Course Change Request

Date Submitted: 02/01/18 4:11 pm

Viewing: EHRD 625: Organization Development and Performance in Human Resource Development

Last approved: 08/15/17 3:17 am
Last edit: 02/02/18 10:29 am
Changes proposed by: ksmith

Catalog Pages referencing this course


Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
</tbody>
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Rationale for Course
Edit Other

Explain other rationale

Requesting approval to teach the course in a non-traditional format

Course prefix  EHRD  Course number  625
Department      Educ Admin & Human Resource Dev
College/School  Education & Human Development
Academic Level  Graduate
Academic Level  Undergraduate
Effective term  2018-2019 2017-2018

Complete Course Title
Organization Development and Performance in Human Resource Development
Abbreviated Course Title
ORG DEV & PERFORM IN HRD

Catalog 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 human resource development settings.

Prerequisites and Restrictions
Graduate classification.

Concurrent Enrollment  No
Should catalog prerequisites

In Workflow
1. EAHR Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 02/02/18 9:03 am Mario Torres (mstorres): Approved for EAHR Department Head
2. 02/02/18 10:29 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/02/18 10:42 am Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:52 pm Meagan Kelly (meanganell): Approved for GC Preparer
7. 03/01/18 3:14 pm Lathesa Johnson (ljohnson): Approved for GC Chair

History
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

1. Rigor of the online course matches that of the on-campus course in multiple ways:
   a. Assignments are the same. They are spread across the semester and consist of both individual and group work and culminate in a report for an off-campus organizational client of 30 to 50 pages and a presentation to the client using PPT slides.
   b. The group project consists of seven parts – all receive detailed feedback for revision work to ensure that the quality of the work shared with the client organization looks professional.
   c. There is an additional pairs assignment consisting of two parts and resulting in a paper 12-15 pages long.
   d. Individual assignments include six hours of online lectures on teams and teamwork to supplement textbook content and aid in the execution of the group project followed by quizzes.
   The Syllabus for EHRD 625 lists the same Learning Objectives for the on-campus course and the online course. Lectures, whether face-to-face or online, and assignments have been designed to meet and to exceed those learning objectives. The course requires significant, steady work during the semester, since assignments are spread out to create fairly equal workloads from one week to the next.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Contact hours for the online course meet or exceed the 45 hour requirement because of the following structure:
   a. online lectures, in addition to the six hours mentioned above, cover themes related to textbook content and occur on a weekly basis,
   b. student project groups must participate in conference calls with the instructor twice during the semester – averaging about a half hour each,
   c. feedback on assignments ranges for a sentence or two for individual assignments to a full page or more for major parts of the project.
   d. students share questions, experiences, and ideas on the eCampus Discussion Board site on alternate weeks,
   e. student project groups “meet” with each other via conference call or video conference on nearly a weekly basis – averaging about an hour per meeting,
   f. reading for assignments in three textbooks and from articles they download from the class eCampus site is typically 50-60 pages per week.

Will this course be taught as a distance

No
education course?
Is 100% of this course going to be taught in Texas?  Yes
Will classroom space be needed for this course?  No
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tr>
<td>(MS-EHRD) Master of Science in Educational Human Resource Development</td>
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**Course Syllabus**

<table>
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<tr>
<td>EHRD 625 Syllabus - Organization Development and Performance - Fall 2017 Online.pdf</td>
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<td>Letters of support or other documentation</td>
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<tr>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
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<tr>
<td>Reviewer Comments</td>
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<tr>
<td>Reported to state?</td>
</tr>
<tr>
<td>No</td>
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</tbody>
</table>
Syllabus Fall 2017
EHFD 625
Organization Development & Performance in HRD

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CONTACT INFORMATION

Class: EHRD 625: Organization Development & Performance in HRD
Fall 2017, 3 Credit Hours, Online Session

Instructor: Michael Beyerlein, Ph.D.
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Jin Lee  Technical Support
jeongsh00@neo.tamu.edu

Class Location: Online

Class Time: n/a

Office Hours: Dr. Beyerlein: 1:00 pm Tuesdays & Thursdays and by appointment
Lei Xie: Tuesdays by appointment
Jin Lee: Mondays by appointment

Websites:
eCampus course materials and assignments: http://ecampus.tamu.edu/
Library site for this course:
http://guides.library.tamu.edu/content.php?pid=544543&sid=4480216
HRD Program website: http://eahr.tamu.edu/

COURSE DESCRIPTION
This course introduces the major theories, concepts, skills, and techniques for the practice of organization change and development in various organizational performance contexts and HRD settings. Special emphasis is placed on the role of the HRD practitioner as change agent and the interventions used to lead and manage organization change.

Prerequisite: EHRD 601 or 603 or equivalent.

Industry professionals seem to agree that Organizational Development (OD), Organizational Development & Change (ODC), Organizational Design & Development (ODD), Organizational
Transformation (OT), and Organizational Effectiveness (OE) are linked terms used interchangeably with their program goals and objectives being one in the same – planned change in organizational systems depending on human participation. We will use the term OD to refer to the whole set of terms. OD includes the notion that applying behavioral science knowledge is necessary in order to lead to organization effectiveness (Compass, Ruler, & Base, 2004). OD is one of the major pathways to organizational effectiveness. Therefore, for an organization or department seeking a non-training intervention in order to improve performance, OD is a viable option.

