GEORGE MASON UNIVERSITY
Graduate Council NEW Certificate, Concentration, Tack or Degree Program
Coordination/Approval Form

(Please complete this form and attach any related materials. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. If no coordination with other units is requires, simply indicate "None" on the form.

Title of Program/Certificate, etc: Organization Development and Knowledge Management

Level (Masters/Ph.D.): Master of Science

Please Indicate: ___X___ Program _____ Certificate   _____ Concentration

Description of certificate, concentration or degree program:
Please attach a description of the new certificate or concentration. Attach Course Inventory Forms for each new or modified course included in the program. **For new degree programs**, please attach the SCHEV Program Proposal submission.

Please list the contact person for this new certificate, concentration, track or program for incoming students:
Dr. Tojo Thatchenkery, Professor, School of Public Policy <thatchen@gmu.edu> or
Ms. Nancy Dunham, Assistant Director of Student Services, School of Public Policy <ndunham1@gmu.edu>

Approval from other units:
Please list those units outside of your own who may be affected by this new program. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

Unit:	Head of Unit's Signature:	Date:
Unit:	Head of Unit's Signature:	Date:
Unit:	Head of Unit's Signature:	Date:
Unit:	Head of Unit's Signature:	Date:

Submitted by: _Elizabeth Eck_____   Email: eeck@gmu.edu

Graduate Council approval: _____ Date: _____

Graduate Council representative: _____ Date: _____

Provost Office representative: _____ Date: _____

1. Institution
George Mason University
	2. Program action (Check one):
	    Spin-off proposal ☐
	    New program proposal ☒

3. Title of proposed program Organization Development and Knowledge Management	4. CIP code
5. Degree designation Master of Science	6. Term and year of initiation

7a. For a proposed spin-off, title and degree designation of existing degree program

7b. CIP code (existing program)

8. Term and year of first graduates	9. Date approved by Board of Visitors

10. For community colleges:
      date approved by local board
      date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)

12. Location of program within institution (complete for every level, as appropriate).

  School(s) or college(s) of   Public Policy

  Division(s) of

  Campus (or off-campus site)   Arlington Campus

  Distance Delivery (web-based, satellite, etc.)

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

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Overview

The program in Organization Development and Knowledge Management (ODKM) at George Mason University prepares a new generation of reflective practitioners with capabilities valuable across all types of organizations – private (business), government, non-profits, etc. The program is designed to meet the needs of contemporary society and of organizations undergoing rapid changes and shifting from hierarchical structures to more group-based learning environments. By enabling students to understand many dimensions of change, they develop their capabilities to evaluate, effect, and manage change in organizations. Thereby, graduates of the program contribute to creating work environments that are both more effective and more humane. While focusing on the human and social aspects of organizing, the program also emphasizes the use of collaborative groupware technologies to support interactive learning and knowledge sharing, and knowledge creation.

The Organization Development and Knowledge Management Master's degree is a cohort, student-centered program, designed to meet the needs of practitioners and professionals advancing their careers and creating more effective organizations. The program addresses the requirements of students who have family and other social responsibilities as well as careers, but who want to enrich their skills and capabilities. The program has broken new ground in uniting organizational development and knowledge management, and then in offering this combined program in a format that is accessible to working professionals. As a result, it offers a broad range of students a unique learning environment in which to develop themselves and, from there, their organizations.

The Master of Science in ODKM proposed here will replace the Master of New Professional Studies in ODKM that has been active since 1996. The new Master of Science in ODKM will be implemented in the autumn semester, 2009. It will draw students seeking to advance themselves and their organizations by learning to understand and to lead in contexts of increasing organizational, human, cultural and technological complexities. The college and university already have a track record of commitment and ample resources dedicated to the ODKM program under its previous MNPS designation. The commitment will continue unabated, and no new resources will be required beyond those already dedicated to the ODKM program under its current MNPS designation.

Curriculum

The M.S. in ODKM is a 36-39 credit program. If students have sufficient professional experience, they can waive the 3-credit internship program and complete the program in 36 credit hours. Because of the cohort structure, most of the courses are required and taken by all students in the cohort. However, there are also a few electives, and the internship for those who do not place out of it. A list of courses and their compliance with SACS standard 3.6.2 is provided in the table below. Following the table, summary course descriptions amplify this information. A sample program schedule is provided in Appendix 1.

Course	Knowledge of the Literature	Research	Professional Practice
LRNG 602 Group Dynamics and Team Learning <>			x
Learning Community		x	x
MNPS 700 The New Professionalism: Theory and Practice <>	x	x	x
MNPS 702 Organizational Learning: The New Professional as Reflective Practitioner #	x	x	x
PUBP 501 Policy and Organizational Analysis	x	x	x
PUBP 503 Culture, Organization, and Technology	x	x	x
LRNG 762 Strategic Knowledge Management +		x	x
PUBP 502 Governance and Policy Processes	x	x	x
Elective			
MNPS 703 Collaborative Technologies for Knowledge Sharing +		x	x
LRNG 672 Organizational Learning Lab +		x	x
MNPS 720 Learning Community +		x	x
LRNG 794 Professional Internship (may be waived if student has appropriate work experience)		x	x

Table 1. Courses that Address SACS Comprehensive Standard 3.6.2

OVERVIEW OF COURSE CONTENT (Please refer to Table 1.)
The **first group of courses** (<>) focuses on change, worldviews, and ways of observing and understanding social interaction and organizations. The courses act as a foundation for the rest of the program. Students learn new distinctions to understand the nature of change, exploring how groups interact, dimensions of organizational change, and the challenges for professionals in 21st Century work environments.

The **second group of courses** (#) give particular attention to how to manage the knowledge organization. Knowledge organizations rely on networks of people interacting. These courses focus on understanding work and workplaces today, including the multicultural dimensions of project-oriented work groups and teams, and the impact this has on managing work. The courses adopt the idea that organizing is about learning and sharing knowledge, rather than 'problem solving' in the traditional sense.

The **third group of courses** (+) has a strong practical, or 'action learning', focus. This group emphasizes practices and skills to enhance the working of networked, group- and project-based, knowledge-intensive organizations. Students continue to learn important new distinctions and concepts, but they observe actual organizations through the lenses they have acquired in the program: working with groups of people in organizations on change-oriented processes. Typically, students work in groups of four to six on projects related to the subject matter of each course, in organizations that they themselves have selected. They explore
- methods for gathering and analyzing strategic information;

- the use of collaborative technologies to support knowledge sharing and learning in organizations;
- a lab course in which students practice applying new organizational learning techniques in organizations;
- the skills and requirements of consulting for learning organizations.

With the near universal reach of the Web, collaborative technology is becoming an integral part of how organizations do their work. If properly implemented, technologies that enable people to work together at a distance improve their potential for effectiveness and innovation. Many organizations don't know how to use the technology effectively. In the program, students learn to use the technology to complement their face-to-face interactions. Assignments are designed accordingly. Students post work assignments on the Web, read and comment on each other's work, and learn to facilitate on-line interactions. In the capstone course on technology (MNPS 703: Technology and Organization Learning) students compare the capabilities of different technologies and look at implementation issues in organizations.

Another unique feature of the curriculum is the Learning Community (MNPS 720). This three credit hour course runs through the entire degree in parallel with, and complementary to, the other courses. The Learning Community is an example of how this master's degree is student-centered and caters to mature professionals who want to integrate theory and practice. Students shape and manage this course. The Learning Community brings together students in the different ODKM cohorts so they can learn from each other and meets on several Saturdays during the Fall and Spring semesters. Graduates are invited to attend and to share their learning, which develops an extended network of OD practitioners.

Applications will be considered from all eligible students who hold a bachelor's degree or equivalent from an accredited university or college in any field. A minimum undergraduate grade point average of 3.00 (on a 4.0 scale) is preferred. The most successful applicants will normally have a minimum of 5 years of relevant work experience, although applicants with less than five years of work experience are also invited to apply to the program. All students seeking funding consideration from the School of Public Policy in the form of Merit-Based Scholarships are required to submit Graduate Record Examination (GRE) scores. Those seeking Federal Financial Aid only are not required to submit GRE scores. GRE scores are not required universally because they are biased measures and are substantively less helpful and informative than the rest of a student's application. Applicants are required to submit an application form (available online through the GMU website), a 750-1000 word written statement of student's goals and interests for the program, a current resume, official transcripts of all university work completed, two letters of recommendation, and, for international students, TOEFL scores.

Faculty

The proposed program will feature a faculty that is diverse, innovative, excellent in teaching, and active in pure and applied research. All courses in Organization Development and Knowledge Management are taught by George Mason University faculty from the School of Public Policy.

Instruction will come from a mix of tenured, instructional and adjunct faculty actively engaged in teaching and research. There are 4 full-time faculty dedicated full-time to the program. In addition, several other full-time faculty are available to participate in the program, and several instructional and adjunct faculty also assist in delivering courses within their core areas of professional and academic competency. A short summary of faculty is provided in Appendix B. Brief biographies of key faculty are presented below.

