Course Content:

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 Learning Objectives:

By the end of this course, students should be able to:

1. Define the three key subject
2. Discuss the relationships of the three key HRD areas
3. Specify change theory and models in organizational practice
4. Identify intervention models to use in change situations
5. Present a strategic change plan for their organization.
6. Demonstrate an understanding of the dimensions of diversity.
7. Specify strategies for diversity
8. Demonstrate an understanding of the dimensions of conflict in organizations
9. Identify the correct conflict resolution skills to use in organization setting.

No textbook required for this course.

Additional readings and cases will be posted on the Blackboard.

Grading Policy and Criteria to Determine Final Course Grade:

The course is organized as an adult learning experience. Students are expected to take responsibility for their own learning, active participation, asking questions and presenting information related to the learning subject. The following specific learning activities are
designed as part of the curriculum. As a graduate course, students are also required to conduct research-based learning in addition to reading the required reading list provided. Such effort should be reflected in your completed assignments and class discussions. Students will be assessed on the basis of the quantity, quality, and timeliness of their efforts.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Proportion</th>
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<tbody>
<tr>
<td>Article critiques (2)</td>
<td>20%</td>
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<tr>
<td>Interview report</td>
<td>20%</td>
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<tr>
<td>Mid-term</td>
<td>15%</td>
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<tr>
<td>Final Project (paper + presentation)</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale**

- A: 91 – 100
- B: 81 – 90
- C: 70 – 80
- F: 69 or below

**Date of Final Exam:**

This course will not have a close-book in-class final examination. The equivalent of the final exam is your final project. The due date of your final project is your scheduled date of your final presentation.

**Date to Withdraw without Penalty:**

Your date to withdraw the class without penalty is September 8, 2010. Please make up your mind by that date. After that date, a penalty will be in effect for the withdrawal based on UT Tyler policy.

**Class Attendance and Make-up Policy**

Much of the life is simply about being present at the moment of actions and actively participating. Your presence and participation is very, very important—so important that it
warrants a good grade. You are expected to attend every class, ask questions, and contribute constructively to the entire class. If you miss a session, not only you lose the opportunity to learn, but your classmates will also lose the opportunity to learn from you. Students with learning disability should follow the instruction below.

If you miss more than one class, your grade will be affected (not including legitimate one allowed by the university policy, e.g., religion related, or UT Tyler sports team scheduled trips). If you miss the mid-term for unforeseeable reasons, contact the instructor to schedule a make-up date. If you cannot come for your final team presentation, you will receive a zero for presentation portion of the grade. No make-up for project presentation will be scheduled.

**Academic Honesty**

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else’s work. The consequences of such behavior will lead to consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

**Requirements for All Assignments:**

All assignments, unless specified otherwise, must contain a cover page, and be double-spaced with page numbers, and margins of 1” on all sides, in either Arial or Time New Roman 12 font size. All references must be consistent with APA style.
Article Critiques: Requirements

Due: During class sessions of 9/30 and 10/14.
Points (each): 10
Requirements: The paper should be 3-4 double-spaced typed pages in length
2 points off for late submissions (all papers must be completed to receive a
grade for the course)

Objectives

These assignments are intended to motivate your self-directed learning regarding the subject of
learning in adulthood. Among other things, the objectives include

1. Conduct research oriented learning
2. Practice analytical and critical thinking
3. Familiarize and apply APA style for bibliographic citation

Assignments

1. Research and identify an article pertinent to the class topic on change, diversity or
conflict resolution from such journals as Journal of Management, Journal of Strategic
Management, Human Resource Development Quarterly, or any other management or
HRD journals.

2. Begin the abstract with a complete bibliographic citation in proper APA style (author,
year of publication, title, journal, volume, issue, and page numbers, etc.).

3. Briefly summarize why the article is important for students in this class. (e.g., How
does it relate to change, diversity or conflict resolution? Why is it important to
enhance our understanding of the three subjects? How important is the article to
HRD?)

4. Attach a photocopy of the original article to your abstract.

5. Summarize the article’s content.

6. Finally, discuss the practical applications (if any) of the article for HRD and business
practice. What should they be able to do or to understand regarding the subject area
after reading the article?

Be sure to critique the article, pointing out any weaknesses in it or any occasions when
you think the author’s theory, model, or ideas won’t work. Note that a major portion
of your grade will depend on the quality of the critique.

7. You are free to use other articles, so long as they pertain to one of the three subjects
and are somehow pertinent to the topic of the class session in which they are due.
Interview Report

Due: During class session on 10/20.

Points: 20%

Requirements:
1. Your report should be at least 5 double-spaced typewritten pages
2. You must hand in a paper to receive a grade

Assignment

This assignment provides you a learning opportunity for you to have an in-depth understanding of organization change.

