



Instructor: Matthew Griffith, PhD
Email: Please contact me through Blackboard Course Messages
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Office Location: BUSN 228
Office Hours: Monday 1:20 pm - 3:30 pm
Wednesday 4:00 pm - 6:00 pm
(office hours held in person or virtually through Zoom)
Meeting Times and Location: 12:00 - 1:20 pm Monday/Wednesday – BUSN 329

Course Description

The concepts, values, underlying assumptions, and intervention techniques that are common in the practice of organizational development and change are presented.

Course Overview

In this course you will develop a conceptual framework about organization development (OD). OD is the study of proactive, planned change in some or all aspects of an organization's functioning to improve its long-term effectiveness. During this course, you will be a member of an OD consulting team that will enter, contract, gather data, feedback, diagnose, design, implement and evaluate an OD intervention to improve the organizational effectiveness of a firm.

Learning Objectives

| Objective | Activities | Assessment |
|--|--|--|
| 1. Understand key OD concepts (e.g., Action Research Model), assumptions, values and ethics that emphasize client collaboration. | Reading assignments, discussions, exercises, cases, consulting team work (team papers). | Quizzes and exam, final project, case analysis |
| 2. Understand the collaborative role of the OD practitioner as a process facilitator. | Reading assignments, discussions, exercises, cases, consulting team work (team papers). | Quizzes and exam, final project, case analysis |
| 3. Understand effective ways to collaboratively gather data, provide feedback, diagnose and plan actions to improve organizational effectiveness. | Reading assignments, discussions, exercises, cases, simulation, consulting team work (team papers and presentation). | Quizzes and exam, final project and presentations, case analysis |
| 4. Understand how to develop, implement and evaluate OD (e.g., strategic change, structural, human process) interventions that improve organizational effectiveness. | Reading assignments, discussions, exercises, cases, simulation, consulting team work (team papers and presentation). | Quizzes and exam, final project and presentations, case analysis |

Learning Disclaimer

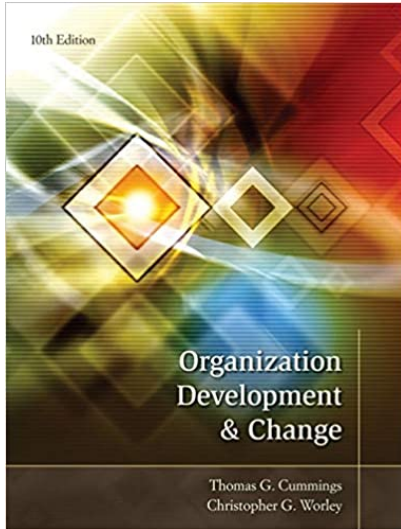
Students vary in their competency levels and you should expect to be successful *only if* you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, prepare adequately for quizzes and exams, and meet all other course expectations of you as a student.

Blackboard

Blackboard is an online learning management system (accessed through <https://my.utep.edu/>) which will be used as the medium for this course. Outside of lectures, all communication, assignments, class materials, quizzes and exams, and dissemination of grades will occur through Blackboard. My recommendation is to check Blackboard at least every other day for updates.

Required Materials

There will be two sets of materials required for this course: a textbook that you can purchase from the UTEP Bookstore, from the publisher (Cengage), or from any other retailer, and a coursepack you must purchase from Harvard Business Publishing (link below). You will not be successful in this course without these materials.



Cummings, T. G., & Worley, C. G. (2015). *Organization development and change* (10th ed.). Cengage Learning.

ISBN: 9781133190455

Price: \$45.49 - \$225.00

You are welcome to rent or buy either a print or digital copy at:
<https://www.bkstr.com/texaselpasostore/home>

or

<https://www.cengage.com/c/organization-development-and-change-10e-cummings/9781133190455PF/>

Additionally, you must purchase the Harvard Business Publishing Coursepack available at:

<https://hbsp.harvard.edu/import/967207>

Price: \$23.50

Supplemental readings, cases, and other exercises will be distributed during the course.

