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

HRD 5352: Organization Development  

Spring, 2014  

Online Via Blackboard  

Course Syllabus  

Instructor: Sharon J. Cathcart, Ph.D.  

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College of Business and Technology  
Department of Human Resource Development and Technology  
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Tyler, TX 75799  
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(903) 565-5650 [Department FAX]  

Email: Sharon_Cathcart@uttyler.edu  

Office Hours: Generally, I am available through email Monday through Thursday from 9:00 am until 11:00 am. Emails received after those hours will likely not receive a response until the following morning.  


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

http://www.apa.org  

The APA website provides a free tutorial and additional information about the 6th edition. While completing the tutorial is not required, it is highly recommended and encouraged as this format will be used for all written assignments.
**Important Dates:**

- Class begins: January 13, 2014 (Monday)
- Census date: January 27, 2014
- Last day to withdraw: March 26, 2014
- Date of final exam: May 5, 2014

**Course Catalog Description:**

This course is designed to provide students with different perspectives on Organization 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 Description**

This course is a three-hour graduate course concerning theories and practices in the Organization Development field of study. We will discuss concepts, models, theories, and research, with an emphasis on practical application through the use of case studies.

All work will be performed in Blackboard. Participants will read assigned materials, engage in personal and online dialogue, and perform research. Products of this course will include a personal reflections paper and journal, documentation of dialogue, and individual and group case studies.

**Course Goals and Objectives**

This course will emphasize practical application of theory and research in the field of organization development. Upon the completion of this course, learners should be able to:

- Define in writing the core values of organization development.
- Define in writing the principles and interventions of organization development (OD).
- Define in writing the consultive process used by organization development practitioners.
- Gather and analyze data that allows for analysis of 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 communications. Participants will have reading assignments weekly, and will engage in discussion activities frequently with group members.
Participants should plan on entering the discussion area at least three times a week in order to read and comment on others’ postings. Posting answers to the questions posed in the discussion area should be done in advance of the deadline in order to allow other participants the opportunity to comment.

Groups of 4-5 participants will be randomly assigned the first week of class by the instructor.

**Reading Assignments:** Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Tentative Course Schedule.

Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

**Discussion Assignments:** A Rubric for how postings will be graded is listed in the Grades and Grading area in this Syllabus.

Each participant is responsible for participating in the asynchronous discussions each week. This participation will include posting answers to questions posed by the instructor and replying to other participants’ postings. NOTE: The instructor reserves the right to administer “surprise quizzes” that will count toward all or a portion of the class participation grade if it is determined that learners are not reading the supplemental readings and text and are not adequately prepared to engage with each other, the instructor, and the overall community.

Discussion postings should be made in a timely manner. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.

Quality of answers is as important as quantity. A participant’s comments should add to the discussion. Comments should be supported, as required, with references cited appropriately. The instructor and/or participants may use synchronous chats as the need arises. The instructor recognizes that learners may have special issues and responsibilities that may at times impact weekly participation. However, **consistent, regular, and sustained participation is expected.** Since a portion of the learner’s grade is based upon weekly virtual class participation and engagement, it should be expected that lack of preparation, poor quality of discussion and engagement, and lack of relevant, timely, and high quality postings will affect the grade earned for course participation, and will affect the final course grade. Note: excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

When posting to the discussion area, **please type in your comments directly into the discussion.** Don’t type your comments into a document and then attach it to the discussion—this method is difficult for some students to access.

**Check the discussions area often.** Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the discussions area each time you log into the course, to view any added material.
Written Assignments: All written assignments are to be completed in Microsoft Word or Notepad Text, and submitted in a timely manner. Deadlines are listed in the Tentative Course Schedule. Please note that all written assignments must be submitted by Midnight Central Standard Time on the due date.

Please name your document as follows: Last Name First Initial Assignment Title.

All written assignments should be submitted through the links provided in Blackboard. If your Web connection is down for some reason, assignments may be faxed to 903-565-5650. Please note that if your assignment is faxed, turnaround time for grading may be slightly longer.

