The University of Texas at Tyler
College of Business and Technology
Department of Human Resource Development and Technology

HRD 5352: Organizational Development

Fall, 2010

Tuesdays: 6:00 p.m. – 8:40 p.m. Location: BEP 218

Course Syllabus

Facilitator: Andrea D. Ellinger, Ph.D.
Professor

Address: The University of Texas at Tyler
College of Business and Technology
Department of Human Resource Development and Technology
3900 University Blvd. – HPR 226
Tyler, TX 75799
(903) 566-7310 [Department Phone]
(903) 565-5650 [Department FAX]
(903) 566-7260 [Direct Phone Line]

Email: Andrea_Ellinger@uttyler.edu

Office Hours: Tuesday afternoons from 4:30 p.m. – 5:30 p.m., Wednesday afternoons from 2:00 – 5:00 p.m., or by appointment throughout the semester. To make an appointment, please call (903) 566-7310 or contact me by email.


Textbook

Supplemental Readings: Blackboard will be used to provide PDFs of some cases and supplemental readings. The link to access the Blackboard to be created for this course will be: http://ccs.uttyler.edu/?page=blackboard

NOTE: Additional reading material may also be required to stimulate class discussion and to supplement the textbook as necessary.
**Course Description:** This course introduces learners to the field of Organization Development (OD), an area of practice and research in Human Resource Development (HRD). OD is concerned with creating, managing, and sustaining system-wide change in organizations using education and social science knowledge and practices to improve organizational, group, and individual performance. This course will introduce learners to the history, philosophies, theories, techniques and applications of OD. Alternating between OD case studies and OD theory, learners will be exposed to the dominant models of OD application and major streams of research in the field. The course will be organized around Cummings and Worley’s General Model of Planned Change: Entering and Contracting, Diagnosing Organizations, Planning and Implementing Change, and Evaluating and Institutionalizing Change. It should be noted that these 4 predominant phases overlap with the phases of many other existing models, such as the 7-step and 8-step Action Research models.

**Course Objectives:** During and upon completion of the course, learners will be challenged to become familiar with the major principles of designing, implementing and evaluating OD interventions in organizations using Cummings and Worley’s General Model of Planned Change of OD. Learners will also become familiar with other prominent OD models and will examine the overlaps among Cummings and Worley’s OD phases and the Lewin Model, 7-step Action Research Model, 8-step Action Research Model, and Positive Model. Learners will explore, discuss, and critically examine classic streams of research from the organization behavior literature that are essential for understanding and intervening in organizational processes. This combination of applied and theoretical content will allow learners to develop reflective practitioner skills as HRD professionals specializing in OD. It will also enable learners to develop the conceptual and theoretical understanding of OD necessary to:

- Understand the philosophical, historical, theoretical, political and practical underpinnings of OD as a core area of practice within HRD.
- Gain knowledge and skills to apply the Cummings and Worley General Model of Planned Change, and other OD models, such as the Action Research Model, methodologies, tools, and techniques in organizations and institutions.
- Review, synthesize, and critique major streams of research related to OD with the goal of becoming more informed consumers of research.
- Critically reflect upon various philosophies, theories, and methodologies, and develop a personal perspective about the relevance, appropriateness, and potential of OD theory and practice in contemporary organizations and institutions.
- Gain knowledge and expertise in selected areas of OD as a result of course projects and activities.
- Integrate knowledge and expertise about OD through in-depth discussion and class facilitation.
- Experience group dynamics through collaborative learning projects and in-class activities; and,
- Further develop research, writing, and critical thinking skills.

Course Requirements, Course Schedule, Assignments, and Evaluation:

Course Requirements, Assignments, and Evaluation:

The course facilitator’s intention is to create a comfortable, collaborative, and respectful learning environment that stimulates learners’ interests and enthusiasm about organization development and further develops research, writing, and critical thinking skills. For this to occur, active participation is encouraged, valued, and necessary. The course is designed on the premise that each learner is a valued person with experiences and expertise that can be shared with others to enhance individual, group, and learning within the entire course community. Each learner has an opportunity to make unique contributions throughout this course, therefore, thorough preparation for each class session, an open-mind, and active engagement are critical requirements for learners. Learners should also be mindful of course requirements, and due dates for assignments. If learners have any concerns, or need any assistance in the course throughout the semester, please realize that the course facilitator is extremely receptive to working with learners to ensure a positive and rewarding learning experience occurs.

