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 and public 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 change consulting. The purpose of this course is to help students who will be bringing about change within organizations (either as consultants or as managers) to understand the options, tools, and career paths available to them as change agents. 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, classroom exercises, and interaction with corporate change agents and their organizations. In addition, students will be invited to learn about organization development and consulting by, among other things, analyzing and creating organizational case studies, completing mock consulting assignments, and analyzing data for the purpose of client feedback.

As part of this course, students will:
1. Analyze the evolution of organizational development/change and its future state.
2. Identify the reasons for organizational change and types of organizational change across industries.
3. Describe the characteristics of a management consultant and the stages of the consulting process.
4. Analyze the major approaches to change.
5. Understand the reasons behind resistance to change.
6. Diagnosis the culture of an organization using a competing values and emotional culture framework.
7. Have informed exchanges with the leaders of industries going through planned and unplanned change.
8. Articulate the reasons for change in specific industries and evaluate proposals for change.
9. Learn about job opportunities in management consulting and how to prepare for them.
10. Apply change management concepts to a business case study in which students will analyze data and recommend an intervention.
Course Materials


2. Selected articles and chapters (Available on Blackboard)

Course Requirements

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<th>Requirement</th>
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<td>I. Participation</td>
<td>15%</td>
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<td>II. Weekly Reflection Papers</td>
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<td>III. Case Study Paper Project</td>
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<td>IV. Midterm Exam</td>
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<td>V. Final Exam</td>
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<td>Total</td>
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I. **Participation (15%).** 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) your *commitment* to actively engaging with the organizations and change agents who have volunteered their time; and (4) the *collegiality* and *respectfulness* of your questions, comments and interactions with other students, the professor, guest speakers, and corporate change agents. 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 Reflections (15%).** We will devote one week to each course topic, as detailed in the class schedule below. Each week at the beginning of class, students will spend 10 minutes reflecting on the week’s readings, or to experiences, opinions, events or new information that is relevant to the week’s topic. These reflections can be handwritten or submitted electronically through Blackboard as late as 15 minutes after the start of class (Mon 4:45pm – section 002; Wed 7:35pm section 001). Responses will be graded on a 1 (*extremely weak*) to 5 (*extremely strong*) basis. The normal grade will be “3.” Exceptional papers will receive a “4” or “5”. I will assign a grade of “1” or “2” to reflections that are late or do not clearly demonstrate adequate thought about the topic. Reflections should first summarize the week’s readings and (in the case of more than one reading) how the assigned readings for that week interrelate. Exceptional papers will also go beyond summary in one or more of the following ways (1) extending or critiquing the authors’ arguments, (2) illustrating points in the readings with examples drawn from your own experience, (3) drawing connections to other concepts covered inside or outside the class, (4) introducing other articles or books you have read that are relevant to the topic. The goal of the reflection is to demonstrate that you read and comprehended the material and to think about the week’s topic in a way that deepens your understanding and improves class discussion.

III. **Case Study Project (20%).** This assignment consists of analyzing an organization in the DC metropolitan area that is undergoing or has undergone some form of change management. This could
be the result of planned change stemming from visionary top management or unplanned change resulting from internal or external events (e.g., a change in top management, an organizational crisis). 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. 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.

A significant aspect in my evaluation of your case is that you conducted original research through naturalistic observations of the organizational environment during site visits, informal discussions with employees, semi-structured interviews with employees, and analysis of archival data. This research must then by analyzed and explicitly tied the information you obtain to concepts from the readings and textbook. Group site visits to various organizations will be scheduled at different times and on different days throughout the semester. Individual site visits can be arranged on a case-by-case basis. Overall professionalism (i.e., signing up, arriving on time, asking appropriate questions during the visit) will impact your grade. Previous semester’s visits included MITRE (a nonprofit federal government consulting firm), Refraction Reston (a technology start-up coworking space), Washington Gas (a 100-year-old public utility company) and Censeo Consulting (a boutique management consulting firm).

Additional details of the assignment are available on Blackboard. A hard copy of the final paper must be submitted on Blackboard 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 is strictly prohibited anywhere throughout the document.

IV. Midterm (30%) and Final (20%) Exams. The midterm exam and 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. Some essays may utilize organizational development/change/consulting data (qualitative or quantitative). Students are required to bring green SCANTRON forms (available in the bookstore), #2 pencils, and a laptop with Word and Excel (or open-source program alternatives) to the exams.

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

- A+ 97-100%
- A  94-96%
- A-  90-93%
- B+  87-89%
- B  84-86%
- B-  80-83%
- C  70-80%
- F  less than 70%

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 (ooneill@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**
Laptops may be used for notetaking purposes *only* for students who are seated in the front two rows of class. Other devices (cell phones, tablets, etc.) should 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. An exception to this policy will be occasional situations in which electronic devices are necessary for class exercises or urgent calls (please notify the professor 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, weddings, funerals), you may also consult with me in advance to make alternate arrangements.

