

**EHRD 374: Organizational Development**  
**Department of Education Administration and Human Resource Development**  
**College of Education**

**Texas A&M University**  
**Spring 2009**

*The Aggie Code of Honor: "Aggies do not lie, cheat, or steal, nor tolerate those who do."*

**Instructor Information**

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Meeting location: Harrington Tower Room 632  
Time: Tuesday & Thursday  
Section 501: 11:10am-12:25pm  
Section 502: 12:45pm-2:00pm

Office Hours: By appointment. I will try and make myself available after class each day, however scheduling an appointment is the best way to ensure that you can meet with me.

**Course Description**

EHRD 374 is designed to familiarize students with key organization development (OD) theories and concepts to fulfill the academic requirements of the undergraduate level for both the Technology Management and the Human Resource Development majors of the Bachelor of Science Degree in the Department of Educational Administration and Human Resource Development, College of Education and Human Development.

After completing this course, the students will be able to better understand OD theories, concepts, skills and techniques that facilitate planned changes within public and private sectors.

**Course Objectives**

By the end of this course, students should be able to:

1. Define organization development (OD) with its main objectives and characteristics.
2. Describe the historical roots and theoretical underpinnings of OD.
3. Recognize factors relating to the need for an OD intervention.
4. Understand principles and concepts of OD and change.
5. Be knowledgeable about a variety of OD interventions and associated skills.
6. Relate insights and understanding obtained in this course to organizational experiences.

### **Prerequisites**

Junior or Senior Classification or approval of departmental advisor.

### **Required Texts**

French, W. L., & Bell, C. H. (1999). *Organization development: Behavioral science interventions for organization improvement* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

McLean, G. N. (2006). *Organization development: Principles, processes, performance*. San Francisco, CA: Berrett-Koehler.

### **Additional Resources**

This course is web assisted through **Blackboard Vista**. All course materials will be downloadable from the course site (<http://elearning.tamu.edu>) as we go through the course.

You are recommended to check out the following Professional Organizations' Websites:

[Academy of Human Resource Development](http://www.ahrd.org): www.ahrd.org

[The Society for Organizational Learning](http://www.solonline.org): www.solonline.org

[American Society for Training & Development](http://www.astd.org): www.astd.org

[International Society for Performance Improvement](http://www.ispi.org): www.ispi.org

Additional readings will be assigned during the course as appropriate.

### **Active Learning Approach**

In the active learning approach, students play an active role in learning by exploring issues and ideas under the guidance of the instructor. The students learn a way of thinking by asking questions, searching for answers, and interpreting observations. Knowledge is more than just facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding of the nature of your own knowledge.

### **Attendance policy**

I strongly believe that students should attend classes. I will take attendance for each regular class meetings. If you attend all the scheduled class meetings, you will be rewarded two bonus points to your final grade.

However, I recognize that on occasion there are extenuating circumstances that may limit your ability to attend class. Therefore each student will have three unexcused absences. No documentation is required for missing these classes. Although these absences are excused in regards to the attendance policy, you will still lose participation point for each missed class. Additionally, any absence whether it is excused or not will immediately disqualify a student from earning the attendance bonus. The attendance bonus is designed as an incentive based award for those students who go above and beyond the basic attendance requirements.

Each absence beyond the excused three will result in a deduction of 10 points (one letter grade) from the final grade for the course unless prior notification is given. **Please note:** Acceptable notifications include: doctor's note, university excuse letter, letter from student affairs office, or other official letters. For four or more absences, some form of documentation is required in order to explain the reason for your absence, otherwise absences will be considered unexcused.

The ability to be punctual is also a factor of attendance. I expect all class members to be in the classroom by the designated class start time. A ten minute grace period will be allowed, however after ten minutes, late students will not be admitted to the classroom and all participation/attendance points will be forfeited for that class session.

If you know you will be absent for any reason please inform your team members!

### **Classroom Participation**

Classroom participation is 10 % of your total grade. Classroom participation does not solely constitute class attendance. Participation will be measured using several factors one of which is classroom attendance. If you are absent from class you can not participate, therefore class attendances will be a factor in your overall participation grade. Other factors that contribute to a student's classroom participation grade include: in class quizzes, frequency of in-class and online contribution to the classroom/team discussions, actively asking questions, classroom attentiveness, punctuality of attendance, and cleanliness of classroom workspace.

### **Late Assignments**

A late assignment is any assignment that is turned in after class is dismissed or after the online submission deadline has passed. A "computer problem" is **NOT** an acceptable excuse for a late assignment. Ten percent will be deducted for each day late on **ALL** late assignments. Late papers should be emailed to the instructor. There are **NO** extra credit assignments.

### **Quiz and Exam Policies**

Exams will generally cover the texts, lectures, handouts, and other pertinent materials. Exams are not comprehensive.

Make-up exams will only be given with just and valid cause for absence. No exam will be given **BEFORE** it is scheduled in class. The professor reserves the right to give a different form of the exam for make-up exams.

**QUIZZES** – Two forms of quizzes will be given during the semester, online quizzes and in-class quizzes. Online quizzes will be administered through the course webpage on Blackboard Vista. Online quizzes are announced and cover the assigned readings (see assignment guidelines for more information). In-class quizzes may be given during regularly scheduled class meetings. In-class quizzes will not be announced and will cover texts, lectures, handouts, and other pertinent materials. All quizzes are to be completed individually without the aid any individual other than the students. Regardless of the quiz type ...Quizzes **CANNOT** be made up if the student is absent, late, or does not submit a response.