It is your responsibility to identify a field practitioner, either internal or external one in the field of HRD, management, or higher education setting. The person may bear a job title such as HR manager, Training Manager, Organization Effectiveness Specialist, or anyone in business management.

Interview the person identified in person or by phone regarding a recent organizational change effort. Such change may include, but is not limited to, management structure change, product/service change, process change, policy change, etc. Ask questions about the following issues:

1. The nature of the organization the person affiliated.
2. What was the change about?
3. The reasons or necessity for change and its importance?
4. Organizational resistance experienced during the change?
5. Any conflicts involved? How the conflicts were resolved?
6. Any diversity issues involved?
7. Who were the stakeholders involved in the change effort?
8. How the change initiative was communicated in the organization?
9. How the change was implemented?
10. What was the outcome of the change?

Write a report based on your interview data. Your report should at least have the following component:
- The background of the person, the organization: service, product, people, and a brief history.
- The role of consulting in the organization.
- How the organization benefited from consulting project.
- A detailed description of the consulting project conducted by the person, including the background, the problem(s), the proposed intervention, the consulting process, and the outcome.
- Feel free to send a copy of your report to the person you interviewed.

Please note that your report is a report, not a verbatim interview transcript. You may wish to structure your report into different sections for better presentation of the case.
Major Project and Presentation: A Strategic Change Plan

**Due:** Topic due during the week of 9/23. Final report due 12/9.

**Points:** 30 (including 5 for presentation).

Team Project: Form a team of 3 and contact a local organization. Identify a completed or ongoing change effort in the organization and follow the instructions in the following section to complete the project.

**Requirements**

The project report should address the following issues:

1. The background and context of the organization
2. Why the change is needed?
3. How the change relates to the organizational strategy in terms of market, customer, productivity, culture, quality of product or services, and future expansion?
4. How the change decision was made?
5. How the change effort was communicated to the stakeholders? (It may be necessary to discuss all those involved and affected by the change)
6. Are there any perceived resistance or conflict? If so, how you plan to deal with it?
7. What plan and steps in place for the change to be implemented?
8. How do you measure the change outcomes?

Team Project Assessment will be based on the following:

- Update the project status as scheduled in the classes
- Quality and timeliness of Project Status Reports
- Each team members will be evaluated by the rest of the members and submit a separate evaluation form by the project due date
- Quality and timeliness of the final project report.
*Presentation:*

As part of the project, you will present your final project to the class as if they were your client. Your presentation will constitute part of your project performance. You are encouraged to invite your client representative(s) attend your presentation or to play a part in the presentation.

You are free to choose presentation format, however, keep in mind that this is a formal business presentation, professional attire is required.
### Learning Calendar/Schedule:

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<thead>
<tr>
<th>Timing</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
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<tr>
<td>August 26</td>
<td>Introductions and overview of course</td>
<td>Please print a hard copy of the course syllabus from the Blackboard site and bring it with you on the first day of the class.</td>
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<tr>
<td>Sept 2</td>
<td>Managing your learning</td>
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<tr>
<td><strong>Part 1: Change</strong></td>
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<td>Sept 9</td>
<td>Overview of change concept:</td>
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<td>• Definition</td>
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<td>• Theory</td>
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<td>• Models</td>
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<td>Leading Change</td>
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<td>• Stages</td>
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<td>• Mission/vision/strategy</td>
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<td>• Facilitator</td>
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<td>Sept 16</td>
<td>Psychology of change</td>
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<td>Overcome the barriers to change</td>
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<td>Sept 23</td>
<td>Facilitating the process of change</td>
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<td>Sept 30</td>
<td>Fasilit3ing the pr3cess of change</td>
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<tr>
<td><strong>Part 2: Diversity</strong></td>
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<td>Oct 7</td>
<td>Definition of Diversity</td>
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<td>Oct 14</td>
<td>Why diversity is important</td>
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<td>Diversity and change</td>
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<td>Strategies for diversity</td>
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<td>How to measure diversity</td>
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<td><strong>Part 3: Conflict Resolution</strong></td>
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<td>Oct 21</td>
<td>Definition</td>
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<tr>
<td>Oct 28-No class</td>
<td>Why CR</td>
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<td>Nov 4</td>
<td>Change and CR</td>
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<td></td>
<td>Methods for CR</td>
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<tr>
<td>Nov 11</td>
<td>Strategies for CR</td>
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Nov 18
Nov 25-No class
Dec 2

- Models for CR
Thanksgiving Holiday

No class on Nov 18. Work on your team project planning and execution. Each team will submit a Project Status Report on Dec 2 during class time.

Part 4: Final Presentation
Dec 9

Final Presentation and Evaluation
Final Project Report Due

Note: The instructor reserve the right to revise the agenda based on learning needs of participants

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).
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 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.
Required Readings