All written assignments do go through plagiarism detection programs. Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. 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 student's official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Late submission of assignments will receive point reductions (see Grades & Grading within this Syllabus).

Completion Time: You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

You will have access to all course materials, except exams and certain other assignments, from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of Midnight Central Standard Time on that date.

Assignments/Projects Turn-In Process: All assignments and projects will be submitted through the assignments link found on the main menu of the course.

You will see an exclamation point in your Grade book when you have successfully submitted an assignment. When assignments are received, I will open them in Microsoft Word for grading. This will enable me to make comments, ask questions, etc. I will then return your assignment through the Student Grade book area. I will make an announcement when papers are returned to remind you to check the Student Grade book. To see comments about your assignment, click on your grade.
If you need more instructions on how to send files through the assignment link, please read the Blackboard Student Manual located in the Tools area.

**Email:** To communicate by email with other course participants or the instructor, click the Communications button on the left. Click Send email to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Blackboard please read the Blackboard Student Manual located in the Tools area.

You will receive quick response to any emails you send during my office hours. Generally speaking, I check my email inbox several times a day during the workweek, less frequently on the weekend, and rarely after 6 p.m. any day. If my schedule will make me unavailable to answer emails for a day or two, I will put an announcement out so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses!

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**Grading**

A - 90-100  
B - 80-89  
C - 70-79  
D - 60-69  
F - Below 60

**Grading Policy**

The work performed for this course is weighted as follows:

30% - Reflections on OD Journal and Paper (10% journal, 20% reflections paper)  
10% - Active Class Participation  
50% - Case Studies (5= 3 written, 2 discussion)  
10% - Group Participation

Grading components are assigned weights based upon the work required of the participant and the importance to the course. A letter grade will be deducted for each day an assignment is late.

**Discussion Grading:**

This rubric will be used to grade Discussion postings.
<table>
<thead>
<tr>
<th>Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<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>
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<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>
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<td>Delivery 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>
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<td>Relevance of Post</td>
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<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>
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<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>
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University Policies:

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://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. 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.
College of Business Statement of Ethics:

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

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

Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

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

PLEASE NOTE: Plagiarism will not be tolerated and learners should be aware that all written course assignments will be checked by Plagiarism detection software.
**Course Assignments:**

Assignments are due on the date scheduled. Late papers and projects will not be accepted without prior approval and late papers will be subject to a reduction in letter grade. Learners should notify the instructor as soon as possible of special circumstances that could interfere with the timely completion of assignments. Even with prior approval, the instructor reserves the right to lower grades in accordance with the tardiness of submitted late assignments. All assignments should be uploaded into the respective Blackboard assignment links.

1. **Reflections on OD Paper and Journal (30% of Final Grade)**

   Each student will keep a personal journal, commenting on each chapter of the text as it is assigned. This journal is to be used as a reference for the writing of the student's personal reflections on organization development.

   **Reflections on Organization Development Paper (20%).** The reflection paper will serve as the synthesis and culmination of the course and will enable the student to reflect upon the course concepts and content with the intent of documenting the student's core understandings about organization development. The student should, at a minimum, address the following concepts of organization development: definitions, values, foundations of research and practice, processes, interventions, and maintaining change.

   **This paper is not meant to be an outline of the text materials.** Rather, it is to be the student's thoughts regarding the text materials. For example, Chapter 1 gives a definition on what organization development is and what it is not. The student should reflect with such questions as: does the definition make sense? does personal experience support the explanations of what OD isn't? what thoughts does this material invoke? is any material surprising?

   Please limit the reflection paper to 10 double-spaced pages. The written paper should conform to APA 6th edition formatting.

   Submit the paper in the Individual Assignments menu option.

   **The reflection paper is due on April 28, 2014, at noon CST.**

   **Personal Journal (10%):** The journal will serve as the ongoing accumulation of ideas, concepts, feelings, and responses to the materials presented during the course, with the intent that the journal will provide the material for the Reflections on OD Paper. Specifically, learners will make notes of important points and thoughts for each chapter as it is presented in the course. This is an informal document, so complete sentences and complete outlines of the chapters are not required. APA formatting is not required. A reading of this journal should provide the background for the Reflection Paper.
Please organize your journal by chapter, and use Word or another text format. The first half of the journal should be in one document, the second half in a second document.