Ann C. Baker is an associate professor in the School of Public Policy. She directs the Organization Development and Knowledge Management concentration of the MS in New Professional Studies. Prior to joining Mason, Dr. Baker was a Kellogg Fellow, having received a three-year Leadership Development fellowship from the W.K. Kellogg Foundation for International Leaders of the Future. Her research interests include cross-cultural dialogue, organizational learning and knowledge creation, organizational change, virtual conversations, group dynamics, conversational learning, and conflict and change.

Mark Addleson is an associate professor of management economics in the School of Public Policy, where he teaches in the Organization Development and Knowledge Management concentration. Before joining George Mason University in 1994, Dr. Addleson taught for more than 20 years in his native South Africa at the University of the Witwatersrand's Graduate School of Business Administration, where he was head of the General Management program. His research areas include urban and regional policy and regional manufacturing in South Africa, the foundations of social theory, and the nature of management decisions.

Tojo Thatchenkery is a professor of organization development and knowledge management in the School of Public Policy. He is also a member of the NTL Institute of Applied Behavioral Science and the Taos Institute. Dr. Thatchenkery has over 20 years of experience in teaching in the United States, Europe, Australia, and Asia. His research areas include appreciative organizational design and ethnic social capital.

Jessica Heineman-Pieper is an assistant professor of organization development and knowledge management in the School of Public Policy. A Rhodes Scholar, Dr. Heineman-Pieper brings a multi-disciplinary perspective that incorporates both theoretical and applied contexts. Her academic work spans the disciplines of philosophy of science, psychology, ethics, history, literature, and management, while her practical experiences have included management consulting for a global strategy firm, science policy consulting for the National Institute of Mental Health, and program evaluation for non-profits and state medical regulatory boards.

Assessment

Students in the ODKM program will be assessed according to the following criteria.

Learning outcomes:

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- 'Action learning' – learning by doing: Outcomes are designed to equip students with relevant tools, methodologies, perspectives, and applied organizational experience to facilitate effective decision-making and leadership in their professions.
- 'Conceptual learning'– mastering new ideas: Outcomes are designed to develop synergy between applied and theoretical bodies of knowledge within the field of Organizational Learning and the student's chosen area of specialized learning.

Graduates of the proposed program are expected to:
- Apply theory through projects in organizations
- Work collaboratively in teams, reflecting on, and analyzing the process of collaboration/team working
- Use collaborative technology to understand the use of groupware in organizations to support collaborative working
- Understand why learning organizations represent a new model of organization and management and how this model is applied to change the way organizations work
- Conceptualize and foster the dynamics of social interaction with an emphasis on organizing in teams
- Understand groupware support for collaboration and learning, and how to operationalize groupware tools for this purpose

How we will assess learning:
- Students must maintain a grade point average of 3.0 or above for graduation, and students can be dismissed from the program for a single failing grade or for nine units of a 'C' grade
- Students are given extensive qualitative feedback by faculty throughout their time in the program, which allows them to identify their unique strengths and development needs early in the program and then to have multiple contexts in which to build on strengths and work on development needs
- Students frequently work in groups and have the opportunity to provide each other with feedback and to use these contexts to try things out and 'learn by doing'.

The proposed program will be reviewed on the seven-year cycle typical of programs within the School of Public Policy. Program review takes place under the guidance of the Office of Institutional Assessment and requires three semesters to complete. The outcomes of the process are a series of deliverables—a self-assessment report and academic plan written by program faculty and a report by a review team external to the program—and changes made to enhance the program. All programs within the School of Public (including the program on Organizational Development and Knowledge Management) are scheduled for review of its programs beginning in the 2009 spring semester. The proposed Organizational Development and Knowledge Management program will also be included in the university's 2011 reaffirmation of accreditation. Finally, the Board of Visitors will conduct its initial review of the program in the fall of 2013.

Benchmarks of Success

The program will conduct periodic evaluations in order to ensure that it is delivering to an extremely high standard. Examples of program evaluation mechanisms include:

- Anonymous student evaluations are solicited and analyzed for every course, and the feedback is used for continual improvement of the course offerings and program
- Student feedback is solicited and analyzed at the end of the program, and the results are used to improve the program/courses. Among other things, students are specifically asked about whether/how the program has impacted their work and careers.
- Focus groups are conducted every five years or so in order to provide a broader perspective (across cohorts, at different time points after the program, etc.) of students' experiences of the meanings and effects of their participation in the program.

These evaluations will provide rich data that can be used to improve any deficiencies in the program and to build on its strengths. The program will especially ensure that it is meeting the following benchmarks and will use the feedback data to continually improve delivery:

The proposed program has established the following benchmarks of success:
- Ongoing ability to meet enrollment targets drawn from a pool of well-qualified applicants
- Ability of current students and graduates to improve their professional effectiveness and access professional opportunities
- Student and alumni satisfaction with the program

Expansion of an Existing Program

This program is not an expansion of an existing program.

Collaborative or Standalone Program

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Response to Current Needs

Provide background information for program development (what is occurring in the field that warrants the program) and evidence that the Commonwealth needs this program or will need it in the future (visionary) to address emerging disciplines, etc. How was future need determined? Provide complete citation for all referenced information. Include in-text citations for all quoted information.

Today's professionals must learn to deal with change. They are faced with complex problems cutting across traditional disciplinary boundaries. Whether they work in public administration, education, health care, or business, they face a bewildering variety of new technology and methods of accessing information. Professionals of the next decade must learn to work in groups, and they must learn how to learn on the job rather than in traditional formal structured educational experiences. Increasingly, they must accept new forms of leadership, exercise new forms of leadership and produce group projects. Regardless of field, they are workers in which their primary resource is information and their primary output is knowledge. The days of individual effort resulting in a product which represents the effort of one individual in one branch of an organization are gone; professionals must interact not only with workers in other departments within their organization, but also with professions outside their organization in both public and corporate sectors.

The program in Organization Development and Knowledge Management combines six essential elements that will give graduates the ability to make unique and highly valuable contributions to the Virginia economy. These elements are: 1) a deep, functional and adaptive understanding of the uses of technology in the service of realizing human potential in the context of organizations; 2) the ability to work well in teams and contribute to exemplary group dynamics; 3) the ability to understand and guide constructive change within complex human and organizational systems; 4) the capacity to develop and deepen cross-cultural understanding and cooperation across divergent world-views and values; 5) the capacity to monitor, evaluate and continually improve one's own and the organization's effectiveness and competence in complex environments; 6) a familiarity and comfort with mastering emerging technologies and using them creatively in the service of organizational effectiveness and change. Given the increasing premium that businesses and governments are placing on emerging technologies and creative forms of social organization in the context of globalization, these skills and competencies will only increase in value to the Virginia economy and public administration. There is currently no other organization development and knowledge management program in existence among universities of the State of Virginia.

The ODKM program meets the needs of Virginia for employees and public administrators who are technologically, socially, and operationally competent while being highly reflective practitioners. It does this by overlaying a focus on three competencies with a focus on core business needs as identified in a study of Virginia employment trends: teamwork, 'soft skills', computer expertise, and problem-solving (Mikelson, Ratcliffe & Nightingale, 2003).

Three Clusters of Competencies

The aim of this professional program is to equip the student with the theoretical, empirical, and technological tools necessary to understand the organizations in which they work as social learning systems. In concrete terms, this involves acquiring three separate clusters of competencies as outlined below.

Analytic Competence: Students acquire the capability to collect, categorize, and make sense of dispersed knowledge from organizational settings. This is different from the

conventional data collection procedures in traditional organizational analysis models which encourage students to look for unifying, non-contradictory pieces of information based on the assumption that organizations are static, rational systems. Special efforts are made to underscore the notion that their organizations are dynamic, constantly evolving interpretation systems where knowledge, mostly in a dialectic nature is dispersed across hierarchies. Learning organizations are those that have the capability to tap into this dispersed knowledge from the periphery as well as the center. Students are strongly encouraged to develop the intellectual and analytical skills necessary to understand their organizations in a non-linear manner.

Action Competence: Interlocked with the analytic competence is the capability to use knowledge for effective and timely action. Indeed, the intellectual competence is worthless if these working professionals are not enabled to act. Though this capacity is very crucial, institutions of higher learning have historically paid much less attention to it in comparison to the analytic component. We now know that action capability can be significantly inculcated among students using carefully designed experiential activities such as simulations, role playing, field-work and supervised internships. Professionals need to acquire the skills to create realistic objectives suited to the needs of their own organizations.

Interpersonal Competence: Facilitating the creation of learning organizations also involves personal transformation. Organizations can't change if people who constitute them do not think and act differently. The capacity to engage others in a meaningful and just manner is a prerequisite in any change effort. Although the development of interpersonal competence and self-awareness is a continuing life-long effort, the Master's in New Professional Studies is geared to foster significant progress in these areas through (1) assessment by self, peers and faculty; (2) experiential learning activities; and (3) shared responsibility and commitment for one's learning.

