

**DePaul University**  
**School for New Learning**  
**FA 240 - Organizational Development & Change**  
**Winter Term, 2007 Allstate Campus**  
**Wednesdays, January 3 – March 14, 2007, 5:15 – 8:15 PM**

Instructor: Anthony Colantoni, J.D., M.S.O.D.  
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Hours: By appointment only

**Course Description**

Organization Development is a planned system wide change program, using behavioral science knowledge, to move the organization to a new “state.” As such, this course explores the discipline that applies behavioral science knowledge and practices to help organizations achieve greater effectiveness through the change and development process. Using case studies, simulations, role plays, and individual work experiences, we will examine how and why organizations change and develop and the implications and consequences of various strategies and activities directed toward that effort. Topics include the nature of planned change, change management, transformational change, organization diagnosis, intervention design, and human process interventions. We will also explore the relationship between organization and personal change and strategies and methods designed to effectively manage that relationship.

Students will develop a (n):

1. Basic understanding of the fundamentals of Organization Development;
2. Understanding of how organizations change and develop;
3. Understanding of the process consultation model and its uses in Organization Development;
4. Understanding of the purpose and application of various Organization Development interventions;
5. Awareness of ethical dilemmas facing the organization development practitioner.

Overview:

- I. The Practice and Nature of Organizational Development
- II. Action Research Model
- III. The OD Practitioner
- IV. Change Theories and Models
- V. Interventions and Intervention Strategies

**Faculty Biographical Sketch – Anthony Colantoni**

I am a principal and senior consultant with The SGC Consulting Group, a Chicago-based organization development consulting firm that specializes in helping businesses and organizations through the growth and change process. I concentrate my efforts in the areas of executive coaching, team development, leadership development, and organizational change. I have experience in many settings, including manufacturing, technology, pharmaceuticals, consumer products, food, health care, higher education,

human services, public agencies, and church ministries. I received my Bachelor's degree from Villanova University, my law degree from the John Marshall Law Center, and my M.S. in Organizational Development from Loyola University Chicago. I have engaged in additional professional development through the Center for Creative Leadership, the Organization Development Network, the American Society for Training and Development, the American Psychological Association, the Association of Psychological Type and the Midwest Center for Somatic Psychotherapy.

**Competencies** We have identified the following competencies for this course:

**L-7:** Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

**H-2-C:** Can identify an organizational problem and design a plan for change based on an understanding of change theories or models.

**H-2-D:** Can use two or more organizational theories in the analysis of one's experiences in an organization.

**H-2-X:** Written by student/faculty.

**H-3-X:** Written by student/faculty.

**F-X:** Can integrate concepts of organization development into a life orientation and approach that has as its goal helping individuals and organizations to be more effective.

### **Learning Experience**

We will explore the field of organization development and change via the experiential learning model. That means that we will experience an event, engage in reflection, jointly articulate some theories and ideas about what took place so as to derive some meaning, and then use this newly discovered meaning in our next experience. I will supplement our discussion with some lecturettes, but generally will not lecture over extended periods or present large amounts of content. Rather, my expectation is that everyone has a responsibility to contribute to the group's learning.

Our exploration will be highlighted by experiential activities, role-plays, case studies, and your own experience to underscore and intensify the concept sought to be understood. Our dialogue will focus on how we can integrate these concepts in our work and personal lives in order to increase our effectiveness and satisfaction.

We will use two **texts** for this course:

Bridges, W. (2003). Managing transitions: making the most of change. Reading, MA: Perseus Books.  
Cummings, T. and Worley, C. (2004). Organization development and change (8<sup>th</sup> ed.). New York: South Western College Publishing.

As you can see below, **class participation** accounts for 25% of one's grade. My expectation is that those people enrolled in the course will attend class and participate. We'll talk about what participation means during our first class. I also understand that unexpected events occur that might prevent you from attending a particular session. In such cases, I request that you contact me at the earliest possible opportunity to discuss consequences.

