



SOULES COLLEGE  
OF BUSINESS

HRD. 5352: Organization Development (OD)  
Soules College of Business  
Department of Human Resource Development  
The University of Texas at Tyler

**Fall 2021**

**Course Dates: August 23 – December 11, 2021**

This course will be administered entirely via Canvas

Student access: <https://www.uttyler.edu/canvas>

### **Course Syllabus**

Course Title: **HRD. 5352: Organization Development (OD)**

Instructor: Dave Silberman, PhD, MSPM, PMP, SCPM, PMI-ACP, CAL, Prosci

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Office hours: 5:30 – 6:30 pm (U.S. Central Time.) each Wednesday, others by appointment.

**Course 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.

**Required Text:** Cummings, T. G., & Worley, C. G. (2019). Organization development and change (11<sup>th</sup> ed.). Stamford, CT: Cengage Learning.  
ISBN: 978-1337618830

- Either paper or digital versions of the course text are OK
- The 10<sup>th</sup> Edition can also be used, though a crosswalk file will need to be referenced at several points.

**Supplemental Resources:** Additional readings will be uploaded to Canvas.

- APA publication manual (7th ed). Washington, D.C.: American Psychological Association. ISBN: 978-1433832178
- Purdue Owl Website: <https://owl.purdue.edu/owl>
- The Robert R. Muntz Library HRD Research Guide: <https://libguides.uttyler.edu/hrd>

**Course Objectives:**

- Develop an appreciation for OD as a core area of HRD practice, and an understanding of the theories, philosophies, and historical background of the OD field.
- Review and reflect on theories, philosophies, models, and methods related to OD as a profession.
- Identify and review the roles of internal and external OD practitioners in organizational change processes.
- Gain knowledge and expertise in selected areas of OD as a result of course projects and activities.
- Explore OD applications in a collaborative group setting.
- Enhance individual research, writing, and critical thinking skills.

## **A few things for us to orient our journey:**

- 1. Don't Panic!** – Organizational Development is a marathon, not a sprint!
- 2. There are NO Dumb Questions!** – This is grad school, and we want to shift beyond the notion of just memorizing to repeat information and into a capacity to synthesize what we are learning. Remember 'ask questions' is a smart strategy of 'seeking knowledge'!
- 3. The job of a graduate student is to move forward human knowledge!** - This course is designed to challenge you. The goal is constant improvement—there wouldn't be much point in taking this course if you didn't. Taking this course is not only about learning organizational development — you could do that by reading a book. This course is about becoming a critical thinker, learning to evaluate what you read, getting some data, evaluating the source of the data, and developing your own conclusions and supporting them with research. It's about advancing data and information into knowledge and wisdom. If that sounds ambitious, it is. But I am here to help you throughout!
- 4. Be on time and early and often with communication!** – Attentiveness to deadlines, good communication and good organizational development go hand-in-hand. So, let's practice it in all we do. PLEASE actively monitor Canvas, be attentive and proactive with your course assignments, and reach out as frequently as you need. Collectively, I would like to see no silent suffering EVER. If you have a question, or maybe feel you're stumbling on something and everything in-between... reach out! I will make myself available as extensively and as frequently as I can.
- 5. Let's be the real professionals we are!** – Practicing good professional ethics and applying ourselves to high standards is good for business and good for our participation as graduate students. Starting on page 7 of this syllabus, you will see additional notes regarding honor and academic dishonesty. I hold these standards in high regard. Please let's practice them in all we do.

## **Grading Policy and Criteria to Determine Final Course Grade:**

**Work submitted past the due date is penalized 20% per calendar day includes weekend.**

Bonus Points: Any bonus point opportunities made available within the course will be applied as noted in the announcement made at the time they are offered/awarded.

<b>A</b>	90 to 100%	Excellent work and evidence of achieving each of the learning objectives at an expert level.
<b>B</b>	80 to 89%	Good work and evidence of achieving each of the learning objectives at a mastery level.
<b>C</b>	70 to 79%	Average work and evidence of achieving each of the learning objectives at a modest level.
<b>D</b>	60 to 69%	Poor work and little or no evidence of achieving each of the learning objectives.
<b>F</b>	59% and below	Unacceptable work and no evidence of achieving each of the learning objectives.

