HRD 4331: Workforce and Organizational Development (OD)
Fall 2021

The University of Texas at Tyler
Soules College of Business

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Class location: online via Canvas
Virtual office hours: Monday 7-10am or by appointment, outside of these hours please allow 24 – 48 hours for a response; I prefer to be contacted via email; phone, ZOOM, or Skype appointments available

Required textbook: Castellano, W. G. (2014). Practices for engaging the 21st century workforce: Challenges of talent management in a changing workplace. New Jersey: Pearson Education, Inc. ISBN-10:0-13-308637-2

Supplemental reference textbook: Publication Manual of the American Psychological Association, 7th Edition, APA. ISBN: 978-1-4338-3215-4

Other Requirements: Reliable internet connection, Canvas access, and Microsoft Word

Learning Objectives: Upon completion of this course, students should be able to:
• discuss trends in workforce development
• define the principles and interventions of workforce and organization development
• define the employee engagement framework used by organization development practitioners
• gather and analyze data used for analysis in an organizational system and its influence on workforce performance improvement and other OD initiatives
• prepare written analyses of organizations, as presented in case studies, and document conclusions on which interventions should be applied and the methodology to be used in making these organizational changes

Course Structure: This course is conducted entirely online using the Canvas platform. This course is designed using a weekly format to assist you in organizing your time and efforts. Refer to the course schedule below and note the established assignment due dates, as the automatic reminders in Canvas may not be set. The class textbook, discussion boards, quizzes, and critique are used to trigger your understanding and assist you in applying the learned knowledge.

Method of Evaluation:
Students will be evaluated by their substantive posts, quizzes, and assignments. Quality, quantity, and timeliness will be assessed; performance criteria identified below.

Quizzes (x4)	40%
Reading Outline	30%
Discussion Board Participation (x5)	20%
Article Critique	10%
Total	100%

Grading Scale:
A - 90 - 100%
B - 80 -89%
C - 70 - 79%
D - 60 - 69%
F - < 59%

Student Expectations:
The textbook and supplemental materials will offer a foundation to apply concepts in an asynchronous structured learning environment. Students will contribute to the online learning environment by applying their knowledge of learned concepts, methodologies, or insights from our text in addition to their practical understanding. It is expected that each student will check the Canvas platform several times a week.

Students should identify the materials in each lesson as they become available; prepare, read, and review the appropriate content prior to contributing online or submitting the written assignments; and take initiative for your own learning. Be mindful of using informal language, slang, or un-common abbreviations. Use appropriate in-text citations and reference your work at the end of the submission or document; this is mandatory for scholarly work and therefore applies when making an argument that is not exclusively yours. It is certainly great to hear unique concepts and applications, but has someone else in the field said it or done it… Or, how can you support your idea(s) with existing knowledge? Cite it.

Modification to the syllabus is at the sole discretion of the facilitator and may be changed as necessary.

Make-up policy and assignments:

There will be a one-time make-up for a missed discussion board post; this will need to be requested after the due date by the student. See the course calendar for due dates. Note that the article critique will be submitted to "Turn it in". This software compares student work to previous semesters. All assignments are due by 11:59 pm (CST) on the scheduled due date. Critique Submissions with a time stamp after the scheduled date/time will not be accepted. To receive credit for submissions, you must adhere to our class schedule.

Text Readings: Students are expected to have read the assigned text prior to engaging in the discussion board to facilitate the learning environment. Active participation is encouraged for all students. Students should be mindful of both too few contributions as well as dominating a particular online discussion. Be respectful of your fellow classmates. The discussion board questions or scenarios are created to complement our textbook.

Chapter Reading Outline: Students will keep an outline with notes for each chapter of our textbook. The outline will include highlights of the chapter, your thoughts, and important points from the text. This outline is to be kept by each student and will be submitted at the end of the semester for a significant portion of the student's grade. The outline should be organized per chapter, in Microsoft Word, and in the form of bullet points or brief comments. It is essential that students prepare these notes on a weekly basis to facilitate discussions, quizzes, and course performance. All weekly entries will be submitted in a "single document" at the end of the semester. The assignment will be submitted in the individual assignment area of the course menu options. We will not be using the journal feature in Canvas. The Chapter Reading Notes Outline is due December 1 by midnight.