Developing Expertise in Core Business Needs

Work in Teams
The bulk of work in the real world demands teamwork. Education seems antithetical to teamwork, partly because the measurement of progress is always individual. Students are sometimes urged to avoid team work even though the complexity of modern knowledge-driven operations and the importance of many perspectives on problems demands the ability to work in teams.

The implications for a degree curriculum are multi-level. There are many techniques, for example from the Quality movement, which enable groups to work together. There are various organizational theories shedding light on different operating modes. Beyond techniques, there are ethical and moral issues about the relationships between individuals, e.g. the balance of effort, contribution and need within a team. Finally, there are a range of personal characteristics and social skills which can be learnt and developed for the management of teams and the inter-personal relationships they imply. Critical to this curriculum is the need for teams to be reflective and self-critical; to view themselves, in other words, as a learning organization in miniature. Experience of work in teams itself provides an arena for the development of competencies, and is therefore central

to the modus operandi of the degree. The total practical situation of studying provides a more appropriate forum for growth than a series of instructional lectures.

Technology

There are a wide range of philosophical, cultural, social, political and other issues embedded in the prodigious development of technology in the past fifteen years. There are two obvious reasons why technology has a place in the education of the new professional. First, the more widely understood the applications, benefits and problems of technology are, the less likely it is that they could become a threat to a democratic society. Second, the power and potential of technology provides the opportunities for professionals to give increasingly improved service to their clients and customers.

Universities must therefore look for continuous improvement in the use of technology in teaching and studying. With teams, this may mean the development of sophisticated specialized bulletin boards and Email connections between students and tutors. In curriculum, this means sophisticated attention to the social and other problems the spread of technology raises. Centrally, however, it is technological competence within a professional education which provides the strongest base for professional development.

Continuous Improvement and Problem Solving

Across the business world in the last three decades has swept the various doctrines of Quality, of which TQM is the leader, and Edwards Deming is the guru. The appropriateness of Quality applications to education has been seen primarily on the management side of institutions, such as schools, central school board offices, and universities. In recent years this direction has become a general drift toward Peter Senge's concept of a learning organization. Continuous Improvement, however, is the theme which underpins most of this thinking; that is, that taking the customer seriously demands consistent attention to the improvement of the product. The tools and techniques which are used to promote this theme vary, but it is integral to the development of the three clusters of competencies.

The application of principles of continuous improvement to educational institutions suggests the development of techniques of benchmarking and much closer attention to the market of students, and to the jobs or professions for which they are headed. But the theme of continuous improvement has not been applied to the curriculum or the grading system. Phenomena such as grade inflation, or student concern with grades, reflect an absence of intrinsic motivation for subject-matter, but also a <u>student</u> lack of concern with quality of what is done, rather than the classification of the result.

Continuous Improvement suggests the development in the professional student of a different approach to work and study. It implies a new structure for assessment of work, driven by detailed attention to criteria of quality, detailed enough for the student to be able to analyze his or her weaknesses more effectively and develop his or her strengths. The student casts him or herself as a learner committed to continuous improvement, not a person simply trying to reach a grade to get a benefit. In business terms, the task must focus on product improvement, not on merely making money.

In summary, the ODKM degree focuses on the capabilities and training necessary to prepare graduates to lead the way in the new knowledge economy in a context of increasing social and organizational complexity and change.

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Spin-off Proposal

This program is not a spin-off.

Employment Demand

Provide evidence of employer demand for graduates, including current and future need for such graduates. Evidence of demand should include:

- Labor market information appropriate to the scope of the program (i.e., if the program is national in scope, provide national labor market data; if regional, then regional market data; if local, then local data). Employment advertisements must reflect information obtained within six months of submitting the proposal to SCHEV. SCHEV expects a PDF file of downloaded job announcements that show the URL and date. Job announcements must show that a degree (at the appropriate level) is required or preferred. See Appendix B for example. Print announcements from the Web; do not incorporate them in your document. The Office of the Provost will create the PDF.
  - Examples of job announcements included in Appendix C are as follows:
  - http://jobs.ucmerced.edu/n/staff/position.jsf?positionId=1689
  - http://www.careerbuilder.com/JobSeeker/Jobs/JobDetails.aspx?job_d id=J3F4926SRHJG125XB4H&cbRecursionCnt=1&cbsid=6859163178034190812 7dafc5e664261-270757902-R2- 4&ns_siteid=ns_us_g_Organizational_Develo_
  - https://www.appone.com/MainInfoReq.asp?R_ID=323030&B_ID=33&fid=1& Ad=&CountryID=3
  - http://jobcircle.com/classifieds/1529705.html?source=xml_juju_080 719
  - https://jobs- stercomm.icims.com/stercomm_jobs/jobs/candidate/job.jsp?jobid=127 859&mode=view
  - http://www.vedior.com/job- search/jobdetails.html?jobtitle=organizational+development+manage r&joblocation=houston&jobid=1497638

- Statistics from the U.S. Department of Labor or Bureau of Labor Statistics, the Virginia Employment Commission, and/or position announcements from professional journals or other sources of information about jobs. Provide full citations (use in-text citations for reference list) for sources of information. APA style is acceptable.

The ODKM program is a valuable asset for meeting the projected employment needs of the State of Virginia. For example, an analysis of Virginia employment trends states that information technology, health care, and teaching careers will be of increasing importance in the state (Mikelson, Ratcliffe & Nightingale, 2003).[1] The proposed program contributes to the

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[1] Mikelson, K.S., Ratcliffe, C. & Nightingale, D.S. (2003). *Virginia's Workforce: Strategies for Achieving a Skilled, Productive, and Educated Workforce*. Washington D.C.: The Urban Institute.

development of creative and highly skilled professionals across each of these fields, in human resource, administrative, technological, organizational and training/pedagogical capacities. In addition, the specific skill sets of most importance to Virginia employers are especially well developed in the proposed ODKM program. These skills include teamwork, problem-solving, "soft skills" and computer expertise (Mikelson, Ratcliffe & Nightingale, 2003). Correspondingly, over 70% of workers polled in the Urban Institute study expected to seek out additional computer and technological training (Mikelson, Ratcliffe & Nightingale, 2003). The ODKM program provides a unique and very important resource for Virginia workers, employers, and public administrators.

   The ODKM program also provides valuable advantages for Virginia within the national economy. The U.S. economy exhibits two significant trends that our ODKM program is exceptionally well poised to address. The first is the shift to a knowledge economy that has led to an explosion in the demand for knowledge management competencies and the second is greater complexity in managing the human capital of organizations, resulting in a demand for competencies that help increase the effectiveness of organizations. As the World Bank states, "*Knowledge is being developed and applied in new ways.*" (http://www1.worldbank.org/education/lifelong_learning/publications/ll_GKE/chapter1.pdf). These qualitative statements and trends are borne out by statistical projections. For example, the Bureau of Labor Statistics projects that employment demand for graduates in this professional arena is likely to grow faster than average employment demand, by 17%, over the decade ending in 2016 (see http://www.bls.gov/oco/ocos021.htm).   Simultaneously, the demand is increasing for those working in this area to have graduate training and graduate education (http://www.bls.gov/oco/ocos021.htm). These and other national data and trends confirm the importance of the degree and the training that it confers.

Student Demand

Provide evidence of student demand to support projected enrollments. Evidence of demand should include at least two of the following requirements:

- A descriptive narrative/full report of student survey results. Provide a copy of any surveys administered (in appendix).

   Because the current proposal is one to substitute an existing program with another program in which the only change is the designation – changing from MNPS to MS – the following strategy was used to ascertain demand for the change. First, existing application and enrollment numbers were used as evidence for demand for the program overall (see the final bullet point in this section, in the chart on "ODKM Application Data"). Second, a survey was sent out to all current and prospective students in the existing (MNPS) ODKM program who had contacted us since 2006, as well as all of the graduates of the existing (MNPS) ODKM program for whom valid email addresses were available. Respondents were asked several questions (see Appendix D for full survey instrument and instruction forms) to ascertain whether they saw the marginal value of an MS versus and MNPS designation to be positive, negative or zero. The logic of this approach

is that our existing program demonstrates successful and sustained demand (note that applications have doubled over the past four years), and that if people interested in the existing program would have equal or greater interest in the same program with an MS designation, demand for the new program will have been demonstrated.

We sent an email request to 88 alumni, 335 prospective students, and 100 current students to fill out our web-based survey. We had a response rate of 96 out of 523, or 18%. Ninety-two out of 96 respondents (96%) stated that the switch from MNPS to MS would be a positive benefit in their work, professional development, and/or career. These results are detailed in Appendix E.

These data indicate strong support for the designation change from MNPS to MS in the target population.

- Letters and/or e-mails of support from prospective students that include a statement of need for the program and indicate possible enrollment in the program. [not required – data provided for subsequent bullet point instead]

- A summary, with citations, of any other sources that document student demand.

ODKM historical application data under the MNPS designation:

ODKM Application Data

	2003	2004	2005	2006	2007
applications	26	27	29	57	54
admissions	26	22	25	42	44
enrollments	22	17	20	40	36

This table provides the estimated headcount and FTE (full-time equivalent) students, based upon official GMU Admissions Department data.

