HRD 6366 Organizational Change and Development
Soules College of Business Department of Human Resource Development
The University of Texas at Tyler

SPRING 2026

Instructor: Rob E. Carpenter
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Class Time: Saturday 1:00pm – 5:00pm
Location: SCOB 214
Office Hours: By appointment, location provided when scheduled

INTRODUCTION

This course is designed for Ph.D. students and covers the foundations of organizational change and development practice and research—an area of practice and research in human resource development (HRD). This course is focused on the nature and process of organizational change and development and how to be an effective leader, implementer, and recipient of change initiatives within organizations. It emphasizes the forces for change, the change implementation process, the qualities and skills of successful change leaders, and the behavioral theories and management practices of how individuals and organizations change.

Finally, it will help you to better diagnose the change agendas of organizations to help prepare your experience as leaders, implementers, and/or recipients of organizational change and development.

TEXTBOOK

Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage learning. ISBN-13: 978-1133190455; ISBN-10: 1133190456

SUPPLEMENTAL RESOURCE

Supplemental articles and case studies will be provided by the instructor.

LEARNING OBJECTIVES

The objective of this course is to develop your knowledge in the following areas:
- Develop an understanding of the major theoretical foundations and principles of OC/OD,
- Develop and understanding on the relationship between the role of culture, leadership, and management in creating sustainable performance synergy through OC/OD processes;
- Increase leadership competency for effective OC/OD processes;
- Understand the key components of an organization change process and develop a roadmap to effectively design, plan, lead, and monitor change and development within organizations.

COURSE STRUCTURE

HRD 6366 Spring 2026 has 5 (five) class meetings. The scheduled time for each class is from 1:00 pm to 5:00 pm. The classroom location is COB 214.

Module #	Class Date(s)	Class Time
Introduction & Module #1	January 17, 2026	1:00 – 5:00 pm
Module #2	February 7, 2026	1:00 – 5:00 pm
Module #3	March 7, 2026	1:00 – 5:00 pm
Module #4	March 28, 2026	1:00 – 5:00 pm
Module #5	April 25, 2026	1:00 – 5:00 pm

COURSE REQUIREMENTS

This course focuses on both theoretical foundation and practical applications of OC/OD. Students will be evaluated based on the quality of their work. As this is a doctoral seminar, the level of quality must be consistent with Ph.D. scholarly expectations. **Additional information will be given regarding each assignment before the due date.**

Students will be evaluated based on the quantity, quality, and timeliness of the following efforts.
- Attendance and active participation in classes, including all online and classroom discussions and activities;
- Quality writing assignments;
- Clear and professional class presentations.

GRADING SCALE

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

CLASS PARTICIPATION

(10 points)—this is not a given, relevant level discourse is expected each class session

DISCUSSION QUESTIONS ON CANVAS

Overview

To foster a collaborative and intellectually stimulating environment in our course, each student will engage with discussion questions posted on CANVAS. This is an opportunity for you to delve deeper into the course material, share insights, and learn from the diverse perspectives of your classmates.

Requirements
1. **Initial Post:** Each Monday, I will post a discussion question related to our course material. You are required to submit a thoughtful and well-articulated response to this question. Your response should demonstrate critical thinking and engagement with the course content. The expected length of each post is approximately 200-300 words.

2. **Peer Responses:** After posting your initial response, you must thoughtfully respond to at least two posts made by your classmates. These responses should contribute constructively to the discussion, either by extending the conversation, offering a different perspective, or asking probing questions. Each response should be about 100-150 words.

Evaluation Criteria
Your participation in these discussions will be evaluated based on the following criteria:

- **Quality of Initial Post:** Depth of insight, connection to course material, clarity of expression.
- **Engagement with Peers:** Constructiveness of responses, ability to stimulate further discussion, respectfulness and consideration of different viewpoints.
- **Timeliness:** Adherence to deadlines for initial posts and responses.

Submission Guidelines
- Initial posts are due by Wednesday at 11:59 pm each week.
- Responses to peers are due by Sunday at 11:59 pm each week.

Grading
This component will constitute 20% of your final grade. Regular and meaningful participation is crucial for a successful learning experience in this course.

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MODULE 1
Introduction To Change and Development
Question: What makes us uniquely human, and why does that matter?

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Module 1 highlights the social psychology of change. We begin by gaining a better understanding of human agency in the change process, recognizing that appreciating the social implications of change is essential for the effectiveness and development of change initiatives. This approach also underscores the significance of individual meaning during change interventions. A deeper understanding of social psychology has the potential to make change management more comprehensible to people, enabling them to assess their actions within groups and the organization objectively. While this may appear obvious and self-evident, both practice and science, along with the popular change management literature, demonstrate that it is not always the case.

TOPIC(S):
1. Towards an understanding of the social human.
2. Towards and understanding of the social organization.
3. A theoretical primer on organizational change and development.