Course Requirements:

Reading Assignments and Class Participation:

Reading assignments are listed on the “Tentative Course Schedule” and should be read on the date listed prior to class meetings. Learners are expected to attend all class meetings and should be prepared to engage in thoughtful class discussions of reading materials and actively participate in small group activities. Since lively, stimulating, and thought-provoking discussions are critical to achieving the goals of this course, learners should diligently prepare for class by reading the assigned chapters and articles, making notes, considering questions that can be generated to enhance further discussion, and should actively engage in class activities to demonstrate mastery of key concepts. The facilitator will use a portion of the session to overview/review content presented in the readings, but learners should view the class sessions as an opportunity to gain clarification as well as apply concepts. Being present and being prepared are critical. NOTE: The facilitator reserves the right to administer “surprise quizzes” that will count toward all or a portion of the class participation grade if it is determined that learners are not reading the articles and text and are not adequately prepared to engage in class discussions.
Attendance, Cell Phone, Mobile Devices, Pager, and Laptop Policies:

Attendance at class sessions is required for the accomplishment of course objectives. It is expected that learners will attend all class meetings. The facilitator recognizes that learners may have special issues and responsibilities that may impact attendance, however regular attendance is expected. If absences occur, the learner is responsible for contacting the facilitator in advance so that adjustments can be made to the instructional activities planned for a specific session. The learner is also responsible for all work that is missed due to the absence from any class meeting, or portion thereof. Since a portion of the learner’s grade is based upon class participation, it should be expected that any missed classes will affect the grade earned for class participation, and will affect the final course grade. Three absences will result in a final grade that will be reduced by one letter grade for reasons other than documented illnesses or emergencies. Four or more absences from class will result in a grade of F. Please Note: excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

The facilitator asks that learners arrive on time for the start of class and following scheduled breaks to avoid disruptions that may negatively impact others’ learning. It is also expected that cell phones, BlackBerries, I-pods, I-phones, and pagers are not used during class. If learners bring these mobile devices to class, please turn the sound off and make necessary calls outside of the classroom if emergencies occur, or during the scheduled break. If learners should bring a laptop to class, it is expected that the laptop is disconnected from the Internet while class is in session. Surfing the Internet, reading or composing email, or sending instant messages while in class are particularly disruptive to the facilitator and other learners, and learners doing so will be asked to leave the class session.

Relevant University Policies:

Students Rights and Responsibilities:

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.UTtyler.edu/wellness/StudentRightsandResponsibilities.html

Grade Replacement/Forgiveness:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses
dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). [Census Date (12th class day) is September 8, 2010].

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Statement and Accommodations:

“If you have a disability, including a learning disability, for which you request disability support services/accommodation, please contact Ida MacDonald in the Disability Support Services Office so that the appropriate arrangements can be made. In accordance with federal law, a student requesting disability support services/accommodations must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Office located in the University Center, Room 282. The telephone number is (903) 566-7079 (TDD 565-5579).”

Disability Services:

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. 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 in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Academic Integrity and Ethics Statement:

All learners in attendance at The University of Texas at Tyler have the obligation to maintain high personal standards of academic integrity. Learners unfamiliar with The University of Texas at Tyler policy regarding academic dishonesty should refer to the following statements, consult “UT Tyler Graduate Handbook,” the “Graduate Policies and Programs” handbook, or should seek advice from the course facilitator. The facilitator will not tolerate any violations of academic integrity.

College of Business Statement of Ethics:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

► Ensure honesty in all behavior, never cheating or knowingly giving false information.
► Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
► Develop an environment conducive to learning.
► Encourage and support student organizations and activities.
► Protect property and personal information from theft, damage and misuse.
► Conduct yourself in a professional manner both on and off campus.

Academic Dishonesty Statement

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.
University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Course Schedule:

Please refer to attached “Tentative Course Schedule.” [NOTE: The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in class in advance].