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Major in Organization Development and Knowledge Management - MS
Projected Enrollments

	FY 2009-2010		FY 2010-2011		FY 2011-2012		FY 2012-2013		Target Year FY 2013-2014		
	HDCT	FTE	HDCT	FTE	HDCT	FTE	HDCT	FTE	HDCT	FTE	Total Grads
New	40	20	40	20	40	20	40	20	40	20	
Returning	36	18	36	18	36	18	36	18	36	18	36
Total	76	38	76	38	76	38	76	38	76	38	36
Grad		36		36		36		36			144

Assumptions:

     90% Retention
     100% Part time students
     Part time student taking 6 credit hours
     Part time students graduate in 2 years

Duplication

Include evidence that the proposed program is not unnecessarily duplicative of programs at other institutions in Virginia. Describe how the proposed program is similar to and different from other programs in this discipline in the region or state.

As of 6/27/08, SCHEV (http://research.schev.edu/enrollment/programmaticenrollment.asp) lists no master's programs in organization development in the state of Virginia, and only three master's programs in the neighboring but very distinct field of Human Resources.

Projected Resource Needs

In a narrative, describe the available and additional program resources anticipated in the following categories, explaining the need to operate the program:

     The MS program in ODKM will not require any resources beyond those already provided to the ODKM program under the MNPS program. These resources include: Faculty to teach

the courses, collaborative and other technology (as per a learning focus of the program), classroom resources, and library resources. These are all fully met for the MNPS ODKM program and will be no different under the MS ODKM program.

PLEASE NOTE: Wendy Payton is developing the text for the subsections below as well as the charts identified as Part B and Part C. These items are in progress; please feel free to contact Wendy Payton at wpayton@gmu.edu for additional information.

Full-time Faculty

Part-time Faculty from Other Academic Units

Adjunct Faculty

Graduate Assistants

Classified Positions

Targeted Financial Aid

Equipment

Library

Telecommunications

Space

Other Resources

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No __x__
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No __x__
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No __x__
- Will each type of space for the proposed program be within projected guidelines? Yes __x__ No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No __x__

Part B: Fill in the number of FTE positions needed for the program.

Please note that the proposed MS in ODKM will replace the existing MNPS in ODKM and will not require resources beyond what would have been required for the continuation of the ODKM program under its current MNPS designation. This table is currently being completed by Wendy Payton; please feel free to contact her at wpayton@gmu.edu for further information.

	Program initiation year 20__ - 20__		Total expected by target enrollment year 20__ - 20__	
	Ongoing and reallocated	**Added (new)**	**Added***	**Total FTE positions**
Full-time faculty	0.00	0.00	0.00	0.00
Part-time faculty [faculty FTE split with other unit(s)]	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

*Added after the program initiation year

15

Part C: Estimated $$ resources to initiate and operate the program.

Please note that the proposed MS in ODKM will be funded in exactly the same way as the existing MNPS in ODKM, which it would be replacing. There will be no other funding sources or transfers required. This table will be completed by Wendy Payton; Please feel free to contact her at wpayton@gmu.edu for further information.

	Program initiation year 20__ - 20__		Total expected by target enrollment year 20__ - 20__	
	Ongoing and reallocated	Added (new)	Added*	Total resources
Full-time faculty				
salaries	$	$	$	$
fringe benefits	$	$	$	$
Part-time faculty [faculty FTE split with other unit(s)]				
salaries	$	$	$	$
fringe benefits	$	$	$	$
Adjunct faculty				
salaries	$	$	$	$
fringe benefits	$	$	$	$
Graduate assistants				
salaries	$	$	$	$
fringe benefits	$	$	$	$
Classified positions				
salaries	$	$	$	$
fringe benefits	$	$	$	$
Total personnel costs				
salaries	$	$	$	$
fringe benefits	$	$	$	$
TOTAL personnel costs	$	$	$	$
Equipment	$	$	$	$
Library	$	$	$	$
Telecommunication costs	$	$	$	$
Other costs (specify)	$	$	$	$
TOTAL	$	$	$	$

*Added after program initiation year

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes   _____

Signature of Chief Academic Officer

x   No

Signature of Chief Academic Officer

If "no," please complete Items 1, 2, and 3 below.

1. **Estimated $$ and funding source to initiate and operate the program.**

Please note that the proposed MS in ODKM will be funded in exactly the same way as the existing MNPS in ODKM, which it is replacing. There will be no other funding sources or transfers required. This table will be completed by Wendy Payton, wpayton@gmu.edu.

Funding Source	Program initiation year 20__- 20__	Target enrollment year 20__ - 20__
Reallocation within the department or school *(Note below the impact this will have within the school or department.)*		
Reallocation within the *institution (Note below the impact this will have within the school or department.)*		
Other funding sources *(Please specify and note if these are currently available or anticipated.)*		

2. **Statement of Impact/Other Funding Sources.**

As discussed above, the proposed MS in ODKM will exactly replace the existing MNPS in ODKM and will have no impact other than the likelihood of increased demand for and prestige of the program. The increased demand can be handled either by accepting more students or by increasing the exclusivity of the program or both.

3. **Secondary Certification.**
If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

<u>   x   </u> Agree   <u>   </u>
                              Signature of Chief Academic Officer

<u>   </u> Disagree   <u>   </u>
                              Signature of Chief Academic Officer

Appendix A – Sample program schedule

SEQUENCE	COURSE # and NAME	Sample Dates
SUMMER 2007		
	LRNG 602 Group Dynamics and Team Learning <>	**August 17-18; September 6-8, 21
	Learning Community	August 26
FALL 2007		
	MNPS 700 The New Professionalism: Theory and Practice <>	September 28-29, October 12-13, 26-27, November 9-10, 16-17, 30, December 1
	MNPS 702 Organizational Learning: The New Professional as Reflective Practitioner #	
	Learning Community	December 8
SPRING 2008		
*	PUBP 501 Policy and Organizational Analysis	January - May
*	PUBP 503 Culture, Organization, and Technology	January - May
	LRNG 762 Strategic Knowledge Management +	January - May
SUMMER 2008		
	PUBP 502 Governance and Policy Processes	May - July
	Elective	May - July
FALL 2008		
	MNPS 703 Collaborative Technologies for Knowledge Sharing +	August - December
*	LRNG 672 Organizational Learning Lab +	August - December
OTHER		
	MNPS 720 Learning Community +	
	LRNG 794 Professional Internship (may be waived if student has appropriate work experience)	

* These three courses are 4 credit hours each. All the other courses are 3 credit hours

Appendix B – Faculty

Faculty and their Research

Zoltan J. Acs, University Professor; Ph.D., Business Administration, The New School, 1980. Mathematical economics; microeconomics; macroeconomics; managerial economics and public policy; the global economic environment; technology management; entrepreneurship and innovation; new venture creation; global and domestic business environment; global and domestic business environment—web; basic economics—web.

Mark Addleson, Associate Professor; Ph.D., Faculty of Management, University of Witwatersrand, 1992.
Knowledge management; organizational change; learning organizations; methodology of social inquiry; Austrian economics.

David J. Armor, Professor of Public Policy; Ph.D., Sociology, Harvard University, 1966. Education policy; military manpower; family policy; welfare policy; civil rights/race relations policy (desegregation, affirmative action); methodology (statistical analysis, survey design).

Philip E. Auerswald, Assistant Professor; Ph.D., Economics, University of Washington, 1999. Innovation; entrepreneurship; economics of security; energy policy.

Ann Baker, Associate Professor; Ph.D., Organizational Behavior, Case Western Reserve University, 1995.
Organization change; group & organization communication to promote innovation; knowledge management; cross-cultural communication.

Kenneth J. Button, University Professor; Ph.D., Economics, Loughborough University, U.K, 1981. Transportation economics; transport planning; economics of privatization and regulation; environmental economics; regional economics; urban economics.

Janine Davidson, Assistant Professor of National and Global Security; Ph.D., International Studies, University of South Carolina, 2005.
International Security; U.S. foreign policy; civil and ethnic conflict; weak and failed states; terrorism.

Desmond Dinan, Professor of Public Policy and Jean Monnet Chair; Ph.D., Modern European History, National University of Ireland, 1985.
Global governance; European Union institutions, history and historiography.

Michael K. Fauntroy, Assistant Professor of Public Policy; Ph.D., Political Science, Howard University, 2001.
American government and politics; political parties; race and public policy; civil rights policy; urban policy; District of Columbia governance.

Allison M. Frendak-Blume, Assistant Professor of Public Policy; Ph.D., Institute for Conflict Analysis & Resolution, George Mason University, 2004.
International peacekeeping; stability and reconstruction operations; post-conflict peacebuilding; conflict analysis and resolution; international supervisory/administrative regimes; U.S. foreign policy; Balkans; Russia/Former Soviet Union.

A. Lee Fritschler, Professor of Public Policy; Ph.D., Political Science, Maxwell School of Citizenship and Public Affairs, Syracuse University, 1965.
U.S. national government (Executive); relationship between the institutions of government; accountability; regulation; federalism; public management; science and public policy; higher education policy; U.S. Postal Service and communications policy.

