



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 568-115, CRN 60143

Organizational Development & Change (Online)

Summer 2018 (4 Jun through 27 Jul)

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Brad Almond
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Office Hours: I am available to students for meetings on an appointment-only basis on Tuesdays and Thursdays from 2:00 to 5:00, or other times as available and as requested. I can also arrange for phone calls or video chats during this time for distance learners.

Mode of instruction and course access:

This course is delivered via a 100% online format, and makes use of the TAMUCT Canvas Learning Management System. This system may be accessed at <https://tamuct.instructure.com>.

Student-instructor interaction:

Students may communicate with the instructor via Canvas messaging. Your instructor will check messages at least once per day (typically twice: morning and afternoon), Monday through Saturday. Students who send emails late Saturday night or Sunday should not expect (but may occasionally receive) a response before Monday morning. See contact information and office hours section above for more contact options.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in

911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

1.0 Course Overview and Description

This course involves the study, research and analysis of proactive strategies for organizational change using the theories and techniques of applied behavioral science. This course covers the phases of consulting, strategies, intervention decisions and actions, multiple roles, skills and phases of internal and external consultants, ethical dilemmas and guidelines, and the implementation of action research.

2.0 Student Learning Outcomes:

GENERAL LEARNING OBJECTIVES:

By engaging in this course, students will develop in each of the following general cognitive and practical skill areas:

- A. **Analogical thinking.** Analogical thinking involves the application of terms and conceptual models to specific—and especially new—contexts.
- B. **Analytical thinking.** Analytical thinking involves the careful consideration of data in an attempt to answer diagnostic-type questions such as, “What is happening here?” “How do these facts all relate to each other?” and “What does it all mean?” Analytical thinking is the bedrock of decision-making: it is only after engaging in analytic thinking that one should begin to ask the questions, “Is this good or bad?” and “What should I do?”
- C. **Integrative thinking.** Integrative thinking involves the application of multiple conceptual or disciplinary frameworks to a single problem or scenario.
- D. **Imaginative and creative thinking.** Imaginative and creative thinking involves the identification, articulation, and realization of novel and hitherto unarticulated possibilities. This sort of thinking may also include the three types of thinking described above.
- E. **Learning-by-reading.** Learning-by-reading is a cognitive skill involving the active mental acquisition, storage, organization, and retrieval of thoughts and ideas that have been disseminated in a print medium.
- F. **Written communication.** Written communication is a skill involving the coherent and compelling expression of (typically one’s own) thoughts and ideas (which are often derived or synthesized from the thoughts and ideas of others) through written language. **Please note that ALL assignments in this course are evaluated for correct grammar, spelling, syntax, and style.**
- G. **Spoken communication.** Spoken communication is a skill involving the coherent and compelling expression of one’s own thoughts and ideas through spoken language.
- H. **Collaboration.** Collaboration is the skill of cooperatively engaging in one or more of the above mental or practical tasks with one or more other people. It involves a particular

set of organizing, coordinating, and communicating skills that are not required when working alone.

SPECIFIC COURSE LEARNING OBJECTIVES:

At the conclusion of the course the student will be able to:

- Define various terms relating to organizational development & change
- Apply theories and current research concerning individuals, groups, and organizations to the process of change
- Articulate and apply basic systems thinking principles
- Identify and design interventions in relation to systems components and archetypes
- Discuss the process of change as applied to organizational culture and human behavior
- Identify organizational situations that would benefit from OD interventions
- Explain and act upon the differences between insider and outsider approaches to consulting and OD interventions
- Analyze/diagnose ongoing activities within an organization and design and plan the implementation of selected OD interventions.
- Articulate how organizational development differs from other change methods
- Identify and apply OD diagnostic models
- Identify and apply multiple methods for collecting diagnostic data in organizations, and the benefits and shortfalls of each
- Identify and apply the dynamics and appreciate the difficulties of change as applied to organizational culture and human behavior
- Design and plan the implementation of multiple OD interventions

COURSE REQUIREMENTS AND EXPECTATIONS

3.0 Required Resources

TEXTBOOKS:

The required textbooks for this course are:

- *Organization Development: A Jossey-Bass Reader*, edited by Joan V. Gallos. San Francisco, CA: Jossey-Bass. 2006.
- *The Fifth Discipline Fieldbook*, by Peter Senge et al. New York, NY: Currency / Doubleday. 1994.

