

ASSIGNMENT INSTRUCTIONS - MGMT-E1012, Organizational Development

TECHNICAL INSTRUCTIONS FOR ALL ASSIGNMENTS

- Times New Roman 12; all margins 2.5; spacing 1.0
- No cover page (apart from final feedback report). On top of each paper write your name(s) and student number(s) as well as word count (note: references are excluded from the word count)
- No late admissions are accepted without a doctor's certificate. Check the course outline for deadlines.

LIVE CASE PROJECT

Phase I – Project Charter

Overview

- Project title that communicates the problems the project will address
- Team number and team members (with student numbers)
- Discuss and describe
 - what the project entails to accomplish (reflect do you have a shared understanding of the task at hand)?
 - how will you achieve the project objectives?
- Write a brief project description
 - what is the project's main purpose?
 - any major goals and milestones?
 - how will you measure progress/success?
 - how will tasks be divided?
 - how will you track task status, documentation, result delivery?
 - how will you work as a team?
 - how and through what channels will you communicate & share documents?
 - when and how often will you meet?

Planned data collection

- What types of data would you like to collect for the project? (e.g. secondary, primary, qualitative, quantitative)
- What is the desired data collection scope?
- How do you intend to analyze the data which you will collect and/or will be provided with by the case company? (i.e. software, method, visualization)

Estimated project schedule

- create a job breakdown structure
- define which tasks are critical, how they are linked, and how long each will take
- draw a timeline for task accomplishment

Project risks

- Analyze and assess risks against likelihood, and potential level of impact
 - Group member failing to deliver
 - Changes in group composition and resources (skills)
 - External risks (data access challenges, IT problems, etc.)
 - Unforeseeable and personal (illness, breakup, etc.)
- Devise a plan of action for mitigating risks

Quality assessment

- What is the grade your team is aiming at? (Are you all in agreement?)
 - Before project starts, reflect are you committed to invest sufficient time and effort?
 - Close to delivery reflect

- Is the produced content of high quality?
- how to polish the final text, what to include and exclude?
- how to deliver an effective presentation – clear slides & well-rehearsed presentation?

Phase II – Slide show of analysis and recommendations

- see presentation rubric in the materials folder for evaluation and expectations (timeframe given when course progresses)

Phase III - Final Project Feedback Report (max. 3000 words excluding references)

1. **Prepare feedback** in the form of a clear and concise written report. Consultant interpretations and the input gathered from within the organization need to be clearly separated to identify opinion from fact. The analysis needs to be interpreted through the OD theories and concepts covered by the course readings and additional literature must be gathered when needed to support your case analysis. Develop a brief overview of the study, why it was conducted, who was involved, and the outcomes and recommendations for next steps.

2. **Summarize the data** found in the diagnostic phase and identify the actions needed. In addition to the structure, the OD Consultant should also pay attention to the contents of the feedback report and determine how the data should be displayed to the client. The use of graphics is greatly encouraged to depict differences or main themes. Focus on issues such as gaps, differences among groups, essential areas that need to be addressed, organizational challenges, and critical information that must be shared.

3. **Structure the report** so that all essential information is covered. Structural elements of a feedback report are given below:
 - Title Page (name of the organization being researched, date, student numbers and names of the team conducting the study)
 - Table of Contents
 - Executive Summary (max. one-page concise overview of findings and recommendations)
 - Intervention context and goals
 - Purpose of the Report (type of research and decisions aided by the findings of the data analysis, decision maker(s) etc.)
 - Background about the Organization and the Product/Service/Program that is being researched
 - Relevant Organization/Program Description/History
 - Relevant Product/Service/Program Description (the one being researched)
 - Overall Evaluation / Intervention Goals (such as the questions answered by the research)
 - Intervention implementation
 - Methodology
 - Theoretical and conceptual background for the analysis following academic writing and referencing standards
 - Types of data/information that were collected

- How data/information were collected e.g. instruments used
- How data/information were analyzed
- Limitations of the evaluation (how to use the findings/conclusions and cautions around these)
- Intervention results and recommendations
 - Intervention results
 - Interpretations and Conclusions (from analysis of the data/information)
- Recommendations (regarding the decisions that must be made about the product/service/program) and next steps
- List of references

Please see further steps and how to prepare for facilitating OD feedback

<https://instituteod.com/how-create-present-excellent-od-feedback-reports/>

LEARNING DIARY (1500-2000 words) + GROUP WORK EVALUATION SHEET (to be attached)
--

Write a learning diary of your experiences and learning during the course. Select five sessions that you found most insightful for you and reflect both on the academic side of the topic as well as the insights from the visitor and activities. You must cite and refer to the course readings (min. 5 articles) where appropriate and in a meaningful way. The idea of the reflective journal is to map the progress (and changes) in your thinking and actions and the learning journey in which you are engaged. We encourage you to make notes of your experiences and feelings before, during and after each class so that the moments of learning are not lost. Your notes do not directly suffice as a reflective journal. They need to be edited and focused on the most essential learnings.

As the journal is assessed and graded, please produce a well-structured and clearly expressed journal where descriptive, analytical-reflective, and evaluative reflections are in balance. The following questions will help you in your reflective work.

Descriptive

- What did I read/think/hear/see/say/do/feel? What have I learnt?

Analytical-reflective

- Do I understand what I have learnt?
- Why did I think/feel/do/say in that way? What were my assumptions?
- How do the issues discussed relate to other things that I know?
- What do I think about it now? Reveal your new insights.
- How has my thinking and behavior changed? Why/why not has it changed?

Evaluative

- Reflect on how this information will be useful to you?
- How does this learning experience contribute to my professional and personal development?
- Where do you go from here?

Evaluation Criteria

- Fail: Summarizes the contents of the course with no/minimal reflection. Shows no understanding of the theoretical approaches of the course and their relevance to professional and personal development.
- 1-2: Summarizes the contents of the course with some analytical and evaluative reflection. Shows sufficient understanding of the theoretical approaches of the course and their relevance to academic, professional, and personal development.
- 3-4: Summarizes the contents concisely with ample analytical and evaluative reflection. Shows good understanding of the theoretical approaches of the course and their relevance to academic, professional, and personal development.
- 5: Summarizes the contents concisely with ample and poignant analytical and evaluative reflection. Shows excellent understanding of the theoretical approaches of the course and their relevance to academic, professional, and personal development.

Group work evaluation sheet can be located below. Please copy it as part of your learning diary. Note! The text in the evaluation sheet is not part of the word count of the learning diary.

Peer Evaluation Form for Group Work

Your name _____

Write the name of each of your group members including you in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Feedback on team dynamics:

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.						
Contributes meaningfully to group discussions.						
Completes group assignments on time.						
Prepares work in a quality manner.						
Demonstrates a cooperative and supportive attitude.						
Contributes significantly to the success of the project.						
TOTAL						

1. How effectively did your team work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a team from this project that you will carry into your next team experience and to working life?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)