

HRD5352: Organization Development (OD)  
Soules College of Business  
Department of Human Resource Development  
The University of Texas at Tyler

**Fall 2024**

Learning Location: <https://www.uttyler.edu/canvas>

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

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Office hours: Tue/Thur 3:30-5:00pm or by appointment on Zoom.

**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 eBook 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 (the crosswalk file is available on Canvas)

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

- APA publication manual (7th ed). American Psychological Association. ISBN: 978-1433832178
- Purdue online writing library (Owl): <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. The job of a graduate student is to move forward with human knowledge!** - This course is designed to challenge you. The goal is a 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, collect data, evaluate the source of the data, and developing your own conclusions, and support 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!
- 3. 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. 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! The instructor is only one click away.
- 4. 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 honesty. 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 Final 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 that you thoroughly read the applicable chapter before beginning each quiz.

### Discussion (30%)

Please refer to the 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 responded to one 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 one 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 one 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 one 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 one 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 (Real Time Group Meeting) / 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 a 20% daily grading penalty.

Peer review scoring by each student is also mandatory. A template is available on Canvas. **Failing to submit peer feedback will result in a zero on the RTGM assignment.**

### Semester Final Project (30%)

Please refer to the assignment requirements in this syllabus for detailed phases and activities.

## Course Schedule:

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

<b>Week Start (Monday)</b>	<b>Module</b>	<b>Readings / Assignments</b>
<b>Week 1</b> Aug. 26	Part 1: Intro to OD	Review Canvas setup, course syllabus, & Assignment Rubric Textbook: Chapter 1 Discussion Board: Introduce Yourself due 09/01
<b>Week 2</b> Sep. 2	Part 1: Planned Change; the OD Practitioner	Textbook: Chapters 2 &3 <b>Quiz Group #1: OD terms due 09/08</b> Discussion Board: Ethics <ul style="list-style-type: none"><li>• <b>Initial Post: Due on 09/02</b></li><li>• Peer Responses: Due on 09/08</li></ul>
<b>Week 3</b> Sep. 9	Part 2: Entering & Contracting; Diagnosing	Textbook: Read Chapters 4 &5 <b>Census Day: 09/09</b> <ul style="list-style-type: none"><li>• Discussion Board Ethics topic peer responses due on 09/15</li></ul>
<b>Week 4</b> Sep. 16	Part 2: Collecting, Analyzing, & Feeding Back; Designing Interventions.	Textbook: Read Chapters 6 & 7 Discussion Board: WDYT #1 <ul style="list-style-type: none"><li>• <b>Initial Post: Due 09/22</b></li><li>• Peer Responses: Due 09/29</li></ul>
<b>Week 5</b> Sep. 23	Part 2: Managing Change; Evaluating & Reinforcing OD Interventions	Textbook: Read Chapters 8 &9 <b>Quiz Group #2: Chapters 1-5 due 9/29</b> <b>RTGM Report #1: due 09/29</b> <ul style="list-style-type: none"><li>• Peer Responses: Due 09/29</li></ul>
<b>Week 6</b> Sep. 30	Part 3: Interpersonal & Group Process Approaches; Org. Process Approaches	Textbook: Read Chapters 10 & 11 Discussion Board: WDYT #2 <ul style="list-style-type: none"><li>• <b>Initial Post: Due 10/06</b></li><li>• Peer Responses: Due 10/13</li></ul>
<b>Week 7</b> Oct. 7	Part 4: Employee Involvement; Work Design	Textbook: Read Chapter 12 &13 <b>Quiz Group #3: Chapters 6-10 due 10/13</b> <b>RTGM Report #2: due 10/13</b> <ul style="list-style-type: none"><li>• Peer Responses: Due 10/13</li></ul>
<b>Week 8</b> Oct. 14	Part 5: Performance Management; Talent Development	Textbook: Read Chapter 14 & 15 Discussion Board: WDYT #3 <ul style="list-style-type: none"><li>• <b>Initial Post: Due on 10/20</b></li><li>• Peer Contributions: Due on 10/27</li></ul>
<b>Week 9</b> Oct. 21	Part 5: Workforce Diversity, Inclusion, & Wellness, Transformational Change	Textbook: Read Chapters 16 &17 <ul style="list-style-type: none"><li>• Peer Contributions: Due on 10/27</li></ul> <b>Quiz Group #4: Chapters 11-15 due 10/27</b> <b>RTGM Report #3: due 10/27</b>

