

# Syllabus

## HRMT-542: Organizational Renewal and Development

### Course Description

This course examines leadership and organizational renewal and development from a strategic perspective with particular emphasis on the role of Human Resource (HR) in the change process. Students will evaluate environments and determine their impact on the organization. Students will integrate leadership, strategy, HR management functions such as job roles and design, organizational culture, behavior, performance, goals and objectives in order to recommend biblically based strategies for organizational renewal and development. Students will defend the role of HR as an essential agent of organizational transformation and change .

**Credit Hours:** 3

**Prerequisite Courses:** HRMT-535, Human Resources Management

### Course Outcomes

**Upon completion of this course, you should be able to:**

1. Evaluate environments and determine their impact on the organization, leadership, strategy, and human resource management.
2. Recommend biblically based strategies for organizational development in response to changing conditions.
3. Support the development of self-managed groups and work teams that are aligned with organizational goals and objectives.
4. Examine change and its impact on changing job roles and design.
5. Integrate leadership and motivational theories to enhance organizational culture, behavior, and performance.
6. Defend the role of HR as an essential agent of organizational transformation and change.

### Course Textbook and Required Resources

Cummings, T. G., & Worley, C. G. (2019). *Organizational development & change* (11th ed.). Boston, MA: Cengage.

**\*Please note: If you receive your course materials from Tree of Life, you will receive an email from Tree of Life giving you details on how to access the textbook in an eText format.**

## Course Technology

- Computer
  - Internet access
  - [Audio input and microphone](#)
  - [Webcam \(optional\); photograph can replace a webcam](#)
- Word Processing Software (Microsoft Word, PowerPoint, Excel)

## IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

## Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
<b>A</b>	4.0	95%–100%	950–1000
<b>A-</b>	3.7	92%–94.9%	920–949
<b>B+</b>	3.3	89%–91.9%	890–919
<b>B</b>	3.0	85%–88.9%	850–889
<b>B-</b>	2.7	82%–84.9%	820–849
<b>C+</b>	2.3	79%–81.9%	790–819
<b>C</b>	2.0	75%–78.9%	750–789
<b>C-</b>	1.7	72%–74.9%	720–749
<b>D+</b>	1.3	69%–71.9%	690–719
<b>D</b>	1.0	65%–68.9%	650–689

<b>F</b>	0.0	0%–64.9%	0–649
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## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

## Letter Grade Equivalencies

Note: In graduate level courses, a grade of C- or below will require the course to be repeated.

Grade	Description of Work
<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
<b>C</b>	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
<b>F</b>	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

## Course Workshop Summary

Workshop	Discussion*	Activity*	Assignment*	Total Points per Workshop
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<b>Workshop One</b>	1/50	1/0	1/120	170
<b>Workshop Two</b>	1/50	1/0	1/120	170
<b>Workshop Three</b>	1/50	1/0	1/100	150
<b>Workshop Four</b>	1/50	1/0		50
<b>Workshop Five</b>		1/0	1/250	250
<b>Workshop Six</b>	1/50	1/0	1/160	210
<b>TOTAL</b>	<b>5/250</b>	<b>7/0</b>	<b>5/750</b>	<b>1000</b>

\* Number of Activities/Sum Point Totals

## Workshop One Outline

Title	Due Dates	Time	Points
<b>1.1 Exercise: Theology of Work</b>	Due by the end of the workshop.	30 minutes	0
<b>1.2 Exercise: Chapter Reading</b>	Due by the end of the workshop.	4 hours	0
<b>1.3 Discussion: Open Forum—Metaphor</b>	Due by the end of the workshop.	4 hours	50
<b>1.4 Assignment: A Reporting Dilemma</b>	Due by the end of the workshop.	8 hours	120
<b>Totals</b>		<b>16.5 hours*</b>	<b>170</b>

## Workshop Two Outline

Title	Due Dates	Time	Points
<b>2.1 Exercise: Call to Repentance</b>	Due by the end of the workshop.	30 minutes	0
<b>2.2 Exercise: Chapter Reading</b>	Due by the end of the workshop.	4 hours	0
<b>2.3 Discussion: Open Forum—Force Field Analysis</b>	Due by the end of the workshop.	4 hours	50
<b>2.4 Assignment: Diagnosis</b>	Due by the end of the workshop.	8 hours	120
<b>Totals</b>		<b>16.5 hours*</b>	<b>170</b>

## Workshop Three Outline

Title	Due Dates	Time	Points
<b>3.1 Exercise: Overcoming Resistance</b>	Due by the end of the workshop.	30 minutes	0
<b>3.2 Exercise: Chapter Reading</b>	Due by the end of the workshop.	5 hours	0
<b>3.3 Discussion: Open Forum—OD Resources</b>	Due by the end of the workshop.	4 hours	50
<b>3.4 Assignment: Sunflower Incorporated</b>	Due by the end of the workshop.	8 hours	100
<b>Totals</b>		<b>16.5 hours*</b>	<b>150</b>

## Workshop Four Outline

Title	Due Dates	Time	Points
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<b>4.1 Discussion: Conflict</b>	Due by the end of the workshop.	3 hours	50
<b>4.2 Exercise: Chapter Reading</b>	Due by the end of the workshop.	4 hours	0
<b>4.3 Assignment: Peppercorn Dining</b>	Due by the end of Workshop Five.	8 hours	0
<b>Totals</b>		<b>15 hours*</b>	<b>50</b>

## Workshop Five Outline

Title	Due Dates	Time	Points
<b>5.1 Exercise: Work Teams</b>	Due by the end of the workshop.	30 minutes	0
<b>5.2 Exercise: Chapter Reading</b>	Due by the end of the workshop.	4 hours	0
<b>5.3 Assignment: Peppercorn Dining</b>	Due by the end of the workshop.	10 hours	250
<b>Totals</b>		<b>14.5 hours*</b>	<b>250</b>

## Workshop Six Outline

Title	Due Dates	Time	Points
<b>6.1 Exercise: Addressing Stress</b>	Due by the end of the workshop.	30 minutes	0
<b>6.2 Exercise: Chapter Reading</b>	Due by the end of the workshop.	4 hours	0
<b>6.3 Discussion: HR as OD Agent</b>	Due by the end of the workshop.	4 hours	50

<b>6.4 Assignment: Stress Management Plan</b>	Due by the end of the workshop.	<b>8 hours</b>	160
<b>End of Course Survey</b>	Due by the end of the workshop.	-	10 Extra Credit
<b>Totals</b>		<b>16.5 hours*</b>	<b>210</b>
<b>Course Totals</b>		<b>95.5 hours*</b>	<b>1000</b>

\* These timings are based on estimations of average times to complete each assignment. Actual assignment completion times will vary.

## Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

## Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>

School/Division	Link
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>

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