HRD 5352 – Organizational Development

College of Business and Technology
Department of Human Resource Development
The University of Texas at Tyler
Course Syllabus — Spring 2016

Instructor: Afton Smith Barber, Ph.D.
Telephone: 903.566.7310
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Office Location: Online
Office: HPR 226

Office Hours:
By appointment only. I will not have formal office hours since this is an online course. Please feel free to contact me by phone or e-mail to set up an appointment.

Course Catalog Description
This course is designed to provide students with different perspectives on Organizational Development at the individual, group, and organizational levels of analysis. Theoretical models will be studied, along with practitioner examples of organizations utilizing organization development interventions.

Course Purpose
The primary purpose of this course is to introduce learners to the basic theories and concepts of human resource development from a multi-disciplinary perspective. This course will examine a variety of topics on human resource development research and practice including: historical development, definitions, philosophies, paradigms and theoretical foundations, ethics and legal issues, core functions and structures, concepts in training, and workplace learning. Students will read the textbook and supplemental materials and then apply concepts within a structured learning project.

Textbook


Supplemental readings: Additional reading material will be used as needed to stimulate discussion.

Supplemental Referencing Resource:

Learning Objectives
Upon completion of this course, students should be able to…
- define the core values of organization development.
- define the principles and interventions of organization development (OD).
- define the consultative process used by organization development practitioners.
- gather and analyze data used for analysis in an organizational system and its influence on performance improvement and other OD initiatives.
• prepare written analyses of organizations, as presented in case studies, and document conclusions on which interventions should be applied and the methodology to be used in making these organizational changes.

Course Structure
This course is conducted entirely online using Blackboard as our means of communication. This course is developed in a weekly modular format to assist you in organizing your time and efforts. The course schedule details each week. Other than textbook reading, questions, quizzes, assignments, and debates are used to trigger thoughts on how to understand and apply the learned knowledge.

Course Requirements and Students Evaluation
Students will be evaluated based on the quantity, quality, and timeliness of the following efforts.
1. Discussion Board Posts
2. Written Assignments
3. Case Studies

The total possible points are listed below:
Reading Outline – 10% (due April 19)
Reflection of OD – 20% (due April 26)
Discussion Board Participation – 20% (each worth 4%)
Paper Critique – 10% (due March 1)
Case Studies – 40% (each worth 10%)
Total 100%

Grade Scale Breakdown
A=90 – 100%
B=80 – 89.9%
C=70 – 79.9%
D=60 – 69.9%
F=BELOW 60%

PLEASE NOTE: All assignments will be screened through “Safe Assignment”. This software compares the student’s submission to those from previous semesters. Students are not permitted to use previous work from other courses, without permission from the instructor. Use of previous work may be considered self-plagiarism. There is no late work and no make-up assignments.

Assignments
NO LATE WORK IS ACCEPTED!

A. Text Readings:
Students are expected to read text material prior to engaging in the discussion board in order to be able to actively participate in the online discussions. The instructor encourages active participation from each student. Students should be mindful of both too few contributions as well as the domination of the online discussion. Be respectful of your peers. Discussion and written assignments are created with the assumption that required reading assignments have been completed prior to completion of the discussion and written assignments.

B. Paper Critique:
Students will analyze a scholarly paper regarding Organizational Development. The instructor will provide information to assist students in the critique process. More information will be posted on Blackboard prior to the assignment due date March 1 by midnight. Please upload assignment in the Blackboard link before the deadline.
C. Readings Outline:
Each student will keep a readings outline, commenting on each chapter of the text as it is assigned; basically an outline of the text materials. This outline is to be kept individually by the learner using Microsoft word. We will not be using the journal feature in Blackboard. Each week students will journal thoughts and important points from the weekly readings. Please organize your outline by chapter and use Word. The outline should be your highlights of the chapters and can be formatted using bullet points or brief comments; and should be in an outline format. All weekly entries should be in one document. Do NOT submit each chapter as a separate document. Submit the entire document in the Individual Assignment area of the course menu options. Readings Outline is due April 19 by midnight.