<b>Week 10</b> Oct 28	Part 6: Continuous Change; Transorganizational Change	Textbook: Read Chapters 18 & 19 Discussion Board: WDYT #4 <ul style="list-style-type: none"> <li>• Initial Post: Due on 11/01</li> <li>• Peer Responses: Due on 11/09</li> </ul>
<b>Week 12-15</b> Nov 4- Dec 7	Final Project Preparation	Read case for final project <b>Quiz Group #5: Chapters 16-19 due 11/17</b>

**Course Schedule (continued):**

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

<b>Week Start (Monday)</b>	<b>Module</b>	<b>Readings / Assignments</b>
<b>Week 12</b> Nov 4	Final Project	Work on final project
<b>Week 13</b> Nov 11	Final Project	Model and Analysis due Intervention Proposal due
<b>Week 14</b> Nov 18	Final Project	
<b>Week 15</b> Nov 25	Thanks Giving Holiday	
<b>Week 16</b> Dec 02	Final Project	Final Intervention Plan: due 12/07 Peer Review form: due 12/07

## Assignment Reference Sheet and Required Activities/Projects

This document includes details of the required discussion on ethics early in the course and on the multiple phases of the course project at a later time. This document also contains information on how these assignments will be graded.

For this course you will have to provide references to support your writings for the initial discussion and for the multi-phase course project. Aside from the course text, two types of references are required as defined below:

- **Scholarly Publication:** Publications from research-driven, peer-reviewed journals, such as HRD Quarterly, Journal of Management, etc., or from textbooks written for classroom usage, fall within this category.

Use the Muntz Library's search pages or Google Scholar to access these materials. For some articles you may need to use the Library's Interlibrary Loan service; they typically have a very fast turnaround.

- [https://www.uttyler.edu/library/circulation/interlibrary\\_loan.php](https://www.uttyler.edu/library/circulation/interlibrary_loan.php)

- **Practitioner Literature:** Publications featuring articles/columns written by and for practitioners, such as TD (talent development) magazine, The Economist, SHRM publications, or Business Insider. Practitioner-oriented books are also considered to be sources within this category.

Use the Muntz Library's search pages, Google, or professional organizations and/or publications to find these materials. Note that they are cited differently than a scholarly article or textbook.

The expectation for this course is that all written assignments will represent graduate-level writing, free of spelling and grammatical errors; quality of writing absolutely counts during grading. Budget enough time to compose your text carefully, then edit it thoroughly before you submit.

Unless explicitly noted otherwise for a specific assignment, basic formatting should follow these guidelines:

- Times New Roman font, 12-point sizing
- One inch margins
- Double spacing
- Bolded headers for each new section
- Proper paragraph-based structures:
  - At least four (4) well-developed sentences per paragraph
  - Each paragraph starts with the first sentence indented
  - Create a new paragraph for each major concept/idea within each section

## **Discussion: Application 3.2 - Kindred Todd and the Ethics of OD (Chapter 3, p. 62-64)**

The purpose of this discussion on ethics is to stimulate thought by having everyone read over a case that represents an entirely plausible situation early-career OD practitioners could find themselves facing. There are two parts to the discussion: your own detailed response to the prompt, and your replies to your peers postings.

To support your responses to the prompt below, you must include at least two (2) references to the Cummings & Worley text (not from the text of the case itself), two (2) unique scholarly publications, and two (2) unique practitioner publications to support your posts. You may divide your references between your initial response and peer responses, as you see fit. Include proper APA citations for all sources; the Purdue Owl website offers enough information to setup these required citations properly.

**Initial Response:** Identify two (2) major ethical issues present in the case; at least one *must* be either misuse of data or value and goal conflict.

