Instructor: W. Scott Sherman, Ph.D.
Office: OCNR 384
Office Hours: MWR 3:30-5:00 p.m., F 10:30-12:00 noon or by appointment
Telephone: 361-825-2167
e-mail: scott.sherman@tamucc.edu
Course Slides: http://faculty.tamucc.edu/ssherman1

The Course Objectives
An in-depth study of organization-wide interventions designed to improve the organization’s ability to cope with change and manage continuous improvement. Emphasis is on developing processes to improve organization-wide health and effectiveness and on a systems approach to diagnosing and solving problems.
Prerequisites: MGMT 3312 and Junior standing or above.

This course is designed and intended to promote an understanding of how managers can foster and encourage change and develop at several levels within the organization. The course emphasizes a systems approach and approaches organization change as a planned process. The course uses lecture, case analysis, class discussion, and experiential learning in an interactive format to promote understanding and learning.

A student who has completed this course will be able to:
1. Integrate previously studied material and apply organization change and development concepts to solve individual, group, and firm-level business problems.
2. Understand the critical role of the change agent in the organization change process and evaluate if an individual is the appropriate change agent.
3. Apply organization change and development principles at functional, business, corporate, and international levels.
4. Present ideas effectively both orally and in writing and as an individual and as part of a team.

IMPORTANT NOTES:
This course as all other ones offered by the College of Business is covered by the COB Student Code of Ethics (available online at www.cob.tamucc.edu) Provisions and stipulations in the code are applicable to all students taking College of Business courses regardless of whether or not they are pursuing a degree awarded by the COB.
ACTIVITIES AND GRADING

Strategic Learning Journal: (200 Points)
Each student will develop strategic learning goals and objectives by the sixth week of class. Each student will produce a learning journal of his or her progress in addressing these goals during a thirty (30) day period during the course. The format and method for creating, reviewing, and evaluating learning goals and journals will be discussed in class and posted on-line at http://faculty.tamucc.edu/ssherman1 at the appropriate time.

Individual Contribution to Class and Learning Groups: (100 points)
Individual contribution to learning groups will be assessed through feedback from group members and professor observation throughout the semester. Failing to appear for class or group meetings, failure to participate in the monitoring or creation of fellow group members’ strategic learning journals, or failing to complete other learning group projects as assigned will negatively affect this grade.

Tests: (600 points)
Three tests are given during the semester. No makeup exams will be given. Each test may include true-false, multiple-choice and/or essay questions. Each test is worth 200 points.

Exercise Thought Papers: (100 points)
A series of four (4) exercises will be done in class or as assigned throughout the semester. A thought paper will be assigned following each of the exercises. Each thought paper will be worth 25 points. Students will be asked to write a thought paper on each of these exercises and what they learned from the exercises and how the exercises related to what they learned in class or from the text.

Thought papers may be no less than three pages and no more than the number of pages specified for that specific assignment, computer-printed, double-spaced, 12 point type with 1-inch margin on all four sides. Thought papers will not be accepted from students who are not present in class for the specific exercise.

Notes
- Each student is to submit a group evaluation form after each learning group session.
- Please note: you will be required to turn in a hard copy of a summary of your learning journal at the end of the semester. Your learning journal will also include a copy of your learning group’s evaluation of your progress on your strategic goals.

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<th>Grading</th>
<th>Points</th>
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<tbody>
<tr>
<td>Test</td>
<td>600</td>
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<td>Learning Journal</td>
<td>200</td>
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<td>Individual Contribution</td>
<td>100</td>
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<td>Exercise Thought Papers</td>
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<td>Total Points</td>
<td>1000</td>
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<th>Final Grades Assigned as Follows</th>
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<td>90-100% = A</td>
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<td>80-89.99% = B</td>
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<td>70-79.99% = C</td>
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<td>60-69.99% = D</td>
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<td>Below 60% = F</td>
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**Class Attendance**

Attendance and participation are critical for adequate performance in this course. A variety of methods will be used to determine attendance, punctuality, and participation. The professor reserves the right to deduct 100 points from a student's accumulated total points for EACH absence in excess of THREE (3). Additionally, exercise thought paper assignments made on the day the student is absent will not be accepted, resulting in lost points. Every student is entitled to full participation in class without interruption. All students are expected to be in class and prepared to begin on time. All pagers, cell phones must be silenced as you enter the classroom. Disruption of class will not be tolerated. Anyone arriving ten minutes after the start of class may be considered absent for the day.

**Expectations Regarding Fully-Functioning Adult (FFA) Behavior:**

Students in Management 3355 are upper-level college students in an AACSB-accredited school and are expected to behave as adults. Each student is responsible for his or her own behavior and meeting all of the assignments and requirements of this course. I am willing as the professor to assist any student struggling with the subject matter or a project. However, I will only assist if asked to assist. Each student is responsible for being in class, on-time, and prepared. Persistent tardy arrival will be taken as a sign of disrespect for the class and the professor. Whining is not an adult behavior and will not be tolerated. Blaming others or providing reasons for why work is not done on time and to a professional standard is not adult behavior and will not be tolerated. In short, I expect to treat you as colleagues and be treated as a colleague in an adult and professional manner.

**Academic Integrity/Plagiarism:**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of F. The faculty member involved will be responsible for determining the appropriate penalty or penalties for individual cases of academic dishonesty, and may file a record of such offenses in his classes along with any materials involved to his or her college dean. The college dean will then forward a copy of these records to the Office of the Dean of Students. The offices of the academic dean of the college in which the offense took place and the Dean of Students will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The Appeals Procedure will be the same as that specified for grade appeals.
**Grade Appeals:**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Dropping a Class:**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. March 30, 2012 is the last day to drop a class with an automatic grade of “W” this term.

