

**School of Architecture
Master in Community Development**

Course: MCD 5080-S1: Introduction to Organizational Development
Credits: 3
Term: Winter 2019, Term II Weekend 2018-2019
Schedule: Saturday 9:00 – 12:00 p.m.
Location: C&F 208
Prerequisites: MCD 5010 or Instructor approval

Faculty Leader: Linda Haynes Slowik, Ph.D., Associate Professor of Psychology
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Course Description:

This course is an introduction to the Organizational Development concentration. It will survey topics of organizational management, group dynamics, and financial management. Primary emphasis will be on understanding 1) how to create, inspire and sustain a shared vision for community-based or agency-based initiatives; 2) the theories, dynamics, and life cycles of community development; and 3) how to utilize strategic planning, action planning, and financial management strategies to create sustainable community change initiatives.

This course core course will utilize open systems theory as the theoretical framework in which community assessment and organizing, organizational design and development, interpersonal and team dynamics, and organizational funding and financial management are studied. Theory and practice are integrated.

Required Readings/Workbooks:

Five Life Stages of Nonprofit Organizations: Where You Are, Where You're Going, and What to Expect When You Get There (2005), by Simon, J. and Donovan, J., Wilder Foundation, 2005, ISBN 0-940069-22-9.

The Executive Director's Guide to Thriving as a Nonprofit Leader 2nd ed. (2010)
 by Carlson, M. and Donohoe, M., Jossey-Bass Non-Profit Series. ISBN 978-0470407493

Financial Leadership for Nonprofit Executives (2001) by Peters, J. & Schaffer, E., Wilder Foundation. ISBN: 978-0940069442

Additional readings will be assigned by the instructors.

Optional Reading: *The Michigan Nonprofit Management Manual, 5th Edition.* Michigan Non-Profit Association www.mna.org

Course Objectives:

1. Awareness of how to create, inspire, and sustain a Shared Vision.
2. Understanding of a Multi-Year Work/Strategic/Master Plan;
 1. How to structure
 2. How to gain consensus
 3. How to periodically evaluate
3. Understanding of time frames and life cycles for Community Process and Development:
 1. Planning
 2. Program and project development
 3. Implementation
4. Understanding interpersonal dynamics in selection, development, motivation, and management; and maximizing the contributions and effectiveness of all groups:
 1. Board
 2. Staff
 3. Volunteers
5. Understanding of the fundamentals of financial management:
 1. Not-for-profit/NGO
 2. Public
 3. Private
6. Being able to design community-level interventions to address psychosocial needs within neighborhoods:
 1. Engaging in action research with community members on identified needs
 2. Utilizing criterion-based project evaluations

Course Outcomes:

Students will demonstrate their mastery of the course content when they:

1. Articulate their personal and professional values and goals through the completion of a response paper and a goals notebook.
2. Assess time frames and the life cycles of a non-profit organization through a successful case analysis.
3. Portray the steps leaders take to create, inspire, and sustain a shared organizational or community vision through successful completion of a team project and team presentation.
4. Describe an organization and its environment through successful completion of a team project and team presentation.
5. Apply concepts from small group theory and development through successful completion of a team project and team presentation.
6. Recognize at least two models of community organizing through successful completion of response papers.
7. Summarize fundamentals of funding and financial management through successful completion of case analysis.