D. Personal Reflection Paper on OD:
Each student will write a reflection paper on organizational development. This paper is not an outline of the text materials; rather, it is to be the student’s thoughts regarding text materials. The paper should conform to APA 6th edition formatting. This assignment is really about what you learned this semester from this course. The student should apply their learned knowledge to practical application; theory to work place practice, by incorporating learned knowledge into relevant and useful organizational development strategies applied in the workforce. Submit the paper in the Individual Assignment area by using the Blackboard link. Reflection paper is due April 26 by midnight.

E. Discussion Board Posts:
The discussion board is located under the discussion board tabs. Each student is responsible for participating in the asynchronous discussions. Check the discussions area often. Student participation will include posting answers to questions posed by the instructor and replying to other participants posting by the stated due date in the course schedule. At least one posting per discussion question is required. All discussion postings must be completed by midnight central standard time on the due date. Quality of answers is as important as quantity. A student’s comments should add to the discussion and reflect graduate level work. Each post should be a minimum of two paragraphs and comments should be supported, as required, with references cited appropriately. When posting to the discussion area, please type your comments directly into the discussion. Do NOT type your comments into a document and then attach it to the discussion. This method is difficult for some students to access.

F. Case Studies:
Each student will prepare a written analysis of the textbook’s Case Study. Address the questions outlined at the beginning of the case providing detailed analyses. After answering the questions, each analysis should include a response to the case: what did this case do to further your knowledge or understanding of OD? Questions you may have or assumptions you made to answer the questions. Submit the assignment in the Individual Assignments area of the course information tab. There are five case studies. Students are required to complete four of the five case studies. Students may complete all five case studies or four of their choice. Students that complete all five will have their lowest grade dropped.

Course Policies
Written Assignments
All written assignments are to be completed in Microsoft Word or as Rich Text Format, and submitted in a timely manner. Deadlines are listed in the course outline. Please note that all written assignments must be submitted by midnight central standard time on the due date. All written assignments should be submitted through Blackboard in the appropriate link. If your web connection is down for some reason, assignments may be faxed to 903.565.7372 by the deadline. Please note that if the assignment is faxed, it must be submitted to the assignment link in Blackboard no later than 24 hours after the due date. Failure to upload will result in a zero for the assignment. Faxing only ensures that it is not counted late. In
addition, students must notify the instructor through e-mail about faxing the assignment. Technical issues
do NOT warrant an excuse for submitting late. No assignments are accepted through e-mail. Plagiarism
is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all
sources that are used in your work. More details are provided in the Academic Dishonesty section of this
document.

Make-up Policy
There are NO make-up assignments; NO late assignments accepted. All due dates are posted in the syllabus;
therefore, there will be NO late work. All assignments are due on the date posted in the syllabus unless
changed by the instructor prior to the due date.

Use of Blackboard
Please use your UTT email ID and password access the blackboard. All class information will be posted
on blackboard for students to review. It is the students’ responsibility to regularly check the Blackboard
for assignments. Due to the nature of this course, students should check Blackboard every day for
announcements and discussion posts. It is the students responsibility to read all correspondence and keep
up with the due dates and deliverables for this course. The key to successful completion of this course, or
any online course, is organization. This course is not a self-paced course and requires constant use of
Blackboard. Please keep up with all communications and deadlines, as deadlines exist because the course
is offered within the UT Tyler course schedule and so that students can complete the course successfully
in a timely manner.

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.

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.uttler.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.uttler.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, February 1, the deadline for many forms and enrollment actions that students need to be aware of this semester. 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 apply 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. Failure to communicate the event or activity prior to the due date of any assignment will result in a zero; no make-up will be given due to lack of communication or preparation on the student’s part.