Please note that the TAMUCT bookstore historically has not stocked books for online course sections. However, these books *may* nevertheless be available in the bookstore.

These books are easily available in commercial bookstores or online for purchase or for rent, and are often available used. These books were chosen for their quality, readability, currency, and low cost. Additional resources like Google books may allow for previews of sections of the books if reading must be completed before ordered books arrive. If ordering books from an online vendor, pay the extra for expedited shipping to avoid falling behind.

Please also note that the TAMUCT Library has copies of the above two books available for check out or on-site reading.

Any additional assigned readings not listed above will be made available to the student through TAMUCT library databases or the Web.

TECHNOLOGY:

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need **a means to listen to and record audio files on your computer** (i.e., a microphone and speakers or a headset that has them both built-in). If you do not have frequent and reliable access to a computer with Internet connection, or are not proficient in your use of a computer, please consider dropping this course and taking it once you have improved your computer skills, or taking it in a traditional classroom format.

You will also need **access to Microsoft Word™** (or another compatible word processing program such as OpenOffice Writer™ that can read and create .doc files) and **a program that allows you to view PDFs**. Adobe offers a free PDF reader at <http://www.adobe.com/products/acrobat/readstep.html>. Most computers are already equipped with this (or a similar) application.

This course will use the TAMUCT Instructure Canvas learning management system.

- To access the TAMUCT Canvas, use the following URL and the login credentials listed below
 - <https://tamuct.instructure.com>
 - Username: Your MyCT username (i.e., xx123 or everything before the "@" in your MyCT e-mail address)
 - Password: Your MyCT password
- For Canvas technical support, click on the Help link located in the lower-left corner of the main Canvas page. Multiple support options are provided, including
 - Live chat with a support technician
 - The submission of a support ticket through "Report a Problem"
 - Phone support via the Canvas support line (800-757-0953)

Other Technology Support.

For general technology issues (e.g., can't log in), students should contact Help Desk Central, which is accessible 24 hours a day, 7 days a week:

- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

When contacting Help Desk Central for support, please let your support technician know you are a TAMUCT student. For non-technical issues related to course content and requirements, contact your instructor.

By enrolling in an online course, students take full responsibility for their own technology needs. Please note that technology issues are not an excuse for missing or committing an

error on a course requirement. Be sure computers are configured correctly and functioning properly well in advance of course deadlines.

4.0 Performance Expectations and Deliverables

GENERAL PROFESSIONAL BEHAVIOR STANDARDS:

While engaged in the pursuit of each the General and Specific Course Learning Objectives listed above, each student will be expected to:

- **Demonstrate PROFESSIONAL INITIATIVE** at all times by taking responsibility for one's own performance in the course, as well as for any opportunities one may be able to take to enhance the course for others. This should be demonstrated vis-à-vis course assignment details, course deadlines (and personal time management, generally), contributions to groupwork, use of required course technology, and the anticipation and competent management of contingencies relating to oneself and to others that may affect one's performance in the course (e.g., job, family, other courses).
- **Demonstrate PROFESSIONAL COURTESY** at all times by maintaining a professional tone in all communication with all persons involved with this course: peers, professor, etc. This includes any communication that may involve reporting interpersonal conflict, engaging in discussions or disputes, or giving / responding to negative feedback. Professional courtesy also includes a commitment to listening well, and to engaging in meaningful dialogue where other parties are given ample opportunity to contribute to the discussion or assignment at hand without fear of disruption, retribution, or unwarranted criticism. Finally, it also includes common courtesies such as letting group members know in advance if you going to be unavailable for a scheduled meeting, or if you are going to miss an agreed-upon deadline due to an unforeseen disruption.
- **Demonstrate PROFESSIONAL INTEGRITY** at all times by complying with all guidelines and restrictions regarding the completion of student work, the use of external sources, the general compliance with the TAMUCT academic integrity policy, and the giving of specific, accurate, and timely peer performance evaluation when appropriate.
- **Demonstrate a commitment to PROFESSIONAL DEVELOPMENT** at all times by reading, comprehending, integrating, and applying all reading materials to all course assignments and activities, and by successfully completing all assignments and activities to the best of one's abilities at the present time.
- **Demonstrate PROFESSIONAL MATURITY** at all times by accepting the circumstances under which one has chosen to attempt to complete this course, and by accepting the evaluation of one's work by one's peers and/or instructor without complaining or resorting to irrelevant appeals (e.g., "but I have to keep my 4.0 GPA"). This is notwithstanding any exceptional situations in which a student is able to provide written documentation that a legitimate, objective evaluation error has been made, or in which normal evaluation policy should be set aside because of a documented emergency.