Stephen S. Fuller, Dwight Schar Faculty Chair and University Professor of Public Policy and Regional Development; Ph.D., Regional Planning and Economic Development, Cornell, 1969.
Regional economic development; urban development; housing; urban planning; demographics; the Washington area's development; economic analysis; labor force; forecasting – population, income, employment, real estate development; economic and fiscal impact analyses; economic development in developing countries.

Jonathan L. Gifford, Professor of Public Policy and Director, Transportation Policy, Operations, and Logistics Program; Ph.D., Civil Engineering (Transportation), University of California, Berkeley, 1983.
Transportation policy and planning; infrastructure policy and planning; urban and metropolitan planning and land use; technology standards and public policy; transportation and regional development policy; transportation finance and privatization.

Jack A. Goldstone, Virginia E. Hazel and John T. Hazel, Jr. Professor of Public Policy; Ph.D., Sociology, Harvard University, 1981.
Democratization; civil conflict; state failure and reconstruction; long-term social change; sources of economic growth.

David M. Hart, Associate Professor; Ph.D., Political Science, Massachusetts Institute of Technology, 1995.
Science and technology policy; business and politics; lobbying and representation; U.S. public policy process; U.S. policy history, especially business, economic and political history; international migration; entrepreneurship; global governance.

Kingsley E. Haynes, Ruth D. and John T. Hazel M.D. Endowed Chair and Eminent Scholar, Professor and Dean, School of Public Policy; Ph.D., Geography and Environmental Engineering, Johns Hopkins University, 1971.
Regional economic development; infrastructure and transportation policy; resource planning and policy analysis.

Jessica Heineman-Pieper, Assistant Professor, Ph.D., The University of Chicago, 2005.
Philosophy of science and social science; psychology; applied ethics; post-development studies; organization development; leadership.

Jack C. High, Professor of Public Policy, Economics and Social Learning; Ph.D., Economics, UCLA, 1980.
Economic regulation; economic growth; economic history; international trade and investment; international institutions.

Christopher T. Hill, Professor of Public Policy and Technology and Director, Public Policy Doctoral Program; Ph.D., Chemical Engineering, University of Wisconsin, 1969.

Science policy; technology policy; industrial innovation; R&D management; comparative science policy; space; energy; homeland security policy and planning.

Andrew Hughes Hallett, Professor of Public Policy and Economics; DPhil, Economics, University of Oxford (Nuffield College), 1976.
Open economy macroeconomics; policy coordination and exchange rate management; monetary integration (monetary and fiscal union in Europe); political economy models; fiscal policy; regionalism, policy choice and reform; the theory of economic policy and institutional design; dynamic games and bargaining models; risk and decisions under uncertainty; commodity markets, financial policy and strategic trade policy; numerical methods in economics.

Michael R. Kelley, Professor of Telecommunications; Ph.D., English Literature and Linguistics, Catholic University of America, 1970.
Telecommunications policy; polices for managing scarce radio frequency spectrum; government organizations and their approach to managing a variety of public assets (oil, gas, fishing, hunting, etc.).

Naoru Koizumi, Assistant Professor; Ph.D., Environmental and Preventative Medicine, Hyogo College of Medicine, Japan, 2005, and Regional Science, University of Pennsylvania, 2002.
Stochastic modeling; simulation of health care systems; applied statistics in health care; spatial statistics and applications of geographic information systems (GIS) in public health.

Todd M. La Porte, Associate Professor; Ph.D., Political Science, Yale University, 1989.
Technologies and organizations; technology and society; technology and politics; technology in politics; technology assessment and policy analysis; information and communications technologies; energy technologies; digital government, both worldwide and in the U.S.; comparative political and economic systems, particularly European; critical infrastructures; large technical systems; high reliability organizations and organizational failure; organization studies; public management and public administration; qualitative methods; data collection methodologies; extreme events; disaster studies; emergency management; space weather.

Siona R. Listokin, Assistant Professor, Ph.D., Business and Public Policy, University of California, Berkeley, 2007
Public finance; political economy; retirement and welfare policy; public management; private regulation.

Stuart S. Malawer, Distinguished Service Professor of Law & International Trade; Ph.D., International Relations, University of Pennsylvania, 1976; Diploma, Hague Academy of International Law (Research Centre for International Law & International Relations) 1971; J.D., Cornell Law School, 1967.
U.S. trade law; U.S. & global trade politics; international trade relations; World Trade Organization; national security law & policy.

Jeremy D. Mayer, Associate Professor and Director, Master's in Public Policy Program; Ph.D., Political Science, Georgetown University, 1996.
Public opinion; racial politics; foreign policy; presidential elections; statistical methods; survey methods; media politics.

Connie L. McNeely, Associate Professor of Public Policy; Ph.D., Sociology, Stanford University, 1990.
Culture and policy; states and society; international development; complex organizations and institutional analysis; comparative education; race, ethnicity, and nations; gender; social theory.

Arnauld Nicogossian, *(may serve as primary member but not as chair)* Distinguished Research Professor; M.D., Teheran University, 1964; Internal Medicine and Pulmonary Medicine Fellowship, Mount Sinai Medical Center/Elmhurst City Hospital, NY; M.S., Preventive Medicine, Ohio State University, 1972; Board Certified Preventive Medicine/Aerospace Medicine, 1973.
Public health policy; program/project management; strategic planning and execution of research and development; global public health and preventative medicine; aerospace medicine; internal medicine.

Wayne D. Perry, Professor of Public Policy and Operations Research; Ph.D., Quantitative Economics and Public Policy, Carnegie Mellon University, 1975.
Science and technology; defense; international security and arms control; healthcare; operations research/management science; statistical models; stochastic processes; managerial economics and econometrics; policy analysis; cost-benefit analysis.

John E. Petersen, Professor of Public Policy; Ph.D., Economics, University of Pennsylvania, 1967.
Public finance (government finance), both domestic (state, local, federal) and international; international finance and financial institutions.

James P. Pfiffner, University Professor of Public Policy; Ph.D., Political Science, Wisconsin, 1975.
The presidency; Congress; American national government and policy process; public administration.

Ramkishen S. Rajan, Associate Professor of Public Policy; Ph.D., Economics, Claremont Graduate University, 2000.
International economics (open economy macroeconomics, finance, and trade) with particular reference to Asia.

Kenneth A. Reinert, Professor of Public Policy and Director, International Commerce and Policy Program; Ph.D., Economics, University of Maryland, 1988.
International trade policy; international development policy; multilateral development organizations; foreign direct investment.

Hilton L. Root, Professor of Public Policy; Ph.D., Economics and History, University of Michigan, 1983. International economics; international finance; international development; developing nations; political economy of the design and implementation of development policy, economic policy reform; North-South relations and Asian-Pacific affairs.

Mark J. Rozell, Professor of Public Policy; Ph.D., American Government, University of Virginia, 1987.
The presidency; media and politics; religion and politics.

Catherine Rudder, Professor of Public Policy; Ph.D., Political Science, Ohio State University, 1973.
American political institutions and politics; Congress; tax policy making; self-regulation; governance; non-profit institutions.

Stephen R. Ruth, Professor; Ph.D., Business, University of Pennsylvania, 1971.
Policy approaches for technology-based learning interventions; information technology diffusion in developing nations; religious/theological issues in public policy formulation; strategic issues in knowledge management implementation.

Laurie A. Schintler, Associate Professor of Public Policy; Ph.D., Urban and Regional Planning, University of Illinois at Urbana-Champaign, 1995.
Critical infrastructure; transportation; quantitative methods; regional development; geographic Information Systems (GIS).

Louise Shelley, Professor of Public Policy; Ph.D., Sociology, University of Pennsylvania, 1977.
Transnational crime; terrorism; corruption; human trafficking; illicit trade; Soviet successor states.

Rainer Sommer, Associate Professor of Public Policy and Enterprise Engineering; Ph.D., Columbia Pacific University, 1991, and George Mason University, 1998.
Enterprise systems, Strategic Planning and telecommunications.

Roger R. Stough, Vice President for Research and Economic Development and NOVA Endowed Chair and Professor of Public Policy; Ph.D., Geography and Environmental Engineering, Johns Hopkins University, 1978.
Regional economic development policy and analysis; information technology policy; transportation policy; entrepreneurship.

Tojo J. Thatchenkery, Professor of Organization Development and Director, Organization Development & Knowledge Management; Ph.D., Organizational Behavior, Case Western Reserve University, 1994.
Organizational learning and development; appreciative intelligence; knowledge management; ethnicity, social capital and organizational mobility; information communication technology (ICT) and development of Southeast Asia.

Susan Tolchin, University Professor; Ph.D., Political Science, New York University, 1968.
Public policy theory; federal government (US); federal regulation; ethics.

Janine R. Wedel, Professor; Ph.D., Anthropology, University of California, Berkley, 1985.
Governance and privatization of policy; corruption and the state; foreign aid; social networks; eastern Europe; anthropology of public policy.