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Discussion</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 19 – 24</td>
<td>Introduction</td>
<td>Syllabus</td>
<td></td>
<td>Student Introductions on Bb due 1/24</td>
</tr>
<tr>
<td>2</td>
<td>Jan 25 – 31</td>
<td>Course Overview</td>
<td>Chapter 1</td>
<td></td>
<td>Notes to Outline</td>
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<tr>
<td></td>
<td></td>
<td>What OD is and is not Current and future forces that shape OD in practice</td>
<td>Chapter 15</td>
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<tr>
<td>3</td>
<td>Feb 1 – 7</td>
<td>History of OD</td>
<td>Chapter 2</td>
<td>Due 2/1</td>
<td>Notes to Outline</td>
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<tr>
<td></td>
<td></td>
<td>Core values and ethics in OD</td>
<td>Chapter 3</td>
<td></td>
<td>Discussion Post</td>
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<tr>
<td>4</td>
<td>Feb 8 – 14</td>
<td>Research in OD</td>
<td>Chapter 4</td>
<td></td>
<td>Case Study 1 due 2/8 Notes to Outline</td>
</tr>
<tr>
<td>5</td>
<td>Feb 15 – 21</td>
<td>Consulting process in OD</td>
<td>Chapter 5</td>
<td>Due 2/15</td>
<td>Notes to Outline</td>
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<td>Discussion Post</td>
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<tr>
<td>6</td>
<td>Feb 22 – 28</td>
<td>Methods of initiating consulting practice</td>
<td>Chapter 6</td>
<td></td>
<td>Case Study 2 due 2/22 Notes to Outline</td>
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<td></td>
<td></td>
<td>Methods of data gathering for analysis</td>
<td>Chapter 7</td>
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<tr>
<td>7</td>
<td>Feb 29 – March 6</td>
<td>Analysis and interpretation of data collected in the process of OD</td>
<td>Chapter 8</td>
<td>Due 3/1</td>
<td>Notes to Outline Paper Critique due 3/1</td>
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<td>Discussion Post</td>
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<tr>
<td>8</td>
<td>March 7 – 13</td>
<td>Spring Break</td>
<td>Chapter 9</td>
<td></td>
<td>Holiday</td>
</tr>
<tr>
<td>9</td>
<td>March 14 – 20</td>
<td>Concepts and structures of OD interventions</td>
<td>Chapter 9</td>
<td></td>
<td>Case Study 3 due 3/14 Notes to Outline</td>
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<tr>
<td>10</td>
<td>March 21 – 27</td>
<td>Processes used in individual interventions to shape OD and change</td>
<td>Chapter 10</td>
<td></td>
<td>Case Study 4 due 3/22 Notes to Outline</td>
</tr>
<tr>
<td>11</td>
<td>March 28 – April 3</td>
<td>Processes used for team interventions to shape OD and change</td>
<td>Chapter 11</td>
<td>Due 3/29</td>
<td>Notes to Outline</td>
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<td>Discussion Post</td>
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<tr>
<td>12</td>
<td>April 4 – April 10</td>
<td>Processes used for whole and/or multiple organization interventions to shape OD and change</td>
<td>Chapter 12</td>
<td></td>
<td>Case Study 5 due 4/5 Notes to Outline</td>
</tr>
<tr>
<td>13</td>
<td>April 11 – 17</td>
<td>Review how to stabilize and sustain OD and change</td>
<td>Chapter 13</td>
<td></td>
<td>Notes to Outline</td>
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<tr>
<td>14</td>
<td>April 18 – 24</td>
<td>None</td>
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<td></td>
<td>Readings Outline due 4/19</td>
</tr>
<tr>
<td>15</td>
<td>April 25 – May 1</td>
<td>Course wrap up Final Thoughts</td>
<td>None</td>
<td>Due 4/26</td>
<td>Reflection Paper due 4/26 Discussion Post</td>
</tr>
</tbody>
</table>
Note: The instructor reserves the right to amend the syllabus, make changes including revising assignments, tentative schedule and evaluation as necessary.

Course Assignments
Assignments are due on the date scheduled. Late work will not be accepted. All assignments should be uploaded into the respective Blackboard assignment link. Failure to do so will result in a zero for that assignment. No assignments are accepted through e-mail.

Paper Critique (10%):
Students will analyze a scholarly paper regarding Organizational Development. The instructor will provide information in Blackboard to assist students in the critique process. This assignment can be completed with a partner or as an individual assignment. Please upload assignment in the Blackboard link before the deadline. The assignment due date is March 1 by midnight.

Readings Outline (10%):
Each student will keep a readings outline, commenting on each chapter of the text as it is assigned; basically an outline of the text materials. This outline is to be kept individually by the learner using Microsoft word. We will not be using the journal feature in Blackboard. Each week students will journal thoughts and important points from the weekly readings. Please organize your outline by chapter and use Word. The outline should be your highlights of the chapters and can be formatted using bullet points or brief comments; and should be in an outline format. All weekly entries should be in one document. Do NOT submit each chapter as a separate document. Submit the entire document in the Individual Assignment area of the course menu options. Readings Outline is due April 19 by midnight.