GRADE COMPONENTS:

OD intervention project.

Overview: Each student will be involved with analyzing a real organization and developing a step-by-step organizational development strategy for potential use in this same organization. The final deliverable for this project is a virtual presentation (details in the next section).

Group work. Students are required to complete this project collaboratively in groups of up to 5 members. Your instructor reserves the right to modify this limit when class sizes are small. Students will be permitted to self-select into groups through the course Canvas page. Under normal conditions (see below for more about this), all members of a group will receive the same grade, and each group will be responsible for policing the behavior and relative contributions of its individual members. With my prior approval, groups have the option to dismiss individual members who demonstrate an inability or unwillingness to carry an ordinate and/or equitable share of the responsibility for the group's project. Dismissed students will be given the opportunity to join another group, but permission to do so must be given unanimously by the members of the group being sought. If no other group is willing to allow the dismissed student to join, the student must complete the OD intervention project alone.

Evaluation. Your final deliverable for this project should be of sufficient quality that you would feel comfortable showing it to a boss, colleague, prospective client or employer in order to provide an example of the best quality of research, writing, and presentation of which you are capable. In general, this paper will be evaluated on the following bases (specific evaluation criteria will be given in the assignment file on Canvas):

1. Composition—how well the project is developed (i.e., crafted) and put together
2. Comprehensiveness—how thorough you have been in your research, as evidenced by the breadth and quality of your academic and primary source material.
3. Integration—how artfully and effectively the evidence and precedents you have collected to make your case are woven into the conceptual fabric (i.e., the argument) of the paper
4. Utility—how useful a prospective client would find the project. A good question to ask is: “Would the client clearly see the value of this intervention strategy, and could he or she execute this particular intervention using only this project as a resource?” A good answer is: “Yes, and Yes.”

Additional information. Additional information about this assignment (sample submissions, formatting guides, etc.) will be posted in separate files on Canvas. Students and student groups will also be required to submit a project proposal early in the semester, and periodic progress reports as requested by the instructor (see the Course Schedule and the course Canvas page for details).

Paper Presentation.

As the final deliverable for the OD Intervention Project, a 20-minute virtual presentation will be developed and produced by each student or student group. This presentation must be produced on a professional quality platform such as Prezi, and must have fully integrated and

seamlessly edited audio and video/animation elements. Additional visuals (e.g., handouts, summaries) are permitted, but not required. Full instructions and guidelines will be posted to the course Canvas page.

Please note that there will be a formal peer evaluation component in this course, and the receipt of extreme or multiple complaints (or complaints from multiple persons) about a specific student's lack of contribution on a collaborative project may result in a reduced grade for the student in question. The amount of any grade reduction would be in addition to any loss of participation points, and would depend on the severity of the complaint(s), the sufficiency of the documentation given in support of the complaint, and any relevant extenuating circumstances. The maximum that may be levied against a student on the basis of negative peer evaluations is a one letter grade reduction (10%) on the course average. Note that this reduction limit does NOT apply in situations in which University academic integrity or student conduct policies have been violated (i.e., plagiarism).

Examinations.

There will only be a single mid-term exam in this course. It will count 25% of the final grade in the course. Details about this exam (format, length, content) will be given through the Canvas page.

