyzing data for the purpose of client feedback.

*As part of this course, students will:*

1. Analyze Organizational Development (OD)’s evolution and its future state.  
2. Identify the pressures for organizational change and types of organizational change.  
3. Describe the characteristics of a management consultant and the stages of the consulting process.  
4. Analyze the major approaches to change.  
5. Explain the reasons behind resistance to change.  
6. Describe the key competencies and roles of change agents.  
7. Evaluate a vision statement and distinguish between strong and weak visions.  
8. Apply Kotter’s 8 Step Model of Change to a business case study where the student will analyze data, diagnose, and recommend an intervention.  
9. Diagnose how to navigate an organization through sustained organizational change.  
10. Analyze client data and make informed recommendations for change.
Course Materials


Course Requirements

I. Participation 10%
II. Response Papers 20%
III. Case Presentations 15%
IV. Case Study Papers 20%
V. Speaker Reflection Paper 10%
VI. Final Exam 25%
Total 100%

I. Participation (20%). Participation points will be used to reflect my judgment of your class participation as well as your classmates’ evaluations of your participation in the class. Given that case discussion and interactive exercises comprise a large component of the course, there will be many different opportunities to participate throughout the semester. Several factors affect your participation grade. These factors include but are not limited to: (1) the insight you provide in your answers, questions, and comments during class, (2) the frequency of answers, questions, and comments during class, (3) the collegiality and respectfulness of your questions, comments and interactions with other students and with the professor. To encourage active participation from everyone, I reserve the right to “warm call” on you at any time. Please note that the most important factor in my evaluation of your participation is the quality, not the quantity of your questions and answers.

Participation will be assessed and documented after each class session, thus, my evaluation will be the average of your participation points across the semester. The remainder of your participation grade will come from class nominations. At the end of the semester, I will ask your classmates to nominate students whose in-class participation significantly contributed to their learning.

II. Weekly Response Papers (20%). We will devote one week to each course topic, as detailed in the class schedule below. Each week students will complete short response papers on the weekly topics (excluding Week 1). These papers should be one to three paragraphs long (no more than 250 words). Responses will be graded on a 0/1/2 basis. The normal grade will be “1.” Exceptional papers will receive a “2.” I will assign a grade of “0” to papers that are late, simply summarize the readings, or do not clearly demonstrate adequate thought about the topic.

Response papers should not simply summarize the readings, because I assume you have read and understood them. Instead, the response paper should go beyond a simple summary. It could extend or critique the arguments given in the readings, illustrate the points with examples drawn from your own experience, draw connections to other concepts covered inside or outside the class, bring in other articles or books you have read, or relate to the week’s topic or assigned
readings in other ways. I am open regarding the manner in which the response paper connects to the topic, as long as it involves some thought and is not a simple summary. Do not attempt to address all aspects of all the readings – focus on whatever interests you the most. The goal of the response paper is to get you to think about the week’s topic and thus deepen your understanding of it and improve class discussion.

### III. Case Presentations (15%)

You will be asked to organize yourselves into 3-4 person teams for the purpose of case presentations. Each team will be responsible for presenting a published case study from the perspective of Kotter’s 8 steps for leading change (additional assignment details on Blackboard). Case presentations must be thorough and accompanied by PowerPoint slides. As part of the assignment, you will be expected to engage in critical analysis of the case from a change management perspective. Simply regurgitating the facts is not enough. For this exercise, you are the consultant and will be expected to use your knowledge and insight to critically examine the organization and issues in question.

*Please attend to the following!* While the team projects grades are allocated similarly to all team members, we are very aware of the “social loafing” behavior of some students. Hence, I will be providing a team performance evaluation system that each team member must complete on all of his/her team members. This evaluation is confidential. Your constructive feedback is crucial for the personal and professional development of your classmates, thus, it is imperative that your ratings reflect your honest opinions. Negative evaluations from the majority of your team members will count against your individual grade.

### IV. Case Study Project (20%)

This assignment consists of writing a case study in the style of Harvard Business School Cases. In addition to case-relevant company information, you are expected to discuss what “academic” points are being used in the case and the underlying rationale behind the change management process the company is undergoing.

Students have two options for gathering the case material:

*Option 1:* This option depends on having a connection to people in an organization that is currently undergoing or that recently underwent change management. It doesn’t matter if it is a “work” organization. The key factor is that it is an organization in which people have formal roles, there is a hierarchy and reporting structure, and there are implications to the intervention being managed. A significant aspect in my evaluation of your case is that you conducted original research through interviews and analysis of archival data and explicitly tied the information you obtain to concepts from the textbook.