### **Course Evaluation**

Each class member is expected to accomplish the following assignments (see assignment guideline for detailed information regarding each):

<u>Assignment</u>	<u>Percent/Points</u>
2 Exams (Not Comprehensive, 15% each)	30
Online Quizzes	35
Participation, Quizzes, Activities, etc.	10
Team Change Project	15
Team Member Evaluations	<u>10</u>
Total	100% / Points

### **Grading:**

<b>Letter Grade</b>	<b>Numerical Score</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

### **Disclaimer**

The course syllabus is not a contract but is a general guide to how the instructor expects to have EHRD 374 conducted and evaluated. Under most circumstances substantial changes will not be made and if changes are needed they will be announced in class.

I reserve the right to make changes to the syllabus and agenda during the semester, if needed for instructional purposes.

I reserve the right to curve the class grades, if needed. For example, an 85 or some other point total, may be the cut-off for an "A". The Curve will be established at the end of the semester after I have all the information.

### **Class Structure**

Class sessions may include lectures, small and large discussion groups, guest speakers and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze text materials. We will learn much more from each other's opinions, knowledge and experience, and you are all encouraged to contribute in class. You are responsible for all assigned readings and all materials presented in the class. You are also responsible for all information disseminated in class and all course requirements, including deadlines.

### **Group Assignments & Projects**

Early in the semester students will be divided into groups consisting of approximately 5 to 6 members each. These groups will work together throughout the semester in a variety of activities, including in-class exercises, online exercises, discussion, and case studies.

*Each student is required to participate in a group project and all of its components.*

Groups can FIRE members who refuse to participate. To fire a group member the group must submit a "Request for Firing Proposal" to the instructor and the individual group member being fired. If the group member does not improve his/her performance the group must submit a second notice of a "Request for Firing Proposal" to the instructor and the group member. If the individual member continues to perform inadequately, the group can issue a final notice to the instructor and group member upon which the individual will no longer be considered part of the group. Any student fired from his or her group will lose all group project and participation points. Individuals fired from one group are not eligible to join another group.

### **Incompletes**

I expect you to finish your assignments in a timely fashion. I do realize, however that extreme circumstances require that students occasionally take an incomplete. If you feel that you cannot meet the class requirements by the end of the semester, you should contact me as soon as possible.

Texas A&M University policy requires that grades submitted as incomplete (I) be converted to a letter grade no later than the end of the semester following the semester in which the course was taken. If the coursework has not been completed and, therefore, a grade change is not submitted, the "I" automatically converts to an "F". My policy is that I will not consider converting an "F" to another letter grade if the coursework to complete the class was not turned in by the last class day of my class in the semester following the semester in which the course was taken.

### **Advising and Office Hours**

My goal is to be available as much as possible to meet your needs during the semester. There are three basic ways you can reach me:

- E-mail: This is the best way to contact me. I check e-mail frequently and, unless I am out of town, I will usually respond to your e-mail within 24 hours. Please use the following address for all email correspondence: hurta@tamu.edu
- In Person: Although I will try to make myself available to you if you 'drop by', please do not expect a substantive conversation; I may have other commitments. I am available for appointments, however, and will be happy to meet with you in person.
- Phone: If you are just trying to contact me, the phone is perhaps the least reliable mechanism. I am frequently out of the office and thus am unable to catch many phone calls.

### **Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.

### **Sexual Harassment**

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at <http://rules.tamu.edu/rules/300/340199ml.htm> for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

### **Inclusive Language**

It is important in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usages such as “he” and “man” as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one’s habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. “workers... they,” rather than “worker...he), some combination of pronouns (e.g. (s) he, s/he, he/she or alternative words (e.g. “people” rather than “mankind”).

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that everyone is from the same cultural group. Respect for the diversity of the class and the multicultural world in which organization operate will be expected.

### **Faculty Senate Statement on Plagiarism and Aggie Code of Honor**

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this

course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

**“An Aggie does not lie, cheat, or steal  
nor tolerate those who do.”**

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (<http://www.tamu.edu/aggiehonor/>).

### **Guidelines for Written Assignments**

All written assignments should follow the guidelines provided as a minimum, unless alternative arrangements are made with the instructor:

- Use APA 5<sup>th</sup> edition formatting for your papers.
- Hard copies of papers should be **stapled** in the upper left corner. Please NO folders, binders, or plastic covers.
- The save file name of electronically submitted assignments should include in the following order: assignment name, assignment number (if applicable), your last name (if individual) or team name (if team). Example: *ChangeProject#2Hurt.doc*
- Times New Roman, 12pt, Double Spaced, 1-inch margin all around

For additional assistance, please contact the Writing Center on the 2nd floor of Evans Library or consult the Writing Center website at <http://uwc.tamu.edu/>.

Some basics you should consider in all written assignments:

- Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different than what you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, “The purpose of this paper is” or “In this paper, I will.”
- If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.
- If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.
- Proofread before you turn in any materials. If you find a typing error, at least make the correction with a pen or pencil. If errors become distracting, your grade will suffer.
- Follow basic grammar guidelines. For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your word processor; they are often incorrect!
- Make effective use of structuring techniques for your paper. Academic papers should be written in a professional, formal manner. (Note: This does not mean that you cannot use “I” in your papers. See the APA manual for guidelines on when and how to use “I” in your writing.) Every paper should have a beginning, a middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).
  - The introduction informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement.
  - The body of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.
  - The conclusion or summary of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary ‘sums up’ your paper by tying it all together.