Personal journal.

Each student will be given a private space on the course webpage to create a journal. This journal is meant to be a place where students can reflect and record their musings on the readings from the *Fifth Discipline Fieldbook*. Students should choose ONE (1) and only one assigned reading from the *Fieldbook* during every course module (every 1 to 2 weeks depending on course format), and use the journal area to reflect on how this reading impacted them, how it was thought provoking, how it spoke to a current or past organizational situation the student has encountered, etc. Students should definitely NOT summarize the reading in question. Students are required to make one (and only one) substantive entry every module in their journal. Each entry is worth up to 31.25 points, and counts 3.125% of the final course average. Entries that are late or inconsistent with the assignment parameters will receive no credit, and no opportunity is given to make up missed journal posts. The purpose of the journal is to help students develop as individuals and to reflect on their roles and responsibilities within the particular organizational contexts in which they participate or have participated. Your instructor will evaluate journal entries on the basis of the evidence of "quality time" spent on the assignment, as evidenced by thoughtful, subtle, insightful, reflective, and non-trivial responses. Good journal entries reflect on and explore the intersection of three things: the material from the reading, an organizational setting with which you are familiar, and your own practice vis-à-vis the material and this organizational setting. Unless otherwise indicated, I will look for all three of these in each entry. Please see the sample entries (a good one and a bad one) I have posted for you on Canvas, as well as additional guidance on what ought to be included. Please see the Course Schedule for a list of readings that are eligible for journal use.

Participation.

As mentioned previously, class participation will be assessed in this course. A general participation grade will count for 25% of your final grade. Components of this grade include the items listed in the grade computation table below

Grade Computation:

Students earn their course grades by participating in their project groups, in online discussion forums, completing individual and group assignments, and contributing to the learning of their peers; no extra credit assignments are given. To pass this course satisfactorily, students must complete each of the graded items listed below.

Final grades will be calculated as follows:

Performance Category	Percentage	Points
OD intervention project (presentation)	25%	250
Personal journal (8 entries @ 31.25 pts.)	25%	250
Mid-term examination	25%	250
Participation (broken down below)	25%	250
<i>Personal bio</i>	2%	20
<i>OD intervention project proposal</i>	2%	20
<i>OD intervention project data status update</i>	3%	30
<i>OD intervention project preliminary analysis</i>	4%	40
<i>On-time, complete peer evaluation</i>	2%	20
<i>Case analysis discussion posts (4 @ 30 points)</i>	12%	120
TOTAL	100%	1000

Grading Scale:

The grade scale utilized in this course is as follows (all values in percents):

- above 89.4 A
- 79.5 – 89.4 B
- 69.5 – 79.4 C
- 59.5 – 69.4 D
- below 59.5 F

Students will typically earn one of three grades in this class: an A (high pass), B (pass), and C (low pass). Students who exhibit acceptable levels of quality, engagement, and effort will receive a B. Students who exhibit exceptional levels of quality, engagement, and who take active (and proactive) responsibility for not only their own learning but also for the learning of the class as a whole will receive an A. Students who do not complete all of the course requirements (e.g., they do not keep a journal), or who complete them very poorly will typically receive a C or a D. Students who commit a serious academic integrity violation or who default on multiple course requirements will receive an F.

5.0 Course Schedule

What appears below is the expected schedule we will follow for this course. However, it should be considered tentative and unofficial. **THE OFFICIAL COURSE SCHEDULE WILL BE MAINTAINED ON THE COURSE CANVAS PAGE.**

For purposes of this class, modules are **one (1) week** in duration and run from Monday through Sunday. The first and last modules of the course may be slightly abbreviated as per the University Academic Calendar. The abbreviation *OD* indicates that the reading comes from *Organization Development: A Jossey-Bass Reader*, and the abbreviation *FDF* indicates *The Fifth Discipline Fieldbook*. Note that (as mentioned above) I reserve the right to assign additional readings and/or activities. Any additional readings or requirements not listed here will be announced in advance and/or distributed through Canvas.