*Option 2:* This option involves outside research on a prominent organization that is currently undergoing or that recently underwent change management. The key factor in choosing an organization is that it is a company that has generated a lot of academic and/or popular press analysis. Research sources may include, but are not limited to, business books available from the library and articles searches in Lexis Nexis. A significant aspect in my evaluation of your case is the quality of the outside research and how you tied it to textbook concepts.

You must let me know in writing by **10/1/14** which option you are going to undertake and what company you are going to research. There is no switching of options after this point.

Final papers are due in class on **12/3/14**.
A hard copy of the final paper must be submitted to me in double-spaced format with 1 inch margins all the way around. Length should be no more than 10 pages of text (not including references, tables, and appendices). Please use Times New Roman 12 pt. font. Do not include cover pages. **Clip art and photographs are strictly prohibited** anywhere throughout the document.

Final grades will be a composite of the paper and the team member evaluation.

**V. Speaker Reflection Papers (10%).** Throughout the semester, there will be opportunities to see guest speakers present at GMU, including in our class and as part of the School of Business Brown & Brown Distinguished Speaker Series (http://business.gmu.edu/contribute/brownandbrown/). By the end of the semester, you are required to submit two 1-2 page reflection papers on any of the guest speakers. At minimum, papers should include: (1) a summary of the speaker's main points, and (2) identification of change management issues in their work or the company's work that relate to the cases, topics, and organizations discussed in class, and (3) any specific insights about the speaker's presentation that relate to your career interests or that contribute to a better understanding of change in the organization(s) you have worked for or may work for in the future.

**VI. Final Exam (25%).** The final exam will consist of objective test questions (e.g., multiple-choice, true/false) and short-answer/short-essay questions. The exams will cover the material discussed in class, the readings, and the exercises that occur during class sessions. The essays will be based on class data (in Excel format) and will be available one week before the exam. Students are required to bring green SCANTRON forms (available in the bookstore), #2 pencils, and a laptop with Excel (or an open-source program alternative) to the exams. I will conduct an exam review session during the class meeting immediately prior to each exam.

**GRADING.** Final course grades in this course will be assigned strictly in accordance with the following cut-offs:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>94-96%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C</td>
<td>70-80%</td>
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<td>F</td>
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**APPOINTMENTS AND E-MAIL**

I strongly urge you to contact me to ask questions, clarify assignments, or obtain additional help. It is best to contact me via email to ask a question or to set up a phone or in-person appointment (oonell@gmu.edu).

**CLASS ETIQUETTE**

MGMT 413 is a “safe space”, which means we commit to: (1) Making our class a welcoming, open space for everyone; (2) Being aware of our prejudices and insecurities and how our words affect others; (3) Providing room for each of us to explore our own identities; (4) Allowing others to define their own identities and to speak for themselves; (5) Respecting the privacy of others by maintaining confidentiality.
ELECTRONIC DEVICES
Cell phones, laptops, tablets, etc. must remain on silence and be stowed away from your desk during the class. Use of electronic devices is disrespectful to the professor and to your classmates. It also inhibits your learning (see research article “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking” published in Psychological Science, April 2014). Use of them during lecture or class exercises will negatively impact your participation points. Students who choose to use electronic devices may be asked to leave the class at the professor’s discretion. An exception to this policy will be occasional situations in which computers are necessary for class exercises or urgent calls (notified in advance).

ABSENCES, LATENESS, AND ASSIGNMENTS / EXAMS

Attendance: While attendance itself is not evaluated, you cannot earn credit for participation if you are not in class. Therefore, it is clearly in your best interest to attend class. In addition, examination questions will be based on content discussed and exercises conducted in class sessions. If you are not in class you will not have the necessary information to perform well on the examinations.

Lateness: Lateness is disruptive and disrespectful to both me and to your fellow students, and habitual lateness will negatively impact your participation grade. Every effort should be made to be in class on time and ready for the topic(s) of the day. Please allow time for traffic or parking problems, as these are frequent occurrences in our area and our school. In addition, I would prefer that the desks nearest the door be left open for late students so that they may easily find a seat with minimum disruption to the class.

Absences: If you miss a class, I strongly suggest that you also ask a classmate for his/her notes, as it is likely that key points will be brought up in class discussion and may not be captured on the slides. For excused absences (e.g., job interviews, family celebrations, funerals), you may also consult with me in advance to make alternate arrangements.

Make-up Exams: Make-up final examinations will not be given unless a student has a university-validated excuse that the instructor is notified of in advance of the examination. Approval of absence must be obtained from the Assistant Dean of Academic and Career Services before a make-up exam will be arranged.

Late Assignments: Writing assignments are due at the beginning of the class period. If you do not turn in your assignment in class on the day it is due, one letter grade will be deducted immediately. An additional letter grade will be deducted for each 24 hour period of lateness. NO writing assignments will be accepted after 1 week from the time the assignment was due. If you will not be in attendance on the day a writing assignment is due, you may email me your assignment, but I must receive your emailed assignment before the beginning of class. As noted below, late Weekly Response papers will NOT be graded.