*For each ethical issue selected*, compose your thoughts using the template below, noting the required *minimum* text for each item. When completed, your responses should be equivalent to two (2) or more double-spaced pages of text in Microsoft Word.

### **I. Issue & Rationale (one paragraph):**

- Name the issue, explain why it was chosen, and include at least one direct quotation from the case highlighting its presence.

### **II. Primary and Secondary Liabilities (1-2 paragraphs):**

- Explain which person(s) were primarily responsible for causing each issue to arise. What specific actions triggered the issue?
- Explain which person(s), if any, assumed secondary liability by supporting and/or worsening each issue based on their actions (or failures to act) in the case.

### **III. Impacts (1-2 paragraphs):**

- Determine which parties the issue most significantly affected, and explain the impact(s) to them in detail.

### **IV. Potential Fallout (1-2 paragraphs):**

- Thinking beyond the case text, identify potential consequences, including legal ramifications, damage to reputations, and future employment challenges.
  - **Hint:** This is a good area to research and apply references.

**Peer Response Criteria: Please follow rubric listed in the syllabus (p.3).**



## **What Do You Think? (WDYT) Discussion Postings**

The WDYT postings are designed to expand your perspective on OD beyond the course text. Each will require you to read/view additional OD-relevant materials and compose a thoughtful response.

These postings must represent graduate-level writing, and as such should be free of spelling and grammatical errors, as well as proper paragraph-based structures (e.g. no 'wall of text' posts). Budget enough time to compose each carefully, then read over/edit your text before you submit.

**Response Criteria:** Please follow rubric listed in the syllabus. When writing this response, consider relating what you have read to any of the following items:

- your own personal/professional experiences
- content from this or other courses from your collegiate studies (current or previous programs)
- current events/trends
- the content of one or more scholarly/practitioner literature references
  - If you use any reference materials, a proper APA citation is required for each

## **Semester Case Project:**

**Case Reading: *B.R. Richardson Timber Products Corporation (Integrative Cases, p. 648-661)***

For this assignment, each group will A) compose multiple deliverables discussing key issues uncovered in the case, B) propose an OD intervention strategy to target a specific issue, and C) draft a formal proposal for delivery to the client. These papers have differing formats, as noted in their descriptions below. All team members are required to contribute to every phase, and a peer ratings form must be completed at the end of the project.

### **Phase 1: Model and Analysis**

Your group will review the information that has been uncovered by the practitioners as described in the case reading, then analyze that information to produce a document to demonstrate your understanding of how to categorize and apply it.

- **Format:** This is a formal, academic document and must follow APA 7 guidelines.
- **Contents:**
  - **Cover page**, including the names of all group members
  - **A full-page, detailed graphic:**
    - Organize the key data points found in the diagnostic phase of the consulting engagement, and information derived from your readings (course text and supplementary articles), to craft a detailed full-page open systems model graphic based on the organization level section (and only that section) of Figure 5.2 on page 89. This model must highlight, at minimum, five (5) inputs, six (6) design components, and five (5) outputs.
  - **Narrative content, 5-8 pages:**
    - Discuss, in detail, each identified *design component*, with the following items covered:
      - what inputs and outputs each component is related to
      - impacts on employee safety, productivity, morale, and/or retention
      - any noted/likely interactions with one or more other design components
    - **Critical Note:** You may not exceed eight (8) content pages; there is a 10% grade penalty per page (partial of full) over the limit.
  - **Reference:**
    - Include a minimum of six (6) *unique* references; at least three (3) each from scholarly journal articles (or textbooks), and practitioner literature.
    - Include a references page at the end of the document with proper APA citations for all sources

## **Phase 2: Intervention Proposal**

Draft a proposal, addressed to the instructor, for the intervention that will be the basis of the final paper.

**Disclaimer:** There are a multitude of issues at this company, and it would take even the most experienced consultant multiple interventions, over a significant period, to address them all. There is no magical ‘silver bullet’ solution here. Your team’s goal is to pick an appropriate first intervention to ‘get your foot in the door’ and earn the client’s trust.