"OD, as a field, began with a clear value bias: helping organizations to be effective and healthy places in which to work" (Griffin & Minors, 2004). OD is a values-based approach to systems change in organizations and communities. It strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community (Compass et al., 2004). OD is grounded in a set of core values and principles that guide behavior and actions. Respect, collaboration, authenticity, self-awareness, and empowerment are the key values-based principles that guide their practice. OD is used to intervene in an organizational or community process to help bring about positive change and help the client work toward their desired goals.

HRD consists of three major areas: OD, T&D, and CD (Career Development). OD as described above goes beyond training and development (T&D)"Not all organizations require training. Training allows for new skills, new tools, and new strategies. What training does not provide is: a change in values, ideas, or roles. Also, training interventions will not solve a loss in morale or trust issues. Non-training interventions must be crafted to provide an effective solution" (Sopp, 2004).

- Helen V. Griffith, Director of the Centre for Organizational Effectiveness
http://edweb.sdsu.edu/people/arossett/pie/Interventions/od_2.htm

**COURSE OBJECTIVES**

OD is concerned with planned, systemic change. OD focuses on creating, managing, and sustaining system-wide change in organizations using education and social science knowledge and practices to improve organizational, group, and individual performance. Within this context, this course will introduce you to the history, philosophy, theories, techniques, and applications of OD. This course aims to provide you an opportunity to think more systematically about change and organizational effectiveness, to learn about organization change processes and change management interventions, to experience the core consulting process, and to become familiar with one’s own capacity for OD work. This course is relevant for anyone who anticipates involvement in organization change and change management processes, or seeks to make a difference in their organizations or communities as leaders, change agents, informed participants, or consultant. Since OD is core to Human Resource Development (HRD), we will approach the subject from an HRD perspective.

**OD has new frontiers because the world is changing. How do we as practitioners of OD:**
- build a sustainable high-performance organization in which individual workers take an active part in achieving the required output?
- appropriately build engaged, proactive, empowered staff when there are limited reward levers organization can pull while needing to hold staff accountable?
• solve the problems of aligning and integrating diverse cultural elements?
• ensure there are fluid two-way communication channels – so that information can flow upward as well as downward within hierarchies?
• help organizations to be externally sensitive and internally agile?
• build organizational climates that will release human potential and creativity at work and foster continuous learning and renewal culture within organizations?


**LEARNING OUTCOMES**

Upon completion of the course, you should be able to:

1. Define organization development and change (OD) with its main objectives and characteristics.
2. Describe key theories of organization development and change.
3. Discuss the process of change and the challenges as applied to organizational culture and human behavior.
4. Identify and differentiate between the roles of internal and external change agents and core competencies necessary for high performance.
5. Identify at least three intervention strategies at each of the individual, small group, process, and organizational levels.
6. Understand multiple methods for collecting diagnostic data in organizations, and the benefits and shortfalls of each.
7. Define readiness for change and identify causes for resistance to change.
8. Analyze/diagnose ongoing activities within an organization and design and plan the implementation of selected OD interventions.
9. Identify potential ethical dilemmas in OD consultation and develop strategies for resolving them.
10. Describe your own strengths and areas for improvement as they apply to OD involvement; describe the value of self-knowledge in the OD constant.

**REQUIRED TEXTS**

We rely primarily on three textbooks for reading in this course. They are listed below in the order they will be read. Supplemental texts are available on our Library website (see URL on page 1). We recommend purchase of the texts rather than renting them, as they will be useful references in your work as a professional.

**TEXTBOOKS (in chronological order of assignments – NOTE the publication details for each book are included, in case you want to order through Amazon or another such source rather than the TAMU bookstore.)**


**Other assigned readings**

1. Rozovsky, J. (2015). The five keys to a successful Google team. [https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/](https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/)


**Recommended Additional Texts**


**Videos about OD-related Topics**
Build a business that lasts.
https://www.ted.com/talks/martin_reeves_how_to_build_a_business_that lasts_100_years

3 lessons on success from an Arab businesswoman
https://www.ted.com/talks/leila_hoteit_3_lessons_on_success_from_an_arab_businesswoman

What does my head scarf mean to you?
https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you

Why we have too few women leaders.
https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders

BCG (Boston Consulting Group) Fellows are working on answers to the following questions. Are you? (https://www.bcg.com/bcg-henderson-institute/bcg-fellows.aspx)
What is the organization of the future?
How can companies develop and sustain a people advantage?
How can we transform company leadership?
What is the best way to engage employees and reduce complexity?
How can we ensure that people sustain the change of transformation?

METHOD OF INSTRUCTION
This is a graduate course, not an undergraduate course. Therefore, expectations and challenges are adjusted to the level of the course. The rule of thumb for designing such a course includes assigning an average of three hours of work outside of class meetings for each hour of meeting. That averages 12 hours per week. Assignments are spread over the semester, so you will rarely exceed the average hours. Reading assignments will average 50-60 pages per week. Home work is expected before the posted deadline and in good shape. If this was a paid, professional job, what standards would you hold yourself to in terms of timely work, quality, and participation?

There is a Syllabus Contract at the end of the syllabus in Appendix C for you to sign indicating your commitment to the class and its standards. This will be due the first week of class (to be submitted via eCampus).

In this course, instructors will act as facilitators and mentors to the learning process rather than just lecturers. Class learning activities include lectures, group discussions, experiential activities, guest speakers, and audio-visual materials. Lectures will be in the form of PowerPoint (PPT) presentations with audio on eCampus. Lectures will typically supplement the reading rather than repeat or summarize it. Content includes extensive study of cases to help you connect the abstract concepts to the world of work.

