WILMINGTON UNIVERSITY
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
BASIC COURSE INFORMATION

COURSE NUMBER: ORG 311
COURSE TITLE: Organizational Behavior, Change and Development

I. RATIONALE:

The purpose of this course is to equip the student with knowledge and understanding of the external pressures driving change today, change models, overview of assessment and evaluation methods, and how to apply oneself more effectively as a change agent. Students are expected to gain an appreciation for the behavioral-social sciences contribution to economic progress and develop skills to build more collaborative relationships with leadership, management, and employees.

As Organizational Dynamics professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Understand the business imperative for ongoing change in today’s organizations.

Learning Outcomes: The student will:

A-1 Explain economic and cultural changes from the agricultural to, industrial age, to the information and global economy.
A-2 Describe external and internal pressures driving organizational change.
A-3 Identify, at a minimum, one successful and one unsuccessful business change intervention from a Human Resources model with the behavioral-social continuum.
A-4 Describe the evolving “social” contract and projected trends in the employer and employee relationship.
GOAL B:
Demonstrate and appreciate the role of behavioral-social sciences’ contribution toward organizational change and a working understanding of individual and organizational change processes:

Learning Outcomes: The student will:

B-1 Describe individual change from a behavioral-social perspective.
B-2 Describe organizational models of change, from a developmental and social systems approach.
B-3 List three individual and organizational assessments that are commonly used around organizational change.
B-4 Identify individual and organizational resistance to change at the levels of leadership, management and employees.
B-5 Explain adaptive processes necessary for individual and organizational resilience.

GOAL C:
Understand the application of organizational change process as it impacts the individual employee, their immediate work group, the organization and the wider community.

Learning Outcomes:

C-1 Describe the role of organizational change agents.
C-2 Explain challenges that OD/HR professionals have with leadership, management, employees and other stakeholders.
C-3 Identify different roles for change agents in the three stages of change.
C-4 Describe interpersonal skills important for employees at all levels of the organization.

GOAL D:
Demonstrate participant-observational skills of awareness and understanding of self and others through assessment learning tools, classroom interaction, and online interaction.

Learning Outcomes:

D-1 Participate in an interactive, experiential FtF class and online learning community where students initiate change and simultaneously observe their own change dynamics, from beginning to end of class.
D-2 Describe personality traits and behavioral tendencies in the context of understanding strengths and weaknesses needed to become a more effective change agent.
D-3 Describe why diversity or appreciation for cultural and individual differences is valued by today’s organizations.

D-4 Use organizational tools to evaluate class’ strategy for attaining goals

D-5 Evaluate end results with recommendations for going forward.

GOAL E:
Use appropriate written and oral communication skills online, during class, and on assignments.

Learning Outcomes:

E-1 Communicate information orally in a meaningful, logical and grammatical manner.

E-2 Participate in an online learning community using reflective ideas and critical analysis around your classroom discussions and readings.

E-3 Practice respectful and meaningful communication in class and online.

E-4 Submit two writing assignments, one in standard American Psychological Association (APA) style

E-5 Prepare and deliver a group presentation through online group collaboration

E-6 Explain qualitative differences between classroom and online learning.