Quizzes: There are no make-up quizzes. Students must complete them by the established due date. The quizzes are timed to enhance the academic experience and promote mastery of the material. Students must have a reliable internet connection as quizzes cannot be reset. Once you start the quiz you cannot stop; should you stop or exit the browser, your grade will be recorded accordingly.

Posting in the Discussion Board:
Students are responsible for contributing to the asynchronous discussions within the discussion board. It is expected that you check the discussion boards often and provide your response(s) prior to 11:59 pm (CST) on the due dates established. This is not a self-paced course and material is provided in a weekly format. The facilitator may post a question or scenario to guide your learning and facilitate ongoing dialogue. You may provide an original "substantive" post or respond to a classmates post – see standards below. The value of your shared experience should be drawn from our textbook, scholarly articles, and your professional knowledge. Students must provide at least one thought extending post. The quality of the post(s) is/are important; as the substantive contribution should facilitate ongoing learning. Students should ensure that their responses are cited and referenced as necessary. Please ensure that the posts are made directly within the discussion area and not in an attached document, as this creates difficulty for students accessing the material.

Students should adhere to the below standards:
- Draw on course material for support
  - o Demonstrate an understanding of the material
- Opinions, commentaries, thoughts, and ideas must be supported by citation of material
  - o Include reference citations in the body of the post
  - o Provide reference list at the conclusion of the post
- Peer response posts should be extensions of responses and material learned
  - o Restatements, quotations, or reiteration of the original response is not adequate (i.e. simply stating: "I agree" or "good job")
  - o Well-written peer responses include providing an opinion, thoughts, and additional materials, which should include reference citations.
  - o Each peer response must include the student's name of the original post in the peer response salutation. For example: Maria, I agree with your comments and would also add the following… or - Maria, I appreciate your comments but disagree with you on your stance of the …
- Both original and peer response posts must be written in the discussion board submission block and not included as document attachments.

Scholarly Article Critique:
Each student will review and critique an Organizational Development scholarly article; articles will be provided by the facilitator. There may be an option for students to work in groups for this assignment. Specific objectives and assignment criteria will be provided in Canvas to assist students.

Standards for the article Critique:
All written assignments submitted for a grade must conform to the below guidelines.
- Adhere to APA formatting:
  - o 1" margins on all sides
  - o Times New Roman, 12-point font
  - o Double-Spaced
  - o Include a properly formatted Cover Page with Running head, Page numbers, and Reference pages, according to the APA Manual (7th edition)
- Submitted as a Microsoft Word document.
- Submitted on time in the respective Assignment link in Canvas by the due date.

Time Commitment:
In general, students should spend roughly between 6 – 10 hours per week on this course. While this may vary from student to student, this is appropriate for the assigned reading, discussions, and assignments. The assignments have been distributed with your time in mind, therefore students should allocate the appropriate amount of time and attention to

ensure that their final work product meets established criteria. It is paramount that you learn to work independently and manage your time wisely.

Course Evaluation:
A course evaluation will be made available at the end of the semester. Students are encouraged to address any issues or concerns with the instructor throughout the semester. Your input and contributions to improving the course are seriously considered. It is my intent to continuously improve the course and overall learning environment.

Academic Dishonesty Statement:
"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." The handbook also obligates each student to report all observed cases of academic dishonesty to the instructor. For more information go to: http://www.uttyler.edu/judicialaffairs/

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Spring 2021 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. For the latest Coronavirus information, please visit: https://www.uttyler.edu/coronavirus/

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

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.

Important Dates:
Census Date = **September 3, 2021**
Last Day to Withdraw from Classes = **November 1, 2021**

University Policies and Additional Information:

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

Students Rights and Responsibilities:
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness /rights responsibilities .php

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

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

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies:
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each

Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy:
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

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

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

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with 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 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.
iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

Faculty Office Hours: These are times when you can meet with your faculty to ask questions about the content, better understand the discipline, make career connections and more. Make use of office hours. Faculty list three hours a week (minimum) that they are available to you and also provide an appointment option if you have class or work during their office hours.