We will rely on eCampus and email for communication between us. Expect two-way communication to occur every week: messages from instructors via email or eCampus and messages from you via email or eCampus. Phone calls and meetings in instructors’ offices are also options. When you email instructors, ALWAYS include in the subject line EHRD 625 to show which course you are referring to.
## Grade Breakdown

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
<th>Points (750 TOTAL)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Hour Interview of an OD Professional and report Part 1 – biography Part 2 – favorite tool</td>
<td>Pairs of students</td>
<td>50 points for career profile 25 points for tool description 25 points for sharing tool with class</td>
<td>Mid-semester by October 29</td>
</tr>
<tr>
<td>OD Consulting Project</td>
<td>4-5 students per team See details on p. 13</td>
<td>100 total</td>
<td>Ongoing: Sunday @ Midnight</td>
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<tr>
<td></td>
<td></td>
<td>a) ODCP Proposal Plan – Part A: 20 points  b) ODCP Proposal Update – Part B: 20 points  c) interview questions - 10 points  d. survey questions - 10 points  d) ODCP Written Report: 100 points  e) ODCP Presentation: 50 points  f) Team Member Evaluation: 40 points</td>
<td>250 total</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>Personal Profile Builder (10 pts), Brief Bio (10 pts) Two Team Phone calls (10 pts each = 20), Syllabus Contract (10 pts), Team Responsibility Sheet and Asset Chart Role Sheet (10 pts)</td>
<td>60 total</td>
<td>Ongoing: Sunday @ Midnight</td>
</tr>
<tr>
<td>Team Training Modules</td>
<td>10 Modules on Team Effectiveness – 5 per week in Weeks 2 and 3</td>
<td>Quiz for each set of 5 Modules – 20 pts each</td>
<td>By the end of the third week.</td>
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<tr>
<td>Bonus Points</td>
<td>Online questionnaire in September &amp; December</td>
<td>2 parts at 10 point each</td>
<td>Voluntary and confidential</td>
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### Possible Points 450
Bonus Points
Consultant as Speaker

| Schedule your interviewee to address the class in person or via video conference or on video recording | 20 bonus points |

**GRADING**

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<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>Re-register</td>
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<tr>
<td>F</td>
<td>Re-register</td>
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</tbody>
</table>

**Rules for success**

- Participate actively.
- Get involved.
- Follow directions – exactly.
- Be on time.
- Use professional standards for conduct and work.
- Invest in the work – it’s an investment in yourself.
- Invest in your team – it represents one of your best resources in the course.
- A grade of I (Incomplete) will NOT be assigned except in the case of a documented emergency.
- Late assignments will be penalized 10% the first week and 20% after than unless it is a documented emergency.
- In the world of academia, the ability to write is probably the single most important skill a person can possess. Therefore, we believe that an important task for students in graduate school is to hone their writing. We will expect high quality in your written assignments. In order to help you achieve this goal, we are available to help you with your writing and encourage you to make use of the excellent writing labs on campus. Please feel free to ask us for clarification or assistance. Assignments that are turned in on the due dates are assumed to be in the final form, and thus no rewrites will be accepted after the due date.
- All written assignments will be evaluated based upon the following broad criteria:
  - Clarity—clarity of expression on the topic of the written assignment.
  - Relevance—selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.
  - Wholeness – the entire answer or paper is integrated, so all the parts fit together and flow effectively toward the conclusion.
  - Defensibility—clear and succinct arguments to support any claims, suggestions, decisions, or conclusions in a written assignment, and the quality of the evidence supporting those statements.
  - APA Style—all written assignments must be word-processed and conform to the guidelines of the American Psychological Association (APA) 6th Edition (e.g.,
ASSIGNMENTS

The course is designed with both theoretical and practical components. As learners, you are responsible for all assigned readings, all information disseminated for the class, and all course requirements including deadlines. You are expected to log onto eCampus regularly, ask questions, interpret observations, and discuss issues related to the course content. The following activities (assignments) are designed to facilitate your learning process. You will be evaluated on the basis of the quality, quantity, and timeliness of your efforts. **Examples** of high quality work for most of the assignments described below can be found on our eCampus site as models of what your work should look like. In addition, collections of feedback remarks are available for a number of types of assignments, so you can see what is considered value added and what is considered error or low quality. Some assignments also have detailed guidelines on eCampus.

1. **Pair Interview (Pair, 100 points)**

One of the best ways to learn about OD work is to talk with people who are responsible for making it happen. These people might be the manager, director, or VP of HR or HRD, the chief knowledge officer (CKO), or chief learning officers (CLO), the director of talent development, VP of OD, or a full time internal or external OD consultant. A list of possible interviewees will be provided. Others can probably be located in your personal networks or by Google searches. Every major city has a local association that is a branch of the OD Network. Contact the association and ask for an interview or a link to someone. LinkedIn has discussion groups you can join that these people also belong to such as AHRD, SIOP, HR & Talent Management, HR.com, Human Capital Institute, Organization Development Network, or SHRM. Several of these associations have local branches with have their own websites, such as the Houston OD Network at www.hodn.org or the Industrial/Organizational Psychologists group at www.haiop.org. This assignment consists of a two-part report – about 15 pages in total, and a presentation.

The interview questions will be generated by class collaboration.

