

**Kingdom of Saudi Arabia**

**Al-Baha University**

**Faculty of Administrative and Financial Sciences**

**Business Administration**

**COURSE SPECIFICATION**

**Change & Org. Dev.**

**16021804**

2015

## Course Specification

<b>Institution</b>	Al-Baha University
<b>College/Department:</b>	Faculty of Administrative and Financial Sciences Business Administration

### A Course Identification and General Information

<b>1. Course title and Code; :Change &amp; Org. Dev.</b>	16021804
<b>2. Credit hours:</b>	3
<b>3. Program(s) in which the course is offered.</b>	Business Administration
<b>4. Name of faculty member responsible for the course</b>	Dr. Elmahi Mohammed Ahmed Fadlalla
<b>5. Level/year at which this course is offered:</b>	8 th Level 4 <sup>th</sup> Year
<b>6. Pre-requisites for this course (if any)</b>	
<b>7. Co-requisites for this course (if any)</b>	
<b>8. Location if not on main campus</b>	

## B Objectives

### 1. Summary of the main learning outcomes for students enrolled in the course.

This course views organizations as socio-technical systems which influence and are influenced by internal and external environmental changes. Change is the only constant in life and as such, it needs to be managed professionally. The course provides the framework for understanding the forces of change, their impacts and how change can be managed at the individual, group and organizational levels, using the theories, principles, values and techniques of Organization Development.

By the end of this course, students shall have been able:

- To articulate and discuss the history, main concepts, and theories of the field of Organization Development
- To experience the emotions and dynamics of change, resistance to change and articulate the reasons behind such dynamics
- To articulate and discuss the process of Change Management with particular attention to the logic behind the stages of the process
- To interact with, analyze, and report on an organization that is currently managing a change process in the workplace

### 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

The course will be reviewed periodically in order to update the contents and to apply new instructional technologies

**C. Course Description**(Note: General description in the form to be used for the Bulletin or Handbook should be attached)

<b>1 -Topics to be Covered</b>		
<b>Topic</b>	<b>No of Weeks</b>	<b>Contact hours</b>
The nature of organizations and the systems theory. Forces of change. Sources and impact; Organizational transformations	1	3
Organization Development: Theory, history, values and approaches	2	6
The Organization Development Process	2	6
Organization Development Process Interventions at the individual, Group and Organizational level	2	6
Change Through Performance Management	2	6
Globalization and Organization Change and Development	2	6
Organization culture and the Learning organization	2	6
Current issues in change management and OD: application of OD to the health care, schools and municipalities and developing countries	2	6

<b>2 Course components ( total contact hours per semester):</b>			
<b>Lecture: 45</b>	<b>Tutorial: Varies</b>	<b>Practical/Fieldwork/Internship: None</b>	<b>Other:</b>

**2. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)**

None

**3 Development of Learning Outcomes in Domains of Learning**

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

**a. Knowledge**

**(i) Description of the knowledge to be acquired**

Organization development is a system-wide application of behavioral science to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness. Upon completion of the course, students will be able to understand the nature of change and the forces, internal and external, which generate change, in organizations. Students should gain the ability to implement tools of intervention to effectively bring about major changes in a way that gains support of organization members. They would also be aware of the constraints and problems of implementing organizational changes and OD across cultures and organizations.

**(ii) Teaching strategies to be used to develop that knowledge**

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Syndicate discussion groups and group presentation will be used. Lectures will provide the framework for directing

independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

**(iii) Methods of assessment of knowledge acquired**

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

**b. Cognitive Skills**

**(i) Cognitive skills to be developed**

Upon successful completion of this course, students will be able to explain the what change means and how it can be managed, using theories, principles and techniques of applied behavioral science.

**(ii) Teaching strategies to be used to develop these cognitive skills**

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning. Experiential exercises, syndicate discussions, team work and presentations will feature prominently.

**(iii) Methods of assessment of students cognitive skills**

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

**c. Interpersonal Skills and Responsibility**

**(i) Description of the interpersonal skills and capacity to carry responsibility to be developed**

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.