**Make-up Exams:** Make-up exams will not be given unless a student has a university-validated excuse that has been validated by the instructor at least 48 hours in advance of the exam start time (earlier is preferred). Doctor's notes stamped or signed after the exam start time will not be accepted. Extraordinary circumstances will be considered pending the approval of the Assistant Dean of Undergraduate Programs.

**Late Assignments:** Writing assignments are due at the beginning of the class period. If you do not turn in your assignment according to the time and format 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 submit your assignment electronically 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.

**ACCOMODATION 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/](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 29/31 – Session 1
Topic: Introduction to MGMT 413
Reference:
- Textbook Chapter 1 (“Managing change”) and Chapter 2 (“Images of change”)
- “Change or Die” http://www.fastcompany.com/52717/change-or-die

September 5 – No class (Labor Day)

September 7 / 12 – Session 2
Topic: The management consultant
Required reading:
- Chapter 2 & Chapter 3 of The Google Resume: How to Prepare for a Career and Land a Job at Apple, Microsoft, Google, or any Top Tech Company (Blackboard)
Deliverable:
- 1 hard copy of current resume

September 14 – Section 001 class will not meet (class credit hours for organizational site visit hours)

September 19 / 21 – Session 3
Topic: Organizational change
Required reading:
- “Yahoo’s Marissa Mayer on Selling a Company While Trying to Turn It Around” https://www.bloomberg.com/features/2016-marissa-mayer-interview-issue/
In-class podcast:
Reference:
- Textbook Chapter 3 (“Why Organizations Change”) and Chapter 4 ("What Changes in Organizations")

September 26 / 28 – Session 4
Topic: Diagnosing culture
Required reading:
- Chapter 1 of Diagnosing and Changing Organizational Culture by Kim Cameron and Robert Quinn (Blackboard)
- “Managing Your Emotional Culture” by Sigal Barsade and Olivia (Mandy) O'Neill, Harvard Business Review (Blackboard)
Reference:
- Textbook Chapter 5 (“What changes – and what doesn’t”)
October 3 / October 5 – Session 5
Topic: Culture, space and design
Required reading:
- “The End of the Corner Office” [link]
- Guest speaker: Greta Martin, R.N., University of Washington Medical Center

(Tuesday) October 11 / October 12 – Session 6
Topic: Creating a vision; resistance to change
Required reading:
- “Mount St. Mary’s University and the dilemma facing American higher education” [link]
- “The University of Chicago’s trigger warnings ban is a reminder that intellectual freedom on campus is a myth” [link]
- “The Coddling of the American Mind” [skim] [link]
Reference:
- Textbook Chapter 6 (“Vision”) and Chapter 8 (“Resistance to Change”)

October 17 / 19 – Session 7 – Midterm Exam

October 24 / 26 - Session 8
Topic: Changing Expectations of “The Ideal Worker” in U.S. Corporations
Required reading:
- “Inside Amazon: Wrestling Big Ideas in a Bruising Workplace” [link]
- “3 Lessons From the Amazon.com Takedown” [link]
- “Is Amazon’s hard-charging workplace exploitative?” [link]

October 31 / November 2 – Session 9 –
Topic: Happiness and the well-being initiative
Required reading:
- “18 Science-Based Reasons to Try Loving-Kindness Meditation Today” [link]
- “Here’s what Yahoo CEO Marissa Mayer said that really made me angry” [link]
Deliverable:
- Complete Strengths Finder Assessments [link]; bring results to class
Reference:
- Textbook Chapter 9 (“Implementing Change: OD, Appreciative Inquiry, POS...”)
November 7 / November 9 – Session 10
Topic: Planned change in the private sector
Required reading:

Reference:
  - Textbook Chapter 10 (“Implementing Change: Change Management... Change Management, Processual and Contingency Approaches”) and Chapter 11 (“Sustaining change vs. initiative decay”)

November 14 / 16 – Session 11
Topic: Planned change in the federal government
Guest speaker:
  - Brock Walker, Acting Director, Shared Services Division at U.S. Department of the Treasury
Required reading:
  - TBD

November 21 – Section 002 class will not meet (class credit hours for organizational site visit hours)

November 28 / November 30 – Session 12
Topic: The effective change manager
Required reading:
  - “John Skipper is steering ESPN through turbulent times” [https://www.washingtonpost.com/sports/john-skipper-is-steering-espn-through-turbulent-times/2016/08/29/6a4c95c8-64a3-11e6-8b27-bb8ba39497a2_story.html?hpid=hp_hp-top-table-main_skipper-1030pm%3Ahomepage%2Fstory](https://www.washingtonpost.com/sports/john-skipper-is-steering-espn-through-turbulent-times/2016/08/29/6a4c95c8-64a3-11e6-8b27-bb8ba39497a2_story.html?hpid=hp_hp-top-table-main_skipper-1030pm%3Ahomepage%2Fstory)

Reference:
  - Textbook Chapter 12 (“The Effective Change Manager: What Does It Take?”)
Deliverable:
  - Site visit group presentations

December 5 / December 7 – Session 13
Topic: Final Exam, Course Wrap-up

Monday, December 12 – Final Paper Due (must be uploaded to Blackboard no later than 9am)