Week 1: August 31, 2010 – Introductions and Overview of Organization Development

Week 2 September 7, 2010 - Chapter 1 – General Introduction to Organization Development

Week 3: September 14, 2010 – Chapter 2 and 3 – The Nature of Planned Change and The Organization Development Practitioner

Week 4: September 21, 2010 – Chapter 4 – Entering and Contracting

Week 5: September 28, 2010 – Chapter 5 and 6 – Diagnosing Organizations and Diagnosing Groups and Jobs

Week 6: October 5, 2010 – Chapter 7 and 8 – Collecting and Analyzing Diagnostic Data and Feeding Back Diagnostic Information [Possibly Facilitated “Online”/No Class Meeting]

Week 7: October 12, 2010 – Chapter 9 and 10 – Designing Interventions and Leading and Managing Change

Week 8: October 19, 2010 – Chapter 11 – Evaluating and Institutionalizing Organization Development Interventions

Week 9: October 26, 2010 – Chapter 12 and 13 - Human Process Interventions

Week 10: November 2, 2010– Chapter 14, 15, and 16 – Technostructural Interventions

Week 11: November 9, 2010 – Chapter 17, 18 and 19 – Human Resource Management Interventions [Possibly Facilitated Online/Guest Scholar]

Week 12: November 16, 2010 – Chapter 20, 21, and 22 – Strategic Interventions [Possibly Facilitated Online/Guest Scholar]
Week 13: November 23, 2010 – Chapter 23 and 25 – Organization Development in Global Settings and Future Directions in Organization Development

Week 14: November 30, 2010 – December 7, 2010 – Team Intervention Presentations [HPI and TS]

Week 15: December 7, 2010 – Final Class Session – Course Evaluation – Team Intervention Presentations [HRM and SI]

Week 16: December 14, 2010 – Final Exam Week – Reflection Paper Due on December 14, 2010

Course Assignments:

Your final grade will consist of the following five components which are subsequently explained in detail: 1). Attendance, individual contributions and team participation in class activities and class discussions 2). An assigned work team Diagnosis of a case and individual/other evaluation of contributions to completing the assignment 3). A written team of 2 case analysis 4). A self-selected team intervention project proposal and presentation, and 5). An individual reflection paper.

[NOTE: Assignments are due on the date scheduled. Late papers and projects will not be accepted without prior approval. Learners should notify the facilitator as soon as possible of special circumstances that could interfere with the timely completion of assignments. Even with prior approval, the facilitator reserves the right to lower grades in accordance with the tardiness of submitted late assignments].

1. Attendance, Preparation, and Active Class Participation (15% of Final Grade):

   Active class participation includes regular attendance, full preparation for all class meetings, and active involvement in all class activities. In some cases, learners will be asked to prepare short responses to questions and/or cases distributed for class sessions, or may be asked to conduct some minor research to supplement course discussions.

2. Assigned Work Team Diagnosis of B. R. Richardson Case (15% of the Final Grade Note: There are two components of this assignment):

   Learners will be organized into assigned “work teams” and will be required to complete the following graded assignment: A Diagnosis of the B.R. Richardson Timber Products Corporation Case. A portion of the grade will be the team’s assessment of each individual’s contributions.
Learners will read the B. R. Richardson Timber Products Corporation case (in the textbook on page 712) which is an organization that is experiencing problems and perceiving the need for change. Based on the reading materials and in-class discussion of diagnosing organizations, in your work teams, be prepared to answer the following questions:

**Diagnosis of B. R. Richardson Case (10% of Final Grade):**

First, review the B.R. Richardson Timber Products Corporation Case individually and then collectively. 1). Based on the information in the case, what appears to be the problem or problems at Richardson?

2). How can you use open systems theory to make sense of the case?

3). At which level, organization, group, or individual, would you begin to diagnose this case?

Then, in your teams you will collectively prepare a 3 – 5 page (single-spaced) diagnosis of the organization-level characteristics of B.R. Richardson in your book. Describe, in detailed bullet form, the following:

(1). The elements at the organizational level: Inputs, Design Components, Outputs.

(2). The level of vertical and horizontal fit of the design components.

Please be prepared to discuss your diagnosis in class.

**Individual Team Contribution to Diagnosis of Case (5% of Final Grade):**

Each individual within the assigned work team will perform a self-evaluation as well as evaluate each member of the team in terms of the contributions that each member has made to completing the assignment. The comments provided to the facilitator will remain confidential.

3. **Team of 2 Case Analysis (20% of Final Grade)**

Learners will form teams of 2 and will work collaboratively to develop a 4 - 5 page double-spaced paper that analyzes a case provided by the facilitator. Learners will apply their understandings and knowledge drawn from the readings thus far, chapters 1 – 4 of the Cummings and Worley text, to address the following questions and two questions in the textbook.