MODULE 1 (June 4 – 10)

Readings:

- Course syllabus
- Morgan's metaphors:
 - <http://www.cleanlanguage.co.uk/articles/articles/19/1/Metaphors-of-Organisation-part-1/Page1.html>
- Bolman & Deal's frames:
 - <https://www.msu.edu/course/cep/952/refbolmandealfourframemodel.htm>
- *****What is Organizational Development?** (excerpt) *OD* 4-5 (focus on the list of characteristics, *a* through *j*, of the effective organization)
- The OD Core (excerpt), *OD* 129-130 (focus on the list, items 1-6, of core philosophy/practices of OD)
- The OD Process, *OD* 263-265
- The Leader's New Work, *OD* 765-792
- An Exchange of Lore and Learning, *FDF* 4-7
- How to Read This Book, *FDF* 7-9
- Core Concepts About Learning in Organizations, *FDF* 48-49

Deliverables to turn in this module:

- Journal entry #1, which must be based on the reading marked with *** above. Address the following questions in your entry:
 - Do you agree that these items are good indicators of organizational effectiveness?
 - Which items, if any, do you disagree with?
 - Why are profit and other market-based success indicators not included here?
 - Are there any other effectiveness indicators that should be excluded or added?
 - In your experience, have the organizations you have been a part of exhibited these characteristics? Which characteristics have been present? Absent?
- A personal bio. Instructions may be found in the Discussions area.

Other things to do during this module:

- Using the personal bios and any additional contact you may have had with your classmates, self-select into OD project groups, and have 1 person per group email me to let me know who you will be working with. Groups may have 2-5 members; I do not want anyone working alone. Anyone not self-selected into a group by the end of this module will be assigned to one by me.
- View the "Course Overview" video (in the Lectures area).
- View the "Intro to Organizations" lecture.

Things to be thinking about as you read:

- What key differences exist between the perspectives and practices of an OD practitioner and those of a typical manager? In other words, how is what most managers do NOT organizational development, and how is what most OD practitioners do NOT management? Or, in other words, how is helping an organization learn different from helping it perform its current tasks better?
- How might a particular organizational frame or metaphor affect how an organization is operated? In other words, would a "machine" organization run differently than a "family" organization? Do real organizations ever reflect more than one metaphor or frame?
- How can collecting data be a form of organizational intervention?

Module 2 (June 11 – 17)

Readings:

- “A Case of Wine” (in Additional Readings)
- Read over the OD Intervention assignment files if you have not already done so. They may be found with the OD Intervention Project link under the Assignments & Assessments menu heading.
- Change Process Theories (excerpt) *OD* 94-103
- Evolution and Revolution as Organizations Grow (in Additional Readings)
- Action Research, *OD* 185-201
- The Congruence Model of Change, *OD* 252-262
- Strategies for Systems Thinking, *FDF* 87-91
- What You Can Expect...As You Practice Systems Thinking, *FDF* 91-94
- *****Starting With Storytelling, *FDF* 97-108**
- *****The Five Whys, *FDF* 108-112**

Deliverables to turn in this module:

- Journal entry #2, which must be based on one of the readings marked with *** above.
- A qualifying discussion post for “A Case of Wine.” Choose one (1) of the discussion questions at the end of the case reading, and create a discussion thread in the discussion area for this case based on the question you are answering. For question 1 it may be useful to do a quick preview of pages 618-621 in your *OD* book to get an idea of how organizational culture is often conceived in OD circles. We will come back to this idea (and reading) in Module 7.

Other things to do during this module:

- View the “Systems Thinking” lecture (in the Lectures area).
- View the “Organizational Change Types and Models” lecture. It may be useful to skim the Change Process Theories reading BEFORE viewing this lecture, as the material in them overlaps somewhat.
- View the “Diagnostics” lectures (parts 1, 2, and 3). It may be useful to read the Congruence Model of Change reading BEFORE viewing these lectures, as the material in them overlaps somewhat.