PRE-CLASS ASSIGNMENT (required readings):
1. Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, *1*(2), 164-180.
2. Darling, J. R. (1991). Improving communication in organizational leadership: Effective use of the social style model. *Psychology: A Journal of Human Behavior, 28*(2), 1–14.
3. Seal, C. R., Boyatzis, R. E., & Bailey, J. R. (2006). Fostering emotional and social intelligence in organizations. *Organization Management Journal*, *3*(3), 190-209.
4. Herrmann, E., Call, J., Hernández-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: The cultural intelligence hypothesis. *Science*, *317*(5843), 1360-1366.

SUPPLEMENTARY READING:
1. **Chapter 10:** Interpersonal and Group Process Approaches
   Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage Learning

MODULE 2
Leading Change and Change Strategies
Question: How do our perceptions shape what we see, and why does this matter?

Module 2 highlights the leadership of change from the top, major types, and drivers of organizational change (e.g., strategic, leadership, cultural, structural, ownership). However, it's important to note that few major changes are embraced by employees, often resulting in protracted transitions, stifled morale, emotional turmoil, and costly time and money. This module addresses these issues by identifying resistance behaviors and offering various methods for overcoming resistance. The module culminates with an overview of how to create an effective change management proposal.

TOPIC(S):
1. Towards an understanding of the change leader and change principles.
2. An overview of change management models.
3. Creating a change management proposal.

PRE-CLASS ASSIGNMENT (required readings):
1. Gupta, P. (2011). Leading innovation change-The Kotter way. *International Journal of Innovation Science*, *3*(3), 141-150.
2. Hiatt, J. (2006). *ADKAR: A model for change in business, government, and our community*. Prosci.
3. Errida, A., & Lotfi, B. (2021). The determinants of organizational change management success: Literature review and case study. *International Journal of Engineering Business Management*, *13*, 18479790211016273.
4. Kolbergytė, A., & Dromantaitė, A. (2022). A theoretical analysis of managerial growth in the context of organizational change. *Sustainability*, *14*(8), 4523.
5. Potosky, D., & Azan, W. (2023). Leadership behaviors and human agency in the valley of despair: A meta-framework for organizational change implementation. *Human Resource Management Review*, *33*(1), 100927.
6. Warrick, D. D. (2023). Revisiting resistance to change and how to manage it: What has been learned and what organizations need to do. *Business Horizons*, *66*(4), 433-441.

SUPPLEMENTAL READINGS:
1. Carpenter, R. E., Silberman, D., & Takemoto, J. K. (2021). Transforming prescription opioid practices in primary care with change theory. *Health Services Insights*, *14*, 11786329211058283.

MODULE 3
The Change Management Paradox
Question: What influences our thinking during change and why does this matter?

Module 3 offers a critical review of the question: 'What really happens when organizations change and develop?' We explore this question from the viewpoint of the producer (manager) and perceiver (employee) and challenge the general assumption that people in organizations are solely a product of what management does. By extension, we also explore subculture paradox as one of the significant reasons for organizational change failures.

TOPIC(S):
1. A critical view of underlying change management assumptions.
2. Change project proposal presentations and feedback.

PRE-CLASS ASSIGNMENT (required readings):
1. Dibella, A. J. (2007). Critical perceptions of organisational change. *Journal of Change Management*, *7*(3-4), 231-242.
2. Russ, T. L. (2011). An exploratory study of an experiential change program's impact on participants' affective outcomes. *Leadership & Organization Development Journal*, *32*(5), 493-509.

ASSIGNMENT (group project)
Written (10 points)
Prepare a written change management proposal (minimum 10 pages) that identifies the following change elements:

    a. Defined the current organizational state.
    b. Identified the context of around the change initiative.
    c. Describe the type of change.
    d. Define the size and scope of the change.
    e. Explain your change management strategy.
    f. Identify the organizations readiness for change.
    g. Determine how you will measure the success of each change.

Oral Presentation (10 points)
    a. Change management proposal presentation (3-5 slides) and feedback.

MODULE 4
Transformational Change and Development
Question: How do group dynamics influence behavior, and why does that matter?

Module 4 focuses on managing transformational change—a change that completely reshapes the organization. We will explore the principles and processes of a well-defined, inclusive strategy that will help you become an architect of transformational change within organizations.

TOPIC(S):
1. Roadblocks to transformational change.
2. Understanding and overcoming organizational culture
3. Forward-thinking strategies for embracing transformational change collectively.

PRE-CLASS ASSIGNMENT (required readings):
1. Chapman, J. A. (2002). A framework for transformational change in organisations. *Leadership & Organization Development Journal*, *23*(1), 16-25.
2. Eisenbach, R., Watson, K., & Pillai, R. (1999). Transformational leadership in the context of organizational change. *Journal of organizational change management*, *12*(2), 80-89.

SUPPLEMENTAL READINGS:
Chapter 18: Transformational Change
    Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage Learning

MODULE 5
Organizational Change and Development Plan

Module 5 is where you will present your organizational change and development plan. This plan should include, at a minimum, the type and reason for change, the scope of change, the change approach, implementation strategies, and monitoring strategies. Support your plan with theoretical assertions in various domains (e.g., human sociality, organizational change and development, organizational culture, transformational leadership).