**Part 1 – Career Profile of Consultant** -- Your interview results will be summarized in a paper of 5 or 6 pages that tells the story of the consultant’s professional journey and lessons learned along the way, include an appendix for interview questions and add a cover page. Note – use
APA format. If the interviewee had a great deal to share, you can invite him/her to speak to the class during our weekly meeting or through video conferencing or record a session with that person and upload it to eCampus. (20 bonus points)

Here is a sample of questions from prior semesters:

- What major organizational change efforts have you been involved in recently?
- How has Organization Development been used (if at all) in the change effort(s)?
- Select one of the efforts that were interesting or challenging for you. How was the change effort handled?
- What did you learn from the change effort that you wished you had known before?
- What is your favorite tool or method for organizational change?
- What advice would you have for someone in HR or HRD regarding OD change efforts?
- How do you plan your career strategically?
- What are your lessons learned from your OD career?
- What are your major working experiences as an OD professional?

**Part 2 Favorite Tool** – During the interview, identify one of your professional’s favorite tools or methods or ways of working. Capture his/her description of the tool and one or more examples of how it has been used and recommendations on how to use it well in 5-6 pages. Supplement that material with information from three articles to write a useful guide to the tool as way to facilitate organizational development. Train the class in how and when to use the tool (if your interviewee does not offer a tool that works for the training, select one from the literature.) Presentations should last 12 to 15 minutes and be accompanied by handouts.

*Due Week 9*

Table 1 is from Benjamin Mwanzia Mulili, Peter Wong, (2011) "Continuous organizational development (COD)", Industrial and Commercial Training, Vol. 43 Iss: 6, pp.377 – 384. It provides an overview of intervention strategies. Select one of these or find another strategy that you can justify fits the assignment. Other useful list of interventions can be found at the OD Network website: http://www.odnetwork.org/?page=HotTopicLinks#Assessment Tools and on the website of the consultant Armando Justo: http://armandojusto.blogspot.com/2009/04/organizational-development-od.html.
2. **OD Consulting Project (ODCP) (Team assignment, 260 points)**

Field experience provides an important learning opportunity in this class. Everyone will participate in a consulting project. This assignment is a group project designed to develop your skills in change diagnosis and interventions, as well as to practice consulting skills. In addition, working on a consulting team offers opportunity to fine-tune other critical organizational skills, such as team work, leadership, goal setting, meeting management, reaching consensus, developing shared values, negotiating differences, creating a productive work environment, enhancing motivation, etc.

This assignment has six parts. Part I is a proposal showing the planning for the project. Part II is an update on the proposal after meeting with the client. It must be approved by both the client and the instructor since it is contracting. Part III involves getting instructor approval for your interview and survey questions. Part IV is a full written report for the client, graded by the instructor. Part V is a presentation for the client, graded by the instructor. Part VI is team member evaluation of the quality of contribution each member made to the project.

There are two ways to flunk this course: not doing the work or violating ethical guidelines when working with clients. We have several chapters and lectures dealing with ethics, but even before then use your best judgment about proper professional conduct on the project.

**Part 1: ODCP Proposal (group, 20 points)**

After initial contact with a client, you will prepare a project proposal. The proposal will be developed collaboratively with the client as a way of clarifying what is being contracted for and

<table>
<thead>
<tr>
<th>Change intervention strategy</th>
<th>Methods of intervention</th>
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<tbody>
<tr>
<td>Human process-based strategies</td>
<td>Sensitivity training (T-group)</td>
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<td>Team-building meetings</td>
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<td>Responsibility charting</td>
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<td>Work with agenda</td>
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<td>Confrontation meeting</td>
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<td>Finding a common enemy</td>
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<td>Conflict resolution meetings</td>
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<td>Organization mirror interventions</td>
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<td>Survey feedback</td>
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<td>The Force Field Analysis Technique</td>
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<td>Techno-structural strategies</td>
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<td>Socio-technical strategies</td>
<td>Alternative work schedules</td>
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<td>Quality circles</td>
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<td>Total quality management</td>
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<td>Self-managed teams</td>
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<td>Organizational transformation strategies</td>
<td>Cultural change</td>
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<td>Strategic change</td>
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<td>Learning organization</td>
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<td>High performance work systems (HPWS)</td>
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<td></td>
<td>Business process re-engineering</td>
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Source: Developed for this paper
will be turned in to the instructor for grading and feedback. Project teams will make arrangements to meet regularly and may invite one of the instructors to join in when needed as a consultant to you. The second call with instructors around mid-semester requires such a meeting. Submit the proposal using the form available on eCampus.

**Due September 17**

**Part 2: ODCP Update (group, 20 points)**
Submit update via eCampus (no form) including data methods and project checklist. Note that phone call #2 is a follow-up to the grading of this update report and involves the whole team with the instructor to discuss progress on the project.

**Due October 08**

**Part 3: Submit Interview Questions & Questionnaires for Review and Approval (10 points each).**
See guidelines in eCampus Resources for Assignments. The purpose of the interview and survey is to collect data that enables the project team to understand the client organization from the point of view of its members or its customers. Note that interviews should follow Appreciative Inquiry (AI) guidelines. Here is an example of those types of questions (others will be available on eCampus):

1. Best Experience: Tell me about the best times that you have had with your organization. Describe the event in detail.
2. Values: What are the things you value deeply. How are those values expressed in your organization?
3. Core Value: What do you think is the core value of your organization? What is it that, if it did not exist, would make your organization totally different than it currently is?
4. Three Wishes: If you had three wishes for your organization, what would they be?

The purpose of the interview and survey is to collect data that enables the project team to understand the client organization from the point of view of its members or its customers. Submit a draft of each set of questions along with one or more paragraphs describing your intent and process for each and how they were created and refined to reach the stage of the uploaded draft. Instructor feedback will be used for further refinement before data collection begins.