Course Schedule

Week	Topic	Preparation	In Class Activities	Due
1 1/5/19	Introduction KB & LHS	<ul style="list-style-type: none"> ✓ Review syllabus and purchase textbooks. ✓ Be prepared to participate. ✓ Read Part 4, Executive Director as Relationship Builder” in Carlson and Donohoe, pages 137-198 KB. 	<ul style="list-style-type: none"> ✓ Introduction to course and syllabus ✓ Introduction to one another ✓ Lecture on “Executive Director as Relationship Builder” KB ✓ Lecture and discussion on Open systems theory, Organizational Culture, Mission, and Vision LHS ✓ Discuss ideas for group projects 	
2 1/12/19	Personal Mission, Goals, and Values	<p><u>Read the following:</u></p> <ul style="list-style-type: none"> ✓ Part 1, “Finding Your Way as Executive Director,” in Carlson and Donohoe, pages 1 – 45. ✓ Denhardt et al p. 22-30. (On BB under Content). <p><u>Complete:</u></p> <ul style="list-style-type: none"> ✓ Exercise "Personal Values and Life Goals", posted on Blackboard under Course Content. Complete readings and discussion questions for class. ✓ Read Chapter 3, “Examples, Analysis, and Advice,” in Simon and Donovan, pp. 31-46 sometime by week 5 	<ul style="list-style-type: none"> ✓ Lecture on “Finding Your Way as Executive Director” KB ✓ Facilitated discussion on goals, values and personal mission LHS ✓ Develop personal mission statement in teams. ✓ Hand out Life Balance worksheet and Group Skills worksheets 	Personal Values and Life Goals Exercise: (2 pts) Print a copy for your own use during class discussion. <u>Completing this assignment will help you to prepare the Goals and Values Notebook. (See rubric later in syllabus).</u>
3 1/19/19	Interpersonal and Team Dynamics, Self-care, and Stress Management	<ul style="list-style-type: none"> ✓ Review pp. 33 - 35 in Carlson & Donahoe (2010). 	<ul style="list-style-type: none"> ✓ Group Dynamics and Role negotiations LHS ✓ Work-life balance and self-care LHS 	RP1 (3 pts). Post your thoughts on your Life Balance, and on your Groups Skills. Also bring in hard copy of Life Balance reflection, group skills assessments reflection.

Week	Topic	Preparation	In Class Activities	Due
4 1/26/19	Organizations and Group Dynamics: Creating, Inspiring, and Sustaining a Shared Vision	Read the following: <ul style="list-style-type: none"> ✓ Chapter 1, "Organizational Life Stages," in Simon and Donovan, pages 5 – 44. ✓ Part 2, "Executive Director as Visionary" in Carlson and Donohoe, pages 47 – 102, and Ch. 19, Planning for Healthy Transitions of Leadership, pages 257 - 268. Read the 10 points of "Team Basics" 	<ul style="list-style-type: none"> ✓ Organizational culture LHS ✓ "Ecoquest" exercise on leadership and organizational culture ✓ Team work on project 	Goals and Values Notebook (8 + 1 points). (Includes draft of Personal Values and Goals exercise from Week 3. See grading rubric in next section.)
5 2/2/19	Organizations: Time Frames and Life Cycles	Read the following: <ul style="list-style-type: none"> ✓ Review Chapter 1, "Organizational Life Stages," and Chapter 3, "Examples, Analysis, and Advice," in Simon and Donovan ✓ Greenhill Community Center Case (on BB under Content), Parts A and B. <p><u>Complete</u> Analyze Greenhill case using Simon & Donovan, Ch. 2, "Nonprofit Life Stage Assessment", pp. 45-63, as a guide.</p>	<ul style="list-style-type: none"> ✓ Discussion of Greenhill Community Center Case ✓ Read Greenhill Case, Part C 	Greenhill Center Case (10 + 1 points). (See grading rubric in next section.)
6 2/9/19	Financial Management: Fundamentals	Read the following for today and next week: <ul style="list-style-type: none"> ✓ Part 6, "Executive Director as Resource Wizard," in Carlson and Donohoe, pages 227 – 254. ✓ McNamara, C. (1999) "Basic Overview of U.S. Non-Profit Financial Management," at http://managementhelp.org/nonprofitfinances/basics.htm ✓ Peters and Schaffer, pages 7 – 63 	Special guest lecture/discussion: <i>Financial Management Fundamentals</i> Vicki Mincey, Director, Asset Management Operations, Great Lakes Capital.	RP 4 (3 points): Write a one page response paper showing one way that you can use concepts in reading assignments at work. Hand in on Blackboard before class. Print a copy for your own use during class discussion.
7 2/16/19	Financial management: Analysis and application.	<ul style="list-style-type: none"> ✓ Examine and analyze the financial case ✓ Prepare a 1 - 2 page case statement as indicated in the instructions. (On BB in Content) 	Discuss financial case. Team work time.	Financial Case Memo: (10+1 points). Write a one page memo addressed to your fellow board members. Hand in on BB before class. Print a copy for your own use during class discussion.

