HRD 5328 Topics in HRD: Intervention Strategies

Credits: 3 (3-0-0)

Term to be offered: Fall 2012

Class Time: 6:00 pm – 8:40 pm

Class Date: Wednesday

Prerequisites: Graduate student status

Instructor: Jerry W. Gilley

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Phone Number: 903-566-7328

Preferred Method of Contact: E-mail

Office Hours: 4:00 pm – 6:00 pm Wednesday and Friday on class days

Office Location: Main office of the Department of HRD and Technology, 236 HPR Building

Other Availability: Contact Professor

Final Exam: Assignment 2

Required Text:


Course Description:

Identify, analyze, evaluate, and select a performance improvement intervention in response to an organizational performance problem or organizational breakdown (Human Process Interventions, Techno-structural Interventions, Human Resource Management Interventions, or Strategic Change Interventions).

Course Objectives / Outcomes:

- Identify, analyze, evaluate, and select an appropriate performance improvement intervention in response to an organizational performance problem or organizational breakdown.
- Critique the possible reactions that can occur when implementing the intervention.
- Discuss how the organizational immune system (organizational barriers/culture) can alter or affect your intervention.
- Develop strategies that will help defend against the organizational immune system.
- Determine organization’s readiness to embrace your intervention.
• Determine the organization’s ability to incorporate new learning and/or change
• Critique the organization’s level of environmental support for the intervention.
• Determine whether individual members of the organization are motivated to use the information/knowledge provided through the identified intervention.

Assignments: Consulting project (100 points) (Groups of no more than three)

Address the following questions:

Assignment 1:

1. Describe the organizational system of your case organization by describing its:
   • External environment
   • Leadership Capability
   • Organizational Mission & Strategy
   • Organizational Culture
   • Work Climate of Selected Operations
   • Organizational Structure
   • Systems (Policies and Procedures that Guide Operations)
   • Managerial Practices (Macro and Micro)
   • Individual and Organizational Performance Outcomes
   • Organizational Processes (Organizational Communications & Decision-Making).


3. What organizational components are most affected by the intervention(s)? Why?

4. Why did you select this intervention?

5. What are some of the possible reactions that can occur when implementing the intervention (change curve)?

6. Discuss how the organizational immune system (organizational barriers/culture) can alter or affect your intervention.

7. What could you do to defend against the organizational immune system?

8. What is your organization’s readiness to embrace your intervention?) (See additional questions, separate handout)
9. What is the level of environmental support for the intervention? (See additional questions, separate handout)

10. Do individual members of the organization have the ability to incorporate new learning and/or change? How so? (See additional questions, separate handout)

11. Are individual members of the organization motivated to use the information/knowledge provided through identified intervention? How so? (See additional questions, separate handout)

12. Who will be responsible for the implementation of the intervention(s) and what will be your responsibilities be during the intervention(s)?

13. Who “should be responsible” for leading and implementing the intervention(s)?

14. Why should this person for responsible for leading and implementing the intervention(s)?

15. Does this person have the authority and credibility to lead and implement the intervention(s)? If so, how do you know?

16. What are the required organizational consultant characteristics of this person?

17. How will you evaluate the effectiveness of your selected interventions?

Schedule

Date

8/22/12

Topics for Discussion:

Components of the organizational system:

- External environment
- Leadership Capability
- Organizational Mission & Strategy
- Organizational Culture
- Work Climate of Selected Operations
- Organizational Structure
- Systems (Policies and Procedures that Guide Operations)
- Managerial Practices (Macro and Micro)
- Individual and Organizational Performance Outcomes
- Organizational Processes (Organizational Communications & Decision-Making).
Readings Chapters 1, 2, & 3 (OD Text)

Topics for Discussion:

- Designing intervention
- Leading and managing change
- Evaluating OD Interventions
- Four types of interventions
  1. Human Process Interventions,
  2. Techno-Structural Interventions,
  3. Human Resource Management Interventions,
  4. Strategic Change Interventions

Questions to be addressed:

1. What performance improvement intervention or change initiative (solution) will you use to resolve a performance problem or organizational breakdown in your case organization? (Human Process Interventions, Techno-Structural Interventions, Human Resource Management Interventions, & Strategic Change Interventions).