Personal Reflection Paper of OD (20%):
Each student will write a reflection paper on organizational development. This paper is not an outline of the text materials; rather, it is to be the student’s thoughts regarding text materials. The paper should conform to APA 6th edition formatting. This assignment is really about what you learned this semester from this course. Students should consider how this course has changed their thought process on OD, how course materials have influenced their current work environment, and how they will use this OD knowledge moving forward. This assignment can be written in first person. Submit the paper in the Individual Assignment area. Reflection paper is due April 26 by midnight.

Discussion Board Posts (20%):
As a class, we will all participate together in a class discussion board. There will be five discussion topics throughout the semester. Each student will need to post a response to the topic by the posted deadline in the course schedule. The response should be thought provoking and worthy of graduate level credit. Each post is worth 4%; keep that in mind when posting your response. Missing the posted deadline will result in a deduction of points. For full credit, students must prepare a thorough response to the discussion, and then make thoughtful responses to other students’ posts. Please refer to the rubric for grading standards.

Case Studies (5% each):
There are five case studies which are located in the textbook. Students are required to complete four of the five case studies. Students may complete all five case studies or four of their choice. Students that complete all five will have their lowest grade dropped.

Case Study 1 – due February 8
Each student will prepare a written analysis of the text’s Case Study 1. Address the questions outlined at the beginning of the case providing detailed analyses. Include a response to the case: what did this case
do to further your knowledge or understanding of OD? Questions you may have or assumptions you made to answer the questions.
Submit the assignment in the Individual Assignments area of the course information tab.

Case Study 2 – due February 22
Each student will prepare a written analysis of the text’s Case Study 2. Address the questions outlined at the beginning of the case providing detailed analyses. Include a response to the case: what did this case do to further your knowledge or understanding of OD? Questions you may have or assumptions you made to answer the questions.
Submit the assignment in the Individual Assignments area of the course information tab.

Case Study 3 – due March 14
Each student will prepare a written analysis of the text’s Case Study 3. Address the questions outlined at the beginning of the case providing detailed analyses. Include a response to the case: what did this case do to further your knowledge or understanding of OD? Questions you may have or assumptions you made to answer the questions.
Submit the assignment in the Individual Assignments area of the course information tab.

Case Study 4 – due March 22
Each student will prepare a written analysis of the text’s Case Study 4. Address the questions outlined at the beginning of the case providing detailed analyses. Include a response to the case: what did this case do to further your knowledge or understanding of OD? Questions you may have or assumptions you made to answer the questions.
Submit the assignment in the Individual Assignments area of the course information tab.

Case Study 5 – due April 5
Each student will prepare a written analysis of the text’s Case Study 5. Address the questions outlined at the beginning of the case providing detailed analyses. Include a response to the case: what did this case do to further your knowledge or understanding of OD? Questions you may have or assumptions you made to answer the questions.
Submit the assignment in the Individual Assignments area of the course information tab.

Note: Instructor reserves the right to administer evaluations regarding group performance and individual participation. If there are problems with a group member, please contact the instructor immediately. Evaluations will be averaged and then used as the basis for an individual’s discussion board grade.
The following rubric will be used to grade discussion board posts.

<table>
<thead>
<tr>
<th>Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and Initiative</td>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td>Responds to most postings within a 24 hour period; requires occasional prompting to post</td>
<td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
</tr>
<tr>
<td>Delivery of Post</td>
<td>Utilizes poor spelling and grammar in most posts; posts appear &quot;hasty&quot;</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Few grammatical or spelling errors are noted in posts</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
</tr>
<tr>
<td>Delivery of Post Relevance of Post</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic</td>
</tr>
<tr>
<td>Expression Within the Post</td>
<td>Does not express opinions or ideas clearly; no connection to topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Opinions and ideas are stated clearly with occasional lack of connection to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
<tr>
<td>Contribution to the Learning Community</td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent</td>
<td>Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
</tbody>
</table>