Week	Topic	Preparation	In Class Activities	Due
8 2/23/19	Financial Management: Funding	Read the following ✓ Peters and Schaffer, pages 65 – 91 ✓ Reid, A. (2001) “A Practical Guide for Writing Proposals” (On BB in Content) ✓ Review Carlson and Donohoe, Part 6, pages 227 – 254.	✓ Lecture on and discussion of funding non-profit organizations. KB ✓ Team work	RP 5 (3 points): Write a one page response paper showing one way you can use concepts in the reading assignments. Hand in on BB before class. Print a copy for your own use in class discussion.
9 3/2/19 ONLINE CLASS No on-campus class	Organizations: Design, Structure, and Change **ONLINE WORK ONLY** **NO IN CLASS MEETING**	Read the following: ✓ Part 3, “Executive Director as Change Agent,” in Carlson and Donohoe, pages 103 - 135. ✓ Organizational design and structure readings (on BB in Content). ✓ Read Chapter 3, “Examples, Analysis, and Advice,” in Simon and Donovan, pages 65 – 78. ✓ Read “Thinking about Organizations as Systems” by Carter McNamara at http://managementhelp.org/organizations/systems.htm	Access YouTube video lecture content and complete accompanying worksheet ✓ Organizational design and structure LHS ✓ Organizational change ✓ ED as Change Agent KB	RP 3 (3 points): Complete accompanying work sheet and submit online
3/9/19 Spring Break *** Monday, March 4 – Saturday, March 9*** UNIV CLOSED Sat March 9				

Week	Topic	Preparation	In Class Activities	Due
10 3/16/19	Community Level Interventions: Community Organizing and Action Research	<p>Read the following:</p> <ul style="list-style-type: none"> ✓ Part 5, "Executive Director as Community Creator," in Carlson and Donohoe, pages 201 – 226. <p>On BB under Content:</p> <ul style="list-style-type: none"> ✓ Parts 1 and 2 of Organizing Toolbox by Parachini and Covington. Part 1: "Introduction" and Part 2: "Community Organizing: The Basics" ✓ Hazen, M. A. (1994). "A Radical Humanist Perspective on Interorganizational Relationships" (skim the beginning and then focus on second part, on the case) ✓ Burnes, B. (2004). "Kurt Lewin and the Planned Approach to Change: A Re-appraisal." ✓ Porras, J. (1984) "Emphasizing the research part of action research: Some guidelines for the researching practitioner." 	<ul style="list-style-type: none"> ✓ Lecture on and discussion of community organizing KB ✓ Lecture on and discussion of action research as organizing tool 	<p>RP 2 (3 points):</p> <p>Write a one page response paper showing one way that you can use concepts in reading assignments at work. Hand in on Blackboard before class. Print a copy for your own use during class discussion.</p>
11 3/23/19	Final meeting	<ul style="list-style-type: none"> ✓ Turn in hard copy of project report as provided to representatives of the organization, and ✓ Deliver 20-30 minute presentation of same. <p>Invite, introduce, and thank organizational representatives.</p>	Team presentations of agency analysis	<p>Turn in Team Project hard copy (25 pts)</p> <p>Team Presentation (15 pts.) (See grading rubrics in next section.)</p>

Course Performance Expectations and Assignments

Graded aspects of the course are weighted as noted here. See detailed descriptions of expectations and rubrics to follow.

