



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																				
Organizational Development	7320102209		T=1 P=1 ECTS=3.18	5	July 17, 2024																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																					
	Olivia Prabandini Mulyana, M.Psi., Psikolog		Dr. Umi Anugerah Izzati, M.Psi., Psikolog	Yohana Wuri Satwika, S.Psi., M.Psi.																																																																																																					
Learning model	Case Studies																																																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																								
	Program Objectives (PO)																																																																																																								
	PO - 1	able to understand history, values and ethics in organizational development.																																																																																																							
	PO - 2	able to understand the characteristics of organizational change.																																																																																																							
	PO - 3	able to understand the concept of organizational development intervention																																																																																																							
	PO - 4	able to understand the new paradigm in organizational development																																																																																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																									
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Short Course Description	This course discusses basic concepts in organizational development and changes that affect organizations.																																																																																																								
References	Main :																																																																																																								

- Anderson, D. L. 2017. *Organizational Development: The Process of Leading Organizational Change* (4th ed.). SAGE Publications, Inc.
- Christiansen, B., & Chandan, H. C. 2017. *Handbook of Research on Organizational Culture and Diversity in the Modern Workforce*. In *Handbook of Research on Organizational Culture and Diversity in the Modern Workforce*. <https://doi.org/10.4018/978-1-5225-2250-8>.
- Kearns, P. 2014. *Organizational Learning and Development: From an Evidence Base*. In *Organizational Learning and Development: From an Evidence Base*. <https://doi.org/10.1017/9781315777320>
- Rothwell, W. J., Imroz, S. M., & Bakhshandeh, B. 2021. *Organization Development Interventions*. In *Organization Development Interventions*. <https://doi.org/10.4324/9781003019800>
- Shani, A. B., Pasmore, W. A., & Woodman, R. W. 2012. *Research In Organizational Change And Development* (1st Ed.). Emerald Group Publishing Limited.
- Singh, R., & Ramdeo, S. 2020. *Leading Organizational Development and Change*. In *Leading Organizational Development and Change*. <https://doi.org/10.1007/978-3-030-39123-2>.

Supporters:

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Supporting lecturer Olivia Prabandini Mulyana, S.Psi., M.Psi Psikolog

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the regulations in organizational development courses and the scope of organizational development courses.	Students are able to understand and implement the regulations in organizational development courses and the scope of organizational development courses.	<p>Criteria:</p> <p>1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor</p> <p>Form of Assessment : Participatory Activities</p>	Contextual Instruction 2 X 50	-	<p>Material: Basic concepts of organizational development Reference: Anderson, DL 2017. <i>Organizational Development: The Process of Leading Organizational Change</i> (4th ed.). SAGE Publications, Inc.</p>	2%
2	Students are able to understand the history of organizational development.	Students can explain the history of organizational development.	<p>Criteria:</p> <p>1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning. 2 X 50	-	<p>Material: History of organizational development Reference: Kearns, P. 2014. <i>Organizational Learning and Development: From an Evidence Base</i>. In <i>Organizational Learning and Development: From an Evidence Base</i>. https://doi.org/...</p>	3%
3	Students are able to understand the value in organizational development.	Students are able to explain the value in organizational development.	<p>Criteria:</p> <p>1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning 2 X 50	-	<p>Material: Values in organizational development References: Rothwell, WJ, Imroz, SM, & Bakhshandeh, B. 2021. <i>Organization Development Interventions</i>. In <i>Organization Development Interventions</i>. https://doi.org/...</p>	3%

