

Syllabus

HRD 6314: Organizational Intervention Approaches

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

Course: HRD 6314	Instructor: Paul B. Roberts
Title: Org Intervention Approaches	Office: COB 315.19
Section: 001	Office Hours: By Appointment.
Semester: Spring 2021	Phone #: 903-566-7334
Class Time: See class schedule	Email: proberts@uttyler.edu
Location: COB 251	Preferred Contact: Email

Course Description:

HRD 6314 – Practice oriented models, approaches, and techniques for HRD interventions in organizational settings. Students will learn critical skills and steps combined with their own experiences and knowledge to examine the types, approaches, and scopes of HRD interventions.

Course Learning Objectives:

These are the objectives for this course:

- To identify the scopes, purposes, and types of interventions in HRD practices;
- To develop skills in conceptualizing HRD interventions;
- To develop an understanding of HRD interventions and approaches in contemporary organizations, nations, and the global setting;
- To specify how interventions are associated to change, learning, and performance in the HRD arena.

Course Requirements

- Intervention Case Presentations (10%)
- PechaKucha presentation (25%)
- Final Presentation and Q&A (20%)
- Leading Class discussion (2 chapters @ 20% each)
- Class participation (5%)

Complete descriptions of each assignment can be found in Canvas

Date to Withdraw without Penalty:

March 30

Tentative Learning Agenda

Jan 23

- Course introduction
- Introductions
- Syllabus
- Assignments
 - Assign groups and topics for leading the class discussions
 - Select topics for PechaKucha presentations

- **Intervention Case Presentations**
- **Chapter 1** Organizational Change and Development: The Case for Evidence-Based Practice
- **Chapter 2** Evidence-Based Organizational Change and Development: Organizational Understanding, Analysis, and Evaluation
- **Chapter 3** Reconsidering Essentials of Organization Development: An Evidence-Based Change Management Perspective
- **Chapter 4** Action Research, Action Learning, and Appreciative Inquiry: Interventions That Build Individual and Group Capacity for EBOCD

Feb 13

- **Chapter 5** Design Science Research to Produce Instrumental Knowledge for EvidenceBased Practice in OCD
- **Chapter 6** To What Extent Is Culture Change Possible Through Coaching and Mentoring?
- **Chapter 7** Culturally Informed Evidence-Based Organizational Change and Development Through the Lens of Complexity Theory
- **Chapter 8** Factors Contributing to Organizational Change Success or Failure: A Qualitative Meta-Analysis of 200 Reflective Case Studies
- **Chapter 9** Employee Participation in Change Programs
- **Chapter 10** Investigating the Role of Data-Driven Decision-Making Within School Improvement Processes

Mar 6

- ✦ **Chapter 11** Organizational Change and Values Systems Alignment
- ✦ **Chapter 12** Observations on the Derailment of Organizational Change in Large Organizations
- ✦ **Chapter 13** Leading, Managing, and Facilitating Organizational Change
- ✦ **Chapter 14** Applied Theatre: A Novel Technique for Helping Organizations to Manage Change
- ✦ **Chapter 15** Better Together? A Case Study of the Organizational Integration at SOMOSSaraiva in Brazil
- ✦ **Chapter 16** Organizational Change and Development Through Quality Management in Higher Education Institutions: Theory, Practice, and Recommendations for Change Agents

April 3

- ✦ **Chapter 17** Facing Organizational Change: An Italian Perspective on Six Challenges for Organizational Change Practitioners
- ✦ **Chapter 18** Resistance to Organizational Change in Academia: A Case Study From Palestine Investigating the Under-Reflected Role of Change Agents
- ✦ **PechaKucha Presentations**

April 24

- **Chapter 52** Limitations and Optimizing Applications of Evidence in Evidence-Based Practices in Organizational Change and Development
- **Chapter 53** Concluding Reflections and Presentation of an EBOCD Conceptual Process Model
- **Final Presentations**

(Note: Instructor reserves the right to revise the agenda and/or the outline)

Textbooks, Materials, and Readings:

This text will serve as a guide in the course, but it is not required.

Hamlin, R. G., Ellinger, A. D., & Jones, J. (2019). Evidence-based initiatives for organizational change and development. Hershey, PA: IGI Global.

Attendance and Make-Up Policy:

Attending all class sessions is expected and required for successful completion of learning objectives. If absences occur, it is your responsible for contacting the instructor in advance so that adjustments and arrangements can be made to the instructional activities planned for a specific session. You are also responsible for all work that is missed due to absent from any class meeting, or portion of it. Since a portion of your grade is based upon class participation and engagement, it should be expected that any missed classes will affect the grade earned for class participation, and will affect the final course grade. One absence is likely to result in a final grade that is one letter grade lower for reasons other than documented illnesses or emergencies. Two or more absences from class will result in a grade of F. Please Note: excused absences for religious days, university authorized sports activities, or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Class Participation

This course is designed as a hybrid format combining face-to-face instructions and online learning through Canvas discussion forum. Your participation in face-to-face and online discussions are critical for the designed learning. Please feel free to email me any time if you have learning related questions.