- **Format:** Semi-formal, addressed directly to the instructor. APA should be generally followed; references must be proper APA.
- **Contents:**
- **Cover page**, including the names of all group members
  - **Main content, 3-6 pages:**
    - Propose **one (1)** OD intervention you believe would be appropriate for addressing **one (1)** specific issue, within the client organization. Explain why your chosen intervention is appropriate for the issue you intend to address, using the course text and articles and other resources your team has researched to support your argument.
      - **Critical Note:** You may not exceed six (6) content pages. Documents over that limit will be returned to the team for correction.
  - **References / References page:** Include a minimum of two (2) references to the course text (beyond the case itself) and four (4) ***unique*** references from scholarly and practitioner sources, in any mixture your team finds appropriate.
    - **Note:** You may list references used in Phase 1 as ‘unique’ if used here as well.

**Note:** Once your proposal has been submitted, your team may not change interventions, the core issue(s) to be addressed, or add additional issues during the final document. The proposal is your contract, and you must abide by it.

### **Phase 3: Client Proposal**

Draft a formal proposal detailing your team's analysis and intervention plan, for presentation directly to B.R. Richardson. This will be centered upon the intervention you proposed in Phase 2, and your team will be presenting as OD consultants; you have replaced the practitioners mentioned in the case. ***This document must reflect the proposal/plan in Phase 2.***

Because this final document represents a client deliverable, it will be read from two unique perspectives for grading:

- the perspective of your instructor, to check for overall demonstration of learning and the quality of the deliverable
- the perspective of your client, B.R. Richardson, to confirm you tailored your proposal to the client and to determine if your team would be hired based upon what has been presented

To maximize your success in both categories, please develop your proposal in a way that:

- Presents a clear, consistent narrative that can be easily followed by B.R., who has no specific OD knowledge (define all acronyms and jargon)
  - Avoids vague language or promises you can't back (e.g. "people will react enthusiastically!")
  - Takes into account how B.R. is described in the case (e.g. focus on profits, aversion to unions, etc.),
  - Is not hostile or condescending toward B.R. and his team; diplomacy is critical
- **Format:** Formal, business professional document.
    - Your team is strongly encouraged to look for examples of professional proposal documents to provide guidance on formatting and layout options.
    - Function > form. Focus on your narrative content, and do not overload your document with large text and extraneous graphics.
    - You must acknowledge any sources used in a references document attached to the final submission.

**(Continued on next page)**

- **Content:**
  - **Professional-quality cover page**, with your team’s information (you can make up a consulting firm)
  - **Formal proposal, 7-10 pages of content**, addressed directly to B.R. Richardson, providing detailed information regarding:
    - The issue your team has identified, including contributing factors your team has identified and a summary of ongoing negative impacts to the company
    - The specific OD intervention your team is proposing
    - How your proposed intervention will address the identified issue
    - Benefits the company could expect from implementing your proposal
    - Resources required for the intervention, including products to be purchased and existing or to-be-hired personnel whose involvement would be required and their roles
    - An overall timeline including research/preparation, implementation, and follow-up phases. Include information on final reports and billing
    - **Critical Note:** You are limited to ten (10) content pages in this section; there is a 10% grade penalty per page (partial of full) over the limit.
  - **Appendices and References:**
    - **Appendices:** If you team has composed any supplemental materials (e.g. facility drawings, position descriptions, event schedules, signable contract pages, sample billing statements, etc.) beyond the required content, include them as appendices at the end of the document and reference them in your report (e.g. “See Appendix A for details of...”). The appendices must each be separated by a page break.
      - **Note:** Your total page count between the content and appendices sections must not exceed 15 pages; there is a 10% grade penalty per page (partial of full) over the limit.
    - **References:** Include a formal references page, as the final section of the overall paper, for any articles or other sources cited (e.g. Department of Labor, SHRM, OSHA, etc.), as well as any templates (e.g. report formatting, cover sheet templates, charts, graphs, etc.) used in your document. This must be separated by a page break, so it stands alone.