Things to be thinking about as you read:

- How does the Evolution and Revolution reading relate to the change “motors” described in the Change Process Theories reading? In other words, can you use the motors in the Change Process Theories reading to characterize or explain the processes in the Evolution and Revolution reading? If so, which ones?
- How does the Action Research reading relate to the change “motors” described in the Change Process Theories reading? Which two change motors was Lewin seemingly trying to collapse or combine?
- How does systems thinking relate to the concept of change motors and/or to the four frames concept from module 1?
- The Five Whys reading highlights a common problem: how to differentiate a PRESENTING PROBLEM (one that presents itself) from an ACTUAL PROBLEM. This idea will crop up again in many places in this course.

Module 3 (June 18 – 24)

Readings:

- Kurt Lewin and the Planned Approach to Change (excerpt), *OD* 133-145
- *****Leading Change: Why Transformation Efforts Fail, *OD* 239-251**
- The Language of Systems Thinking: “Links” and “Loops”, *FDF* 113-148
- The Archetype Family Tree, *FDF* 149-150
- Enriching the Archetype, *FDF* 161-169
- *****Seven Steps for Breaking Through Organizational Gridlock, *FDF* 169-172**

Deliverables to turn in this module:

- Journal entry #3, which must be based on one (1) of the readings marked with *** above.
- A 1-page (max, single-spaced) OD intervention project proposal. Note that each group may submit up to two (2) proposals (I will tell you which one seems to have better potential). Please remember that this is a proposal, and that I may reject it, accept it as-is, or accept it conditionally (with changes). Your group’s proposal should tell me the following:
 - The name of each group member
 - The name of the organization
 - Your group’s connection to the organization
 - Your primary point of contact within the organization
 - What sort of access you will have to data (people, processes, records, etc.) within this organization
 - Why you think this organization is a (potentially) promising site for your project
 - What potential difficulties you think you may encounter in this organization

Other things to do during this module:

- View the “Data Collection” lecture.
- Be thinking about a data collection plan for your OD project—the specifics of the who, what, where, when, why and how of your data collection.
- View the “Comments on the OD Intervention Paper” lecture.
- View the “Quick Quant Data Analysis Overview” lecture.

Things to be thinking about as you read:

- Take some time to really let the links, loops, and archetypes concepts from the *Fieldbook* soak in. These are really critical (if difficult) concepts for OD practitioners, and are also important for your intervention projects. Can you create a links-and-loops graphical illustration of a systemic organizational phenomenon with which you are familiar? If you wish, you can upload this graphic to Canvas, and we can discuss it as a class.
- It is important to remember that these archetypes are NOT the same thing as simple workflow diagrams or procedural models, although students often get them confused. Think of the items in these archetypes as things (often quantitative variables) that influence other things, not merely steps in a sequence within an organizational hierarchy. One previous student erroneously tried to describe the admissions process at a local college using one of these archetypes, by showing the flow of student paperwork and information through the institutional hierarchy. In a diagram she created, the arrows represented the flow of student information (e.g., admissions and financial aid documents) from one department to another, etc.), and, as such, only showed direction and sequence, NOT causal influence. A better way to do this would have been to think in terms of VARIABLES that cause change in other variables.

Module 4 (June 25 – July 1)

Readings:

- ***Teaching Smart People How to Learn, *OD 267-285*
- ***Understanding the Power of Position: A Diagnostic Model, *OD 322-343*
- Strategies for Developing Personal Mastery, *FDF 193-198*
- What You Can Expect...From the Practice of Personal Mastery, *FDF 198-212*
- ***Loyalty to the Truth, *FDF 213-218*
- ***The Power of Choice, *FDF 218-219*

Deliverables to turn in this module:

- Journal entry #4, which must be based on one (1) of the readings marked with *** above.
- Mid-term exam. The exam will be distributed to you via Canvas one week before it is due. You will upload your completed exam directly to Canvas.

Other things to do during this module:

- Give me a quick status update regarding the raw data you have collected so far: what (and how many) interviews, observations, internal documents, surveys you have conducted/collected, and your sense of the quality of the data you have received. The point here is to show me you've got something to work with. It is not necessary to have done any formal data analysis at this point. Post this update where indicated (the "Raw data status update" assignment) in the OD Intervention Project area in Canvas (1 file per group, please).