**Note:** Blackboard has a Journal function which we will not be using for this assignment.

The first half of the personal journal, containing comments regarding Chapters 1 through 8, and Chapter 14, is due on February 24, 2014. The second half of the personal journal, containing comments regarding Chapters 9 through 13, is due April 28, 2014.

Submit the personal journal document in the Individual Assignments area of the course menu options.

**Note:** do not submit each chapter as a separate document

2. **Active Class Participation (10% of final grade)**

Dialogue is a very important part of any formal university learning. Active class participation requires learners to be involved in the course on a regular basis. This includes introductions, responses to all topic questions, with personal answer and feedback to other participants, willingness to ask questions and to assist others with learning activities.

For full credit, the student must prepare a thorough response to the discussion question, and then make thoughtful responses to three other students' posts. The rubric contained in this syllabus defines how points will be assigned.

3. **Individual Written Assignment: Case Study #1 (10% of final grade)**

Each student will prepare a written analysis of the text's Case Study #1, pg 57. 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 organization development? what questions do you still have? what assumptions did you make in order to answer the questions?

Submit the assignment in the Individual Assignments area of the course menu options.

**Due 2/3**

**Note:** the following applies to all group activities. While I do not require that you use BB group discussion area for your group "meetings and conversations" for purposes of the group activities on Case Studies 2-5 each student should post his or her initial analysis within the group's discussion area. Not posting your initial analysis will result in points deducted.
4. **Group Discussion Assignment: Case Study #2 (10% of final grade)**

   Each group will prepare a **discussion analysis** of the text's Case Study #2, pg 145. Address the questions outlined at the beginning of the case, giving reasons for the group's analysis.

   Place the group's analysis into the general discussion area. Do not use an attachment--please type your group's response into Blackboard.

   **Due 2/17**

   Each **student** must review three other groups' analyses and comment (in Blackboard) on their conclusions.

   **Responses due 2/24**

5. **Group Written Assignment: Case Study #3 (10% of final grade)**

   Each group will prepare a **written analysis** of the text's Case Study #3, pg 171. 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 organization development? what questions do you still have? what assumptions did you make in order to answer the questions?

   Submit the assignment in the Group Assignments menu option.

   **Due 3/10**

6. **Group Discussion Assignment: Case Study #4 (10% of final grade)**

   Each group will prepare a **discussion analysis** of the text's Case Study #4, pg 213. Address the questions outlined at the beginning of the case, giving reasons for the group's analysis.

   Place the group's analysis into the general discussion area. Do not use an attachment--please type your group's response into Blackboard.

   **Due 3/31**

   Each **student** must review three other groups' analyses and comment (in Blackboard) on their conclusions.
7. **Group Written Assignment: Case Study #5 (10% of final grade)**

Each group will prepare a **written analysis** of the text's Case Study #5, pg 250. 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 organization development? what questions do you still have? what assumptions did you make in order to answer the questions?

Submit the assignment in the Group Assignments menu option.

**Due 4/14**

8. **Group Participation (10% of final grade)**

Each student will prepare an evaluation of personal performance and evaluations of performance for each group member. Evaluations will be averaged and then used as the basis for each individual's group participation grade.

Submit the document containing evaluations in the Assignments area of the course menu options.