**Paper Technical Specification and Grading Rubric:**

- Follow APA 7th edition formatting
- Include page numbers in the footer, justified to the left
- Include a cover page with the names of all group members, group number, and the assignment.
- Students must include a references page and proper in-text citations for all sources, including any tables/figures the group has adopted.
  - For those who do not have a copy of the APA Manual, the Purdue Owl website should have sufficient examples for the purposes of this course.

<b>Paper Characteristics</b>	<b>Score Range</b>
The paper was <i>exceptional</i> , with very strong evidence of the group’s ability to understand and apply the key concepts of the case. The technical writing quality is top tier, with no major errors. The group went ‘above and beyond’ in some way.	96 – 100%
The paper was very strong, demonstrating a firm grasp of the key concepts of the case, solid application of those concepts, followed a strong, consistent narrative, and effectively used all included references.	90 – 95%
The paper covered the topics discussed in sufficient depth and demonstrated a reasonable grasp of and ability to apply the concepts from the case. However, there is still room for improvement and some things that could have been clearer.	80 – 89%
The paper demonstrated effort to cover all topics, but the group missed the mark in some noteworthy way, such as failing to follow the paper specifications, covering concepts in sufficient depth, or demonstrating understanding of and/or ability to apply the key concepts.	70 – 79%
The paper does not reflect a solid understanding and/or application of the concepts from the case. Major concepts were missed or not covered sufficiently, or there were major deviations from the assignment prompt.	60 – 69%
The paper was turned in but was of poor quality overall. Severity and number of the issues in the document will determine where in this range the grade falls.	1 – 59%
The paper was not turned in by the due date.	0
<p><b>Note:</b> The instructor reserves the right to impose additional grading penalties, as deemed appropriate, when a paper includes cases of:</p> <ul style="list-style-type: none"> <li>▪ Writing that is of poor quality</li> <li>▪ Major deviations from the assignment prompt</li> <li>▪ Padding/fluffing (e.g., adding non-substantive or repetitive text to fill space)</li> <li>▪ Instances of clear and significant misunderstanding of one or more case concepts</li> <li>▪ Inclusion of objectively incorrect/false information</li> </ul>	

## HRD 5352: Real-Time Group Meeting (RTGM) Activities and Report Template

### HRD 5352: Real-Time Group Meeting (RTGM) #1 Report

Group Number: [REDACTED] Scribe: [REDACTED]

#### **General Information (To be completed by Scribe):**

- I. List the names of attendees at the meeting (alphabetical by last names):
- II. List the names of any absentee(s) and a known reason for their absence(s).
- III. List the beginning and ending times of the meeting. Note that the meeting must be at least one full hour in length:

#### **Instructions for all team members:**

- I. Before attending the meeting, write up your own personal notes on each of the discussion items listed under number II below. This should all be emailed to the Scribe at least one day before the scheduled meeting, and each member should be prepared to speak to what they wrote down during the meeting.
- II. Spend approximately 45 minutes discussing the following items. Split your time so that all are covered; note coverage does not have to be equal.
  - What skills each member views as most vital to:
    - an external OD consultant
    - an internal OD consultant
    - a manager leading an internal change initiative
  - Challenges likely to be faced for managers leading OD initiatives
  - Members' thoughts on the Open-Systems Model, with a focus on how it is adapted in Figure 5.2
- III. Spend the remaining time discussing your team's plans for the final assignment.
- IV. Assist the Scribe with editing the final report and confirming the summary section is accurate and complete. Everyone is required to review the draft report and provide feedback as everyone will share the same group grade.

#### **Instructions for the Scribe:**

- I. Record a summary of your team's overall discussion; this should be not more than 3 pages. Comment on any particularly good bits of discussion, excellent points that were made, any areas/items the group was unable to reach consensus on, and any 'aha!' moments that occurred.
- II. Create a heading for each discussion topic covered at the meeting, and under each heading list the names of each group member (yourself included) and copy/paste that person's pre-meeting write-up into the document. This should result in each topic having a separate section with text from each member listed.
- III. Email the drafted report to all group members or paste it in your Group Discussions area and allow at least several hours for your teammates to help edit it before it is uploaded into the Assignments section of Canvas. **Please refer to the schedule for the due date.**

Please save your file name using the following format: RTGM Report #[Number] - Group [Your Group Number].