## **Grading Breakdown:**

**Final grades will be determined through the following weighted categories:**

<b>Category</b>	<b>Weight</b>
Quizzes	25%
Discussions	30%
RTGM Reports + Peer Review	15%
Semester Case Study Report	30%

## Assignment Details

All assignments are due by 11:59 pm (Central U.S.) on the indicated date unless otherwise noted

### Quizzes (25%)

Questions in each quiz will cover content in the course book to reinforce key insights and information. Each quiz will be timed and be open book. However, the time is limited so it is highly recommended each student thoroughly read the applicable chapter before beginning each quiz.

### Discussion (30%)

Please refer to discussion requirements listed under each discussion assignment in Canvas. The following describes participation criteria. Participation with peers will account for 50% of the eligible discussion score.

	<b>Description</b>
<b>Score</b>	Note: The length of the initial contribution should be a minimum of 350 words and not exceed 500 words. Actively responding to another student's initial submission means providing the rationale as to why you agree or disagree with other students with supported arguments from literature or credible sources; responses such as "I agree," will not be counted.
50%	<b>Exceptional Participation – Met both of these conditions:</b> <ul style="list-style-type: none"><li>• Submitted own contribution and actively responded to five or more other students.</li><li>• Exceptional quality - Student explored others' comments and built on others' insights. The contributions are especially insightful and represent new high-value added input with new insights, material, and/or references.</li></ul>
40%	<b>Commendable Participation – Met both of these conditions:</b> <ul style="list-style-type: none"><li>• Submitted own contribution and actively responded to four or more other students.</li><li>• High quality - Student explored others' comments and built on others' insights. The contributions are insightful and represent high-value added input with insights, material, and/or references.</li></ul>
30%	<b>Moderate Participation – Met both of these conditions:</b> <ul style="list-style-type: none"><li>• Submitted own initial contribution for a selected discussion topic and responded to three or more other students.</li><li>• Moderate quality – Student was active in discussions made some valuable contributions, but the contributions were not noteworthy or did not include sufficient insights, material, and/or references.</li></ul>
20%	<b>Acceptable Participation – Met both of these conditions:</b> <ul style="list-style-type: none"><li>• Submitted own initial contribution for a selected discussion topic and responded to three or more other students.</li><li>• Low Level quality – Student participated in discussions made contributions, but the contributions did not add value to the discussion or did not include sufficient insights, material, and/or references.</li></ul>
10%	<b>Minimal Participation – Met both of these conditions:</b> <ul style="list-style-type: none"><li>• Submitted own initial contribution for a selected discussion topic but did not respond to two or more other students.</li><li>• Minimal quality – Student participated in some discussions made irrelevant or incorrect contributions, contributions did not include sufficient insights, material, and/or references.</li></ul>
0%	<b>Inadequate Participation:</b> <ul style="list-style-type: none"><li>• Did not participate in the discussion topic.</li></ul>

### RTGMs / RTGM Reports + Peer Review (15%)

Extensive details and supporting templates will be shared in Canvas to support and guide students through this group work. Full participation in all group activities is mandatory. Key milestones will be assigned delivery dates. Tardiness in any group work delivery is subject to the 20% daily grading penalty noted on p.2. Peer review scoring by each student is also mandatory. A template will be made available near the end of this group work. **Failure to submit peer feedback will result in a zero on the RTGM assignment.**

### Semester Case Project (30%)

Please refer to assignment requirements listed in Canvas.

## Course Schedule:

Work submitted past the due date is penalized 20% per calendar day includes weekend.