- In this case, what elements of the “Entering and Contracting” phase of OD did the OD professional effectively apply?
● In this case, what elements of the “Entering and Contracting” phase of OD did the OD professional not effectively apply?

● In this case, what ethical dilemmas were manifested as a result of the OD professional’s approach to “Entering and Contracting” phase?

● Now, assume that your team is the consulting team that has been identified to assist the client. What will your team do differently when “Entering and Contracting” at this client site?

Learners should prepare a written narrative that integrates the responses to these questions. Do not submit a bullet-point listing of responses to these bulleted questions and do not prepare your narrative as a numbered bulleted listing of responses to each question. You and your partner might consider providing an introductory section, and then organizing subsequent paragraphs that address the points noted above. It would then also be helpful to provide a concluding section.

4. **Team Intervention Project Proposal and Presentation (30% of Final Grade)**

*Note: There are two components of this assignment:*

Four project teams will be created and will each select one of the four groupings of OD interventions based upon the interests of the team members: Human Process, Technostructural, Human Resource Management, and Strategic interventions. The team deliverable will be the creation of a proposal that recommends a specific OD intervention to be implemented within the team’s selected category for the B. R. Richardson Timber Products Corporation.

**Intervention Project Proposal and Presentation: (25% of Final Grade):**

There are two deliverables and deadlines for this assignment:

1). Each team must submit a rough outline (approximately 1 double-spaced page) of their project “preliminary draft” proposal. This outline will not be graded but will be used to provide constructive feedback to enhance the quality of the final project proposals.

The outline should contain a brief description of the broad intervention category (what the broad category of intervention is intended to do), a brief description of the specifically selected intervention among the options listed in the text within the broad intervention category that has been selected to address the problems that the team would like to help the Richardson Timber Products Corporation address. Essentially, I would like to get a sense of each team’s desired approach to addressing the problems identified with the respective intervention selected within the broad category so that I can provide some preliminary feedback about the scope of the team’s intentions.
2). The graded project entails that the teams develop a proposal that outlines the nature of the specific intervention that each respective team proposes based upon the thorough diagnosis of the Richardson Case. The teams will prepare the proposal and will email it for all of the class members to read and consider. The teams will present the proposal and will address questions in as scheduled.

Each team’s final project proposal should include the following components:

- Executive Summary (1 page double-spaced).
- Diagnostic/Rationale for selecting your proposed intervention (1-2 pages double-spaced). Based upon your team’s diagnosis, identify the rationale (grounded in the case data and your diagnosis) that supports your choice of your proposed intervention.
- Brief description of the proposed intervention and explanation how it will be implemented (3-4 pages double-spaced). Briefly describe the intervention you have selected (what it is, what is it intended to do) and describe how your team will implement your proposed intervention.
- Evaluation of its success. How we will know that it is working? (1-2 pages double-spaced). Consider the most appropriate ways in which your team will evaluate your proposed intervention to determine if it is making a difference and helping to address the organizational problem your proposed intervention was intended to address.
- Presentation during class. Teams (the consultants) are encouraged to creatively use this time to persuade the class (the clients) on the viability of each of the team’s approaches and address questions that the class (the clients) might have.

Each of the two teams presenting on each day as scheduled will have approximately 25 – 30 minutes to present their proposal with approximately 20 - 30 minutes for addressing questions.

**Individual Contribution to the Intervention Project Proposal and Presentation (5% of Final Grade):**

Each individual within the self-selected intervention project team will perform a self-evaluation as well as evaluate each member of the team in terms of the contributions that each member has made to completing all facets of the assignment. The comments provided to the facilitator will remain confidential.

5. **Individual Reflection Paper (20% of Final Grade):**

The reflection paper will serve as the synthesis and culmination of the course and will enable learners to reflect upon the course concepts and content with the intent of soliciting learner’s core understandings about OD. Specifically, learners will select three key OD concepts that have had the most impact on learners, elaborate on why these concepts were selected, and articulate why knowledge of these three concepts are critical
for effective OD practice. Please limit the reflection paper to 5 double-spaced pages. **The reflection paper is due on December 14, 2010 12:00 noon.** Please deliver to the facilitator’s office or leave in the mailbox in HPR-226. If learners need to make alternative arrangements to email the paper to the facilitator as a Word file attachment, please discuss this with the facilitator and be prepared to confirm receipt of emailed submission.

**Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance, Preparation, and Active Participation in all class learning activities.</td>
<td>15%</td>
</tr>
<tr>
<td>2. Assigned Work Team Diagnosis of Case and Self/Other Evaluation of Contributions.</td>
<td>15%</td>
</tr>
<tr>
<td>3. Team of 2 Case Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>4. Team Intervention Project Proposal and Presentation and Self/Other Evaluation of Contributions.</td>
<td>30%</td>
</tr>
<tr>
<td>5. Individual Reflection Paper</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Evaluation of Assignments:**
Learners should note that all written assignments will be evaluated based upon the following criteria:

**Style:** Clarity of expression on the topic of the written assignment.

**Relevance:** Selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.

**Defensibility:** Demonstrated analytical and conceptual abilities that support the focus of the written assignment, and the quality of the support of evidence for statements included in the written assignments.

**APA Style:** All written assignments must be type written or prepared on a word processor or computer. All papers should be double-spaced and learners are expected to use 6th edition APA
reference style on all written assignments. All written assignments should be spell checked prior to submission.

**Grade Distribution:** [Refer to “Graduate Policies and Programs Handbook”]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Grade Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>2</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D or F</td>
<td>Failing</td>
<td>1</td>
<td>60 – 69% = D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 60% = F</td>
</tr>
</tbody>
</table>

**Grade Replacement Policy:**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the census date for the semester. See the current semester’s schedule of classes for such date. During a normal semester, it is usually the 12th day of classes. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2008-10 Catalog, p. 26).