Online Participation:

Online activities may be assigned as needed and directed by the instructor.

Writing Style

All writing assignments are to follow APA style with 1" margins on all sides, double-spaced, 12 font-size Time New Roman. For rewritten assignments, please use first person. For example, instead of "this review of literature was conducted by..." it is preferred to use "I conducted the literature review..."

Scholarly writing takes time and effort. You may seek writing assistance in the UT Tyler Writing Center. A rule of thumb for this type of writing is to avoid colloquial or oral language, e.g., spell out "cannot" instead of "can't" and avoid IM language such as LOL, OMG, etc.

UT Tyler Honor Code

According to 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. Therefore, 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 students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

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.

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 12th day of class (See Schedule of Classes for the specific date).

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

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 5667079.

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.

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 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;
 - 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, home 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.

UT Tyler Resources for Students

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (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 earlycareer courses.
- [UT Tyler Counseling Center](tel:903.566.7254) (903.566.7254)

References

- Abildgaard, J. S., Saksvik, P. Ø., & Nielsen, K. (2016). How to measure the intervention process? An assessment of qualitative and quantitative approaches to data collection in the process evaluation of organizational interventions. *Frontiers in psychology, 7*, 1380.
- Baral, R., & Bhargava, S. (2010). Work-family enrichment as a mediator between organizational interventions for work-life balance and job outcomes. *Journal of Managerial Psychology, 25*(3), 274-300.
- Becerra-Fernandez, I., Leidner, D. E., & Leidner, D. (2014). Individual, group, and organizational learning: A knowledge management perspective. In *Knowledge Management* (pp. 27-53). Routledge.
- Carroll, A. B. (2015). Corporate social responsibility. *Organizational Dynamics, 44*(2), 87-96.
- Donate, M. J., & de Pablo, J. D. S. (2015). The role of knowledge-oriented leadership in knowledge management practices and innovation. *Journal of Business Research, 68*(2), 360370.
- Gu, Q., Wang, J., and Wang, G. G. (2016). Effects of internal and external sources on innovation performance in Chinese high-tech SMEs: A resource-based perspective. *Journal of Engineering and Technology Management, 40*(2), 76-86. doi: [10.1016/j.jengtecman.2016.04.003](https://doi.org/10.1016/j.jengtecman.2016.04.003)
- Gu, Q., Wang, G. G. and Wang, L. (2013). Social capital and innovation in R&D teams: The mediating roles of psychological safety and learning from mistakes. *R&D Management, 43*(2), 89–102.
- Ipsen, C., & Nielsen, K. (2018). The role of managers in organizational interventions and noninterventions—at intra and inter-organizational work places. In *Work, Stress and Health 2017*.

- Lui Abel, A., & Li, J. (2012). Exploring the corporate university phenomenon: Development and implementation of a comprehensive survey. *Human resource development quarterly*, 23(1), 103-128.
- Martin, A., Karanika-Murray, M., Biron, C., & Sanderson, K. (2016). The psychosocial work environment, employee mental health and organizational interventions: Improving research and practice by taking a multilevel approach. *Stress and health*, 32(3), 201-215.
- Nguyen, F., & Klein, J. D. (2008). The effect of performance support and training as performance interventions. *Performance Improvement Quarterly*, 21(1), 95-114.
- Wan, J., Gu, Q. X. & Wang, G. G. (2015). To guide or to divide: The dual-side effects of transformational leadership on team innovation. *Journal of Business and Psychology*, 30(4), 677-691.
- Wang, G. G., Li, J., Qiao, X., & Sun, J. Y. (2010). Understanding corporate university phenomenon from human capital theory. *International Journal of Human Resources Development and Management*, 10(2), 182-204.
- Wang, G. G., Lamond, D., and Zhang, Y. (2013). Innovation and Chinese HRM research and practice: problems and promises. *Journal of Chinese Human Resource Management*, 4(2), 105-116.
- Wiggins, M. W., & Loveday, T. (2017). Diagnosis and instructional systems design. In *Diagnostic expertise in organizational environments* (pp. 82-93). CRC Press.
- Winslow, C. J., Kaplan, S. A., Bradley-Geist, J. C., Lindsey, A. P., Ahmad, A. S., & Hargrove, A. K. (2017). An examination of two positive organizational interventions: For whom do these interventions work? *Journal of occupational health psychology*, 22(2), 129-142.