## **HRD 5352: Real-Time Group Meeting (RTGM) #2 Report**

Group Number: [redacted] Scribe: [redacted]

### **General Information (To be completed by Scribe):**

- I. List the names of attendees at the meeting (alphabetical by last names):
- II. List the names of any absentee(s) and a known reason for their absence(s).
- III. List the beginning and ending times of the meeting. Note that the meeting must be at least one full hour in length:

### **Instructions for all team members:**

- I. Before attending the meeting, write up your own personal notes on each of the discussion items listed under number II below. This should all be emailed to the Scribe at least one day before the scheduled meeting, and each member should be prepared to speak to what they wrote down during the meeting.
- II. Spend approximately 45 minutes discussing the following items. Split your time so that all are covered; note coverage does not have to be equal.

### **Scenario A:**

An OD project team has just implemented a major change initiative, and it is now in the post-action maintenance stages. One influential manager from the team has made it clear they believe the team should shift its focus toward another great new idea they have come up with, instead of continuing to work on solidifying the recent changes.

*(Consider how this situation could be addressed by the following three team members, and prepare a paragraph (at least 4-5 sentences) detailing your thoughts for each perspective. Be prepared to discuss this during the team meeting. Chapters 8 and 10 have material that should be informative on this discussion topic.)*

### **Change Team Perspectives:**

- An external consultant with a long-term contract that specifically involves sustaining the changes from the recently-completed initiative.
- An internal project manager who is in charge of the project has just entered the maintenance stage but does not directly supervise the manager in question.
- Another mid-level manager, who has been heavily involved with the project, and reports to the same director as the manager in question.

### **Scenario B:**

The larger of two formerly competitive firms has recently bought out and is in the process of absorbing its smaller competitor. The senior leadership team has assigned a change task force with developing an action plan for merging the two company cultures. This team is composed of one external OD consultant and two well-respected, highly influential managers, one from each of the two companies.

Consider the following questions. *(Chapter 11 material that should be informative on this discussion topic.)*



- What aspects of the company cultures might be the most important to address? Why? *(Each team member should list two items, and explain why they are the most important.)*
  - What sort of questions should the two managers ask *one another* to determine which elements of their teams' cultures are aligned, and which could cause conflict? *(Each team member should come up with three example questions.)*
  - How should the consultant facilitate this process, and manage any conflicts that arise between the two managers? *(Each team member should compose 1-2 paragraphs (at least 4-5 sentences) on this topic.)*
- III. Spend the remaining time discussing your team's plans for the final assignment. If you have any questions for the instructor after this discussion, please email me via Canvas and I will follow up with you. If several groups ask similar questions, I will respond to the class via Announcement instead.
- IV. Assist the Scribe with editing the final report and confirming the summary section is accurate and complete. Everyone is required to review the draft report and provide feedback on any typos, grammar mistakes, or omissions; everyone will share in the grade.

**Instructions for the Scribe:**

- IV. Record a summary of your team's overall discussion; this should be no longer than 3 pages. Comment on any particularly good bits of discussion, excellent points that were made, any areas/items the group was unable to reach consensus on, and any 'aha!' moments that occurred.
- V. Create a heading for each discussion topic covered at the meeting, and under each heading list the names of each group member (yourself included) and copy/paste that person's pre-meeting write-up into the document. This should result in each topic having a separate section with text from each member listed.
- VI. Email the drafted report to all group members or paste in your Group Discussions area and allow at least several hours for your teammates to help edit it before it is uploaded into the Assignments section of Canvas. **Please refer to the schedule for due date.**

Please save your file name using the following format: RTGM Report #[Number] - Group [Your Group Number].

