TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
MGMT 3355-001: ORGANIZATION CHANGE AND DEVELOPMENT  
Fall 2019  
T 7:00-9:30 PM OCNR 116 and Online at BB9.TAMUCC.EDU

Course number: MGMT 3355  
Instructor: Dr. W. Scott Sherman  
Semester: Fall 2019  
Office: OCNR 384  
Office Telephone: (361) 825-2167  
Office Hours: T: 2:00-3:00 pm  
Email: scott.sherman@tamucc.edu  
TW: 5:00-6:30 pm *  
Or by appointment or online

*- On a week that night classes scheduled for these days meet face-to face.  
Students are encouraged to contact the professor online during a week class meets on-line.

Course Description: 3 sem. hrs. An in-depth study of group and organization-wide interventions designed to improve the group and organization’s ability to cope with change and manage continuous improvement. Emphasis is on developing processes to improve group dynamics, organization-wide health and effectiveness, and on a systems approach to diagnosing and solving problems.

Course Prerequisites: MGMT 3312 and Junior standing or above.

Learning Objectives:
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, as an individual and as part of a team.

Major Field Test (MFT)
The MFT is required for all students pursuing the Bachelor of Business Administration degree. Students register for the MFT in BUSI0088, Major Field Test in Business. To prepare for this test, business majors are advised to retain their class notes, textbooks, and other relevant materials from their business core courses in the areas referenced below. Completion of all College of Business core courses except MGMT 4388 is required. BUSI 0088 is CR/NC.

As an integral part of the College of Business’ Assurance of Learning program, the Major Field Test (MFT) is a nationally-normed, standardized multiple-choice test developed by the Educational Testing Service and administered to senior-level business students at many AACSB International accredited institutions in the United States. It is designed to measure students’ academic achievement through demonstration of their basic knowledge and understanding of key concepts, theories, and analytical methods in the functional areas of business. This test covers the areas of accounting, economics, finance, international issues, legal and social environment of business, management, marketing, quantitative business analysis, and information systems.
Course Requirements:

Team Assignments:
- Group Project Presentation Video and Paper 125 (12.5%)

Individual Assignments:
- Exams (2) 400 (40%)
- Journal Exercise 200 (20%)
- Quizzes (6 @ 25 each) 150 (15%)
- Thought Papers (4 @ 25 each) 100 (10%)
- Syllabus Quiz 25 (2.5%)

Total 1000 (100%)

Required Materials:

Websites Used:
Blackboard https://bb9.tamucc.edu/

Course Specifics:

Examinations (400 points)
Two (2) exams will be given. Each exam will include a combination of true-false (~20%), multiple choice (~30%), and essay questions (~50%). Each exam will be worth 200 points. No makeup exams will be given. Student athletes and others with university-supported documentation may request to reschedule an exam before the scheduled exam date by submitting the proper university documentation to Dr. Sherman for his review and approval.

Journal Exercise: (200 Points)
Each student will develop 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 Blackboard at the appropriate time. Each student will produce a summary of the learning journals to be submitted at the end of the semester.

Quizzes (150 points)
Six (6) quizzes will be assigned during the semester to measure your understanding of the principles covered in the chapters assigned for those weeks. The pre-quizzes are due the day before the assigned class meeting at 11:59p as scheduled in the attached calendar. A post-quiz will be given after the class discussion and due the Thursday after the assigned class at 11:59p as scheduled in the attached calendar. Grading for the quizzes is based on the following formula.

<table>
<thead>
<tr>
<th>Pre-Quiz Score</th>
<th>Overall Quiz Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20%</td>
<td>Zero (0)</td>
</tr>
<tr>
<td>20-59%</td>
<td>Percentage Score on Pre-Class Quiz times score on Post-Class Quiz</td>
</tr>
<tr>
<td>60% or more</td>
<td>100% of Score of Post-Class Quiz (up to 25 points per quiz)</td>
</tr>
<tr>
<td>Example</td>
<td>Score Pre-Class Quiz</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Student 1</td>
<td>20%</td>
</tr>
<tr>
<td>Student 2</td>
<td>80%</td>
</tr>
<tr>
<td>Student 3</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Group Project Presentation Video and Paper (125 points)**
Students will organize into groups of five to six students as Learning Groups. Each learning group is responsible for encouraging and monitoring progress of learning group members on identifying, journaling, and measuring the progress of each individual group member as they attempt to meet goals. Each learning group will make a 10-to-15-minute video presentation and submit a 15-page paper assessing the processes and outcomes of each individual group member and how well the learning group operated as a support and monitoring group. Every group member should have a significant role in the video presentation. The video presentation is worth up to 50 points and the written paper is worth up to 75 points. Detailed instructions will be discussed in class and posted on Blackboard at the appropriate time.

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 of fellow group members’ strategic learning journals or failing to complete other learning group projects will negatively affect this grade. A deduction of ten (10) points from an individual student’s grade will be made if the individual fails to submit a learning group evaluation by the posted due date.

**Thought Papers (100 Points)**
A series of four (4) exercises will be done in class or 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, 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. Thought papers are to be submitted on Blackboard as Word files in 12-point Times New Roman font 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.

