



**Anekant Education Society's
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS)**

Baramati, Pune

MBA Sem. IV (AY 2020-21)

Lesson Plan

| | | | |
|--------------------------|----------------------------------------|--------------------------|--------------|
| Course Title | Organizational Diagnosis & Development | Course Code | 403 |
| Name of Faculty | Prof. Shriram S. Badave | Type of Course | Subject Core |
| Credits | 03 | LTP | 2:1:1 |
| Teaching Pedagogy | PPTs, Case Based, Classroom, L-T- P | Session Allotment | 45 |

Evaluation Method: CCE

Lerner Level Assessment and Activities for 20% Slow and 20% Advanced Learner shall be implemented like Remedial Classes, Counselling for Slow Learner and Case study, Literature Review for Advance Learners Shall be implemented.

| Sr. No. | Particulars | Weightage | Purpose |
|---------------|-------------|-----------|------------------------------------------------------|
| CCE 01 | Assignments | 25 | To review understanding level after each course unit |
| CCE 02 | Case Study | 25 | To improve the ability of analysing a situation |
| CCE 03 | Role play | 25 | To check overall Practical knowledge of subject. |

| POs | Program Outcomes |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO1 | Generic and Domain Knowledge - Ability to articulate, illustrate, analyse, synthesize and apply the knowledge of principles and frameworks of management and allied domains to the solutions of real-world complex business issues |
| PO2 | Problem Solving & Innovation - Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques. |
| PO3 | Critical Thinking - Ability to conduct investigation of multidimensional business problems using research based knowledge and research methods to arrive at data driven decisions |
| PO4 | Effective Communication - Ability to effectively communicate in cross-cultural settings, in technology mediated environments, especially in the business context and with society at large |
| PO5 | Leadership and Team Work - Ability to collaborate in an organizational context and across organizational boundaries and lead themselves and others in the achievement of organizational goals and optimize outcomes for all stakeholders |
| PO6 | Global Orientation and Cross-Cultural Appreciation: Ability to approach any relevant business issues from a global perspective and exhibit an appreciation of Cross Cultural aspects of business and management. |
| PO7 | Entrepreneurship - Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing start-ups as well as professionalizing and growing family businesses |
| PO8 | Environment and Sustainability - Ability to demonstrate knowledge of and need for sustainable development and assess the impact of managerial decisions and business priorities on the societal, economic and environmental aspects |
| PO9 | Social Responsiveness and Ethics - Ability to exhibit a broad appreciation of the ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment and distinguish between ethical and unethical behaviors & act with integrity |
| PO10 | Life Long Learning – Ability to operate independently in new environment, acquire new knowledge and skills and assimilate them into the internalized knowledge and skills |



Program Specific Outcomes

| | |
|--------|------------------------------------------------------------------------------------------------------------------------------------|
| PSO 01 | Business knowhow: MBA student will be competent to emerge as entrepreneur through industry exposure with business knowhow. |
| PSO 02 | Situational Analysis: MBA Student will be seasoned intrapreneur to analyse and handle volatile situations |
| PSO 03 | Management Insights: MBA Student will be able to face real world challenges through managerial skills and analytical tools. |

Course Outcomes: On successful completion of the course the learner will be able to:

| CO# | Cognitive Abilities | Course Outcomes |
|-------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| CO 01 | REMEMBERING | DESCRIBE the major theories, concepts, terms, models tools and frameworks in the field of Organizational Diagnosis & Development. |
| CO 02 | UNDERSTANDING | UNDERSTAND concept of OD and 'intervention'. |
| CO 03 | APPLYING | MAKE USE of the Theories, Models, Principles and Frameworks of Organizational Diagnosis & Development in specific organizational settings. |
| CO 04 | ANALYSING | ANALYZE the external and internal environment with right tool of diagnosis and review the role of consultant in OD. |
| CO 05 | EVALUATING | IDENTIFY AND MAP an intervention to organisational need |
| CO 06 | CREATING | DESIGN the role of the consultant for an organisational issue |

| 2021 Month | Sub-unit | L:T:P | CO | Per Session Topics to be covered |
|-------------|------------|-------|----|----------------------------------------------------------------------------------------------------------------|
| Jan. Feb | 1.1 | L | 1 | Organisational Development: Definition of Organisational Development, Evolution: Robert Tannenbaum |
| | 1.2 | L | 2 | Kurt Lewin, McGregor, Herbert Shepard, Robert Blake, |
| | 1.3 | L | 2 | Foundation of OD- T-Group, System's theory |
| | 1.4 | L | 2 | Parallel learning structure, double loop learning |
| | 1.5 | L | 3 | Action Research |
| | 2.1 2.2 | L | 5 | Organisational diagnosis- Six Box model and the Martin Weisbord's questionnaire |
| | | L | 5 | Porter's five forces |
| | | L | 5 | Model, PESTEL (Political, Economic, Social, Technological, Environmental, Legal) analysis of macro environment |
| | | L | 5 | PESTEL (Political, Economic, Social, Technological, Environmental, Legal) analysis of macro environment |
| | | P | 2 | Case study |
| March | 3.1 | L | 2 | Team interventions and Intergroup interventions- Concept of intervention |
| | | T | 3 | Assignment |
| | | L | 2 | Types of interventions(team, intergroup, comprehensive, structural) |
| | | L | 3 | Team Interventions: Formal group diagnostic meeting, formal group teambuilding meeting |