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| 1. | Participation | 15 points (10 pts Faculty, 5 pts Peer eval) |
| 2. | Complete 5 Response Papers @ 3 points each | 15 |
| 3. | Complete Personal Values and Goals Notebook | 2 + 8 + 1 possible bonus point |
| 4. | Complete Greenhill Community Center Case Analysis | 10 + 1 |
| 5. | Complete Financial Case Statement | 10 + 1 |
| 6. | Complete Team Project | 25 + 1 |
| 7. | Complete Team Presentation | 15 + 1 |

A	A-	B+	B	B-	C+	C	C-	D	F
104-95	94-90	89-86	85-82	81-80	79-78	77-73	72-70	69-66	65- 0

Descriptions of Individual Assignments

You earn more than half of your grade for this course through individual assignments.

Class Participation (15 points). We expect you to participate fully in class and team discussions. Students are expected to attend all class meetings, complete reading assignments and submit written assignments on time, participate actively in team and class discussions, and demonstrate professional decorum and support of peers. Learning in this course requires personal participation and involvement. Sharing perceptions and ideas with each other is crucial for learning and for understanding the diverse opinions that you are likely to encounter in your own organization. Your articulation and debate is also important for others' learning. You will find yourself presenting and testing out new ideas that are not wholly formulated, as well as assisting others to shape their ideas. You should be prepared to take some risks and be supportive of the efforts of other class members. You do not have to agree with us or the authors that you read. We expect you to support your ideas.

Attendance policy: You must attend class regularly. Each class is highly important because there are only 11 meetings. Missing one class must be adequately explained to the instructors. *For each subsequent absence, 10 points will be deducted from your grade point total (the equivalent of a full letter grade), as deemed appropriate by the instructors.*

Response Papers (5 @ 3 points = 15) These assignments are intended to encourage you to apply the readings in a meaningful way to your own professional life, and prepare you to discuss the concepts in class. They should show clearly that you have indeed read the assignments and thought about them.

Goals Notebook (10 + 1 Points) This assignment builds on your Goals and Values response paper. It has two purposes. The first is to help you to learn more about your goals using both left brain (logical) and right brain (creative) modes of thinking. Second, this assignment will help us to evaluate your ability to apply what you have learned about goals, mission, and vision. You will be graded on your satisfactory completion of the following elements:

Goals and Values Notebook Grading Rubric 2+8 points total	
Include your draft of personal goals and objectives from the beginning of the semester. Discuss any revisions or changes you would make to this.	2
Prepare a personal mission statement, no longer than 100 words. Discuss why or how this is important to you.	2
List in detail five goal statements. (One point each) At least two goals should be long term (to be attained in three to five years) and two should be short term (to be attained within six months or less). Each goal statement should be one or two pages and should include: <ul style="list-style-type: none"> • a statement of a goal that is specific, measurable, and attainable; • the time frame in which you will achieve the goal; • pictorial representations of the goal (for example, drawings, photographs, cut-outs, clip art) 	5
Use good organization and correct spelling, punctuation, and grammar. Be creative and demonstrate your personal investment in the project.	1
Outstanding papers demonstrating excellence will be awarded an additional point.	1

Greenhill Community Center Case Analysis (10 + 1 points) Through this case analysis, you should become familiar with and be able to apply one model for assessing an organization (Wilder non-profit life stage assessment). Students will complete one written case analysis. Students are required to follow the rubric below. The document should be four to six pages long, typed, and double-spaced.

This assignment will prepare you for the completion of your team project. You will be graded on your satisfactory completion of the following elements:

Greenhill Community Center Case Analysis Grading Rubric	
Briefly summarize the major elements of the case	1 point
Assess the stage in which the organization is operating in the areas of governance, staff leadership, financing, administrative systems staging, products and services, and marketing by using the assessment tool in Simon and Donovan. Explain by examples from the case why you chose the stage that you did. Include your scoring of the organization in an Appendix to your analysis. Note that not all information is explicitly provided in the case. Discuss what additional info you might find useful.	3 points
Decide on what stage the organization is functioning overall and explain why.	1 point
What are the key issues or struggles for the organization at this stage?	1 point
What strengths does the organization draw from this stage?	1 point
If you were the Executive Director of this organization, what would be your strategy for moving the organization forward from this stage? What would you do and why?	2 points
Use good organization and correct spelling, punctuation, and grammar	1 point
Outstanding papers demonstrating excellence will be awarded an additional point.	1 point

Financial Case Analysis (10 + 1 points) Rainbow Housing Case.