INCLEMENT WEATHER
In the event of inclement weather, please consult Mason's website or call the main information line (703.993.1000). If the University is officially closed, our class will not meet. If the University remains open during an inclement weather event, our class will meet as scheduled, unless you receive an email from me to the contrary.

CAMPUS RESOURCES
**Counseling and Psychological Services (CAPS):** CAPS is available for same-day walk-in and pre-scheduled appointments with trained counselors. Short-term counseling is FREE for all students. CAPS located in Student Union room 3129. Same-day consultations are made available beginning first thing each morning on a limited basis; call 703-993-2380 at 8:30am in the morning to find out the times available and to schedule on that day. Services are confidential and use of these services does not become part of the student’s academic record.

**Learning Services:** Learning Services is available with workshops and individual study skills designed to improve academic skills, as well as to assist and support with learning differences such as attention deficit disorder or learning disabilities. The Certificate in Academic Skills Program provides an individualized program of study to develop academic skills. Call 703-993-2999 or visit Student Union room 3129 to schedule an appointment.

**The Writing Center:** The writing center is available for help with all aspects of the writing process through face-to-face appointment with tutors, style guides, workshops (in-person and face-to-face), and ESL guidance. [http://writingcenter.gmu.edu/](http://writingcenter.gmu.edu/). For general questions and comments please contact them at wcenter@gmu.edu, call 703-993-1200, or stop by 114A Robinson Hall.

**ACCOMMODATION FOR DISABILITIES**
If you have a documented learning disability or other condition that may affect academic performance you should: (1) make sure this documentation is on file with Office for Disability Services (SUB I, Rm. 4205; 993-2474; http://ods.gmu.edu) to determine the accommodations you need; and (2) talk with me to discuss your accommodation needs.

**ACADEMIC INTEGRITY**

**Honor Code:** GMU has an [Honor Code](http://academicintegrity.gmu.edu/honorcode/) with clear guidelines regarding academic integrity. Understanding the Honor Code is your responsibility. However, if you are uncertain about the ground rules on a particular assignment, ask for clarification.

**Plagiarism:** Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Paraphrased material must also be cited, using MLA or APA format. If you have any doubts about what constitutes plagiarism, please ask me and/or see the Office for Academic Integrity.

**Violations:** Academic integrity is taken very seriously in this class. Violators will be immediately referred to the Office for Academic Integrity for administrative review.
COURSE SCHEDULE

Please note that the schedule and assigned readings are subject to change. Adjustments will be discussed throughout the semester.

August 27 – Session 1
Topic: Introduction to Organizational Development and Organizational Change
In-class presentation:
• Culture Change at BigCity Hospital and Medical Center

September 3 – Session 2
Topic: Images of Managing Change
Preparation:
• Required reading: Chapter 2 (textbook)

September 10 – Session 3
Topic: Why Organizations Change
Preparation:
• Required reading: Chapter 3 (textbook)
• Due: Response Paper #1

September 17 – Session 4
Topic: What Changes in Organizations
Preparation:
• Required reading: Chapter 4 (textbook)
• Due: Response Paper #2

September 24 – Session 5
Topic: Diagnosis for Change
Preparation:
• Required reading: Chapter 5 (textbook)
• Due: Response Paper #3

October 1 – Session 6
Topic: Resistance to Change
Preparation:
• Required reading: Chapter 6 (textbook)
• Due: Response Paper #4

October 8 - Session 7
Topic: Team Case Presentations

October 15 – Session 8
Topic: Implementing Change
• Required reading: Chapter 7 (textbook)
• Due: Response Paper #5
October 22 – Session 9
Topic: Ethics and Change Management
- Due: Response Paper #6

October 29 – Session 10
Topic: Linking Vision and Change
Preparation:
- Required reading: Chapter 9 (textbook)
- Due: Response Paper #7

November 5 – Session 11
Topic: Strategies for Communicating Change
Preparation:
- Required reading: Chapter 10 (textbook)
- Due: Response Paper #8

November 12 – Session 12
Topic: Guest Speaker
Preparation:
- Exercise: Read speaker bio

November 19 – Session 13
Topic: Skills for Communicating Change
Preparation:
- Required reading: Chapter 11 (textbook)
- Due: Response Paper #9

November 26 – No Class (Thanksgiving recess)

December 3 – Session 14
Topic: Sustaining Change
Preparation:
- Required reading: Chapter 11 (textbook)
- Due: Response Paper #10 response

Friday, December 10 (7:30pm-10:15pm) – Final Exam