Writing Center: The Writing Center provides all undergraduate and graduate students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support you in your academic writing. (903.565.5995), writingcenter@uttyler.edu

Math Learning Center: The Math Learning Center provides drop-in tutoring for lower-level math courses throughout the week. The MLC also has computer workstations for your use. The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses

PASS Tutoring Center: The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Summer 2021 term.

Supplemental Instruction (SI): SI is a series of weekly peer-assisted study sessions in courses identified by previous students as difficult. Due to COVID-19, SI sessions will be conducted face-to-face and via Zoom this fall. Check the website to see the support courses for the Summer 2021 term.

Upswing (24/7 Online Tutoring): Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses. **UT Tyler Tutoring Center** (903.565.5964), tutoring@uttyler.edu

Robert R. Muntz Library Staff: UT Tyler has an incredible staff of librarians ready to assist you. Discipline/major library liaisons are available to support you and you can also schedule appointments for research consultations. In addition, the Robert R. Muntz library's Head of University Archives and Special Collections can assist you with scholarly communications, primary sources, and archive materials.

Canvas 101: This Canvas course provides you with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

Digital Support Toolkits: Digital Support Toolkits are supplemental materials generated by faculty to help you be successful in targeted courses typically taken by our freshman and sophomore population. Students registered in Digital Support Toolkits supported courses will find these in their Canvas dashboard. You don't have to register – just take advantage of this great resource.

UT Tyler Testing Center: The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

Student Accessibility and Resource (SAR) Office: The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

Student Counseling Center: The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the Student Counseling Center offers TAO, a self-help, completely private online library of behavioral health resources. Sign into the TAO website using your UT Tyler credentials. **UT Tyler Counseling Center** (903.566.7254)

Other Information: What to do in a Crisis:

- **24/7 Crisis Line**: 903.566.7254 **What to Do in a Crisis Webpage:**
  https://www.uttyler.edu/counseling/emergencies.php

HRD 4331 – Workforce and Organizational Development Fall 2021 Course Schedule

Week	Dates	Topic	Readings	Discussion Post	Assignment Due
1	Aug. 23 – Aug. 29	Introduction	Syllabus		Introductions on Canvas Due 8/29 - Subject to 3% penalty
2	Aug. 30 – Sep. 5	Welcome to the New Normal	Chapter 1	Due 9/5	Chapter Notes Outline Discussion Post
3	Sept. 6 - 12	Increasing Complexity			Chapter Notes Outline
4	Sept. 13 - 19	The 21st Century Workforce	Chapter 2		Quiz 1 Due 9/19 Chapter Notes Outline
5	Sept. 20 - 26	Generational Differences		Due 9/26	Discussion Post
6	Sept. 27 – Oct. 3	Challenges of Talent Management	Chapter 3		Chapter Notes Outline Prepare Article Critique
7	Oct. 4 - 10	Workforce Development Articles		Due 10/10	Paper Critique due 10/10 Discussion Post
8	Oct. 11 - 17	Employee Engagement	Chapter 4		Quiz 2 due 10/17 Chapter Notes Outline
9	Oct. 18 - 24	Employee Engagement Framework	Chapter 5	Due 10/24	Chapter Notes Outline Discussion Post
10	Oct. 25 – Oct. 31	Increasing Need for Organizational Adaptability	Chapter 6		Quiz 3 due 10/31 Chapter Notes Outline
11	Nov. 1 - 7	Practices to Create Employee Engagement	Chapter 7		Chapter Notes Outline
12	Nov. 8 - 14	Achieving Success	Chapter 8		Quiz 4 due 11/14 Chapter Notes Outline
13	Nov. 15 - 21	Review of Textbook			Chapter Notes
14	Nov. 22 – Nov. 28	Thanksgiving Break			Holiday
15	Nov. 29 – Dec. 5	Course wrap up Final Thoughts		Due 12/5	Chapter Notes Due 12/1 Discussion Post

Note: The facilitator reserves the right to make changes to the syllabus to include the schedule, assignments, and evaluation as necessary.

Discussion Board Rubric
The following rubric will be used to grade discussion board posts.

Points	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24-hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Delivery of Post Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic