



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5043-491: Seminar in Organizational Change and Development

### Course Description:

This course will introduce you to the most significant issues and challenges, theories, and concepts related to the study and application of organizational development and change, culture, and leadership. It explores selected issues in organizational behavior, taking a communication perspective with respect to the problem of organizational change and development. The role of individual perception, and group-mediated beliefs and values are foregrounded, with an emphasis on how dynamic change impacts the individual as well as the organization as a whole. Discussions of power and processes of influence will be conducted.

### Course Dates:

March 1 - April 30, 2018

Last day to enroll or drop without penalty: January 31, 2018

### Site Director:

This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at [aponline@ou.edu](mailto:aponline@ou.edu)

### Professor Contact Information:

Course Professor: Susan J. Kimmel, Ph.D.  
Mailing Address: Center for Early Childhood Professional Development  
1801 N. Moore Ave.  
Moore, OK 73160  
Telephone Number: (405) 799-6383  
E-mail Address: [skimmel@ou.edu](mailto:skimmel@ou.edu)  
Virtual Office Hours: Please contact professor for this information  
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. French, W.L., Jr., & Bell, C.H. (1998). *Organization development: Behavioral science interventions for organization improvement* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780132422314.

2. Schein, E.H. (1988). *Process consultation: Its role in organization development* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780201067361.
3. Cameron, K.S., & Robert E. Quinn. (2011). *Diagnosing and changing organizational culture* (3<sup>rd</sup> ed.). Jossey-Bass. ISBN 9780470650264.
4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **OU E-Mail:**

All official correspondence from distance learning instructors will be sent only to students' ou.edu address.

### **Online Orientation:**

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: [casonline@ou.edu](mailto:casonline@ou.edu)

### **Learning Outcomes:**

1. Comprehend and articulate the major topics and issues that constitute the study of organizational development, leadership, and culture.
2. Increased ability to apply the most significant issues needed to implement change/enhance organizational culture.
3. Apply Cameron and Quinn's competing value framework model to assess and enhance culture
4. Demonstrate the use of a five-step organizational consulting process
5. Describe underlying values of organizational development
6. Understand how action research supports those values
7. Discuss how OD practitioners are the principal instruments to organizational change
8. Identify the strengths and limitations of all OD techniques
9. Explore the importance of process in organizational life
10. Analyze how power and politics operates in organizations
11. Examine how change in open systems engenders conflict at every level
12. Compare and contrast the methods of OD and how they can assist in coping with change and interpersonal, group, and organization antagonisms

### **Assignments, Grading, and Due Dates:**

For detailed information about course assignments and due dates, please refer to course webpage on Canvas.

### **Grading:**

This is a letter-graded course: A, B, C, D, or F. The course is based on a 470 point scale, with credit distributed as follows:

<b>Assignment</b>	<b>Points</b>
Blog Entries	10 points each = 70
Discussions	50 points each = 150
Executive Summary	50 points each = 150
Final Project: Consulting Scenario	1 each - 100

**Point Total: 470**

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Policy for Late Work:**

Please contact the professor regarding his/her policy for late work

**Attendance Policy:**

In addition to interaction via Canvas and E-mail contact, students are required to contact the instructor via E-mail or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed

**Incomplete Grade Policy:**

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incompleted Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

**Note:** Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Susan J. Kimmel, Ph.D.**

### Education

- 2000 Ph.D., Organizational Leadership: University of Oklahoma, Norman, OK.
- 1994 M.Ed., Curriculum and Instruction: National Louis University, Evanston, Ill.
- 1989 B. S. Ed., Early Childhood Education, Columbus State University, Columbus, GA.

### Current Positions

- Executive Director: Center for Early Childhood Professional Development, College of Continuing Education, University of Oklahoma  
Advanced Programs: Adjunct Professor since 1998
- Professional and Continuing Studies: Adjunct Professor (MLS and BLS) since 2001

### Frequently Taught Advanced Programs Courses

- LSAL 5313 Organizational Culture
- HR 5043 Organizational Change and Development
- LSAL 3310 Upper Division Social Sciences
- LSAL Lower Division Social Sciences

### Major Areas of Teaching and Research Interest

- Organizational Leadership
- Organizational Culture
- Early Childhood and Emergent Literacy
- Leadership and Literacy in Early Childhood Settings

### Representative Publications and Presentations

- Kimmel, S.J., Trautman, L., Quillian, J.E., White, L., Kosonovich, M. (2014). *The Early Literacy Quick Assessment (ELQA) Teacher Guide*
- Griffith, P., Ruan, J., Stepp, J., and Kimmel, S.J. (2013). *The Design and Implementation of Effective Professional Development in Elementary and Early Childhood Settings*. In Handbook of Professional Development in PreK-12 edited by Martin, Kragler, Bauserman, & Quatroche, Guilford Press.
- Griffith, P., Kimmel, S.J., and Biscoe, B. (2010). *Teacher Professional Development for At-Risk Preschoolers: Closing the Achievement Gap by Closing the Instruction Gap*, Action in Teacher Education: The Journal of the Association of Teacher Educators, Winter 2010, Vol.31, No.4.
- Kimmel, S. J. & Griffith, P.L., (2010). *Evaluation: Practical Applications for Closing Achievement Gaps*. In Promoting Early Reading edited by M. McKenna, Sharon Walpole, and Kristin Conradi, Guilford Press.
- July 2017, World Forum, New Zealand, Leadership in Early Childhood Settings
- August 2016, 3rd Baltic Sea – 17th Nordic Literacy Conference, Creating Positive Classroom Cultures to Close Achievement Gaps and Enhance Teacher Effectiveness, Turku/Abo, Finland
- July 2016, ALEA/AATE Australia National Conference, Creating Positive Classroom Cultures to Enhance Teacher Effectiveness, Norwood, South Australia
- March 2016, Native American and Child Family Conference, The Early Literacy Quick Assessment: Enhancing Teacher Effectiveness and Improving Child Outcomes, Albuquerque, N.M.

### Major Professional Affiliations

- International Reading Association
- NAEYC
- SECA

- ECAO
- Kappa Delta Pi
- Phi Kappa Phi
- ACI
- National Communication Association