

Course Number: MSM 7200

Course Title: Applied Management Project

Course Description:

This capstone course requires the student to synthesize and integrate the theoretical and practical knowledge that has been learned in the MSM curriculum. Students will design and implement projects that focus on real-world problems. Students will diagnose and present a problem to solve, design and implement an intervention, analyze any data, and provide feedback to the organization.

Prerequisites: MSM 5100;MSM 6400, MSOL5500.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Conduct a self-assessment of his or her level of mastery of the core competencies that are required for effective organization development.
2. Identify the history and key terms within organization development.
3. Explain the leading theories, the types, and a general model of organization development.
4. Describe the data gathering, data analysis and action planning processes within organization development.
5. Identify the factors related to successfully designing and leading organization development interventions, and prepare a proposal to do so.
6. Describe and differentiate between organization development interventions.
7. Prepare and present verbally and in writing a complete OD project overview including information regarding the qualitative research design, identification and evaluation of alternative interventions, action planning with the client, and follow-up and evaluation methods.
8. Synthesize the theoretical and practical dimensions of organization development principles and processes.

Indiana Tech
College of Professional Studies
MSM 7200 Applied Management Project
Online Syllabus Course Content

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook

Cummings, T., & Worley, C. (2009). *Organization development & change* (9th ed.). Boston, MA: South-Western Cengage Learning.

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th ed.). New York, NY: Pearson.

Grading Events & Grading Criteria

Unless otherwise specified, all assignments must be submitted via Blackboard.

Grading Event	Points Available
Course Preparation Quiz	25 pts
Weekly Writing Assignments	600 pts
Discussion Board Posts (5 x 20 pts)	100 pts
Final Project	300 pts
Total	1025 pts

Grading Criteria for Writing Assignments
All papers must conform to APA formatting

	High Point Range A to A- Grade	Middle Point Range B+ to B- Grade	Low Point Range C+ to F Grade
Content & Grasp of Issues	Paper is clear, focused, and interesting and includes relevant material or effective research. The writer demonstrates an understanding of the subject matter and the ability to link theories to practical experience.	The paper is clear and focused, though the writing is not particularly captivating. Efforts are made to use relevant material and research to support findings. However, understanding is limited, and the paper lacks substance, logic or originality.	The paper lacks a central idea or purpose, or forces the reader to make inferences based on very sketchy details. Information is limited or missing, and the writer fails to demonstrate a basic understanding of the subject matter.
Content and Completeness of Analysis	Major components of analysis are identified and addressed with explanation and evidence of inter-relationship to other components. Impact of the component is explained and supported with concepts covered in materials and / or class. Analysis of material in charts, tables and/or exhibits is incorporated into the analysis.	Major components of analysis are identified. Explanation is sketchy or incomplete, inter-relationship to other components not explained adequately for understanding. Material is presented in charts and/or exhibits.	Components are missing which should be included to demonstrate a thorough analysis; support to explain relationships is incomplete.
Content and Critical Thinking	Thought and critical thinking is clear and easy to follow. Major points are identified clearly and linked to theoretical concepts and supported with specific details, examples. There is clear organization of thought. Conclusions and recommendations are identified and explained and supported by the analysis. The conclusions / recommendations directly address the initial problem/issue.	Major points are identified, however the explanation is not easy to follow and/or they are not linked to theoretical concepts from the course. There is not a clear link between the conclusion and/or recommendation and the analysis. Some part is missing (conclusion, recommendation, link to the analysis).	Major points are missing and explanation is sketchy. Not a clear link between conclusion / recommendation and analysis or parts are missing.

Organization	The paper's organization emphasizes the central theme or purpose that demonstrates an accurate audience analysis. Sequencing and transitioning of ideas are logical and in appropriate section. The introduction and conclusion lead the reader toward understanding.	The reader can readily follow what is being said, but the paper's overall organization is at times, too obvious or lacks consistent pace. Lack of appropriate support leads to reader confusion and the sequence of ideas is not as smooth as it could be.	The paper's organization is haphazard and disjointed. Writing lacks direction and continuity among ideas, details, and support material. The lack of organization distorts or obscures the paper's main point and leaves the reader confused as to the paper's purpose.
Word Choice, Voice, Grammar	The words used convey the intended message in an interesting, precise and natural way. The writing is full and rich, yet concise, and the writer is writing for the reader, using action verbs, concrete nouns, and appropriate vocabulary. Sentences are well-built, with consistently strong, varied structure that makes reading easy. The writer demonstrates a strong grasp of standard writing conventions, including spelling, punctuation, word usage, and uses this ability to enhance the paper's readability.	Although the language used does convey the message, it is quite ordinary and often contains overused or "generic" words and phrases. The writing lacks detail and precision, and although understandable, the language rarely captures the reader's attention. Sentences are more mechanical than fluid, and occasional awkward construction forces the reader to slow down and reread sentences. The writer shows good control over simple sentences, but struggles with complex syntax. Some problems with word usage and grammar are present.	The writer struggles with a limited vocabulary and is unable to convey meaning. Words seem imprecise, inadequate, or just plain wrong. Often the language is so vague, abstract, or redundant that only the broadest, most general messages are conveyed. Numerous errors in usage, sentence structure, spelling or punctuation repeated distract the reader. Irregular sentence patterns make the text difficult to follow. Many sentences seem disjointed, or awkward. Spelling and basic punctuation is often incorrect.

Grading Criteria for Discussion Board

Quality	Initial Posting	Quality	Responses
High	Responds to the given prompt. Introduces new ideas and is well developed. Integrates all reading assignments with citations and/or short quotes. Shows strong understanding and application of material. Ties experience to concepts. Ends with the student's own question with thoughtfulness. Provides references of material not provided in the syllabus. Is written in 175 - 200 words. The posting is done on time as per instructions.	High	Respond to at least <u>two</u> different original posts and questions by classmates. Demonstrate a clear understanding of posts and questions. Offer new insight. Are supported with reading assignments. Show respect and open-mindedness in case of disagreement. Avoid repeating ideas from others' posts. Are written in 10 - 15 sentences or about 100 - 150 words respectively. The response postings are done on time, as per instructions.
Middle	Misses one of the above elements <u>OR</u> Is late by 1 day	Middle	Respond to at least two different original posts and questions by classmates. Misses one of the above elements <u>OR</u> Is late by 1 day
Low	Misses two of the above elements, is late on posting by 2 days <u>OR</u> Has a combination of one missing element and one-day lateness	Low	Respond to one original post <u>OR</u> Misses two of the above elements
Lower	Moderately developed ideas, limited application of course materials and little substantive contribution to synthesis of content <u>OR</u> Misses three of the above elements/is late by 3 days/has combinations of both	Lower	Misses three of the above elements <u>OR</u> Respond to one original post with two missing elements
0	No participation		

Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-
90% or above	A-	77% or above	C+
87% or above	B+	70% or above	C
83% or above	B	Below 70%	F

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
 - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed.

The deadline cannot go past one (1) session. All incomplete grades are subject to approval by the designated university authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are **REQUIRED** to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.