**Syllabus Quiz: (25 points)**
A quiz over your understanding of this syllabus will be administered online and will be due on Tuesday September 3, 2019 by 11:59p on Blackboard. Please contact the Islander Online website at [https://iol.tamucc.edu/student_resources.html](https://iol.tamucc.edu/student_resources.html) if you have difficulties in accessing the course or the quiz on Blackboard (bb9.tamucc.edu).
Notes

- Each student is required to submit a group evaluation form after each learning group session. A deduction of ten (10) points from an individual student’s grade will be made if the individual fails to submit a learning group evaluation by the posted due date.
- 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.
- Students in Management 3355 are upper-level college students in an AACSB-accredited College of Business and are expected to behave as adults. Each student is responsible for his or her own behavior and meeting all course assignments and requirements. I am willing as the professor to assist any student struggling with any subject matter or topic. 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.

Course Policies

Grading

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89.99%</td>
</tr>
<tr>
<td>C</td>
<td>70-79.99%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

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 TWO (2). 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.

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 zero the first time and failing the course for any additional offense.
**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. November 8, 2019 is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**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 Corpus Christi Hall 116. 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.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.
Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Preferred methods of scholarly citations – APA style is the only accepted method used for citations and referencing during this class. All work should be paraphrased rather than copied directly. Material used from sources other than the text should use APA style citations and references.
<table>
<thead>
<tr>
<th>Week</th>
<th>Required Readings</th>
<th>Assessments (Note: @ = Due)</th>
<th>Group and Learning Journal Assignments</th>
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</table>
| 1    | 8/27 Syllabus Introduction  
Chapter 1 General Introduction to Organization Change  
**The Scope of Organizational Change: Process versus Content** | Syllabus Quiz @ 11:59p 9/03                                                                  |                                                 |
| 2    | 9/03 Chapter 2. The Nature of Planned Change  
Chapter 3. The Organization Development Practitioner  
**Self as Instrument** | Pre-Quiz @ 11:59p 9/02  
Post-Quiz @ 11:59p 9/05  
Discuss Learning Groups |                                                 |
| 3    | 9/10 Every Sword Has Two Edges: **Self as Instrument Exercise**                  | Thought paper #1 @ 11:59p 9/15                                                              |                                                 |
| 4    | 9/17 Chapter 4. Entering and Contracting  
Chapter 5. Diagnosing  
Chapter 6. Collecting, Analyzing and Feeding Back Diagnostic Information  
**Force Field Analysis** | Pre-Quiz @ 11:59p 9/16  
Post-Quiz @ 11:59p 9/19  
Group Formation |                                                 |
| 5    | 9/24 We Have Met the Enemy: **Personal Sources of Resistance to Change Exercise** | Thought paper #2 @ 11:59p 9/29                                                              | Learning Group Meets  
LG Evaluations @ 8a 10/01 |
| 6    | 10/01 Chapter 7. Designing Interventions  
Chapter 8. Managing Change  
Chapter 9. Evaluating and Reinforcing Organization Development Interventions  
**The River: Holding On, Letting Go, Moving On.** | Pre-Quiz @ 11:59p 9/30  
Post-Quiz @ 11:59p 10/03 |                                                 |
| 7    | 10/08 The River: **Holding On, Letting Go, Moving On Exercise**                  | Thought paper #3 @ 11:59p 10/13  
Learning Group Meets/Accepts  
Learning Goals  
LG Evaluations @ 8a 10/15 |                                                 |
| 8    | 10/15 Exam  
**Journal Project Explanation** | EXAM I  
First Journal 10/16 |                                                 |

**BOLD Dates:** Class meeting on Campus  
**Underlined Dates:** Assignments outside class meeting  
**BOLD UNDERLINE TOPICS:** Lecture topics. Will be included in post-quiz and/or exam.
## Course Schedule MGMT 3355 FALL 2017 (Continued)

<table>
<thead>
<tr>
<th>Week</th>
<th>Required Readings</th>
<th>Assessments (Note: @ = Due)</th>
<th>Group and Learning Journal Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td><em>You Can Do This: Journal Reinforcement Exercise</em></td>
<td>Thought paper #4 @ 11:59p 10/27</td>
<td>Learning Group Meets LG Evaluations @ 8a 10/29</td>
</tr>
</tbody>
</table>
| 10   | Human Process Interventions  
Chapter 10. Interpersonal and Group Process Approaches  
Chapter 11. Organization Power Approaches  
*Oc cam’s Razor and Managing Change and Changing Culture* | Pre-Quiz @ 11:59p 10/28  
Post-Quiz @ 11:59p 10/31 | |
| 11   | *Learning Group Evaluation Meeting Assignment* | Learning Group Meets LG Evaluations @ 8a 11/12 | |
| 11/05 | | | |
| 11   | Technostructural Interventions  
Chapter 12. Employee Involvement  
Chapter 13. Work Design  
Human Resource Interventions  
Chapters 14-16  
The Role of Leaders in Shaping Culture | Pre-Quiz @ 11:59p 11/11  
Post-Quiz @ 11:59p 11/14 | Last Journal 11/15  
Journal Review in Groups LG Evaluation @ 8a 11/19 |
| 11/12 | | | |
| 11/19 | Strategic Change Initiatives  
Chapter 17. Characteristics of Organization Change  
Chapter 18. Integrated Strategic Change  
Chapter 21. Future Directions in Organization Development  
*Begin with the End in Mind* | Pre-Quiz @ 11:59p 11/18  
Post-Quiz @ 11:59p 11/21 | |
| 12   | Thanksgiving Week | Be Safe | |
| 11/26 | | | |
| 13   | Exam Learning Group Summary and Evaluation | EXAM II | Group Journal Review Video @ 6p 12/3  
Individual Summary @ 6p 12/4 |
| 12/3 | | | |
| 14   | Course Feedback | Feedback | |
| 12/10 | | | |

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