**Due Week 6-10 (variable because pace of projects varies)**

**Part 4: ODCP Written Report (100 points)**
At the conclusion of the project, you will prepare a project report that summarizes the work done and the results or findings. A copy of the report will be shared with the client to debrief the project and another copy will be turned in for grading and feedback.

**Guidelines:**
- Each student will be assigned to a learning group of 3 to 5 members.
- Each group needs to identify a client system (a real-life organization) willing to participate in the project. Your group will act as consultants, and your job is to diagnose the client system, suggest appropriate courses of action and develop change strategies.
- Client organizations may be found by contacting:
  - people you and your teammates know,
  - directors of nonprofit organizations,
  - directors of research centers in our College,
  - presidents of the Chamber of Commerce or Junior Chamber in your community,
  - key members of organizations you are interested in.
• OD typically depends on data-based decisions. That means a key part of your project will be to gather data in a variety of ways. Analysis of the data will reveal issues and opportunities that warrant intervention. In your report to the client, be specific about the recommendation you make and anticipate its consequences. For instance, if you suggest to your client that “Person A needs to become more participative,” explain what it means. Always recommend a concrete, detailed action plan, based on case data and discuss its pros and cons.

• There will be three parts to the intervention (note that data collection itself is an intervention):
  o Interviews – one for each member of your team – using Appreciative Inquiry (AI) methods (see sample AI questions below, other examples will be available on eCampus),
  Sample AI questions – note the emphasis on the positive:
  a. Best Experience: Tell me about the best times that you have had with your organization. Describe the event in detail.
  b. Values: What are the things you value deeply. How are those values expressed in your organization?
  c. Core Value: What do you think is the core value of your organization? What is it that, if it did not exist, would make your organization totally different than it currently is?
  d. Three Wishes: If you had three wishes for your organization, what would they be?
  o Climate or culture survey – (examples will be provided)
  o A third OD intervention chosen by your team with your client that practical with resources available (a list of examples is available on p. 11)

• The proposed interventions should be comprehensive, in other words, impacting all necessary levels and aspects of the organization and its members, since OD is about system level change. Also, of course, you must clearly recognize and work with organizational constraints, such as fiscal resources, physical resources, human resources, and time constrains.

• Be sure to recognize that what you suggest has consequences, and discuss the positive and negative implications of your recommendations (pros and cons of change decisions). In addition, your group should brainstorm potential unintended consequences whenever possible. For example, raising salaries for top performers may create ill feelings in others or strain the budget.

• Finally, the interventions your group proposes should be based on readings done in this course, additional literature you identify, as well as your best intuition. Be sure to look at the client’s case from multiple perspectives—from the vantage point of the nature of change itself, from the perspective of the organizational members, from the management of change, from the value system of OD, and most importantly, from the perspective of the system as a whole (since a small change in one part of a large system will ripple through it).

Content Requirements:
The written report is to be designed directly for the client (page range must be between 25 and 35 double-spaced including references. Appendices may be added that do not count against the page limit).

Therefore, you should follow the “business writing” style rather than the academic style. The report will summarize, but need not be limited to, the outcomes of the group’s diagnosis and provide grounded suggestions for organization improvement. The final product should include the content areas listed below:

1. Description of the organization context
2. Identification of the organizational issues
3. Explanation of the “how” and the “why” of your approach, including values and assumptions.
4. Description of diagnostic methods and processes (What methods were used to collect data? What kinds of sampling techniques were used? What was the rationale for such selection? Attach samples with the final report.)
5. Report of Findings (i.e., describe the existing OD processes/practice in the organization).
   
   **Note** – this is not a list of quotes or bullets. The findings are integrated around themes and presented in a narrative. Brief, anonymous quotes may be used as examples to illustrate the themes.
6. Analysis of Findings (Make sense of the findings using the literature. Make sure scholarly literature from academic journals is extensively used in this section. Some form of conceptualization or theorizing based on your analysis is expected. In this context, “theorizing” is speculation about meaning of the data that is solidly supported with evidence and logic.). Descriptive statistics, such as frequencies, means, and standard deviations, may be included in graphic presentations such as histograms, pie charts, etc. Inferential statistics are not required.
7. Assessment of the organization’s OD practice (Based on your analysis, evaluate the organization’s overall effectiveness and support your assessment using the relevant literature. Also identify and discuss major barriers and disabilities encountered by the organization.)
8. Recommended interventions (As consultants, what kinds of OD interventions do you think would be most appropriate in addressing the issues you have identified, based on your analysis and assessment? Make sure they are specific and supported by the data analysis. Keep in mind the distinction between pragmatic, acceptable, and ideal interventions.
   - Describe the proposed intervention—what it is, what it is intended to do. Also explain how the organization may implement your proposed intervention.
   - Provide the rationale (grounded in the case data and your diagnosis) for selecting your proposed intervention based upon your critical analysis earlier.
   - Identify anticipated intended and unintended consequences and implications of your recommendations.
9. Proposed evaluation plan. How will we know your proposal is working? Consider the most appropriate ways in which the organization will evaluate your proposed interventions to determine if it is making a difference and helping to address the organizational problem your proposed intervention was intended to address.
10. Conclusions (summarize the key points in your report)
11. References (a minimum of five scholarly publications on the topic of organization development and change – a set of recommended papers will be available on eCampus)
12. Appendix (any supporting data, e.g., organizational structure, OD systems, interview guide, questionnaire, etc.)