## HRD 5352: Real-Time Group Meeting (RTGM) #3 Report

Group Number: [redacted] Scribe: [redacted]

### General Information (To be completed by Scribe):

- I. List the names of attendees at the meeting (alphabetical by last names):
- II. List the names of any absentee(s) and a known reason for their absence(s).
- III. List the beginning and ending times of the meeting. Note that the meeting must be at least one full hour in length:

### Instructions for all team members:

- I. Before attending the meeting, write up your own personal notes on each of the discussion items listed under number II below. This should all be emailed to the Scribe at least one day before the scheduled meeting, and each member should be prepared to speak to what they wrote down during the meeting.
- II. Spend approximately 30-45 minutes discussing the following scenario:

A company that has been very successfully operating entirely via remote work for the last year and a half due to COVID-19, with minimal disruption to its core functions, has decided to begin recalling staff to its main office complex. Prior to the pandemic their main offices were very busy, with heavy client traffic and a vibrant, welcoming atmosphere created by its client-facing staff.

Management is open to including remote work options going forward but is leery of offering too generous an option in that respect, wanting to limit remote work to no more than 25% of any employee's time. They also insist that those whose roles require a client-facing physical presence resume traditional full-time on-site work, so their former client-friendly atmosphere can be restored.

The union representing most of the employees, however, is aggressively advocating for introducing highly flexible work from home options since it has now been clearly proven that this can be done with great success. They have specifically requested that all employees whose roles do not necessitate a full-time client-facing presence have the options to work up to 50% remotely, so long as in-office services are adequately covered in each area. They also insist that strict safety protocols be enforced for all persons entering the buildings, including clients, so that those employees with client-facing positions are protected. Part of this concern is because local vaccination rates are under 40%.

Management and union leadership have agreed to appoint small OD team composed of an external consultant, a member of management, and a senior union representative to review the opposing positions, reconcile them, offer up a model work from home policy, and draft an initial change management plan to accompany the return project.

The final plans will be presented by the OD consultant. All three participants have agreed to sign a non-disclosure agreement regarding the ideas discussed during their meetings, to help assure that the management and union reps don't face fall-out from within the company.

*Consider the following:*

- A. *What type of OD interventions, as described in your text, has this group been tasked with composing?*
- B. *According to the course text and your other readings, what are the key considerations and steps for such interventions?*

- C. *What are likely sources of resistance and conflict from employees, management, and clients that will need to be addressed?*
- D. *How would those items be best addressed as part of the change management plan?*

*Ahead of the meeting, each team member should prepare 1-2 pages of text responding to these considerations and share that with the appointed Scribe.*

- III. Spend the remaining time discussing your team's plans for the final assignment. If you have any questions for the instructor after this discussion, please email me via Canvas and I will follow up with you. If several groups ask similar questions, I will respond to the class via Announcement instead.
- IV. Assist the Scribe with editing the final report and confirming the summary section is accurate and complete. Everyone is required to review the draft report and provide feedback on any typos, grammar mistakes, or omissions; everyone will share in the grade.

### **Instructions for the Scribe**

- I. Record a summary of your team's overall discussion; this should be no longer than 3 pages. Comment on any particularly good bits of discussion, excellent points that were made, any areas/items the group was unable to reach consensus on, and any 'aha!' moments that occurred.
- II. Create a heading for each discussion topic covered at the meeting, and under each heading list the names of each group member (yourself included) and copy/paste that person's pre-meeting write-up into the document. This should result in each topic having a separate section with text from each member listed.
- III. Paste at least 2 screenshots (One from the beginning 10 minutes, one from the ending 10 minutes) that document those who were present at your meeting. You can do this while in this Word Document (if you are using Word 2007 or later) by going to “Insert” and “Screenshot” and choose the screen that shows each of the team members and the date/time of the meeting. You can also use the Microsoft snipping tool or other screenshot capture software, at your discretion.
- IV. Email the drafted report to all group members or paste in your Group Discussions area and allow at least several hours for your teammates to help edit it before it is uploaded into the Assignments section of Canvas. **Please refer to the schedule for the due date.**

Please save your file name using the following format: RTGM Report #[Number] - Group [Your Group Number].

## **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 unexpected life event happens*, so please let me know if something comes up so that reasonable accommodations may be discussed and arranged, as appropriate. Early and frequent 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, PDF reader 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

### **Statement of AI Uses**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code.

For this course, I expect all assignments students submit to be their own work. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

### **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.

**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.