Grades

Grade Components

| | Points |
|---------------------------------------|-------------------|
| Syllabus Quiz | 10 |
| In-class Quizzes (10 x 10 points) | 100 |
| Simulations, Cases, and Exercises | 50 |
| Written Case Analysis | 25 |
| Final Exam | 100 |
| Project Presentations (2 x 50 points) | 100 |
| Final Project | 100 |
| Total | 485 points |

Grading Scale

| Grade | Points | Organizational Equivalent |
|-------|-----------|------------------------------|
| A | 436 – 485 | Promoted |
| B | 388 – 435 | Raise |
| C | 339 – 387 | No Raise |
| D | 291 – 338 | Performance Improvement Plan |
| F | 0 – 290 | Fired |

Simulations, Cases, and Exercises

You will participate in one online simulation this semester—**each student must purchase access to this through Harvard Business Publishing (link above)**. We will also conduct several in-class exercises and case study discussions. Your participation in simulations and class exercises, as well as the discussions that follow, is a requirement of this course. Managers rarely, if ever, operate in isolation. They solicit information and informed opinions from others, present their own views, and engage in many discussions prior to undertaking any major actions. Therefore, you must participate to be successful in the course. Preparation is important to contribute effectively in class; thus you should read the assigned material before each meeting. Students who are not present or prepared, and who do not participate in the simulations, class exercises, and case discussions will not receive credit.

Written Analysis of Case (WAC)

You will need to complete a detailed written case analysis for the Harley-Davidson case during the course. In order to prepare for your case analysis, you should read “An Introductory Note on the Case Method.” That article will provide you a guide on how to analyze the case and what content your written case analysis should focus on. Case analyses should be between 500 and 1200 words. As with all work in this course, no late submissions will be accepted and there are no options for make-up work.

Final Project

In an attempt to connect class members with local organizations from a variety of industries, you will work in a 4 or 5 person consulting team (assigned in class) to analyze an organization and propose an appropriate OD intervention. Your first task is to identify, contact, and receive approval of a manager occupying a substantial position in a large organization that you would like to consult for. **No one in your group can be related to the primary contact nor a member of the organization.** (The instructor must approve all selections before proceeding.) I recommend reaching out to an organization that you would like to work for in the future. Once you have been approved to work with the organization, you will act as a consultant following the OD process covered in the course to demonstrate your comprehension and understanding of the ideas discussed in the readings and how you can apply those to real organizations.

The final written report will consist of two parts. In Part 1, your team will write about how you collected and analyzed data, provided feedback, and conducted diagnosis with the client. In Part 2, you will develop your proposed intervention (each team should only focus on one type of OD intervention—e.g., human process, structural, human resource, strategic change). This should include an action plan for the design, implementation, and evaluation of the intervention.

Your team’s final report should not be longer than 5000 words (maximum). To do well on this assignment, you must follow the process and utilize the concepts covered in the course.

As with all work in this course, late projects will not be accepted.

Project Presentations

In addition to producing a final written report, your team will deliver two 10 minute presentations during the semester. The first presentation (delivered approximately halfway through the course) will focus on Part 1 of the written report above (i.e., diagnosis). The purpose of the first presentation is primarily to get feedback from your peers in class to ensure you design and appropriate quality intervention based on correct diagnosis. The second presentation (delivered during the final week of class) will focus on Part 2 of the written report (i.e., the intervention). Although you will not need to submit Part 1 of the written report at the time of your first presentation, both presentations require submitting a professional deck.

Quizzes and Exams

You will be given in-class quizzes each week to test your developing knowledge as an Organization Development Practitioner. These will be based on the material presented in the textbook and other assigned readings. Therefore, you will need to read the assigned chapters before you attend class each week. Quizzes can be given during either meeting each week. ***There will be no makeup options for missed quizzes.***

Computers and tablets can be a great resource in class. For this class you are required to bring an internet-connected device to all classes as you will be taking the *in-class quizzes online*. If you do not have an internet-connected device, you can check out a laptop or tablet from the library for free (https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html).

In addition to the weekly quizzes, you will have a cumulative final exam that will cover material from the entire course. The final exam may include multiple choice, short-answer, and essay questions taken from the lecture, textbook, and supplemental readings given. Note that university policy does not allow make-up final exams for any reason.

All quizzes and exams will be administered online through Blackboard using the Respondus Lockdown Browser. Thus, you are required to have an internet-connected device (Windows or Mac OS) with the Respondus Lockdown Browser installed for taking the quizzes and exams. For an introduction to Respondus Lockdown Browser watch <https://www.youtube.com/watch?v=XuX8WoeAycs>. For instructions on installing the browser see https://www.utep.edu/technologysupport/Files/docs/MM_Respondus-Student.pdf.

In addition to the Lockdown Browser, the final exam will be monitored with a feature on the LockDown Browser called Respondus Monitor (there is nothing else you need beside the LockDown Browser). Respondus Monitor will require the use of a webcam to verify your identity, your testing environment, and monitor your actions during the exam. Respondus Monitor uses artificial intelligence to alert me to cheating and other suspicious behavior—I can then go and review the video evidence from your webcam. In other words, treat this exam just the same as you would for an exam proctored in the classroom.

Extra Credit

There may be opportunities for extra credit throughout the semester. These opportunities will be presented to the class as they become available. They usually entail participation in research or additional assignments. If given, these points will be added to your final grade at the end of the semester.

Teams

This course relies heavily on teamwork and cooperation throughout the semester. Early in the semester, you will be assigned into groups of four or five and will be asked to accomplish various tasks in a group effort. Since a significant portion of your final grade is comprised of scores on team projects and presentations, teamwork skills are essential for this course. All group members will receive the same score on the assignments. However, each person will evaluate their teammates at the end of the semester, and this can affect an individual's final grade in the course. If you are having difficulties working in groups or problems with another group member, please discuss this with your instructor as early as possible.

Peer Evaluations

At the end of the semester, you will be required to complete a peer evaluation of your teammates that assesses their contributions to the projects and process. All peer evaluations should be carefully and thoughtfully completed. Negative final peer evaluations can reduce a student's final grade in the course.

Problems with Team Members

If a team member's lack of contribution is hurting the team's progress, the team should carefully document relevant issues, and meet with the instructor. If the issues cannot be resolved, the individual may be fired by unanimous vote of all team members and approval of the instructor. If this happens, the fired individual will be expected to complete all remaining team assignments on his/her own. The group presentations will be replaced with individual written analyses. These assignments are due the same date as the team assignments. The same late penalties apply.

Course Policies

Attendance and Participation

Your participation in class is required—i.e., you must participate to be successful in the course. Because participation is a required component, you are expected to:

- Attend *ALL* scheduled class meetings for the *entire duration* of the class meeting
- Read and thoroughly digest the materials that will be discussed each day
- Participate in engaging discussions with your peers in class
- Complete all major assignments and exams

Remember, preparation is important to contribute effectively to class discussions. Thus, you should read the assigned material *before* coming to class.

Late Work

Most deadlines for are set for 11:59 pm on Sunday (see course calendar for specifics). Deadlines are firm. Any assignments which are turned in after the deadline (date and time) are late and will not be accepted. Let me reiterate: **No late assignments will be accepted.**

Technology Requirements

Although this is primarily a face-to-face class, aspects of it will delivered via Blackboard, thus you will be expected to have daily access to a computer, the internet, and email. You will need a stable internet connection to participate in the class along with a supported web browser (Blackboard works best with Google Chrome and Mozilla Firefox; other browsers may cause problems with Blackboard).

Besides an internet connected computer, you will need speakers/headphones, a webcam, and a microphone (most modern laptops have all of these features built in). In addition to the hardware, you will need the following software installed: Microsoft Office, Adobe Acrobat Reader, Windows Media Player or QuickTime, and Java. Make sure all your hardware and software are up-to-date to access all parts of the course.

If you do not have Microsoft Word, you can download it and other Microsoft Office programs (Excel, PowerPoint, etc.) for free via UTEP's Microsoft Office Portal here:

https://www.utep.edu/technologysupport/ServiceCatalog/SOFTWARE_PAGES/soft_microsoftoffice365.html.

If you do not own a computer or have personal access to the internet, there are computers accessible to you in UTEP's computer labs that are connected to the internet. For further information on computer labs, please see the following website:

<https://www.utep.edu/technologysupport/>.

IMPORTANT: If you encounter technical difficulties with your computer, software, or Blackboard at any point during the semester, please contact the UTEP Help Desk at 915-747-4357 or helpdesk@utep.edu. They are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance—the Help Desk is much better equipped than I am to assist you!