<b>Week Start (Monday)</b>	<b>Module</b>	<b>Readings / Assignments</b>
<b>Week 1</b> August 23	Part 1: Intro to OD	Review Canvas, Syllabus, & Assignment Rubric Course Book: Read Chapter 1 Discussion Board: Introduce Yourself <ul style="list-style-type: none"><li>• <b>Initial Contribution: Due on 26 Aug</b></li><li>• Peer Contributions: Due on 29 Aug</li></ul>
<b>Week 2</b> August 30	Part 1: Planned Change; the OD Practitioner	Course Book: Read Chapter 2 & 3 <b>Quiz Group #1: OD terms due 5 Sept</b> Discussion Board: Case Discussion #1 <ul style="list-style-type: none"><li>• <b>Initial Contribution: Due on 2 Sep</b></li><li>• Peer Contributions: Due on 12 Sep</li></ul>
<b>Week 3</b> Sept 6	Part 2: Entering & Contracting; Diagnosing	Course Book: Read Chapter 4 & 5
<b>Week 4</b> Sept 13	Part 2: Collecting, Analyzing, & Feeding Back; Designing Interventions.	Course Book: Read Chapter 6 & 7 Discussion Board: Case Discussion #2 <ul style="list-style-type: none"><li>• <b>Initial Contribution: Due on 16 Sep</b></li><li>• Peer Contributions: Due on 26 Sep</li></ul>
<b>Week 5</b> Sept 20	Part 2: Managing Change; Evaluating & Reinforcing OD Interventions	Course Book: Read Chapter 8 & 9 <b>Quiz Group #2: Chapters 1-5 due 26 Sep</b> <b>RTGM Report #1: due 26 Sep</b>
<b>Week 6</b> Sept 27	Part 3: Interpersonal & Group Process Approaches; Org. Process Approaches	Course Book: Read Chapter 10 & 11 Discussion Board: WDYT #1 <ul style="list-style-type: none"><li>• <b>Initial Contribution: Due on 30 Sep</b></li><li>• Peer Contributions: Due on 10 Oct</li></ul>
<b>Week 7</b> Oct 4	Part 4: Employee Involvement; Work Design	Course Book: Read Chapter 12 & 13 <b>Quiz Group #3: Chapters 6-10 due 10 Oct</b> <b>RTGM Report #2: due 10 Oct</b>
<b>Week 8</b> Oct 11	Part 5: Performance Management; Talent Development	Course Book: Read Chapter 14 & 15 Discussion Board: WDYT #2 <ul style="list-style-type: none"><li>• <b>Initial Contribution: Due on 14 Oct</b></li><li>• Peer Contributions: Due on 24 Oct</li></ul>
<b>Week 9</b> Oct 18	Part 5: Workforce Diversity, Inclusion, & Wellness, Transformational Change	Course Book: Read Chapter 16 & 17 <b>Quiz Group #4: Chapters 11-15 due 24 Oct</b> <b>RTGM Report #3: due 24 Oct</b>
<b>Week 10</b> Oct 25	Part 6: Continuous Change; Transorganizational Change	Course Book: Read Chapter 18 & 19 Discussion Board: WDYT #2 <ul style="list-style-type: none"><li>• <b>Initial Contribution: Due on 28 Oct</b></li><li>• Peer Contributions: Due on 7 Nov</li></ul>
<b>Week 11</b> Nov 1	Final Project Preparation	Read case for final project <b>Quiz Group #5: Chapters 16-19 due 7 Nov</b>

## **Course Schedule (continued):**

Work submitted past the due date is penalized 20% per calendar day includes weekend.

<b>Week Start (Monday)</b>	<b>Module</b>	<b>Readings / Assignments</b>
<b>Week 12</b> Nov 8	Final Project	Work on final project
<b>Week 13</b> Nov 15	Final Project	Model and Analysis: due 21 Nov Intervention Proposal: due 21 Nov
<b>Week 14</b> Nov 22	Thanksgiving Break – Enjoy!	
<b>Week 15</b> Nov 29	Final Project	Final Intervention Plan: due 5 Dec
<b>Week 16</b> Dec 6	Final Project	Peer Review Form: due 10 Dec

## **Additional Information/Expectations and University Policies**

Students are encouraged to contact the instructor regarding any special / extenuating circumstances that will temporarily prevent them from completing one or more assignments at all / in a timely manner. *I understand that life happens*, so please let me know if something comes up so that reasonable accommodations may be discussed and arranged, as appropriate. Early and often communication is key!

