

EHRD 625 Organizational Development in Human Resource Development

Spring 2006

Course Instructor

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Course Description:

Introduction to major theories, concepts, skills and techniques for the practice and management of organization change and development in various organizational performance contexts and HRD settings.

Course Objectives:

This course is designed to provide a basic understanding of the organizational change processes and interventions. You will have the opportunity to:

1. Compare and contrast different theoretical models of organizations.
2. Become familiar with the steps in the organizational intervention process.
3. Learn various models and definitions of individual and organizational change.
4. Explore and practice OD intervention techniques.
5. Understand the role you bring to an OD intervention; identify your strengths and practice key OD skills.

Required Readings:

The readings are available on-line.

Course Format:

The course is designed with seven modules. Each module will explore a range of theoretical issues in organization development and allow you to practice applying the information. The modules are designed to be done in a sequential fashion to help students prepare for the later projects. The seven modules are:

- What is OD (Organization Development)?
- Historical Theories of Organization
- Current Theories

- The OD Process
- Organizational Change
- Organizational Systems
- Organizational Learning

Each module has the following components:

Objectives	A list of objectives for the module.
Introduction	An overview of the reading and concepts being presented.
Readings	A list of readings for the module, with links to electronic resources where available.
Study Questions	<p>These are thought questions and activities to help you review the reading and “engage” with the material.</p> <p>After you have had a chance to read and think about the material, you are encouraged to put your responses into the “quiz” format and submit them. While they are not graded, it is an opportunity for the instructor to informally review and comment on your answers.</p>
Reflection Question	<p>For each module, you will post your response (approx. 500 words) to the reflection question on the public space provided.</p> <p>You will also be required to read and respond to at least one of your colleague(s)' reflections (max. 250 words). See the guidelines in the syllabus for these responses.</p>
Activities	<p>The activity section helps students develop practical skills. Some will provide links to questionnaires and self-assessments on the web; others provide (brief) opportunities to apply the tools discussed in the readings.</p> <p>These activities are not graded. However, you are encouraged to put your thoughts or answers into the “quiz” format and submit them to the instructor (where appropriate) to get additional feedback on your work.</p>
References	Here are some additional references you may want to look at if you are interested in learning more about the topics discussed in this module.

Discussion Boards:

There will be three types of discussion boards available.

1. Introductions and administrative items
2. Content Questions and Discussions
3. Reflection Question - each module will have a separate discussion board for the reflection questions.

Graded Assignments

Reflection Papers (total) - 24%

Feedback on Colleagues Reflection Papers - 10%

Case Study - 15%

Case Study - 15%

Paragraph Describing Research Paper – 1%

Research Paper - 35%

Course Schedule

The course is designed with a heavier reading load during the first part of the course. The latter part of the course emphasizes case studies and the team projects, as well as providing an opportunity for you to do further research in an area of interest to you.

While the modules will remain open for you to go back and revisit, it is highly recommended that you stay on top of the reading and work through the study guides and activities. This will enable you to have the tools, models, and knowledge needed for the projects.

SEE TIMELINE on Home Page.

Assignments

Reflection Papers

Each module includes a Reflection Question for a total of six reflection papers. These questions are designed to help you begin to think about and critically analyze the materials you are reading. Most of these questions come in the early part of the course while you are still getting a handle on the materials and the topic. Therefore, it is understandable that your ideas may not be as fully developed as they will for your case study and research work. Your answers should reflect that you are familiar with and have reflected on the material.

You will have two weeks to complete each reflection paper.

Reflection papers should be approximately 500 words. Each paper will receive a letter grade. The seven reflection papers will be worth 24% of your grade.

Feedback on Colleagues Reflection Papers

For each module, you will be required to read and comment on at least one of your colleague's reflection papers. (You can not comment on the same person's work twice.) Your comments should be designed to *encourage reflection and learning*. You may want to raise an issue that came to mind as you read the student's response, highlight an important point that he or she made, ask questions, or suggest an alternative reading of an author.

Students should make individual choices regarding the student(s)' reflection on which they choose to respond. The goal is not only for individuals providing reflection to respond to a different person each time but that each student at least receive at least one feedback message per reflection. So please choose to provide feedback to students who have yet to receive a response. You are strongly encouraged to react to more than one student(s)' reflection paper.

You will have one week to prepare your feedback comments.

These feedback entries should be no more than 250 words. Each reflection will receive an "excellent," "good," or "resubmit." The five feedback papers will be worth 10% of your grade. You may receive optional extra credit for continuing a critically reflective dialogue.

Case Study I

The first case study is found in an article by Tony Gambil and James Kirk: Understanding Organization Change: The Case of a Troubled Organization. You will read a short case study on Upward Bound and answer a series of questions proposed on the Case Study I document. This case study is a graded assignment, due on April 4, 2006. It is 15 percent of your grade.

Reference: Gambil, T. & Kirk, J. (1999). Understanding organization change: The case of a troubled organization. Journal of Workplace Learning 11(2), 48-52.

Case Study II

The second case study is based on Case 6.1: The Keyboard Company from Harvey, D. & Brown, D. (2001). *An experiential approach to organization development, 6th Ed.* Upper Saddle River, NJ: Prentice Hall, pp. 186-187 (on-

line). First, you will read and analyze the case (Part I). In Part II, you will take the role of an external consultant helping The Keyboard Company plan a future for the OD Team. The case study is due on April 21, 2006. It is worth 15% of your grade.

Research Paper

Students will do an 8-10 page research paper on a topic of interest in the field of OD. The student may go into more depth in an area covered in one of these modules, or the student may choose to select an area that is not covered in depth in the course. Examples of topics to explore in greater depth might include the writings of a particular theorist or a review of the literature on a particular OD skill. Examples of topics not covered in this course include: leadership issues as they pertain to OD or OD in virtual organizations.

Papers should be 12 point, double-spaced, should adhere to APA style and should include scholarly references.

A short paragraph describing your research topic should be turned in via email to the professor by March 14, 2006. Final papers are due on May 2, 2006.

Aggie Honor System:

“Learning depends on honesty and trust among students and faculty...An Aggie does not lie, cheat or steal, or tolerate those who do.”

Aggie Honor System Office

“The Honor Code, based on the long-standing affirmation that An Aggie does not lie, cheat, or steal or tolerate those who do, is fundamental to the value of the A&M experience.” (Aggie Honor System). This course will adhere to the standards and procedures of the Aggie honor code. The Honor Council Rules and Procedures can be found on the web

A signed copy of the following statement may be requested for informal or formal work during the course: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Plagiarism is a common source of problems for students and other writers. Students may find the following page particularly helpful:

<http://www.tamu.edu/aggiehonor/acadmisconduct.htm>

In addition to listing and defining the various forms of misconduct, this page provides good examples of what plagiarism is and ways to document your work properly so that you do not inadvertently plagiarize.

Technical Support

This course will be conducted over WebCT Vista. Technical support is available from the main elearning.tamu.edu page by contacting via email WebCT@tamu.edu if you need assistance. They provide assistance by email, form, or phone. In addition, they offer a database of “Frequently Asked Questions.”

If you have any questions or comments regarding the technical aspects of this course, please contact the Helpdesk at 979-845-8300 or email them at WebCT@tamu.edu. They can assist you with the configuration, installation or troubleshooting of the software and the Internet connection.

Please check with your internet service provider to insure that no firewalls exist that may inhibit access to the course.