Professionalism

Per university policy and classroom etiquette; electronics *must be silenced* during meetings. Computers, tablets, cell phones and other types of electronic equipment can be distracting or disruptive to others. Distracting use of technology that is not related to the class will affect your grade. From the vantage point of the instructor, it is obvious when someone is not engaged in the class (e.g., texting, smartphoning, facebooking, surfing the web). In the corporate world, this is a

good way to isolate yourself from the team and miss out on promotions and positive performance evaluations. In some organizations, violations may also be cause for termination.

Netiquette

The use of the internet to work remotely is commonplace in today's organizations and this way of working comes with new and updated professionalism and etiquette guidelines. In this class, I expect all students to engage in good "netiquette" (network etiquette) behavior. The UTEP Netiquette Guide for Online Course can be found here:

<https://www.utep.edu/extendeduniversity/cid/Files/docs/faculty-resources/student-orientation/NetiquetteGuideforOnlineCourses.pdf>.

Protocols of Communication

All students are welcomed and encouraged to communicate with the instructor on issues relating to the course, assignments, grading, or other issues. The best way to contact me is live during office hours (either in person or on Zoom). The second-best way to contact me is through Blackboard Messages. I do not, however, check messages on the weekends. Since I get a variety of email each day, messaging me through Blackboard will ensure I read your email immediately. All communication between student and instructor and between student and student should be respectful and professional (see netiquette above). Your Miners Email is the only official student email at UTEP and I will only communicate with you via Blackboard or your Miners Email. You are responsible for checking your Blackboard and Miners Email account regularly.

Course Accessibility

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Center for Accommodations and Support Services (CASS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest that you contact CASS (Union East 106; 915-747-5148; cass@utep.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Miscellaneous Policies and Compartment

- Like most things worth doing, this class requires focus and commitment. In this spirit, I ask you to leave electronics (cell phones, tablets, computers, etc.) shut off and put away except as needed to access course materials.
- Be **punctual** for class. When you're tardy, you miss important course announcements and you disrupt the learning process for others. If you do arrive late, please enter and take a seat quietly. Repeated tardiness will result in an impact to your participation grade.
- Be **courteous**. Please do not engage in behaviors that disrupt the class.

- Participate in class discussion and group activities, but don't interrupt other students or try to dominate the conversation. Stay *focused* on the assigned topic.

COVID-19

If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. It is important to follow all instructions that you receive as part of the diagnosis, including isolation and staying at home until a negative test is produced.

If you experience COVID-19 symptoms, please follow the isolation protocol by staying at home and getting tested as soon as possible. If the test is negative but you are still seeking accommodations, please contact the Dean of Students Office for guidance in a timely manner. I will work with the Dean of Students Office to determine the extent of any such accommodations.

I strongly encourage you to think and act proactively in all matters related to COVID-19 and your academic endeavors. The Center for Disease Control and Prevention recommends that people in locations with high community levels wear masks indoors in public (such as a classroom). Check the current community level in El Paso here: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>. The best way that Miners can take care of Miners is to get a vaccine and booster. I have received both doses of the vaccine along with a booster and encourage you to do the same. If you still need the vaccine, it is widely available in the El Paso area at **no cost** regardless of insurance or immigration status. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Academic Honesty

Academic Integrity and Scholastic Dishonesty

Scholastic dishonesty in any form will not be tolerated and will be dealt with strictly in accordance with UTEP's *Handbook of Operating Procedures* and the Regents' *Rules and Regulations*. Please review the policies to learn your rights, obligations, and responsibilities at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>.

There is a strict "zero tolerance" policy toward cheating, plagiarism, and other forms of scholastic dishonesty as they relate to all aspects of this course, its assignments, quizzes, exams, and all other activities. Any student caught violating any policy in the *Handbook of Operating Procedures* will receive an "F" for the course and will be referred to the Office of Student Conduct and Conflict Resolution for further action.

Plagiarism

We will utilize Blackboard's SafeAssign for all written assignments in this course. SafeAssign is a tool used to prevent plagiarism and to help students identify where to properly attribute sources. It compares submitted assignments against internet, document archives, and other

databases to identify areas of overlap between the submitted assignment and existing works. Accordingly, you must submit your assignments electronically through Blackboard by the date and time the assignment is due. After the assignment is processed, the instructor will receive a report that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit https://help.blackboard.com/Learn/Student/Assignments/Assignments_SafeAssign. Although your paper may be returned with a grade, no grade is final until a satisfactory report from SafeAssign has been received.