Selected Affiliated Faculty

Kevin Avruch, Associate Director and Professor of Conflict Resolution and Anthropology; Ph.D., University of California, San Diego, 1978.

Timothy Conlan, Associate Professor of Government and Politics; Ph.D., Harvard, 1982.

George L. Donahue, Professor of Systems Engineering and Operations Research; Ph.D., Oklahoma State University, 1972.

Robert L. Dudley, Associate Professor of Government and Politics; Ph.D., Northern Illinois University, 1980.

Gregory A. Guagnano, Associate Professor of Sociology; Ph.D., University of California, Davis, 1986.

Hugh Heclo, Robinson Professor of Public Affairs; Ph.D., Yale University, 1970.

James T. Hennessey, Jr., Chief of Staff; Ph.D., George Mason University, 1997.

Julianne G. Mahler, Associate Professor of Government and Politics; Ph.D., State University of New York, Buffalo, 1976.

John Paden, Robinson Professor of International Studies; Ph.D., Harvard University, 1968.

Priscilla M. Regan, Associate Professor of Government and Politics; Ph.D., Cornell University, 1981.

Joseph A. Scimecca, Professor of Sociology; Ph.D., New York University, 1972.

Martin Jay Sherwin, Professor of History; Ph.D., University of California – Los Angeles, 1971.

Edgar H. Sibley, University Professor of Information and Software Engineering; Sc.D., Massachusetts Institute of Technology, 1967.

Instructional and Research Faculty

Brien Benson, Research Associate Professor; Ph.D., George Mason University, 1998.

George Cook, Affiliate Professor, Administration of Justice; A.B., George Washington University, 1957.

David F. Davis, Research Assistant Professor, School of Public Policy; M.S. (Applied Mathematics), 1981, M.S. (Operations Research), Naval Postgraduate School, 1981.

James H. Finkelstein, Professor and Vice Dean, School of Public Policy; Ph.D., The Ohio State University, 1980.

Desmond J. Lugg, Research Professor, School of Public Policy; M.D., Adelaide, 1974.

Monty Marshall, Research Professor, School of Public Policy; Ph.D., University of Iowa, 1996.

Arthur S. Melmed, Research Professor, School of Public Policy; M.S.E.E., Columbia University, 1956.

James Riggle, Research Assistant Professor; Ph.D., George Mason University, 2002.

Charles Robb, Distinguished Professor of Law and Public Policy; J.D., Univ. of Virginia, 1973.

Matthys van Schaik, Associate Dean for Academic Affairs, School of Public Policy, Ph.D., University of South Carolina, 1995.

Selected Adjunct Faculty

Simon Bensimon, Ph.D
G. Daniel Gaske, Ph.D.
Delio Gianturco, M.A.
John Gordon, Ph.D.
David Muhlhausen, Ph.D.
Robert A. Rogowsky, Ph.D.
John Rosenwasser, Ph.D.
Bonnie Stabile, Ph.D.
John Sullivan, Ph.D.
George W. Thompson, J.D.
Cathryn Q. Thurston, Ph.D.
Irvin Varkonyi, M.B.A

Appendix C –Job Announcements with URL and Date

jobcircle

Jobs in the Mid-Atlantic Region.

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Search for:

all the words

within 30 miles of

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All Categories

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Submit Your Resume
Features & Benefits
Classifieds Search
Career Development
RezRocket Resume Blast
Employer Directory
Event Calendar
The Career Coach

For Employers

Site Membership Demo
Purchase Single Ad
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Career Fairs
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hired! magazine
Applicant Tracking
Press Releases
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Director-Training and Organizational Development Management

Posted: July 18, 2008

Travel: Minimum 50% Travel as required via ground and air transportation with overnight travel.

Position Summary:

This position will be responsible for managing and supporting the assessment of organizational design and training, implementation and evaluation of programs that facilitate the professional development and continuous learning of employees, executives, and emerging leaders within SunGard Availability Services (North America).

Position Responsibilities:

Manage the Organizational Development (OD) strategies and process; assess organization development needs of the operation, business and functional units; lead the design and execute key programmatic elements of the OD process; evaluation strategies and programs to measure the achievement of the established goals; assist with the provision of expert facilitation and coaching to supervisors and managers regarding OD methods and tools; manage the individual development planning process of the executives and emerging leaders; provide consultative services to the business units regarding mentoring; plan and lead short- and long-term planning for OD programs; prepare budgetary recommendations that meet departmental goals and provide for effective management of resources. Responsible for supervision of projects and personnel, each performing similar and/or interrelated tasks and activities. This position will require the ability to manage and coordinate the training schedule, vendors, as well as deliver training content.

• Designs and implements company-wide talent management and organization development initiatives.

• Provide opportunities for growth and maximize employee retention.

• Align the organization performance and training programs to meet the overall performance goals of the organization

• Develops a means of measuring the effectiveness of training programs through testing, etc.

• Keeps current on training techniques and workplace employment laws

• Maintain and refreshes a strong vendor listing to supplement the OD/training agenda as defined annually.

• Diagnose the organizational effectiveness through various techniques (interview, survey, focus groups).

• Builds application of skills on the job by focusing on practice sessions; group facilitated discussions; etc.

Additional Responsibilities:

• Must have an understanding of current training and assessment models and methodology required.

• Manages and establishes the OD/training budget and selects materials via the procurement process; Develops, publishes and maintains an annual OD/training calendar

• Assist with constructing the analytical framework and work steps for the changed management process.

Today's Statistics
▶ 20,844 local jobs
▶ 3,521 company profiles
▶ 469,165 candidates

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• Partner with managers to prepare work environment ofr transfer and reinforcement of critical behavior.

• Supports development of leaders and employees by identifying and providing resources, tools, process and programs to meet identified needs. Must be able to deliver class content and lead discussion groups.

• Integrating training and development activities with day-to-day functions and providing coaching for continual development.

• Research, design and develop tools and programs to help accelerate organization performance and ensure alignment and methodologies selected by SGAS customer.

Job Experience/Skills and Competencies/Knowledge:

To succeed in this position, you must be a strong communicator and with demonstrated success in conceptualizing, building and managing OD programs including individual coaching, career path development, formal training, and performance management.

• Minimum of 8-10 years' experience required within all facets of training/organizational development.

• Large organization and/or functional business unit experience required.

• Excellent change management skills required.

• Must possess strong consultative, interpersonal, communication, and presentation skills.

• Possesses up-to-date knowledge on changes in the fields of OD and training, as well as employment laws that impact training.

• Strong performance management experience and the ability to work with managers on performance development within their respective teams to meet the goals of the organization.

• Masters Degree in HR or related field, Organizational Development Preferred.

• College Degree preferred but will consider applicants with equivalent work-related experience with a minimum educational requirement of a H.S. Diploma or GED equivalent.

• Requires standard computer and e-mail skills (i.e., generating spreadsheets or word processing macros; developing templates for use by other team members; preparing complex graphic presentations.

SUNGARD IS AN EQUAL OPPORTUNITY EMPLOYER, M/F/D/V

FA4978

Please refer to job code **FA4978** when responding to this ad.

Location:	Wayne, PA
Pay Rate:	Open
Job Terms:	full time
Company:	SunGard Availability Services
Phone:	email only
Fax:	Apply at web site

Apply to this job:

For fastest processing of your resume, this employer invites you to apply at their web site.

Apply Online Now!

Mail job to a friend:

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C-2

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  College Connection
  Job Center
Events
Executive Profiles
Newsroom
Office Locations
Our Vision
Partners
Resource Center

Director, Organizational Development - US

Job ID: 127859	**# Positions:** 1
Location: United States-OH-Dublin	**Posted Date:** 02-25-08
Experience (Years): 10 - 15	**Category:** Human Resources/GLOB HR

Apply for this job:

Your application choices are:

- Apply for this job online

More information about this job:

Overview:
Sterling Commerce is one of the world's largest providers of business-to-business commerce solutions. For more than 30 years, thousands of customers have depended on our expertise to maximize their business performance. Our reliable software and services help customers improve current, or deploy new business processes through integration of applications, external partner systems and people.

Responsibilities:
Directs assessment, development and implementation of the Company's leadership development and change management programs and initiatives. Selects, develops, and manages HR staff to carry out programs.