**Evaluations are due 4/20.**

**Evaluation of Assignments:**

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

- Clarity of expression on the topic of the written assignment.
- Selection and expression of relevant ideas, concepts, and information used to address the nature of the written assignment. Quality of the support of evidence for statements included in the written assignments.
- Analytical and conceptual abilities that support the focus of the written assignment
- All written assignments (except the Journal) must be type written or prepared on a word processor or computer. All papers should be double-spaced, page numbered, and learners are expected to use 6th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.
## Weekly Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Weekly Objectives</th>
<th>Readings</th>
<th>Discussion</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 13-19</td>
<td>Introduction of course and course participants. Overview of Syllabus, Course Expectations, and Schedule; Getting Started. To review what organization development is and is not To review current and future forces that shape organization development in practice</td>
<td>Course Syllabus</td>
<td>Due 1/20</td>
<td>Form Discussion Groups (4 to 5 individuals) Notes to Personal Reflection Journal-Chs. 1 and 14</td>
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<td>2</td>
<td>Jan 20-26</td>
<td>To review the history of organization development To review core values and ethics in organization development</td>
<td>Chapter 2 Chapter 3</td>
<td>Due 1/27</td>
<td>Notes to Personal Reflection Journal-Chs. 2 and 3</td>
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<tr>
<td>3</td>
<td>Jan 27-Febr 2</td>
<td>To review research in organization development</td>
<td>Chapter 4</td>
<td>Due 2/3</td>
<td>Case Study #1 Due 2/3 (Written) Notes to Personal Reflection Journal-Ch. 4</td>
</tr>
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<td>4</td>
<td>Febr 3-9</td>
<td>To review the consulting process in organization development</td>
<td>Chapter 5</td>
<td>Due 2/10</td>
<td>Notes to Personal Reflection Journal-Ch. 5</td>
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<td>5</td>
<td>Febr 10-16</td>
<td>To review methods of initiating consulting practice To review methods of data gathering for analysis</td>
<td>Chapter 6 Chapter 7</td>
<td>Due 2/17</td>
<td>Case Study #2 Due 2/17 (Discussion Presentation) Notes to Personal Reflection</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Task Description</td>
<td>Chapter Due</td>
<td>Journal Notes</td>
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<td>6</td>
<td>Febr 17-23</td>
<td>To review analysis and interpretation of data collected in the process of</td>
<td>Chapter 8</td>
<td>Notes to Personal Reflection Journal-Ch. 6 and 7</td>
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<td>7</td>
<td>Febr 24-Mar 2</td>
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<td>Group Work</td>
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<td>8</td>
<td>Mar 3-9</td>
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<td>Group Work</td>
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<tr>
<td>9</td>
<td>Mar 10-16</td>
<td><strong>Spring Break</strong></td>
<td>Group Work</td>
<td><strong>Case Study #3 Due 3/10 (Written)</strong></td>
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<tr>
<td>10</td>
<td>Mar 17-23</td>
<td>To review the concepts and structures of organization development interventions</td>
<td>Chapter 9</td>
<td>Notes to Personal Reflection Journal-Ch. 9</td>
<td></td>
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<td>11</td>
<td>Mar 24-30</td>
<td>To review processes used for individual interventions to shape organization</td>
<td>Chapter 10</td>
<td>Notes to Personal Reflection Journal-Ch. 10</td>
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<td>development and change</td>
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<td>12</td>
<td>Mar 31-Apr 6</td>
<td>To review processes used for team interventions to shape organization development</td>
<td>Chapter 11</td>
<td>Notes to Personal Reflection Journal-Ch. 11</td>
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<td>and change</td>
<td>Due 4/7</td>
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<td><strong>Individual Responses to Case Study #4 Due 4/7</strong></td>
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<td>13</td>
<td>Apr 7-13</td>
<td>To review processes used for whole and/or multiple</td>
<td>Chapter 12</td>
<td>Notes to Personal Reflection</td>
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<td>Due 4/14</td>
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<td>organization interventions to shape organization development and change</td>
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<td>14</td>
<td>Apr 14-20</td>
<td>To review how to stabilize and sustain organization development and change</td>
<td>Chapter 13</td>
<td>Due 4/21</td>
<td>Notes to Personal Reflection Journal-Ch. 13</td>
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<td>Group Evaluations Due 4/20</td>
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<td>Apr 21-27</td>
<td></td>
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<td>Personal Reflection Journal Chapters 9-13 Due 4/28</td>
</tr>
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<td>16</td>
<td>Apr 28- May 5</td>
<td>Course Wrap-up and Evaluation</td>
<td>None</td>
<td>May 5</td>
<td>Reflections on OD Paper Due 4/28</td>
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[NOTE: The instructor reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in Blackboard in advance].