Things to be thinking about as you read:

- How does personal mastery relate to the other disciplines from the *Fieldbook*? Does personal mastery influence the others, or vice-versa?
- What is the difference between the loops in Argyris's article and the loops in the *Fieldbook* from Module 3? Is there any connection between Argyris's loops and the concept of personal mastery? If so, what is it?

Module 5 (July 2 – 8)

Readings:

- Lincoln Hospital, part 2 (in Additional Readings)
- Reframing Complexity, *OD* 344-362
- Innovations in Infrastructure for Encouraging Personal Mastery, *FDF* 220-223
- Instilling Personal Mastery at Beckman Instruments, *FDF* 224-226
- ***Intrapersonal Mastery, *FDF* 226-232
- Flawless Consulting, *OD* 385-396
- The Organization Development Contract, *OD* 397-408
- Sample OD Client Proposal (see PDF in Additional Readings menu)
- ***The Right Coach, *OD* 433-443
- Strategies for Working With Mental Models, *FDF* 235-239
- What You Can Expect...in Working With Mental Models, *FDF* 239-242

Deliverables to turn in this module:

- Journal entry #5, which must be based on one (1) of the readings marked with *** above.
- A qualifying discussion post on part 2 of the Lincoln Hospital case.
- The discussion questions are in posted in the Additional Assignment Files area

Other things to do during this module:

- After reading the first part of the Lincoln Hospital case, post a thoughtful, well-written response to one or more of the discussion questions for this reading. These questions are in the Other Assignment Files area. You do not have to respond to every question, but you may respond to multiple questions in a single post if you choose. Quality is much more important than quantity here. Try to incorporate material from lectures and readings in your responses, as appropriate.
- View the “Power and Influence” lecture.

Things to be thinking about as you read/watch:

- In which areas of your personal and professional life are you consistently *ineffective*? Why might this be so?
- Within which orientation (from the Intrapersonal Mastery reading) do you most often operate?
- Why might it be useful to know this about yourself? About someone else?
- What theoretical (or metaphorical) similarities might exist between the Intrapersonal Mastery reading and the Reframing Complexity reading? Are there potentially some useful insights here?
- How could knowing the principles of influence help an OD practitioner design and implement interventions? How could it have helped in the Lincoln Hospital case?

Module 6 (July 9 – 15)

Readings:

- What Constitutes an Effective Internal Consultant?, *OD* 470-484
- Enlist Others, *OD* 518-539
- The Ladder of Inference, *FDF* 242-246
- The Left-Hand Column, *FDF* 246-252
- Balancing Inquiry and Advocacy, *FDF* 253-259
- Conversational Recipes, *FDF* 260-262
- Opening Lines, *FDF* 263
- *****Bootstrapping Yourself into Reflection and Inquiry Skills, *FDF* 264-275**
- *****Creating Scenarios, *FDF* 275-278**
- *****Shell's Internal Consultancy, *FDF* 279-286**
- Strategies for Team Learning, *FDF* 351-355
- What You Can Expect...from Team Learning, *FDF* 355-357
- *****Dialogue, *FDF* 357-364**
- *****Designing a Dialogue Session, *FDF* 374-385**
- Projector and Screens, *FDF* 382-384 (intervention)
- Blindfolds, *FDF* 384-385 (intervention)
- Fishbowl, *FDF* 396-398 (intervention)
- Popular Postmortems, *FDF* 400 (intervention)
- *****Silence, *FDF* 401-402 (intervention)**
- *****Undiscussables, *FDF* 404-406 (intervention)**

Deliverables to turn in this module:

- Journal entry #6, which must be based on one (1) of the readings marked with *** above.
- A 1-page (max, single-spaced) outline of your preliminary data analysis: what you have done, and what you have learned so far. Be sure to mention what analysis methods and/or tools you have used, and what themes, results, etc., you have identified. Post this update where indicated (the "Preliminary data analysis update" assignment) in the OD Intervention Project area in Canvas (1 file per group, please).