**Evaluation Criteria:**
- Following directions for format, etc. (10)
- Clear description of organization problems (15)
- Richness and depth of analysis and reflection—merely descriptive work will be unlikely to achieve a satisfactory level. (15)
- Intervention design (40)
  - Linkage between problem analysis and proposed intervention
  - Fit between issues and the recommended intervention
  - Congruence of the intervention design at varying levels of analysis -- alignment
  - Articulation of assumptions and anticipation of issues and problems with the proposed intervention
  - Likelihood that the intervention will have a lasting impact on the organization and its members
  - Degree of anticipation of possible (intended and unintended) consequences of the intervention
- Clarity of writing (10)
- Evidence of team work (10)

*Due December 03*

**Part 5: ODCP Presentation (50 points)**

**Guidelines:**
- Provide a one-page description of your project to the class as an overview for Discussion page on eCampus and for client.
- Record the presentation as a PPT with audio (Microsoft PPT makes that quite easy)
- Your group presentation with Q&A should not exceed 30 minutes. Upload the presentation for instructor grading and feedback.
- Arrange to give the presentation to the client in person or online in a way that will allow Q&A. All group members should participate in the presentation – about 4 slides and 4 minutes for each person.
- Your Power Point Slides should cover all the areas indicated above.
- Send or deliver a copy of the presentation along with the report to the key contact person in your client organization – professional style.

**Evaluation Criteria:**
1. Following directs – format, etc. (10)
2. Introduction of topic, client organization, and team members (5)
3. Richness and depth of analysis (15)
4. Clarity of rationale for intervention (15)
5. Organization of presentation and flow and style (5)

*Due December 10*

**Part 6: ODCP Evaluations (80 points)**

A. Peer Member Evaluation
You will evaluate each member of your group based on his/her participation and contribution to the group project. This evaluation will be confidential and the result will be incorporated into the
final grade each group member will receive for the group project. The Peer Member Evaluation Form is included in Appendix B.

Due December 17

### OD Project (ODP) Breakdown

<table>
<thead>
<tr>
<th>Week Due</th>
<th>Item</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3 9/17/2017</td>
<td>Project Proposal – Part A</td>
<td>20 pts</td>
</tr>
<tr>
<td>Week 6 10/8/2017</td>
<td>Project Proposal Update (including data/methodology) – Part B</td>
<td>20 pts</td>
</tr>
<tr>
<td>Week 6-10 10/10/2017</td>
<td>Interview and Survey Question Approval</td>
<td>20 pts</td>
</tr>
<tr>
<td>Week 14 12/3/2017</td>
<td>Project Written Report (written for clients)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Week 15 12/10/2017</td>
<td>Project Presentation (record for clients)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Week 16 12/17/2017</td>
<td>Peer Evaluations for team contribution</td>
<td>40 pts</td>
</tr>
</tbody>
</table>

| TOTAL: 250 pts |

### 3. Miscellaneous (individual, 60 points)

This section includes various minor assignments like the Syllabus Contract, Personal Profile Builder, one paragraph summary of the Personal Profile to share with the whole class as a brief bio, Team Profile and Role Sheet and contact info, and the two Phone Calls with teams – 10 points each. Read through the handout called “Topics for your team to consider in establishing roles” from eCampus to help with completion of the Role Sheet. Download forms and information for the others from eCampus in the Information folder. Download the Guidelines for Team Charter Canvas, including Team Responsibility Sheet for the Team Profile from there, as well. As a supplement to the Role Sheet, you may download the Project team agreement form and confidentiality form to further develop a contract with each other in your team (optional).

### 4. Team Training (individual, 40 points)

You will be working in a team on a project for this course. Groups will be assigned at the first week of class. Develop your group into a real team to enable effective performance. You have probably had similar experiences in other courses and other settings. Most research in universities and in industry is done in teams. HRD professionals work in teams and use their skills to enable all the other teams to function more effectively. To increase the probability of having a successful team experience and outstanding project outcome in this course, you will begin the semester by working through a set of ten training modules that are located in the Team Training folder on our eCampus website. Each module consists of a set of PowerPoint slides and audio lecture and a brief quiz at the end. You will also find in the materials for this course that the topic of work teams represents a major area of OD – team design, team building, team development, etc. because it represents an important HRD responsibility at work.

40 points for completion of the 10 modules and two brief quizzes before end of Week 3 Sept/17/2017

### ASSIGNMENT CALENDAR*

*Underlined Chapters support Case Chapters
The instructor reserves the right to change topics, readings, or assignment dates, to address emerging issues, concerns, and to accommodate individual learning needs.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapter(s) &amp; Material Covered</th>
<th>Assignments – due Sunday night after the week ends unless otherwise noted</th>
</tr>
</thead>
</table>
| 1    | Aug. 28 –   | *OD Fundamentals*  
                 | Preface & Chs 1-3  
                 | Field Guide – xxiii-xxxix, Ch 4, Readings  
                 | Rozovsky, J. (2015)  
| 1    | Sept. 03    | Personal Profile Builder: 10 pts  
                 | Syllabus Contract: 10 pts  
| 2    | Sept. 04 –  | *OD Fundamentals*  
                 | Chs 4-6 and Appendix 2  
                 | The five keys to a successful Google team  
                 | Team Training Modules I  
| 2    | Sept. 10    | Team Responsibility Sheet and Asset Chart Role Sheet: 10 pts  
                 | Team Training Modules Quiz #1: 20 pts  
| 3    | Sept. 11 –  | *OD Fundamentals*  
                 | Chs 7 & 8 & Appendix 1  
                 | Think Big, Act Small – xiii-27  
                 | Team Training Modules II  
| 3    | Sept. 17    | ODCP Proposal – Part A  
                 | Team Training Modules Quiz #2: 20 pts  
                 | First Phone Call with Instructors (this week or next)  
| 4    | Sept. 18 –  | *Field Guide*  
                 | Chs 9, 39  
                 | Think Big, Act Small – 28-43  
| 4    | Sept. 24    | First phone call with instructors continued  
| 5    | Sept. 25 –  | *Field Guide*  
                 | Chs 7, 19  
                 | Think Big, Act Small – 44-60  
| 5    | Oct. 01     | ODCP Update – Part B with Vee Diagram  
| 6    | Oct. 02 –  | *Field Guide*  
                 | Chs 14, 38  
                 | Think Big, Act Small – 61-80  
| 6    | Oct. 08     |  
| 7    | Oct. 09 –  | *Field Guide*  
                 | Chs 8, 11, 40  
                 | Think Big, Act Small – 81-104  
| 7    | Oct. 15     |  