Essential Job Functions:
· Directs leadership development and company-wide human resources (HR) development processes working with corporate and division management. HR development processes include: Performance Management System; Talent Management and Succession Planning Process; Associate Development initiatives; and targeted Leadership and Leadership development programs.
· Serves as the content and technical expert regarding organizational development including assisting in development and implementation of change strategies/management; organization structure/role changes; organization culture; process improvements and team development that supports the newly implemented purpose, vision, values of Sterling Commerce.
· Builds change management and organizational development as well as capability with business leaders and clients.
· Develops standards for training content and delivery.
· Provides oversight and guidance in the development of company-wide leadership training programs, sales skills training and any training required to support other key Company initiatives
· Coordinates with Manager of Compliance, Ethics and Diversity to ensure management knowledge and acceptance of Company compliance, ethics, and diversity principles.
· Identify, utilize and maintain an awareness of AT&T learning and development resources that can be advantageously leveraged to meet Sterling learning and development needs
· Collaborates with other internal training groups and organizations across the enterprise, as appropriate, to coordinate the efficient and effective use of resources
· Identify, negotiate and monitor leadership and organization development vendor relationships
· Supervises Training & Development Managers in implementing all aspects of Company leadership training and development programs; including leadership skills; and Company initiative training programs, and compliance rollouts.
· Conducts assessments to address specific education requirements and provides recommendations for management review.
· Budgets and tracks Company training costs

Evaluates results of development and change management initiatives against stated objectives and ensures that all related training programs and initiatives support Company priorities and are compliant with Company policies and procedures.

Required Skills:
Demonstrated experience in and knowledge of the following: instructional design, assessment and evaluation, organizational development, change management, eLearning, facilitation skills, presentation

skills, adult learning theories, 360 feedback, competency modeling, succession planning, vendor management. Excellent communication skills, both written and oral, strategic thinking with proven execution skills, strong business acumen and ability to work with diverse clients. Comprehensive understanding of adult learning methodology and techniques. Ability to communicate concepts, systems, procedures, etc., in a training environment. Able to identify problems and effectively prioritize competing work activities and demands that may inhibit optimal performance of work team. Ability to make presentations and facilitate groups. Possess the ability to make decisions and determine the proper course of action in various situations. Proven planning, organizing, leading, and controlling abilities, as well as good project planning and execution skills. Possess strong management, leadership and assessment skills and the ability to motivate and work with and through others to achieve desired results. Excellent interpersonal, consultation, and business skills to develop and maintain effective business relationships within the Company and business community. Computer Proficiency: Advanced Word/Excel/PowerPoint Working knowledge of Peoplesoft.

Qualifications:
Bachelor's degree in adult learning, education, behavioral sciences or business or equivalent required; Master's degree preferred. 10 years experience developing and implementing change initiatives, leadership development programs, or similar Human Resources work experience. SPHR or GPHR preferred. Global HR and/or Global Learning & Development experience and experience with Succession and Talent Management program design and implementation highly desired.

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C-4

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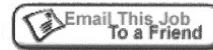
Title **Associate Director/Director Management & Organizational Development**

Description Position Summary:
Individual contributor role for sr-level management and organization development professional. Responsible for driving key talent development projects and processes. Incumbent will serve as a dedicated resource to key business lines in the areas of management, leadership and organization development. Results will be evaluated against business value, scalability and practical application.

Successful candidate will be hands-on with proven ability to partner with internal constituents and external vendors to build sustainable new programs and systems using skilled consulting and collaboration skills. Experience using validated competency platform (Lominger) to integrate talent processes (Recruiting, Assessment, Development, Performance, Succession, etc).

In addition the incumbent will assume responsibility for enterprise projects across such areas as development (professional, management and leadership development), performance management and technology enabled systems (LMS, e-learning platforms

Major Duties and Responsibilities (including supervising others):
1.) Collaborate with HR Business Partner to prioritize and address business unit development needs. Work effectively across HR to ensure alignment & coordination.
2.) Consult to internal business unit constituents to assess, source, design, develop and execute programs, processes and systems to support the development of employees, managers, and leaders. Ensure alignment with corporate platforms.
3.) Own full-scope of key HR Development projects for key line functions to build capability, infrastructure and repeatable processes.
4.) Engage and manage strategic vendors to deliver development solutions.
5.) Manage the build out, testing, launch and on-going implementation of development systems (LMS, Learning/Application follow-through, eLearning platforms, technology-enabled performance management systems). Partner with internal stakeholders to execute, trouble-shoot, evaluate and refine.
6.) Support HR Leadership Team in design, development, implementation and evaluation of enterprise talent development initiatives to include, but not limited to selection, performance management, talent review and management, succession planning, leadership and management development, etc.
7.) Detail-oriented and organized to handle routine administrative tasks required to build, launch and sustain start-up operations.

Position Requirements Requirements/Qualifications:

Education: Bachelors Required, Masters Prefered

Experience: 8-10 years

Special Skills/Abilities: See above

Job Complexity: Complex, designing and implementing new complex processes

Supervision: minimal level of supervision

Educational Requirements

About the Organization MedImmune, LLC. is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, gender, age, national origin, disability, veteran status, or any other characteristic protected by federal, state or local law.

C-5

This position is currently not accepting applications.

To search for an open position, please go to http://medimmune.appone.com/

7/31/2008 1:41 PM

C-6

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charles **SCHWAB**

Director - Organizational Development

Company:	Charles Schwab	**Job Type:**	Human Resources
Location:	US-CA-San Francisco	**Req'd Education:**	Not Specified
Base Pay:	N/A	**Req'd Experience:**	None
Employee Type:	Full-Time Employee	**Req'd Travel:**	Not Specified
Industry:	Banking - Financial Services	**Relocation Covered:**	No
		Posted Date:	7/20/2008
Manages Others:	no		

CONTACT INFORMATION

Contact:	Not Available	**Phone:**	Not Available
Fax:	Not Available	**Ref ID:**	W62z122_4502

DESCRIPTION

Schwab's purpose is to help everyone become financially fit. Over the last thirty years, Schwab has grown from a brokerage house into one of the nation's leading financial institutions.

Group Objective/Purpose

Schwab Talent Management Programs and Inclusion creates and manages firm-wide organizational development programs focused on corporate orientation and on-boarding, management and leadership development programs, as well as leads corporate diversity/inclusion efforts. We support HR processes related to performance management, talent review, succession planning and competencies. Our mission is to provide simple, integrated and effective development programs, tools and processes to enable employees to deliver on Schwab's purpose and strategy. We work in close partnership with the HR community and training partners, focusing on delivering a great client experience through the work we do with employees.

Brief Description of Role

This OD Director will reside within the Talent Programs and Inclusion department and lead our efforts to build an inclusive development culture to help Schwab achieve its purpose. This position will design and implement leadership and management development. This role will have accountability to determine how we can leverage cutting edge technology and blending that with adult learning approaches to ensure that meaningful learning and development is happening within the organization. Through consulting with our HR Leaders, the position will also identify areas where the organization can become more efficient through an organization development lens and offer solutions that support HR leaders and business leaders in leading change.

C-7

Key Responsibilities include but are not limited to:

- Acute focus on organizational development with a
  strong understanding of business and practical applicability,
  offering expertise in consulting to the organization for all
  levels
- Supports HR business partners in designing
  and delivering comprehensive organizational solutions
- Drives engagement and leads transformational change
- Delivers on the goal of creating a development culture
  that builds employees capabilities to accomplish business goals

Technical/Functional Qualifications Needed

- Bachelor's Degree in Human Resources, Business Management,
  Organizational Development, or experience required
- Master's degree in Organizational Development or related area
  preferred.
- Ten+ years of experience in positions that include human
  resources and organizational development roles
- Must have experience and expertise in most, if not all, of the
  following areas: talent management, leadership development,
  performance management, training and development, succession
  planning and organization planning
- Must be able to design, deliver and evaluate OD initiatives
  for a large, changing organization
- At least 5 years of experience in a management capacity that
  includes staff supervision
- Demonstrated knowledge and experience in the principles and
  methods of managing organizational change including changes in
  process, structure and strategy
- Well-developed interpersonal and communication skills,
  including the ability to interact professionally with, and
  earn the credibility of, all levels of the organization
  including senior management. Excellent facilitation and
  public speaking skills
- Strong interest in working for a purpose-driven organization

REQUIREMENTS
Ten+ years of experience in positions that include human resources and
organizational development roles

[Close window]

C-8

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Professional & Organizational Development Manager

Job Category: Managerial/Professional
Unit: Human Resources
Position Code: SHR1689A
Status: Open
Closing Date: Review of applications to begin immediately. This position is open until filled.
Salary: Salary will be commensurate with the background and experience of the candidate.
Location: Atwater, Castle Aviation Center

Background check: Background check and fingerprinting may be required

Description:

The University of California, Merced is the newest and tenth campus of the University of California system and the first American research university built in the 21st century. With approximately 1,850 students, UC Merced has planned for additional student growth until we reach an enrollment of approximately 25,000 students. With undergraduate, graduate, and PhD programs, plans for a future medical school program, partnerships and community involvement, the UC Merced campus is continually evolving, requiring talented, knowledgeable and dynamic educators, researchers, management and staff.

The University of California Merced is seeking a Manager of Professional & Organizational Development. If you are an effective leader and instructor who would like to make substantial contributions and play a key role in the development and formulation of employee training and development programs for UC Merced, we would like to talk to you!

Join UC Merced and be a member of a developing Human Resource Department at the newest UC campus. Work in a collaborative Human Resource department with a commitment to customer service.

Realize your potential at UC Merced! Here's what you will get to do:

*Lead the UC Merced Campus in the development, management and delivery of employee training and development.