**Additional Notes:**

The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in advance.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| #1 August 31, 2010 | ● Welcome and Introductions  
                   ● Learner Goals and Experiences  
                   ● Overview of Syllabus and Expectations  
                   ● Overview of OD                |                                                                           | DUE: Complete Contact Information/Learning Goals/ and “What is OD” Forms         |
| #2 September 7, 2010 | ● Introduction to OD: Definitions  
                         Origins and History of OD | Chapter 1  
                         Egan (2002)  
                         Schifo (2004)  
                         Wirtenberg et al. (2007)       | DUE: Be prepared to compare and contrast different definitions of OD            |
| #3 September 14, 2010 | ● The OD Process and OD Practitioners | Chapter s 2 and 3  
                         Anderson & Ovaice (2006)  
                         HR Magazine (2007): “OD: A Strategic HR Tool”  
                         Kahnweiler (2006) | DUE: Be prepared to discuss Application 3.2 Kindred Todd in class              |
| #4 September 21, 2010 | ● Entering and Contracting | Chapter 4  
                         Read and make notes about the B. R. Richardson Timber Products Corporation Integrative Case on page 712 of the text (this case will be used throughout the course). We will specifically be using this case to discuss entering and contracting.  
                         Hubbell (2004) | DUE: Each learner will identify and select one professional association/resource relevant to OD. Some ideas can be found at: http://www.aom.pace.edu/odc/links.html  
                         Please write a one paragraph single-spaced synthesis in your own words that describes this association and summarizes the resources that this organization/association offers to OD professionals (are books, journals, chat rooms, other resources made available?). Be prepared to discuss what makes this association a relevant resource for OD professionals. Include the web link as well. Bring copies of your single-spaced synthesis for the facilitator and one for all class members. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5</td>
<td>● Diagnosing</td>
<td>Chapters 5 and 6</td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 5</td>
<td>● Collecting, Analyzing, and Feeding Back Diagnostic Data</td>
<td>Chapters 7 and 8</td>
<td>NOTE: Possibly Facilitated “Online”/No Class Meeting</td>
</tr>
<tr>
<td>October 5,</td>
<td></td>
<td></td>
<td>DUE: Team submission of B.R. Richardson Timber Corporation Case Study Diagnosis.</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td>Submit via Email: <a href="mailto:andrea_ellinger@uttyler.edu">andrea_ellinger@uttyler.edu</a></td>
</tr>
<tr>
<td>#6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 12,</td>
<td>● Designing Interventions</td>
<td>Chapters 9 and 10</td>
<td>DUE: Team of 2 Case Study</td>
</tr>
<tr>
<td>2010</td>
<td>● Leading and Managing Change</td>
<td>Loup &amp; Koller (2005)</td>
<td>DUE: Form Four Intervention Project Teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kotter (2006)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prokesch (2009)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gulati (2010)</td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td></td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>October 19,</td>
<td>● Evaluating and Institutionalizing Change</td>
<td>AHRD Webinar on Evaluation</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td>● Human Process Interventions</td>
<td>Chapters 12 and 13</td>
<td>DUE: Each learner will identify and select one current article from one of the</td>
</tr>
<tr>
<td>October 26,</td>
<td></td>
<td></td>
<td>“bolded” journals listed in this syllabus that is relevant to OD and will</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td>prepare a one-paragraph summary of the content along with reference. Please</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bring one copy of the summary for the facilitator and bring copies for all of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>your classmates. This activity is designed to further enhance our collective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>understanding of OD and will provide additional resources to class members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Be prepared to discuss in-class case.</td>
</tr>
<tr>
<td>#9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 2,</td>
<td>● Technostructural Interventions</td>
<td>Chapters 14, 15, 16</td>
<td>Be prepared to discuss in-class case.</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class Topic</td>
<td>Readings</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>#11 November 9, 2010</td>
<td>● Human Resource Management Interventions</td>
<td>Chapters 17, 18 and 19 Martin &amp; Schmidt (2010)</td>
<td>Be prepared to discuss in-class case. Possibly Facilitated Online/Guest Scholar</td>
</tr>
<tr>
<td>#12 November 16, 2010</td>
<td>● Strategic Interventions</td>
<td>Chapters 20, 21 and 22</td>
<td>Be prepared to discuss in-class case. Possibly Facilitated Online/Guest Scholar</td>
</tr>
<tr>
<td>#13 November 23, 2010</td>
<td>● OD in Global Settings ● Future Directions in OD</td>
<td>Chapters 23 and 25</td>
<td>Guest Scholar (?) \ ENJOY THE THANKSGIVING HOLIDAY!!!</td>
</tr>
</tbody>
</table>
| #14 November 30, 2010 | ● Intervention Presentations                    |                                 | DUE: Human Process and Technostructural Project Team Intervention Papers and Presentations  
|              |                                                 |                                 | DUE: Other intervention teams should be prepared to ask questions about these proposals |
| #15 December 7, 2010 | ● Course Evaluation ● Intervention Presentations (Continued) | DUE: Human Resource Management and Strategic Project Team Intervention Papers and Presentations | DUE: Other intervention teams should be prepared to ask questions about these proposals |
| #16 December 14, 2010 | ● No Class! Final Exam Week – Happy Holidays! Happy Graduation! Happiness and Best Wishes in all of your Future endeavors!!! | DUE: Reflection Paper by 12:00 noon. On December 14, 2010. | Please deliver to: Andrea’s Office, or deliver to HPR-226, or email the paper as a Word 2003 attachment if arrangements are made to do so. |

**Note 1:** A listing of supplemental readings is provided. This listing of readings is not required but includes suggested materials available in college libraries and on-line that are recommended to augment the text.

**Note 2:** A listing of journals is provided for learners to assist with the outlined projects. The “Bolded” journals are to be used for the “OD Library Assignment” on Week #9.

**Note 3:** Tips or the preparation of written materials is provided courtesy of Dr. Gary McLean.

**Note 4:** It is strongly encouraged that learners maintain a “learning journal” to document notes and reflections from course readings and discussion.
Note 1: Supplemental Readings

The following three Harvard Business Review (HBR) articles are available in printed format at the library. Unfortunately, HBR does not allow the articles to be placed on an e-reserve.


The following list also contains a small selection of key OD references. These are available in college libraries and on-line. While not required, they are strongly recommended to augment the text book.