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Events</th>
<th>Milestones</th>
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<tbody>
<tr>
<td>8</td>
<td>Oct. 16 – Oct. 22</td>
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<tr>
<td></td>
<td><em>Field Guide</em> – Chs 30, 41</td>
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<td></td>
<td><em>Think Big, Act Small</em> – 105-125</td>
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<td>Oct. 23– Oct. 29</td>
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<td></td>
<td><em>Field Guide</em> – Chs 35, 42</td>
<td>Pair Interview: 100 points (schedule presentation date on eCampus calendar)</td>
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<td><em>Think Big, Act Small</em> – 126-145</td>
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<td>10</td>
<td>Oct. 30 – Nov. 05</td>
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<td><em>Field Guide</em> – Chs 22, 43</td>
<td>Second Phone Call with Instructors</td>
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<td><em>Think Big, Act Small</em> – 146-167</td>
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<td>11</td>
<td>Nov. 06 – Nov. 12</td>
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<td><em>Field Guide</em> – Chs 29, 44</td>
<td>Second Phone Call with Instructors continued</td>
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<td><em>Think Big, Act Small</em> – 168-186</td>
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<td>12</td>
<td>Nov. 13 – Nov. 19</td>
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<td><em>Field Guide</em> – Chs 10, 45</td>
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<td><em>Think Big, Act Small</em> – 187-208</td>
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<td>13</td>
<td>Nov. 20 – Nov. 26</td>
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<td><em>Field Guide</em> – Chs 28, 31</td>
<td>Second TTM Survey</td>
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<td><em>Think Big, Act Small</em> – 209-224</td>
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<td>14</td>
<td>Nov. 27 – Dec. 03</td>
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<td></td>
<td><em>Field Guide</em> – Chs 32, 33</td>
<td>ODCP Written Report due Dec. 03, 2017: 100pts</td>
</tr>
<tr>
<td></td>
<td><em>Think Big, Act Small</em> -- 225-256</td>
<td>ODCP Presentation due (schedule ODCP presentation on eCampus calendar)</td>
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<td>15</td>
<td>Dec. 04 – Dec. 10</td>
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<td></td>
<td>Last day of classes is the 7th</td>
<td>ODCP Peer Evaluation</td>
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<td></td>
<td>Finals Week begins</td>
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<td>16</td>
<td>Dec. 11 – Dec. 15</td>
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<tr>
<td></td>
<td>Finals Week continues through the 10th</td>
<td>Presentation to Client</td>
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<td></td>
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</tr>
<tr>
<td>Chapter for Case in Field Guide</td>
<td>Related chapters</td>
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</tr>
<tr>
<td>38</td>
<td></td>
<td>14 (20, 21, 37 optional)</td>
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<tr>
<td>39</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>4, 8, 11 (12, 23 optional)</td>
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<tr>
<td>41</td>
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<td>30</td>
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<td>42</td>
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<td>35</td>
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</table>
COURSE POLICIES

Expectations
As a participant in this class, you are expected to:
1. Take full responsibility to direct your own learning and study. Motivate yourself to excel in this course! It means that you are responsible for all assigned readings, all materials presented on eCampus, and all course requirements, including deadlines.
2. Take team responsibilities seriously. Nobody wants to be a member of a mediocre team and the only way to rise above that is from commitment and effort by every member.
3. Conduct yourself with a high level of professionalism.
4. Treat your colleagues with the same respect and courtesy you would like for yourself at all times.
5. Treat information shared in class with respect, sensitivity, and confidentiality. Client confidentiality is paramount.
6. Check your e-mails at least every 2 days and preferably more. We will often send announcements about the class at least once a week.
7. Provide feedback and input about how the course is going. Your continuous input is important and invited. Every reasonable effort will be made to address your input.
8. If you find yourself experiencing any kind of difficulty in class, please let me know as soon as possible so that we can work together to find a solution.

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](http://student-rules.tamu.edu). Any suspected instances of scholastic dishonestly will be investigated and resolved according to the procedures outlined in the new Aggie Honor System ([http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)).