Through this case analysis, you should develop your ability to analyze the financial situation of an organization. You will be asked to prepare a professional memo – no longer than two pages - in response to the data and information provided in the case details. Refer to the instructions posted on BB.

Team Assignments

Forty percent of your grade will be earned with your team. Team assignments are graded as a team. If you want a good grade on these assignments, you will help your team members to achieve their best work. You will be in a small team of four to six people who will work together on two major related assignments as well as exercises and discussions in class. Please make every effort to build your group into an effective work team. Several reading assignments, lectures, and exercises will help you to understand how teams work and how you can work well together as a team.

Written Report on Project (25 points) This assignment consists of a report you will deliver to the instructors as well as the Executive Director of the organization that you have been studying about what you have found. Using the *Wilder Nonprofit Life Stage Assessment Tool*, determine a community organization’s “Life Stage.” As a group, you will agree upon an organization where you will conduct the assessment, analyze the results, and present their analysis to class. On the last day of class, please invite representatives of the organization to attend a 20 – 30 minute presentation.

Team-Written Report Grading Rubric	
Describe briefly the organization, its history, mission, services, and organizational structure.	2 points
Explain why you chose to study this organization and your source or sources of information about it.	2 points
Assess the stage in which the organization is operating in the areas of governance, staff leadership, financing, administrative systems staging, products and services, and marketing by using the assessment tool in Simon and Donovan. Explain by specific examples why you chose the stage that you did. Include your scoring of the organization in an Appendix to your analysis	6 points
Decide on what stage the organization is functioning overall and explain why.	2 points
What are the major strengths of the organization at this time?	3 points
What are the key issues or struggles for the organization at this time?	3 points
If you were a consultant to this organization, what three suggestions would you make to the Board and Executive Director to move the organization forward to the next stage? If the organization is at stage five, what areas need attention to sustain the organization?	5 points
Use good organization and correct spelling, punctuation, and grammar. It should be a professional-looking document that is well-organized and well written.	2 points

Team Presentation (15 points) Each team will present their findings to the class as a final examination. The team is responsible for properly inviting interested members of the organization to come to class on the day of the presentation, introducing the guests to the rest of the class, and sending a thank you note to the guests and/or organization upon completion of the project.

Team Presentation Grading Rubric	
Content grading specifics	
Describe briefly the organization, its history, mission, services, and organizational structure. Briefly discuss your source or sources of information about it.	2 points
Assess the stage in which the organization is operating in the areas of governance, staff leadership, financing, administrative systems staging, products and services, and marketing by using the assessment tool in Simon and Donovan. Explain by specific examples why you chose the stage that you did. In what stage is the organization is functioning overall? Why?	2 points
Discuss the major strengths of the organization at this time, as well as key issues or struggles.	2 point
If you were consultants to this organization, what three suggestions would you make to the Board and Executive Director to move the organization forward to the next stage? If the organization is at stage five, what areas need attention to sustain the organization?	2 point
Delivery grading specifics	
Present in a well-organized manner with evidence of planning and rehearsal. Presentation must be no longer than 30 minutes. Expect follow-up questions.	2 points
Engage the audience. Read reactions and respond appropriately. Include excellent visual aids such as slides, photographs, charts, and video	2 points
Speak clearly, at a good pace, and with expression.	1 point
Use effective gestures and body language to enhance presentation. Do not use distracting gestures, such as shifting back and forth or reading from the screen on the wall.	1 point
Include each team member in the presentation. Invite guests from the organization to attend. Provide a note thanking the organization for their cooperation in facilitating the learning experience of the team.	1 point
Bonus point for excellence	1 point