| | | | | |
|--------------|-----|---|---|-------------------------------------------------------------------------------------------------------|
| | 3.2 | L | 4 | Process consultation, gestalt approach, Role analysis technique |
| | | L | 2 | Role negotiation, interdependency exercise |
| | | P | 4 | <i>Case study</i> |
| | | L | 2 | Appreciations and concerns, responsibility charting |
| | | L | 2 | Intergroup and third party peace-making interventions- Walton's approach |
| | 3.3 | L | 3 | Intergroup and third party peace-making interventions- Walton's approach |
| | 3.4 | L | 3 | organisation mirror, partnering |
| | 3.5 | P | 3 | <i>Role play</i> |
| | 4.1 | P | 5 | Comprehensive interventions and structural interventions Comprehensive interventions |
| | 4.2 | L | 2 | Beckhard's confrontation meeting |
| | 4.3 | L | 4 | survey feedback, appreciative inquiry |
| | | L | 4 | Grid OD. Structural interventions |
| | | L | 4 | Interventions socio- technical systems |
| | | L | 1 | work redesign, quality circles |
| | | L | 6 | re-engineering |
| April May | 5.1 | L | 1 | OD consultant: Meaning, |
| | | T | 6 | <i>Surprise Class test</i> |
| | | L | 4 | role and responsibilities |
| | | L | 4 | importance of an OD consultant |
| | | T | 5 | <i>Assignment</i> |
| | 5.2 | P | 6 | <i>Role play</i> |
| | | L | 4 | Client consultant relationship process and major challenges |
| | | L | 3 | Client consultant relationship process and major challenges |
| | | P | 3 | <i>Case Study</i> |
| | | P | 4 | <i>Group activity</i> |
| | | L | 6 | Client consultant relationship process and major challenges |
| | | P | 2 | <i>Role play OD consultant</i> |
| | | T | 2 | <i>Presentations</i> |
| | | T | 6 | <i>Presentations</i> |
| | | L | | <i>Revision</i> |
| | | L | | <i>Revision</i> |

Prof. S.S. Badave



Total Sessions: 45

CO-PO ARTICULATION MATRIX

Course Outcomes Lesson Distribution

| Course Outcome | POs | Cognitive Level | Lecture (L) | Tutorial (T) | Practical (P) | Total | % |
|-----------------------------------|-------------|-----------------|-------------|--------------|---------------|-----------|------------|
| CO1 | PO1, PSO 1 | REMEMBERING | 4 | 01 | 0 | 5 | 11 |
| C02 | PO1, PSO 1 | UNDERSTANDING | 09 | 01 | 01 | 11 | 26 |
| C03 | PO3, PSO 2 | APPLYING | 05 | 01 | 02 | 08 | 20 |
| C04 | PO2, PSO2 | ANALYZING | 07 | 0 | 02 | 09 | 21 |
| C05 | PO8, PSO 3 | EVALUATING | 03 | 01 | 01 | 05 | 12 |
| C06 | PO10, PSO 3 | CREATING | 02 | 01 | 01 | 04 | 10 |
| Total Hours of instruction | | | 30 | 05 | 7 | 42 | 100 |

Strength of mapping is defined at three levels: Slight or Low (level 1), Moderate or Medium (level 2) and Substantial or high (level 3)

A simple method -number of hours devoted to the COs which address the given PO.

If > 40% then PO is Level 3

If 25 to 40% then PO is Level 2

If 5 to 25% then PO is Level 1

If not-addressed < 5% then PO is considered

| Course Code | Course Name | L:T:P | Credits | COs | POs | | | | | | | | | | PSO | | |
|-------------|-------------|-------|---------|-----|-----|---|---|---|---|---|---|---|---|----|-----|---|---|
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 |
| 403 | ODD | 2:1:1 | 3 | CO1 | 1 | | | | | | | | | | 1 | | |
| | | | | CO2 | 2 | | | | | | | | | | | 2 | |
| | | | | CO3 | | | 1 | | | | | | | | | 1 | |
| | | | | CO4 | | 1 | | | | | | | | | | 1 | |
| | | | | CO5 | | | | | | | | 1 | | | | | 1 |
| | | | | CO6 | | | | | | | | | | 1 | | | 1 |




Comprehensive Concurrent Evaluation Plan (CCE Plan)

| COs | CCE01 | CCE 02 | CCE 03 | Total Marks |
|------------------|-----------------|------------|-----------|-------------|
| | Home Assignment | Case Study | Role play | |
| | 25 Marks | 25 Marks | 25 Marks | |
| 1. Remembering | 15 | | | 15 |
| 2. Understanding | 10 | | | 10 |
| 3. Analysing | | 5 | | 5 |
| 4. Evaluating | | 10 | 10 | 20 |
| 5. Applying | | 10 | 10 | 20 |
| 6. Creating | | | 5 | 5 |

Targets are set for each CO of a course individually (set the targets on the basis predicting present student performance or previous experience by teacher/ committee or any method if possible).

| CO | Target (Class Average %) |
|-----|--------------------------|
| CO1 | 60 |
| CO2 | 60 |
| CO3 | 60 |
| CO4 | 60 |
| CO5 | 60 |

| Learning Resources: As mentioned in SPPU syllabus copy | | |
|--------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Reference Books | 1. Organisation Development- French and Bell 2. Organizational Diagnosis & Development – Dr. Anand Dadas & Dr. Rajendra Subnis (Himalaya Publications) 3. Organisation Development and Change- Cummings and Worley 4. Organisation Development-S. Ramanarayan, T.V. Rao, Kuldeep Singh. 5. Competitive Strategy: Techniques for Analyzing Industries and Competitors- Michael E. Porter 6. Strategic Management and Business Policy- C Appa Rao, B Parvathiswara Rao, K Sivaramakrishna |


 Prof. Shriram S. Badave