**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 University 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](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.
## APPENDIX A

### Selected Journals Related to HRD & OD (*MOST IMPORTANT*)

<table>
<thead>
<tr>
<th>Journal</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Management Journal</td>
<td>Academy of Management Review</td>
</tr>
<tr>
<td>Action Research International (e-Journal)</td>
<td>Administrative Science Quarterly</td>
</tr>
<tr>
<td>Advances in Developing Human Resources</td>
<td>California Management Review</td>
</tr>
<tr>
<td>Career Development Quarterly, The</td>
<td>Electronic Journal of Radical Organization Theory (eJournal)</td>
</tr>
<tr>
<td>Emergence: A Journal of Complexity Issues in Organizations and Management</td>
<td>Employee Assistance Quarterly</td>
</tr>
<tr>
<td>Ergonomics</td>
<td>European Journal of Work &amp; Organizational Psychology</td>
</tr>
<tr>
<td>Gender, Work and Organization</td>
<td>Group &amp; Organization Management</td>
</tr>
<tr>
<td>HRMagazine</td>
<td>Human Factors</td>
</tr>
<tr>
<td>Human Factors and Ergonomics in Manufacturing</td>
<td>Human Performance</td>
</tr>
<tr>
<td>Human Resource Development International</td>
<td>Human Resource Development Quarterly</td>
</tr>
<tr>
<td>International Review of Industrial and Organizational Psychology</td>
<td></td>
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<tr>
<td>Journal for Quality and Participation, The</td>
<td>*Journal of Applied Psychology</td>
</tr>
<tr>
<td>Journal of Behavioral Decision Making</td>
<td>Journal of Business &amp; Psychology</td>
</tr>
<tr>
<td>Journal of Career Assessment</td>
<td>Journal of Career Development</td>
</tr>
<tr>
<td>Journal of Economic and Social Measurement</td>
<td>Journal of Economic Behavior &amp; Organization</td>
</tr>
<tr>
<td>Journal of Employment Counseling</td>
<td>Journal of Management</td>
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<tr>
<td>Journal of Managerial Psychology</td>
<td>Journal of Multi-Criteria Decision Analysis</td>
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<tr>
<td>Journal of Occupational and Organizational Psychology</td>
<td>Journal of Occupational Health Psychology</td>
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<tr>
<td>Journal of Organizational Behavior</td>
<td>Journal of Organizational Behavior Management</td>
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<tr>
<td>Journal of Organizational Change Management</td>
<td>Journal of Vocational Behavior</td>
</tr>
<tr>
<td>Journal of Workplace Learning</td>
<td>*Leadership &amp; Organization Development Journal</td>
</tr>
<tr>
<td>Management (e-Journal)</td>
<td>Management Learning</td>
</tr>
<tr>
<td>*Organization Development Journal</td>
<td>*Organization Studies</td>
</tr>
<tr>
<td>Organizational Behavior &amp; Human Decision Processes</td>
<td>Organizational Research Methods</td>
</tr>
<tr>
<td>Personnel Psychology</td>
<td>Work &amp; Occupations</td>
</tr>
<tr>
<td>Work and Stress</td>
<td>Work Study</td>
</tr>
</tbody>
</table>
Videos about a growth mindset:

Dan Pink  
http://www.danpink.com/  
http://vidsilike.wordpress.com/2010/06/07/dan-pink-on-drive-and-motivation/  
The Only Way to Become Amazingly Great at Something  
http://zenhabits.net/the-only-way-to-become-amazingly-great-at-something/  
Who wants to be a genius?  
http://www.economist.com/node/471563?Story_ID=471563  
Talent is Overrated by Geoff Colvin  
http://geoffcolvin.com/books/  
Carol Dweck, test your mindset online  
http://mindsetonline.com/  
Going Forward (Blue Flame)  
http://corporatelifecoach.blogspot.com/2010/03/kobe-lebron-blue-flame.html  
Keith Ferrazzi (Blue Flame)  
Jack Canfield’s The Success Principles  
http://www.thesuccessprinciples.com/  
Malcolm Gladwell, Outliers  
http://www.gladwell.com/outliers/index.html
## APPENDIX B

### PEER MEMBER EVALUATION FORM

**Due Date**  
Sunday, December 11th by 5:00 pm

<table>
<thead>
<tr>
<th>List Team Name</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>List All Team Members</th>
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**Directions**  
- Please rate the overall semester performance of your team members:
  - Use a rating scale of 1 to 5 – low to high quality (1=E, 2=D, 3=C, 4=B, 5=A)
  - Please do not use fractions
  - Rate each team member on each of the team performance dimensions
  - Write a brief rationale or example to justify your rating in each box
  - Upload the final form to the eCampus folder
  - Your team member performance evaluation form is due on Tuesday, December 15 by 5:00 pm.

The ratings provided should be submitted via eCampus. These evaluation forms will be treated as strictly confidential unless otherwise requested and agreed upon by all team members.

**Notes Regarding the Dimensions & Team Norms**  
What do these terms mean to you and your team?

- **Timeliness:**

- **Quality:**

- **Proactive Behavior:**

- **Leadership:**

- **Collaborative Behavior:**
### Team Member Ratings

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<th>TEAM MEMBER NAMES</th>
<th>PERFORMANCE DIMENSIONS</th>
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<td>Timeliness of engagement in group tasks, process and target outputs</td>
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APPENDIX C

SYLLABUS CONTRACT – print and sign this, or fill in your UIN number, and upload to eCampus

Acknowledgement of Syllabus Content

I ______________________ have read and understand the course syllabus for EHRD 625: Organization Development at Texas A&M which is being taught by Dr. Beyerlein during the Fall of 2015. I hereby agree to the terms stated in this syllabus.

___________________________________________ ________________________________
Student Signature (or UIN if you don’t have scanning available) Date

______________________________ ________________________________
Printed Name Email Address

Submit this signed form via eCampus by the end of Week 1 (see contact information on page 1). The form is available on eCampus.

Have a fantastic semester!

~ End of Syllabus ~