

HRD 5384 CHANGE THEORY, DIVERSITY, CONFLICT RESOLUTION  
COURSE SYLLABUS  
The University of Texas at Tyler  
Fall 2008

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M & W 10:00am-1:00pm OR  
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Course Description:

Students will gain an understanding and appreciation of the change process and change models relative to helping people and organizations adjust to and accept change. Human Resource Development and Human Resource Development interventions can lead change in organizations. Diversity and conflict resolution will be covered as they relate to change.

Course Objectives:

Students will gain an understanding of:

1. Change theory models
2. Review of change theory literature
3. Concerns-Based Approach Model (CBAM) and its impact on people and organizations
4. Life cycle of typical change initiatives
4. Generate profound change through assessment, leadership, and vision
5. Challenges of initiating change
6. Challenges of sustaining change and transformation in the face of fear and anxiety and with true believers and nonbelievers
7. Challenges of redesigning and rethinking old methods without alienating people within the organization
8. Sustaining the change innovation
9. Primary and secondary characteristics of diversity

## 10. Conflict resolution techniques

### Course Outcomes:

1. Identify change theory models to use in practice
2. Identify intervention models to use in change situations
3. Identify the literature pertinent to change and its effects on people and organizations
4. Present a strategic change plan for their organization.
5. Understand primary and secondary dimensions of diversity.
6. Identify the correct conflict resolution procedure to use.

No textbook required.

### Requirements:

1. Reading of assigned material so that student can actively participate in class discussions.
2. Researching materials to present to the class.
3. Participate in a group project where a major change initiative is researched and documented. This change should have major impact on some aspect of today's economy or operations. A research paper written in APA format on assigned or selected topic on change will be part of the project.
4. Presentation of group project to the class utilizing PowerPoint and/ other technologies to demonstrate the effect of the change and to reinforce the change to the class.
5. Weekly exams over assigned readings.
6. Mid-term and final exams

### ***Grading Policy - Graduate***

Attendance/Participation	25%
Project and Presentation	30%
Weekly exams	20%
Final exam	10%
Mid-Term exam	15%
Total	100%

## ***Grading***

The grades for this course will be based on the percentages of the total grade as outlined above. The total possible score is 100.

### Letter Grade

A	91-100
B	81-90
C	71-80
D	61-70
F	60 or below

## ***Group Project Presentation & Portfolio & Scholarly Research Paper***

*Due: Nov. 24, Dec. 1, Dec. 8, Dec. 15*

The class will be divided into groups of 4. Each group will be responsible for designing and developing a presentation over a significant change that has occurred in this century that is confined to one of the 4 specific areas of change. The assignment consists of two parts: the research about the change initiative including the history, causes, impact on society, changes to the workforce and the presentation of the program.

An overview of the change research will be presented to the class by the entire group on the designated dates. The project will include a unit that the group would prepare for an organization about change. The unit will cover change, diversity, and one of the areas of conflict resolution.

The presentation should be about 1 hour in length, depending on the number of groups in the class. Each member of the team should be actively involved in the presentation in *some* form.

This assignment has several purposes. First, it gives you the opportunity to explore in-depth some facet of change, diversity and conflict resolution. Second, it gives you the opportunity to develop your critical thinking and writing skills; in my opinion, this is one of the primary goals of graduate school.

This assignment is relatively flexible. The objective is to present your understanding of change or change management while incorporating in your paper scholarly literature from academic **journals**. You should expect to incorporate at least five references to articles from academic journals in addition to any references you include for scholarly books or practitioner books and journals. Please limit your papers to 10 pages. Although I do not have a minimum length requirement, you will *probably* need a minimum of 10 pages to fully cover your topic. This paper must be submitted electronically as well as with your completed group project. Below are some options you might consider for this assignment:

- Trace the history of some aspect of change as it appears in the scholarly literature. How did this issue emerge in scholarly dialogue? In the dialogue of HRD scholars and practitioners? How, when, and why did the issue become of interest to the field of HRD? Because change, change theory, and change management has been well covered in the academic research, a good strategic approach will be to very narrowly define the aspect of change you wish to explore.
- Select a topic of interest to you and link that topic in a constructive way to some aspect of change as discussed in class.
- **OR:** Suggest your ideas to the class for further options.....

**The group project will include the change unit, the powerpoint presentation, and the research paper.**

### ***Participation***

Participation is not mere attendance in the class! In order to effectively participate in the course, it is critical that each member of the class read the course assignments and participate in class discussions and simulations and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively. Each class missed deducts points from your grade. If you leave a class early or come in late, that will count as an absence.

To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor!) by referencing concepts, experiences or logical reasoning.

### ***Tests***

The mid-term test will be conducted in class on Oct. 20. When you have completed the exam, you may leave or meet with your group to discuss your class project.

The final exam will be a take home test that you will have one week to complete. The exam will be posted on Blackboard on Dec. 8

References:

- Beitler, Michael. (2006). *Strategic organizational change*. Greensboro, NC: Harvard Business School Press
- Collins, J., & Porras, J. (Eds). (1998). *Harvard Business Review on Change*. Boston, MA: Harvard Business School Publishing.
- Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Boston, MA: Allyn & Bacon.
- Johnson, S. (1998). *Who moved my cheese?* New York, NY: G.P Putnam's Sons.
- Kotter, John P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Kotter, John P., & Cohen, Dan S. (2002). *The heart of change*. Boston, MA: Harvard Business School Press.
- Kotter, John, & Rathgeber, H. (2006). *Our iceberg is melting*. New York, NY: St. Martin's Press.
- Pritchett, Price (2005). *Culture shift*. Dallas, TX: Pritchett & Associates.
- Pritchett, Price (2005). *New work habits for a radically changing world*. Dallas, TX:
- Pritchett, Price & Pound, R. (2005). *Business as unusual*. Dallas, TX: Pritchett & Associates.
- Pritchett, Price (2000). *MindShift*. Dallas, TX: Pritchett & Associates.
- Senge, Peter M. (1990). *The fifth discipline*. New York, NY, Doubleday.
- Senge, Peter, Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B. (1999). *The dance of change: The challenges of sustaining momentum in learning organizations*. New York, NY: Doubleday.



## **Students with Disabilities**

"If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 111. The telephone number is 566-7079 (TDD 565-5579).

## ***Academic Dishonesty***

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.