4	Students are able to understand ethics in organizational development.	Students are able to explain ethics in organizational development.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning 2 X 50	-	<p>Material: Ethics in organizational development Reference: Kearns, P. 2014. <i>Organizational Learning and Development: From an Evidence Base.</i> In <i>Organizational Learning and Development: From an Evidence Base.</i> https://doi.org/...</p>	3%
5	Students are able to understand ethics in organizational development.	Students are able to explain ethics in organizational development.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning 2 X 50	-	<p>Material: Ethics in organizational development Reference: Kearns, P. 2014. <i>Organizational Learning and Development: From an Evidence Base.</i> In <i>Organizational Learning and Development: From an Evidence Base.</i> https://doi.org/...</p>	3%
6	Students are able to understand the basic concepts of group intervention	Students are able to explain the basic concepts of group intervention	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning 2 X 50	-	<p>Material: Characteristics of organizational change Reference: Anderson, DL 2017. <i>Organizational Development: The Process of Leading Organizational Change (4th ed.).</i> SAGE Publications, Inc.</p>	3%
7	Students are able to understand the basic concepts of group intervention	Students are able to explain the basic concepts of group intervention	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning 2 X 50	-	<p>Material: Characteristics of organizational change Reference: Anderson, DL 2017. <i>Organizational Development: The Process of Leading Organizational Change (4th ed.).</i> SAGE Publications, Inc.</p>	3%

8	UTS	UTS	Criteria: UTS Form of Assessment : Test	UTS 2 X 50	-	Material: UTS Library: Material: UTS Reference: Anderson, DL 2017. Organizational Development: The Process of Leading Organizational Change (4th ed.). SAGE Publications, Inc.	20%
9	Students are able to understand the concept of organizational development intervention	Students are able to explain organizational development interventions	Criteria: 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor Form of Assessment : Participatory Activities	Cooperative Learning Case Study 2 X 50	-	Material: Concept of organizational development intervention Reference: Anderson, DL 2017. Organizational Development: The Process of Leading Organizational Change (4th ed.). SAGE Publications, Inc.	3%
10	Students are able to understand the concept of organizational development intervention	Students are able to explain organizational development interventions	Criteria: 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor Form of Assessment : Participatory Activities	Cooperative Learning Case Study 2 X 50	-	Material: Concept of organizational development intervention Reference: Anderson, DL 2017. Organizational Development: The Process of Leading Organizational Change (4th ed.). SAGE Publications, Inc.	3%
11	Students are able to understand the concept of organizational development intervention	Students are able to explain organizational development interventions	Criteria: 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor Form of Assessment : Participatory Activities	Cooperative Learning Case Study 2 X 50	-	Material: Concept of organizational development intervention Reference: Anderson, DL 2017. Organizational Development: The Process of Leading Organizational Change (4th ed.). SAGE Publications, Inc.	4%
12	Students are able to understand the concept of organizational development intervention	Students are able to explain organizational development interventions	Criteria: 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor Form of Assessment : Participatory Activities	Cooperative Learning Case Study 2 X 50	-	Material: Concept of organizational development intervention Reference: Anderson, DL 2017. Organizational Development: The Process of Leading Organizational Change (4th ed.). SAGE Publications, Inc.	5%

13	Students are able to understand the new paradigm in organizational development	Students are able to explain the new paradigm in organizational development	Criteria: 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor Form of Assessment : Participatory Activities	Cooperative Learning 2 X 50	-	Material: The smell paradigm in organizational development Reference: Anderson, DL 2017. Organizational Development: The Process of Leading Organizational Change (4th ed.). SAGE Publications, Inc.	5%
14	Students are able to understand the new paradigm in organizational development	Students are able to explain the new paradigm in organizational development	Criteria: 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor Form of Assessment : Participatory Activities	Cooperative Learning 2 X 50	-	Material: The smell paradigm in organizational development Reference: Anderson, DL 2017. Organizational Development: The Process of Leading Organizational Change (4th ed.). SAGE Publications, Inc.	5%
15	Students are able to understand the new paradigm in organizational development	Students are able to explain the new paradigm in organizational development	Criteria: 1.Score 5=Very good 2.Score 4=Good 3.Score 3=Fair 4.Score 2=Poor 5.Score 1=Very poor Form of Assessment : Participatory Activities	Cooperative Learning 2 X 50	-	Material: The smell paradigm in organizational development Reference: Anderson, DL 2017. Organizational Development: The Process of Leading Organizational Change (4th ed.). SAGE Publications, Inc.	5%
16	UAS	UAS	Criteria: UAS Form of Assessment : Test	UAS	-	Material: UAS Literature: Material: UAS References: Rothwell, WJ, Imroz, SM, & Bakhshandeh, B. 2021. Organization Development Interventions. In Organization Development Interventions. https://doi.org/...	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.

2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.