**Note 2: Listing of Journals**

*Adult Learning*

*Adult Education Quarterly*

*The Canadian Journal of Adult Education Studies*

*The International Journal of Lifelong Education*

*The Journal of Continuing Higher Education*

*The New Zealand Journal of Adult Learning*

*The Pennsylvania Association for Adult and Continuing Education (PAACE) Journal of Lifelong Learning*

*Human Resource Development Quarterly*

*Human Resource Development International*

*Human Resource Development Review*

*Advances in Developing Human Resources*

*Performance Improvement Quarterly*

*The Academy of Management Review*

*The Academy of Management Journal*

*The Academy of Management Executive*

*The Academy of Management Learning and Education*

*Organizational Dynamics*

*Harvard Business Review*

*Sloan Management Review*

*California Management Review*

*The Journal of Workplace Learning: Employee Counselling Today*

*The International Journal of Training and Development*

*The Journal of Management Development*

*Human Resource Management*

*Human Resource Management Journal*

*International Journal of Human Resource Management*

*Journal of Applied Behavioral Science*

*Journal of Applied Psychology*
Journal of Business and Psychology
Journal of Business Ethics
Journal of Career Development
Journal of European Industrial Training
Organization Science
Organization Studies
Personnel Psychology
Leadership and Organization Development Journal
Organization Development Journal
Journal of Organizational Behavior
Journal of Vocational Behavior
Journal of Vocational Education Research
Journal of Human Resources
Career Development International
Education & Training
Industrial and Commercial Training
The International Journal of Educational Management
Journal of Educational Administration
Journal of Knowledge Management
Employee Relations
Journal of Managerial Psychology
Journal of Organizational Change Management
Personnel Review
Personnel Psychology
Women in Management Review
Training
Training and Development Journal (ASTD)
Performance Improvement
The Learning Organization Journal: An International Journal
Business Horizons
International Business Review
Journal of International Management
Journal of World Business
*Potential Conference Venues [Some may have published Conference Proceedings]:

The Academy of Human Resource Development (AHRD)
The Adult Education Research Conference (AERC)
The Annual Conference on HRD Research and Practice Across Europe
The AHRD Asian Chapter Conference
Midwest Research to Practice Conference
The American Association for Adult and Continuing Education (AAACE)
The American Society of Training and Development Conference (ASTD)
The International Society of Performance Improvement (ISPI)
The Academy of Management Conference (AOM)
The International Conference on Researching Work and Learning
SCUTREA Conference
The OD Institute (ODI)
The OD Network (ODN)
The Society of Human Resource Management (SHRM)
Transformative Learning Conference (Columbia University)
The Institute of Behavioral and Applied Management (IBAM)

* Please note that these listings are suggestions only and may be incomplete

**Note 3: Tips for the Preparation of Written Materials [courtesy of Dr. Gary McLean]**

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors. I don’t expect you to be a master typist; correction of errors in pen will be acceptable.

All written materials should be produced in such a way that they are easy for the facilitators to read. They must be double spaced. All pages should be numbered. All written work must be produced in 12-point font. Do not use full justification for your margin (i.e., have all lines end at the same place). This practice adds considerably to reading time. Papers must meet these criteria in order to be graded. And please use a staple, not a paper clip, to hold the document together. Fancy plastic covers are unnecessary.

I assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Past experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.

2. its = possessive it's = contraction for it is

3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.
4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-
then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."

5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices
in our catalog DO not include sales tax. Poor: Any learner caught smoking in the halls will have
their cigarettes confiscated. Better: Any learner caught smoking in the halls will have his or her
cigarettes confiscated. Best: All learners caught smoking in the halls will have their cigarettes
confiscated.

Tense agreement: Poor: Jones and Smith (1984) discuss what happens when managers give bad
performance appraisals. They reported about what happened in five companies. Better: Jones and
Smith (1984) discuss...report... Better: Jones and Smith (1984) discussed...reported..

6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g.,
The consultant signed the contract, but the client did not. BUT The consultant signed the contract
but objected to paragraph 4.

7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the
question mark if the question is quoted; inside if the whole sentence is a question.

8. Each sentence must have a SUBJECT and a VERB.

9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for:
more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.

10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A
PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea.
See if it should be broken down into two or more concise paragraphs.

11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be
introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of
the paragraph.

12. An academic or professional paper should be written in a formal way, even if it has a
"creative" thrust or content. This means that it should include a beginning, a middle, and an end.
Make it easy for the reader, when possible, by using labels for these components, e.g.,
"Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points.
The body of the paper should contain a separate section for each of the main points. Sometimes
writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize
how your arguments have supported the main points you laid out in the introduction.

13. Useful reference books (bibliographies, punctuation, etc.):
• Publication manual of the American Psychological Association (6th Ed.) This can also be found on line at: www.apa.org