### **Evidence the Students will Submit**

I've designed the following assignments with their weight relative to the final grade with a view toward helping you to demonstrate that you have achieved the competencies listed above. Since the competencies are closely related, I see that each of these assignments is important to each competency. I am open to other views.

Consultant Report	20%
A penseé entitled "The Meaning of the Course for Me"	30%
Group presentation on intervention strategy	25%
Class participation	25%

**Consultant Report:** The early history of organization is important because it sets the tone and philosophy for the core concepts in the field. I'm requesting that you prepare a report, 2-3 pages in length, on one of the key contributors to OD. A key contributor is a person who has written books, been featured in our readings, and has made a significant contribution to the field. Be prepared also to present a summary of your findings and ideas on that night as well. You may choose any key contributor to the field of organization development from the list below. Please sign up to avoid duplicate reports. Explain each contributor's theories, life practice, why you think their work is significant, how you might use in your own professional life.

Please choose from the following: Chris Argyris, W.R. Bion, Warner Burke, Richard Beckhard, Robert Blake and Jane Mouton, Peter Block, Kurt Lewin, Rensis Likert, Ron Lippitt, Joseph Luft, Douglas MacGregor, Edgar Schein, Will Schutz, Robert Tannenbaum, Eric Trist, Marv Weisbord, and Margaret Wheatley.

We will make assignments on January 3. This report is due on January 17.

**Penseé:** All participants are expected to complete a paper entitled "The meaning of the course for me." This paper is a reflection of your capacity to integrate and internalize your learnings and awarenesses concerning the discipline of organization development. It is not a repeat of lectures or material, but rather an integrative, reflective and creative paper containing "the whole person." It should also include your view of how you have fulfilled the competency requirements associated with your participation in the class. I will confirm the due date of this paper at a later time. Electronic and faxed copies will not be accepted.

**Group presentation:** Each group is given a case study on organizational transformation. The group is to pinpoint the major intervention, impact and comment on strategy. Presentation is 45 minutes in length with time for questions and feedback from class.

**Class participation:** Students are graded on discussion, effort, and overall ability to integrate knowledge into class assignments and group work.

I support and uphold the University's guidelines on academic integrity as found in the **Academic Integrity Policy** in the Student Handbook.

### **Criteria for Assessment**

Key criteria in grading written assignments include your ability to demonstrate critical thinking skills, the acquisition of professional skills and the level of professional and personal insight evident in your class participation and written assignments. Your work needs to demonstrate your ability to evaluate material presented in class or in the assigned reading from a critical point of view and not simply summarize or repeat back what you have read or heard in lectures.

All written work is expected to be of a level of quality consistent with undergraduate study. Effective organization and presentation of your ideas, correct grammar and appropriate documentation of source materials are key elements in evaluating the quality of your work. Papers that not double-spaced will not be graded and will be returned for re-formatting. Assignments are due on the date indicated. If a paper is going to be late, please telephone so we can negotiate the consequence to your grade.

### **Tentative Class Schedule**

(Please note that the assignments are due on the dates listed.)

January 3 2007

Introductions, Expectations, Learning Objectives

January 10 2007	Cummings & Worley, Chapter 1, 2 Bridges, Chapters 1, 2
January 17 2007	Cummings & Worley, Chapter 3, Consultant Report
January 24 2007	Cummings & Worley, Chapters 4-8, 11
January 31 2007	Cummings & Worley, Chapter 10 Bridges, Chapters 3-7
February 7 2007	Cummings & Worley, Chapters 9, 12, 13
February 14 2007	Cummings & Worley, Chapters 14 - 18 Assignment of cases for group presentations
<b>February 21 2007</b>	<b>No Class</b>
February 28 2007	Cummings & Worley, Chapters 19, 20
March 7 2007	Associated topics and work on group presentations
March 14, 2007	Group Presentations