2. Why did you select this intervention or initiative?

Readings: Chapters 4, 5, & 6 (OD Text)

Topics for Discussion:

- Designing intervention
- Leading and managing change
- Evaluating OD Interventions
- Four types of interventions
  1. Human Process Interventions,
  2. Techno-Structural Interventions,
  3. Human Resource Management Interventions,
  4. Strategic Change Interventions

Questions to be addressed:


2. Why did you select this intervention or initiative?
10/3/12

Readings: Chapters 12 & 13

Topics for Discussion

• Change curve discussion
• Organizational immune system

Questions to be addressed:

1. What are some of the possible reactions that can occur when implementing the intervention (change curve)?

2. Discuss how the organizational immune system (organizational barriers/culture) can alter or affect your intervention.

3. What could you do to defend against the organizational immune system?

10/17/12

Readings (None)

Topics for Discussion:

Four Component of Change Transfer

• Readiness for change
• Ability to Change
• Environmental Support for Change
• Motivation for Change

Questions to be addressed:

1. What is your organization’s readiness to embrace your intervention?

2. Do individual members of the organization have the ability to incorporate new learning and/or change? How so?

3. What is the level of environmental support for the intervention?

4. Are individual members of the organization motivated to use the information/ knowledge provided through identified intervention? How so?
Questions to be addressed:

1. Who will be responsible for the implementation of the intervention(s) and what will be your responsibilities be during the intervention(s)?
2. Who “should be responsible” for leading and implementing the intervention(s)?
3. Why should this person for responsible for leading and implementing the intervention(s)?

Questions to be addressed:

1. Does this person have the authority and credibility to lead and implement the intervention(s)? If so, how do you know?
2. What are the required organizational consultant characteristics of this person?
3. How will you evaluate the effectiveness of the performance improvement interventions?

Grading Policy

All assignments are due on the specific date posted. Failure to meet these specific deadlines will result in a reduction in the points a student receives for an assignment (2 points per week). Furthermore, students must inform the instructor if they will be unable to meet any of the assignment deadlines.

Each assignment will be graded based on:

- The assignment questions
- Evidence that each of the corresponding learning objectives has been satisfactorily addressed.

Participation and Attendance (10 points can be deducted from your grade if you fail to meet this criteria)

Participation is not mere attendance in the class! In order to effectively participate in the course, it is critical that you read the course assignments and participate in class discussions, 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 unless the absence is approved by the instructor. Coming to class late or leaving early can adversely affect your attendance and participation points.
To participate in class more fully, you will need to prepare at least three questions based on: class readings; previous class discussion; concerns, insights, or inquiries; questions not covered in the readings; or other relevant information meaningful to the class.

**Grading Scale:**

- **A+ (101 % or more)** Superior work and evidence of exceeding each of the learning objectives at an *advanced level*
- **A (90-100 %)** Excellent work and evidence of achieving each of the learning objectives at an *expert level*
- **B (80-89 %)** Good work and evidence of achieving each of the learning objectives at a *mastery level*
- **C (70-79 %)** Average work and evidence of achieving each of the learning objectives at a *modest level*
- **D (60-69 %)** Poor work and *little or no evidence* of achieving each of the learning objectives
- **F (59 % and below)** Unacceptable work and *no evidence* of achieving each of the learning objectives

**Policy on Incomplete Assignments**

If a student fails to meet any or all of his/her assignment responsibly, an incomplete WILL NOT be issued. Rather, the points for all completed assignments will be calculated and the corresponding grade will be issued. Assignments cannot be made up once the semester is completed.

**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://www2.uttyler.edu/wellness/rightsresponsibilities.php](http://www2.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**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 census date (See Academic Calendar for the specific date).

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

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**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.