**Technology** – Each student must have access to the following, at a minimum: a reliable computer, stable internet access, a microphone (potentially via a cell phone), MS Word, PDFreader software.

**Class Participation** – Participation in all class activities is required for the accomplishment of course objectives. Staying up to date by regularly checking Canvas announcements, Patriot email, and group discussion forums (or other agreed upon channels for group communications) are all considered part of your class participation.

**Due Dates** – Unless otherwise specified, all assignments are due by 11:59 pm (U.S. Central Time.) on the date listed in the syllabus.

**Late Assignments** – Assignments submitted late will be graded with penalties included. If there is a fractional grade due to a late submission penalty, it will be rounded *down*.

Exceptions will be made as appropriate for accommodations related to religious holy days, active military services, illness, or other special circumstances that have been approved by the instructor.

**Quizzes** – Each quiz will have a time limit that is not long enough to actively look up all answers to the questions as you go; reading the assigned chapters before beginning the quiz will be essential to your success.

All quizzes will be accessible beginning the first official day of the session, so working ahead is permitted.

**Discussions/Postings** – Students are expected to participate actively in all assigned discussions and/or postings. Each discussion is graded on the quality standards of the contribution and in peer responses.

## **Reading Expectations**

The reading load for this course is intensive, and students are expected to remain up to date on the assigned readings. Articles and other readings will be assigned in addition to the main course text.

## **Writing Expectations**

All written assignments in the course are expected to be completed at a level of quality appropriate for graduate-level coursework. Correct/appropriate spelling, word usage, and grammar are the *minimum* standard. Any errors that are automatically flagged by MS Word during grading will absolutely cost you points.

Use of the Oxford comma is expected.

Dedicate enough time to the writing of all papers and posts to craft your narratives carefully, then edit them thoroughly at least once before submitting.

All referenced materials, including tables adapted from the text, must be properly cited using APA 7<sup>th</sup> edition; refer to the APA manual or Owl website for examples. If you are unable to determine how to cite a source using those references, please ask the instructor for guidance

## **Soules 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 Soules College of Business 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.

## **Soules College of Business Core Values:**

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

**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.

**Academic Dishonesty:**

Cheating, plagiarism, or other forms of academic dishonesty in this course will not be tolerated. The first incident of suspected academic dishonesty will result in an immediate referral to the Director of Judicial Affairs; there will be no warnings issued. If cheating or academic dishonesty is confirmed by Judicial Affairs, a punitive grade of "F" will be assigned for the course.

- Judicial Affairs website: <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

Students should be aware that all major papers will be checked for plagiarism using software designed for that purpose.

**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>

**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 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](http://www.uttyler.edu/tobacco-free).

**Grade Replacement and Census Date Policies:**

Students repeating a course for grade replacement must complete a Course Repeat / Grade Replacement Enrollment Form and note the repeated course as “For Grade Replacement” at the time of enrollment. Course Repeat / Grade Replacement Enrollment Forms are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Enrolling in courses being repeated for Grade Replacement must be completed on or before the Census Date.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. Students should refer to the [Academic Calendar](#) for each semester or session’s Census Date. Actions which must be completed on or before the Census Date include:

- Submitting requests to withhold directory information
- Approvals for taking courses as Audit or Credit/No Credit
- Receiving 100% refunds for partial withdrawals; there is no refund for these after the Census Date.
- Schedule adjustments including enrolling in new courses, section changes, and dropping courses without a “W” grade.
- Being reinstated / re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

**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 Cynthia Lowery, 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:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - 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;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor 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;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - 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, homework solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;

- 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
  - 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.
- ii. “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.
  - iii. “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.
  - iv. All written work that is submitted will be subject to review by plagiarism software.

### **Incomplete Policy ("I" Grades):**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zero to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.

### **UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021
- UT Tyler Counseling Center (903.566.7254)

### **Disclaimer:**

Information and due dates outlined in this syllabus may be subject to change. Any changes will be communicated by the instructor via a Canvas announcement and emailed to all class members.