Recommended Journals

Journals that publish articles related to the practice and theory of Organizational Change and Development

Journal of Applied Behavioral Sciences

<http://www.sagepub.com/journal.aspx?pid=217>

Academy of Management Executive

<http://www.aomonline.org/aom.asp?id=44>

Professional Organizations Related to the Practice of Organizational Change and Development

Organizational Development Network (Primarily practitioner) <http://www.odnetwork.org/>

Society for Organizational Learning <http://www.sol-ne.org/>

Tavistock Institute <http://www.tavistock.org/index.php>

Society for Human Resources Management <http://www.shrm.org/>

Recommended Web Sites

The Center for Non-Profits: <http://www.c4npr.org/>

Social Psychology Network Links Page <http://www.socialpsychology.org/io.htm>

Academy of Management ODC Division Newsletter articles <http://www.aom.pace.edu/odc/newsletters/classic.htm>

Academy ODC Division "Best Papers" <http://www.aom.pace.edu/odc/papers.html>

Free Management Library <http://www.managementhelp.org/>

Resources for Nonprofit Management <http://www.mapfornonprofits.org/>

Free Nonprofit Management Program http://www.managementhelp.org/np_progs/org_dev.htm

Managing Nonprofit's Finances and Taxes http://www.managementhelp.org/np_progs/fnc_mod/fnance.htm

Being a Valuable Team Member <http://www.mgmt.utoronto.ca/~baum/mgt2005/valuable.html>

Local Initiatives Support Corporation www.lisc.org (Has an on-line resource library with multiple resources for non-profit managers.)

Enterprise Community Partners Foundation www.enterprisecommunities.org/resources

CompassPoint Nonprofit Services www.compasspoint.org (Especially good on board roles and responsibilities)

Michigan Non-Profit Association <https://www.mnaonline.org/membership#benefits>

The Council of Michigan Foundations www.cmif.org

Nonprofit Enterprise at Work: www.new.org information about nonprofit management

Grassroots Institute for Fundraising www.grassrootsinstitute.org

University of Nebraska Lincoln Publications on community development: <http://www.ianrpubs..unl.edu/epublic/pages/index.jsp?what=subjectAreasD&subjectAreasId=7>

Notes:

Compliance with UDM Student-Related Policies

Students of the University of Detroit Mercy are expected to comply with all policies and practices established by the College and/or University. Listed below are a few specific UDM policies, however the list is not intended to be exhaustive. A complete listing of all UDM policies can be found in the UDM Student Handbook, and students are expected to be familiar with all UDM student-related policies.

Student Course Evaluations

Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are strongly encouraged to complete an online course evaluation. Course evaluations are completed during the week preceding final exams each semester. Information is provided to students through email explaining how to complete the evaluation online.

Available Support Services

The University of Detroit Mercy has a wide array of support services available to all students that include the library, media center, tutoring (UAS, 3rd Floor of Library) and Writing Center (Briggs 135). The UDM Student Handbook contains complete information regarding location and hours of operation of the University's support services. Students are encouraged to utilize the support services provided by the University, as needed.

UDM Policy on Plagiarism and Academic Integrity

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Plagiarism is among the most serious academic offenses. It involves submitting the style or content of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another; that is, retaining another writer's ideas and structure without documentation. Students are advised always to set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' words and ideas when they find their way into the writing. Whenever in doubt, cite the source. Students that purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the University.

Disability Support Services and Accommodations

If you need an accommodation because of a disability, have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Disability Support Services, McNichols Campus Library, Room 328, (313)993-1158. It is very important for students to be proactive with regard to requesting their disability accommodations every semester. Students are encouraged to have open communication with their professors. However, it is a personal choice and never a requirement for students to disclose their disabilities to anyone except the Director of Disability Support Services, and only if they wish to request accommodations. You must be registered with Disability Support Services and your faculty must receive official notification from the DSS office before they can make arrangements for your accommodations.