**(ii) Teaching strategies to be used to develop these skills and abilities**

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Experiential learning; Group or syndicate discussion and presentation will be most frequently used.

**(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility**

Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behaviour when making judgments or taking personal actions and demonstrate effective listening and feedback.

**d. Communication, Information Technology and Numerical Skills**

**(i) Description of the skills to be developed in this domain.**

Upon completion of the course the student will be able to effectively use communication and human relations knowledge and skills; analyze quantitative data; evaluate the use of resources, including time, money, materials, space, and personnel; organize and maintain files; effective use of information technology skills, including the use of internet resources and tools; develop a specific negotiations and conflict management plan/project applying strategies, segmentation, and targeting concepts to a specific good, service, or idea in a written and oral format; utilize current technology in researching relevant resources to understand the process of change and change management.

**(ii) Teaching strategies to be used to develop these skills**

The teaching strategies are lecture, discussion and problem solving oriented. Students

will be encouraged to ask questions and provide comments as considered appropriate.
<p><b>(iii) Methods of assessment of students numerical and communication skills</b></p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p>
<b>e. Psychomotor Skills (if applicable)</b> Not Applicable
<b>(i) Description of the psychomotor skills to be developed and the level of performance required</b>
<b>(ii) Teaching strategies to be used to develop these skills</b>
<b>(iii) Methods of assessment of students psychomotor skills</b>

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
<b>Assessment</b>	<b>Assessment task (eg. essay, test, group project, examination etc.)</b>	<b>Week due</b>	<b>Proportion of Final Assessment</b>
1	Quizzes	1 - 12	10%
2	Short Assignments	10 - 12	10%
3	Mid Term Exam	7	30%
4	Final Examination	17	50%

## D. Student Support

**1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)**

Instructor will be available for student consultation and academic advice on their office hours. Additional assistance by appointment only.

## E. Learning Resources

### 1. Required Text(s)

Dipak Kumar Bhattacharyya . Organizational Change and Development , Oxford University Press. YMCA , Library Building, 1 Jai Singl Road, New Dalhi 110001, India , Second Published 2012.

### 2. Essential References

Cumming, T.G. & Worley, C.G. (2008). *Organization development and change* (9<sup>th</sup> ed.). Mason, Ohio. South-Western Publishing Co. ISBN-13: 0324421389.

### Supplemental Resources:

Cooper rider, D. & Dutton, J. (1999). *Organizational Dimensions of Global Change: No limits to cooperation*. Thousand Oaks, CA. Sage Publications. ISBN: 0-7619-1529-X

Reason, P. & Bradbury, H. (20010). *Handbook of action research: Participative inquiry and practice*. Thousand Oaks, CA. Sage Publications. ISBN: 0-7619-6645-5

### 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

### 4- Electronic Materials, Web Sites

etchttp://www.business.com/search/rslt\_default.asp?vt=all&type=web&query=negotiations

Textbook Online Learning Center with free student resources:

[http://highered.mcgraw-hill.com/sites/0072920378/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0072920378/student_view0/index.html)

**5- Other learning material such as computer-based programs/CD, professional standards/regulations. Not Required**

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
<b>1. Accommodation (Lecture rooms, laboratories, etc.)</b>  Classes will be held in classroom and business computer lab and will accommodate approximately twenty-five(25) students.
<b>2. Computing resources</b>  . Not Required
<b>3. Other resources</b> (specify --eg. If specific laboratory equipment is required, list requirements or attach list)  . Not Required

## G Course Evaluation and Improvement Processes

<b>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</b>  Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.
<b>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</b>  Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.
<b>3 Processes for Improvement of Teaching</b>  Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.

**4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)**

To help instructor review the extent of the students achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review

**5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.**

Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and concurrency, teaching and assessment methods, match between all of the above.

**Faculty In charge**

Dr.Elmahi Mohammed Ahmed Fadlalla

**Head of Department**

Dr. Mohammed Makni

**Vice Dean (Academic Affair)**

Dr. Najeeb Al Mater

**Dean**

Dr. Mohammed Al Zehrani