*Perform in-depth research to identify appropriate policies and procedures and establish guidelines and best practices for employee education and training.

*Assess training needs and serve as instructional designer and trainer, providing a range of tailored learning programs to include management development as well as technical non-management training services.

*Act as the task force leader and work with technical subject matter experts to design and develop the UC Merced e-learning program, delivering online instruction to enhance group, team and individual performance and growth.

*Provide expertise and support to University training initiatives. Develop and maintain the Training and Development Portal.

*Conduct on-site program training, and conduct post-program follow-up and initiatives to facilitate continuous development and application of programs.

*Serve as a learning consultant providing focused learning experiences to management and employees of all levels with customized and targeted programs to address organizational needs.

*Regularly assess changing needs among campus leaders and develop programs to enhance workforce preparation and management development.

*Collaborate with UCM and other UC campus subject matter experts to provide training opportunities locally and at other UC campuses.

*Develop and maintain a budget for training and development.

Qualifications: Key Success Factors:

*Bachelor's Degree in a related field, with 5-7 years experience in organizational development and training or an equivalent combination of education and experience.

*Experience in the design, implementation and delivery of adult training programs including on-line training development (e-learning programs)

*Experience working with Senior Leaders in a large, complex organization

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Job Details - Organizational Development Manager

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HR
HUMAN RESOURCES
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Organizational Development Manager

Description

Human Resources is seeking a Learning and Professional Development Manager to have oversight for training and development programs. The position requires integration and cross-functional communication between our corporate office, regional offices, and wind farm sites to foster a culture of continuous learning and knowledge management.

Responsibilities and Duties
Provide strategy and infrastructure for the total learning and professional development vision for Horizon and develop best practices to deliver that strategy

- Design, implement, communicate and administer a training curriculum for Horizon, combining in-house training opportunities with external programming, executive education, and coaching
- Develop and implement a performance review program including 360 degree annual reviews, self reviews, informal reviews, and evaluations of summer program employees (MBAs and College)
- Create and enhance programs for succession planning, mentoring, coaching, career development, and performance management

Supervise the implementation of Cezanne (EDP's Talent Management System) and develop and maintain the system to build training programs and track completion

- Develop and administer an annual budget for training programs
- Coordinate and administer annual climate survey of employee population in conjunction with EDP
- Conduct exit interviews with departing employees and provide follow up recommendations
- Generalist duties as assigned

Minimum Qualifications
Qualified candidates will possess a Masters Degree in Business, Organizational Development, Organizational Psychology, Human Resource Development, Adult Learning, or a related discipline.

- Minimum of 5 year's of experience is required as well as managing a broad range of training and development initiatives.

  Candidates must demonstrate a track record of designing and using metrics to measure the effectiveness/impact of training/development programs.
      Excellent training and presentation skills, experience consulting with senior executives, strategic thinking and planning, and the ability to drive results and measure training outcomes.

Skills

Training and Development - Delivery * Training and Development - Curriculum Development * Training and Development - Orientation * Organizational Development - Strategic Planning * HR Systems - Ad-Hoc Reports * HR Administrative - Systems Support

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6/25/2008
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Quick Poll

How much overtime do you work per week?

○ None
○ 0 - 2 hours
○ 2 - 4 Hours
○ 4 - 6 Hours
○ Over 6 hours

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Previous Poll Results ▣

C-10

Additional Information
Job Reference : **94657**
Position Type : **Permanent**
Market Sector : **Human Resources**
Location : **Houston**
Region : **Texas**
Country : **United States**
Posted date : **Thursday, June 19, 2008**

Contact Information
Company : **HRi**
Contact Person : **Lisa Willet**
Contact Office : **HRi**
Country : **United States**
Phone : **713-626-1117**
Website : **http://www.hri.com**

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C-11

SURVEY INSTRUCTIONS:

PROPOSED DEGREE CHANGE FOR THE MASTER'S IN ORGANIZATION DEVELOPMENT AND KNOWLEDGE MANAGEMENT (ODKM)

George Mason University is applying for a change to the Master's degree in Organization Development and Knowledge Management (ODKM). Specifically, the degree will change its designation from Master of New Professional Studies (MNPS) to Master of Science (MS) for implementation in the fall 2009 term.

The program prepares a new generation of reflective practitioners with capabilities that are needed in all types of organizations – private (business), government, and non-profits. Since its inception, more than 175 students have graduated from the program. It has contributed significantly to students' abilities to change their careers and to enter new fields, to make changes within existing organizations, and to get promotions.

The Organization Development and Knowledge Management Master's degree is a cohort, student-centered program, designed to meet the needs of practitioners and professionals advancing their careers.

As a result of successfully completing this program, students should be able to:

- Apply theory through projects in organizations
- Work collaboratively in teams, reflecting on, and analyzing the process of collaboration/team working
- Use collaborative technology to understand the use of groupware in organizations to support collaborative working
- Understand why learning organizations represent a new model of organization and management and how this model is applied to change the way organizations work
- Conceptualize and foster the dynamics of social interaction with an emphasis on organizing in teams
- Understand groupware support for collaboration and learning, and how to operationalize groupware tools for this purpose.

We have prepared the survey below to gauge interest in the program. Your answers to the following questions will be used in summary form only. No personally-identifiable information will be released. Please feel free to contact us at *spp@gmu.edu* if you would like more information about the proposed program.

Thank you.

SURVEY INSTRUMENT:

1. Please check the appropriate box.   I am:
    a. A graduate of an ODKM program
    b. Currently enrolled in an ODKM program
    c. Intending to enroll in an ODKM program
    d. Considering enrolling in an ODKM program
    e. Not sure whether or not I would be interested in an ODKM program
    f. Not interested in an ODKM program
2. Do you think a Master of Science degree in ODKM would help you in your work, professional development or career?
    a. Yes
    b. No
3. If you were deciding between two otherwise identical programs in Organization Development and Knowledge Management (ODKM), please let us know which of the following you would prefer. *I would prefer a Master's program in ODKM that was designated as:*
    a. A Master of Science (MS) degree in ODKM
    b. A Master of New Professional Studies (MNPS) in ODKM
    c. No preference between these two
4. Which degree designation do you think would help you more professionally?
    a. A Master of Science (MS) degree in ODKM
    b. A Master of New Professional Studies (MNPS) in ODKM
    c. No preference between these two
5. In which state do you currently live?
    a. Virginia
    b. DC
    c. Maryland
    d. Other
6. In which state do you currently work?
    a. Virginia
    b. DC
    c. Maryland
    d. Other
    e. Not currently working
7. Please feel free to add additional comments about the MS or the MNPS in ODKM

Appendix E: Survey Results

Summary

Respondent characteristics:
Alums -88
Prospective students - 335
Current students – 100
Total – 523

Response rate:
96 surveys were returned to GMU during the July, 2008 survey timeframe
96/523= **18.35%** response rate

Results:
92/96 = **95.83%** of respondents believe that the switch from MNPS to MSc would help in their work, professional development or career (see next table)

DATA TABLES:

Survey Question 2: Do you think a Master of Science degree in ODKM would help you in your work, professional development or career?	no	yes	Grand Total
A graduate of an ODKM program	2	40	42
Considering enrolling in an ODKM program		16	16
Currently enrolled in an ODKM program		25	25
Intending to enroll in an ODKM program		8	8
Not interested in an ODKM program	1		1
Not sure whether or not I would be interested in an ODKM program	1	3	4
Grand Total	4	92	96

Survey Question 3: If you were deciding between two otherwise identical programs in Organization Development and Knowledge Management (ODKM), please let us know which of the following you would prefer. *I would prefer a Master's program in ODKM that was designated as:*	
A Master of New Professional Studies (MNPS) in ODKM	1
A Master of Science (MS) degree in ODKM	91
No preference between these two	4
Grand Total	96

Survey Question 4: Which degree designation do you think would help you more professionally?	
A Master of New Professional Studies (MNPS) in ODKM	1
A Master of Science (MS) degree in ODKM	92
No preference between these two	3
Grand Total	96

Program interest with regard to residence: Survey Question 5: In which state do you currently live?					
	DC	Maryland	Other	Virginia	Grand Total
A graduate of an ODKM program	4	4	8	26	42
Considering enrolling in an ODKM program	1	3	4	8	16
Currently enrolled in an ODKM program	2	1		22	25
Intending to enroll in an ODKM program	1	2	2	3	8
Not interested in an ODKM program				1	1
Not sure whether or not I would be interested in an ODKM program	1	1	1	1	4
Grand Total	9	11	15	61	96

Program interest with regard to work location: Survey Question 6: In which state do you currently work?						
	DC	Maryland	Not currently working	Other	Virginia	Grand Total
A graduate of an ODKM program	11	2	1	7	20	42
Considering enrolling in an ODKM program	6	1	1	4	4	16
Currently enrolled in an ODKM program	8	1	2		14	25
Intending to enroll in an ODKM program		1	1	2	4	8
Not interested in an ODKM program	1					1
Not sure whether or not I would be interested in an ODKM program	3			1		4
Grand Total	29	5	5	14	42	96