ASSIGNMENT (group project)
Written (30 points)
    a. Prepare a written change management plan (minimum 30 pages).

Oral Presentation (20 points)
    a. Change management plan presentation and feedback.

COURSE CONDITIONS AND CONSTRAINTS

As a Ph.D. student, you must be able to demonstrate the following conditions and constraints to be successful in this course.

- Use scholarly (academic) voice to express your research and define the intellectual boundaries of your work;
- Demonstrate a clear focus in your work on the research phenomenon under investigation—be prepared to articulate your work at any time;
- Write clearly and concisely using APA 7th formatting guidelines;
- Retrieve articles using the various research repositories including the UT Tyler online library system, ProQuest, Google Scholar, etc;
- Cite sources, giving credit to where you obtain information—ALWAYS!
- Engage in academic discourse with others to understand their perspective and demonstrate scholarly professionalism when communicating;
- Make the commitment to spend the hours needed to successfully leave this course competent in the outlined learning objective.

MAKE-UP WORK AND LATE WORK

Make-Up work is allowed with a medical/official university business excuse without proper documentation. Otherwise, late work **will not** be accepted unless approved by the instructor ahead of time for special cases.

CLASS MEETING ATTENDANCE

Attending all five class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. The facilitator recognizes that learners may have special issues and responsibilities that may impact physical attendance. If physical 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. With approval from the instructor and the department chair, the learner may participate virtually. The instructor may provide limited access to the class through Zoom. However, it is the learner's responsibility to arrange with an in-class peer to provide virtual access to the class to ensure the quality of classroom learning. The learner is responsible for all work that is missed due to their absence from any class meeting, or portion thereof. It should be expected that physical absence from classes for reasons other than documented illnesses, emergencies, or other matters that prohibit the learner from traveling due to COVID restrictions may affect the final course grade. Excused absences for religious holy days or active military services are also permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

RECORDING OF CLASS SESSIONS

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

UT Tyler AI Statement

The use of Artificial Intelligence (AI) tools, such as ChatGPT, Copilot, Grammarly, etc., is a somewhat controversial topic with opinion divided on its usefulness. Faculty recognize that these tools may be helpful for generating ideas, checking grammar, or finding sources, but they can also hinder learning and be used improperly. Students should always ask for clarification if they are unsure whether or not a particular use of AI is considered academic dishonesty in this course.

HRD 6366 Course AI Usage

AI tools are permitted in this course only for limited, transparent support that does not replace your own thinking or writing.

Permitted uses (allowed):

- Brainstorming and outlining (topic narrowing, idea generation, organizing sections)
- Editing for grammar, clarity, and tone on text you wrote (not generating new content)
- Creating study aids from your own notes (e.g., practice questions, summaries)
- Formatting help (APA 7 checklists, reference formatting guidance)

Not permitted (treated as academic dishonesty in this course):

- Using AI to write any portion of an assignment's substantive content (arguments, analysis, synthesis, interpretations, reflections, results)
- Using AI to generate literature summaries you submit as your own work
- Using AI to create discussion posts/replies that substitute for your own engagement with the readings
- Using AI outputs without acknowledgment

Disclosure requirement (mandatory when AI is used):

If you use AI in any way beyond basic spelling/grammar correction, you must include an "AI Use Disclosure" note at the end of your submission that states:

1. the tool(s) used,
2. what you used it for (e.g., outline, rewrite for clarity, APA formatting check), and
3. a brief list of prompts or a short description of the interaction.

Instructor authority:

If the instructor determines that AI use replaced your original work, the submission may receive a zero and be handled under the University's academic dishonesty procedures.

UNIVERSITY AND COLLEGE POLICIES:

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.

College of Business & Technology Core Values

- Professional Proficiency
- Technological Competence
- Global Awareness
- Social Responsibility
- Ethical Courage

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.
See http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php

PLEASE NOTE: Academic honesty is expected in all work submitted to the course. Plagiarism and dishonesty will not be tolerated, and learners should be aware that all work is subject to full investigation by instructor including the examination of computer reports for suspicious patterns and the use of plagiarism detection software.

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: https://www.uttyler.edu/wellness/rightsresponsibilities.php

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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/rightsresponsibilities.php

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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. 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 of which students need to be aware. 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/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility

and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 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.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

I. "Cheating" includes, but is not limited to:
   a. copying from another student's test paper;
   b. using, during a test, materials not authorized by the person giving the test;
   c. failure to comply with instructions given by the person administering the test;
   d. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
   e. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   f. collaborating with or seeking aid from another student during a test or other assignment without authority;
   g. discussing the contents of an examination with another student who will take the examination;
   h. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
   i. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   j. paying or offering money or other valuable thing to, or coercing another person to obtain an

unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

k. falsifying research data, laboratory reports, and/or other academic work offered for credit;

l. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

m. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

n. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

o. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

II. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)