**Statement of Civility:**
A&M-Corpus Christi is a comprehensive urban university located on the South Texas Gulf Coast. The University focuses on the higher education needs of South Texas and the State. Our student body represents the diversity of our State, and will provide its future leaders. Together, the students, faculty and staff from our campus community, reflect a variety of backgrounds and cultures. The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability. It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community.
**Classroom Conduct:**
Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

**Disabilities Accommodations:**
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 call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
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<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENT</th>
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<tr>
<td>Week 1</td>
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<tr>
<td>1/11</td>
<td>Introduction And Overview</td>
<td>Discuss Syllabus, Course Requirements</td>
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<td>Introduction to OD</td>
<td>Reading 1: What is Organization Development</td>
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<td>WSSOD1</td>
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<td>Thought Paper #1 Assigned</td>
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<td>Week 2</td>
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<td>1/16</td>
<td>Birthday of Martin Luther King, Jr. Holiday.</td>
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<td>1/18</td>
<td>Overview of OD</td>
<td>Study “I Have A Dream” Speech (online)</td>
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<td>The OD Practitioner</td>
<td>Reading 2: A History of OD Development</td>
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<td>Thought paper #1 Due</td>
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<td>Setup Lessons from Everest</td>
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<td>Week 3</td>
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<td>1/23</td>
<td>OD in The Real World</td>
<td>Reading 3: Lessons from Everest</td>
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<td>1/25</td>
<td>The Role of the Change Agent</td>
<td>Reading 5: Intervention Theory and Method</td>
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<td>Reading 6: Rules of Thumb for Change Agents</td>
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<td>Week 4</td>
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<td>1/30</td>
<td>The Role of the Change Agent</td>
<td>Lecture: Depth of Intervention</td>
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<td>2/01</td>
<td>The Challenges of the Change Agent</td>
<td>Guest Speaker</td>
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<td>In Class Exercise</td>
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<td>Thought Paper #2 Assigned</td>
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<td>Systems Theory</td>
<td>Reading 4: Systems Theory Terms</td>
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<td>Systems Theory Online Material</td>
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<td>2/08</td>
<td>Systems Theory</td>
<td>Reading 4: Systems Theory Terms</td>
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<td>Systems Theory Online Material</td>
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<td>Exam Review</td>
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<td>Week 6</td>
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<td>2/13</td>
<td>Learning Group Workday</td>
<td>Draft Thought Paper #2 Due</td>
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<td>Group Handout</td>
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<td>Learning Group Evaluation Due</td>
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<tr>
<td>2/15</td>
<td>EXAMINATION I</td>
<td>All Module 1 Material</td>
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## Course Calendar
### Module 2

| Week 7 | 2/20 | Collecting and Analyzing Diagnostic Information | Reading 7: Methods for Finding Out What’s Going On
Reading 8: Survey Guided Development
WSSOD5 |
|--------|------|------------------------------------------------|--------------------------------------------------|
|        | 2/22 | Diagnosis                                       | Reading: Appendix: Procedures and Techniques
Thought Paper #2 Due |
| Week 8 | 2/27 | Individual and Interpersonal Process Approaches | Lewin Change Model and Force Field Analysis |
|        | 2/29 | Learning Group Workday                         | Learning Group Evaluation Due |
| Week 9 | 3/05 | Organization Process Approaches                | Online Process Readings
Thought Paper #3 Due |
|        | 3/07 | Organizational Process Approaches              | Online Process Readings |
| Week 10| 3/12 | Spring Break                                   | Enjoy and Be Safe |
|        | 3/14 | Spring Break                                   | Enjoy and Be Safe |
| Week 11| 3/19| Appreciative Inquiry                           | Reading 18: Change Through Appreciative Inquiry
Reading 19: Appreciative Inquiry: The New Frontier
AI Online Material and WSSODAI |
|        | 3/21| Appreciative Inquiry                           | AI Online Material and WSSODAI |
| Week 11| 3/26| Learning Group Workday                         | Learning Group Evaluation Due
Review Strategic Learning Group Guidelines |
|        | 3/28| EXAMINATION II                                 | All Module 2 Material |
|        | 3/30|                                               | Strategic Journal Exercise Begins 03/30 |
| Module 3 |
|---|---|
| **Week 12** | **Week 13** |
| **4/02** | **4/09** |
| Culture and Change | The Structure and Design of Organizations |
| **4/04** | **4/11** |
| Culture and Change | The Structure and Design of Organizations |
| **4/06** | **4/18** |
| **Week 14** | Conflict and Negotiations |
| **4/16** | **4/23** |
| The Structure and Design of Organizations | Conflict and Negotiations |
| **4/18** | **4/25** |
| **Week 15** | Kirkland Award Lecture |
| **4/23** | **4/24** |
| Conflict and Negotiations | And Now What? |
| **4/24** | **4/28** |
| Kirkland Award Lecture | Last Learning Journal Entry |
| **4/28** | **5/02** |
| **Week 16** | Reading Day |
| **4/30** | **5/02** |
| Submit Learning Journals, Learning Group Evaluation, Course Wrap | Submit Learning Journals, Learning Group Evaluation, Course Wrap |
| **5/09** | **5/09** |
| **EXAMINATION 3 2:00 p.m. - 3:15 p.m.** | Chapters 14-20 |

(*) Each learning group may schedule a physical or virtual meeting between April 16 and April 23.

(**) A student can earn up to twenty-five (25) extra credit points by doing a fifth thought paper relating the Kirkland Award Speaker’s Address to at least one (1) model of organizational change that has been covered in this class this semester. The paper must be submitted by start of class April 25 and must follow the standard thought paper format.