Other things to do during this module:

- View the "Johari Window (an Introduction to OD Interventions)" lecture.

Things to be thinking about as you read:

- How are all of these interventions similar to each other? What elements do they have in common? Is there a common purpose or set of purposes to them all?
- What is the difference between the *process* and *content* of organizational activity?

Module 7 (July 16 – 22)

Readings:

- So How Can You Assess Your Corporate Culture?, *OD* 614-633
- *****What Makes People Effective?**, *OD* 634-655
- *****Strategies for Building Shared Vision**, *FDF* 297-304
- What You Can Expect...As You Build Shared Vision, *FDF* 304-306
- Building Shared Vision: How to Begin, *FDF* 312-328
- *****Letter to the CEO**, *FDF* 328-332
- *****Letter to the CEO's Partner**, *FDF* 333-344

Deliverables to turn in this module:

- Journal entry #7 (must be based on one of the readings marked with *** above).
- A qualifying discussion post in the "Thinking About Introversion" discussion forum. This post should be based on the introversion / *Quiet* Ted talk by Susan Cain (see below). The discussion prompts may be found in the Other Assignment Files area.

Other things to do during this module:

- View the Susan Cain Ted talk about the power of introverts, based on her book *Quiet*. The link to this talk is in the Lectures area.

Things to be thinking about as you read:

- Why is organizational culture so difficult to measure and understand?
- How can an understanding of culture help you as both an internal and external OD consultant?
- What is the connection (if any) between culture and building shared vision?

Module 8 (July 23 - 27)

Readings:

- None

Deliverables to turn in this module:

- OD intervention project presentation (please see the Assignments Menu for specific assignment parameters)
- OD group peer evaluation. The link to this online survey will be in the OD Intervention Project area (note: it will not be visible all semester).
- Journal entry #8. Use ONE (1) of the following prompts/questions:
 - **Use one or more concepts or frameworks from your course readings to reflect on or explain any frustrating or negative experiences that occurred within your OD intervention project group this semester. (If you had no negative experiences within your group, please answer the next question.)**
 - **How (specifically) has the process of journaling impacted you this semester?**

Please note that your instructor reserves the right to make adjustments to the schedule as deemed necessary or expedient to best accomplish course objectives. These changes will be announced in advance in class and / or posted on Canvas (depending on course format). Typical changes include the addition of a supplemental reading or an adjustment to a due date, but may include other things, as well. Be sure to check the schedule / course calendar / announcements frequently to be sure you have the most recent scheduling information.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

6.0 Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

7.0 Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

In this course, unless permission is explicitly granted by the instructor for specific individuals for a specific assignment (e.g., a group project or threaded discussion), any and all collaboration on exams or other coursework is expressly forbidden. Collaboration includes but is not limited to such things as file sharing, oral brainstorming, asking for sources or suggestions, etc. Collaboration includes forbidden contact with another student, instructor, or tutor, as well as with any other individual (friend, boss, coworker, significant other, family member, etc.).

In addition, work submitted for evaluation in another course (whether by the student in

question or by someone else) may not be “recycled” for evaluation in this class. Any such reuse of student work completed for another course is strictly forbidden.

Any deviation from these expectations will result in at minimum a grade of zero for the assignment and potentially a failing grade for the course.

Furthermore, all suspected academic dishonesty concerns will be investigated and reported to the University's Office of Student Conduct, who may conduct further investigations and levy additional sanctions, up to and including University probation, suspension, or expulsion.

More information may be found at <https://www.tamuct.edu/student-affairs/student-conduct.html>.

8.0 Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

9.0 Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

10.0 University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

11.0 University Library

The University Library provides many services in support of research across campus and at a

distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<http://tamuct.libguides.com/index>].

12.0 Syllabus Changes and Errors

Your instructor reserve the right to make changes to the syllabus as needed. You will be advised of any changes with ample notice via Canvas. Changes can arise from pedagogical necessity, from the discovery of an error in the syllabus document itself, or from unanticipated contingencies in the semester. If you believe you have found an error (e.g., a scheduling error) or inconsistency in the syllabus please notify your instructor immediately.

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