MGMT 413: Organizational Development & Management Consulting
Dr. Olivia (Mandy) O’Neill
Spring 2016

Class meets: Thursday 4:30 – 7:00pm (Music/Theater Building 1007); 7:20-10:05pm (Mason Hall D003)
Office: Enterprise Hall 220 (Fairfax)
Office hours: 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. 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 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, classroom exercises designed to enhance the learning process, 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 organizational development (OD)’s evolution 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 challenges in higher education 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


Course Requirements

I. Participation 15%
II. Response Papers 15%
III. Case Study Paper 20%
IV. Midterm Exam 25%
V. Final Exam 25%
Total 100%

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. Response Papers (15%). We will devote one week to each course topic, as detailed in the class schedule below. Each week 10-12 students in class will be assigned to write short response papers on the weekly topics (excluding session 1). These papers should be 250-400 words. 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 papers that are late, simply summarize only a portion of the readings, or do not clearly demonstrate adequate thought about the topic. Response paper submission schedules will be distributed on or immediately following session 1.

Response papers should first and foremost 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 response paper 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 be 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. The previous semester’s visits included Refraction Reston (a technology start-up coworking space http://refractionpoint.org/) and Censeo Consulting (a boutique management consulting firm; http://www.censeoconsulting.com/).

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 and Final Exams (25% each; 50% total). 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 OD/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 (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 (preferable, 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, weddings, 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 at least 48 hours 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 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 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/. 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) 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.

January 21 – Session 1
Topic: Introduction to MGMT 413: Organizational Development (OD) and Organizational Change (OC)
Required reading:
• http://www.fastcompany.com/52717/change-or-die

January 28 – Session 2
Topic: The OD Consultant
Recommended reading:
• OD (Burke) Textbook Chapter 5 (“Defining the Client”) and Chapter 10 (“The OD Consultant”)

February 4 – Session 3
Topic: Organizational Change
Required reading:
• OD (Palmer) Textbook Chapter 3 (“Why Organizations Change”) and Chapter 4 (“What Changes in Organizations”)

February 11 – Session 4
Topic: Changing Expectations of “The Ideal Worker” in U.S. Corporations
Required reading:
• “3 Lessons From the Amazon.com Takedown” (http://fortune.com/2015/08/18/amazon-new-york-times/)

February 18 – Session 5
Topic: Diagnosing and Managing Culture
Required reading:
• Chapter 1 (“An Introduction to Changing Organizational Culture”) of Diagnosing and Changing Organizational Culture by Kim Cameron and Robert Quinn (Jossey-Bass, 2011; Blackboard)
• “Managing Your Emotional Culture” by Sigal Barsade and Olivia (Mandy) O’Neill, Harvard Business Review (Blackboard)
Recommended reading:
• OC (Palmer) Textbook Chapter 5 (“Diagnosis for Change”)

February 25 – Session 6
Topic: Resistance to Change
Required reading:
• OC (Palmer) Textbook Chapter 6 (“Resistance to Change”)

March 3 – Session 7
Topic: Culture, Space and Design
Required reading:
• Selected readings from “Make Space: How to Set the Stage for Creative Collaboration” (Blackboard)

March 10 – No Class (Spring Break)

March 17 – Session 8 – Midterm Exam

March 24 (or another date TBD) – Session 9 – Organizational Site Visit

March 31 – Session 10
Topic: Well-being at School and Work
In-class video:
• “Let’s try emotional correctness” http://www.ted.com/talks/sally_kohn_let_s_try_emotional_correctness
Required reading:
• Textbook Chapter 7 (“Implementing Change: OD, Appreciative Inquiry, POS...”)

April 7 – Session 11
Topic: Planned Change
Guest speaker (Skype):
• Carlos Gutierrez, VP of R&D, Lattice Semiconductor
Required reading:
• OC (Palmer) Textbook Chapter 8 (“Implementing Change: Change Management...”)
• OD (Burke) Textbook Chapter 8 (“Planning and Managing Change”)

April 14 – Session 12
Topic: Change in the Higher Education Industry
Guest speaker:
• Peter Stearns, former Provost and University Professor of History
Required reading:

April 21 – Session 13
Topic: Careers in Management Consulting
Guest speakers:
• A panel of GMU School of Business alums working at Deloitte and Booz Allen Hamilton
Required reading:
• Selected readings from The Google Resume: How to Prepare for a Career and Land a Job at Apple, Microsoft, Google, or any Top Tech Company (Blackboard)
Required deliverable:
• 3 hard copies of current resume

April 28 - Session 14
Topic: Course Wrap-up and Exam Review

Monday, May 2 – Final Paper Due (must be uploaded to Blackboard no later than 9am)
Thursday, May 5 – Final Exam (001 - 4:30–6:30 pm; 002 - 6:45–8:45 pm)