Copyright Statement

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Student Resources

Technology Support

This course depends on reliable technology and access to Blackboard. If you have any technology or Blackboard related questions or issues this semester, please contact the Technology Support Help Desk 24/7 by phone, email, or chat. All of their contact information is available on their home page at <https://www.utep.edu/technologysupport/index.html>.

University Library

This course requires you to know where to find and how to use the best available evidence regarding management practices and processes. Libraries are your best source for this information. You are expected to know how to use the library's resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (<https://www.utep.edu/library/>).

The subject librarian for the College of Business Administration is Lilia Fernandez. Feel free to contact her with any of your research or library needs (<https://www.utep.edu/library/people/subject-specialist.html>).

University Writing Center

Effective business writing is one of the biggest weaknesses that managers have (and consequently one of the best opportunities to distinguish yourself by doing it well). Since effective writing will be part of your evaluation on written assignments, I strongly recommend you schedule an appointment with the University Writing Center for help with your writing. The University Writing Center (UWC) offers writing support to UTEP students at every level, in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better

writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the university. Consultations are available for individuals and groups. To make the best use of the UWC, visit far enough before the assignment due date to allow yourself time to revise after your consultation. You may find it helpful to browse the writing resources on their website (<https://www.utep.edu/uwc/>) or arrange regular weekly appointments. You can contact them by phone (915-747-5112) or schedule an appointment on their website. The UWC is located in the Library, room 227.

Disclaimer

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course outcomes. Students will be notified of changes and are responsible for attending to such changes or modifications posted on the Blackboard site for this course.

Course Outline

The following schedule is subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. All changes will be announced.

| Week | Topic | Readings | Assignments |
|------------------|--|-----------------|--|
| 1 Aug 22, 24 | Introduction Overview of course Syllabus | Syllabus | |
| 2 Aug 29, 31 | OD and Change | Chapters 1, 2 | Syllabus Quiz due Sep 4 <i>Quiz 1</i> |
| Sep 5 | Labor Day Holiday | | |
| 3 Sep 7 | The OD Practitioner | Chapter 3 | <i>Quiz 2</i> |
| 4 Sep 12, 14 | Diagnosis | Chapter 5 | <i>Quiz 3</i> |
| 5 Sep 19, 21 | Diagnosis (cont.) | Chapter 6 | <i>Quiz 4</i> |
| 6 Sep 16, 28 | Designing Interventions | Chapter 7 | <i>Quiz 5</i> WAC due Oct 2 |
| 7 Oct 3, 5 | Evaluating Interventions | Chapter 9 | <i>Quiz 6</i> Harley-Davidson: Preparing for the Next Century |
| 8 Oct 10, 12 | Human Process Interventions | Chapters 10, 11 | <i>Quiz 7</i> |
| 9 Oct 17, 19 | | | Presentation #1 |
| 10 Oct 24, 26 | Change Management | Chapter 8 | <i>Quiz 8</i> Simulation: Spectrum Sunglass Company |

| | | | |
|------------------------|--|-----------------|--|
| Oct 28 | Drop/Withdrawal Deadline | | |
| 11 Oct 31, Nov 2 | Structural Interventions | Chapters 12, 14 | <i>Quiz 9</i> |
| 12 Nov 7, 9 | Employee Involvement, Diversity, and Wellness | Chapters 13, 17 | <i>Quiz 10</i> |
| 13 Nov 14, 16 | HR Interventions | Chapter 15, 16 | <i>Quiz 11</i> |
| 14 Nov 21, 23 | Transformational Change | Chapter 18 | <i>Quiz 12</i> Final Project due Nov 27 Peer evaluation due Nov 27 |
| Nov 24-25 | Thanksgiving Holiday | | |
| 15 Nov 28, 30 | | | Presentation #2 |
| Dec 2 | Dead Day | | |
| 16 Dec 5-9 | Cumulative Final Exam | | See University's Final Examination Schedule |
| Dec 10-11 | Fall Commencement | | |