The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:

Seminar in Organizational Change and Development

Course Number:

HR 5043-222

Course Description:

Today's organizations face constant pressures to change -- the need to change is one of the hallmarks of contemporary organizations, whether it's a government entity, a private business, a not-for-profit, or an educational institution. For organizational members and managers, the ability to effectively facilitate organizational change often distinguishes the implementation of a mediocre solution from an extraordinary one that makes a difference. In this class we will examine the issues and practices of organization development to understand what kinds of interventions are useful in what situations to make change possible.

This course examines the major components of organization development: the evolution of organization development, the nature of change, and how change agents can effectively manage and implement change in organizations. This course will emphasize the human relations role in the change process and the human relations professional as a change agent. This course is also recommended for students interested in consulting, management, or other roles that involve change and development in the workplace.

Class Dates, Location and Hours:

Dates: April 25 – 30, 2017
Location: Naples, Italy. See Site Director for classroom site.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: March 27, 2017

Site Director:

Email: apnaples@ou.edu. Phone: 39-081-568-6672; DSN 626-6672.

Professor Contact Information:

Course Professor: Dr. Marilyn Y. Byrd
Mailing Address: PHSC Building – 601 Elm Ave, Room 704
                        Norman, OK. 73019
Telephone Number: (405) 325-6405 (office)
Email Address: Marilyn.Byrd-1@ou.edu
Professor availability: The professor will be available via email to students before and after the
                        class sessions. On-site office hours are half an hour before and after each
                        class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Anderson, D. L. (2015). *Organization development: The process of leading organizational change.* (3rd Ed). Thousand Oaks, CA: Sage. ISBN 9781452291574.

2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

- Understand the process of organizational change as led by an OD practitioner
- Examine the types of OD interventions and identify when and why they are applied
- Be able to structure and propose an OD intervention
- Apply OD principles and concepts to specified case studies

Learning Outcomes:

At the completion of this course, you will have been presented concepts and resources that should give you the tools to:

- Define various terms relating to organizational development & change
- Identify and describe the historical and contemporary transformations impacting the workplace and how those factors impact organizations and their work
- Recognize ethical principles in organization development
- Apply principles of systems thinking and relevant theories that are foundational to organizational change current research concerning individuals, groups, and organizations to the process of change
- Recognize common symptoms and reactions to change in the workplace and recommended interventions to address the reactions/resistance
- Describe the main principles and characteristics of the multiple models for managing organizational change and apply those models in analyzing organizational change initiatives.
- Evaluate and assess an organizational change program
- Develop an awareness of influencing and facilitating change
- Design and plan the implementation of multiple OD interventions
- Enact human relations principles in the change process

Course Schedule:

Date	Assignments/Readings/Exercises
Tuesday, 4/25/17	Introductions; syllabus overview; Special Topic: Human Relations in the Context of OD: Interactive class exercises; Assigned Reading: Chapters 1, 2, 3
Wednesday, 4/26/17	Assigned Readings: Chapters 4, 5, 6; Interactive class exercises; Quiz #1
Thursday, 4/27/17	Assigned Readings: Chapters 7, 8, 9; Interactive class exercises; Quiz #2; Group work session last 20 minutes of class.
Friday, 4/28/17	Assigned Readings: Chapters 10, 11, 12; Interactive class exercises; Quiz #3; Group work session last 20 minutes of class.
Saturday, 4/29/17	Beyond the Book Discussions; Quiz #4; Group work session remainder of class session after the article presentations. .
Sunday, 4/30/17	OD in Action video: Group Case Study Presentations; Discussion of Practical Insights Assignment due by Wed., 5/10/17, 11:59 pm dropbox.

Assignment, Grading, and Due Dates:

Comprehensive Group Case Study Analysis. (3 components):

1. Written. Your group will be assigned a case study that requires an in-depth analysis using the resources you learned from the class. The deliverable will be a 3-4 page summary of the case that includes supporting references from scholarly-peer reviewed journal articles. 150 pts

2. Oral. Presentation to the class giving an overview of the case and discussion of the relevant points of your analysis. 75 pts

3. Peer evaluation of the project teamwork. Each member of the team will submit a confidential peer evaluation of themselves and their team members individually to me providing informal feedback on how well each team member has added value to this project assignment. 25 pts

Detailed instructions for this assignment, including grading rubric, will be available on D2L. 250 points total

Interactive Participation/Attendance:

Each class session provides you the opportunity to participate in outcome-based activities. You are not being rewarded for attendance; rather engagement and participation is an expectation of attendance and successful learning outcomes. 150 pts

Reading Quizzes:

Four quizzes (worth 50 pts each) will be given to test your conceptual understanding. The quizzes will be objective and application based and will come directly from my lectures. You may use your notes and the textbook. Quizzes will be timed (15 minutes). Format will be 8-10 objective type questions. Maximum 200 points

Beyond the Book Discussion:

This is an individual assignment. You will facilitate a 12-15 minute discussion of an article of your choice from OD Practitioner Magazine. You should choose your article on a topic that supplements class discussions or that provides new insights on OD. The article should be at least 4 pages long. Your discussion should be interactive; therefore, you should prepare 4 discussion questions to engage the class. As you are preparing your discussion, keep in mind that you will contributing to the learning experience for the class. The intended outcome is that we will learn something new.

Deliverable. There is no written component to this assignment. The deliverable is a ppt file and a copy of your article uploaded to the dropbox. Rubric for this assignment will be available on D2L. Note: OD Practitioner *M*agazine is accessed through the Bizzell Library database. Search using: [JN "OD Practitioner"] **You cannot access this magazine using Google.** You should plan on selecting your article as early as possible. I have found that most of the articles requested from OD Practitioner are delivered via the interlibrary loan process. 125 points

Post Seminar Assignment: Practical Insights: Interview with a Change Agent:

This is a post-seminar assignment. You are to identify and negotiate an interview with an individual (change agent) who has been involved in a major change effort. This person should not be the sponsor of the change effort, but rather an individual who is being asked or was asked to change something about how they work, what they do, etc. due to an organizational development/change intervention. The objective of this assignment is to increase your first-hand familiarity with the methods, challenges, dilemmas, and possibilities for change within an organization.

Deliverable. The deliverable is a 4-5 page paper that discusses your findings. Details for this assignment with explicit instructions along with a grading rubric will be posted to D2L. **Due by Wed., May 10, 2017, 11:59 pm dropbox. 225 points.**

Grades and Points Distribution Overview:

This is a letter-graded course: A, B, C, D, or F. A= 855-950, B= 760-854, C= 665-759, D= 570-664, below 570 = F.

Note: I reserve the right to round up your final points to the next letter grade. This decision will be contingent upon attendance/participation.

Assignment	Points toward Grade
Comprehensive Group Case Study (3 components)	250 points
Interactive Participation	150 points
Readings Quizzes	200 points
Beyond the Book Discussions (Individual)	125 points
Practical Insights: Interview with a Change Agent (individual)	225 points
Total	950 points

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at http://www.ou.edu/content/eoo.html

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/

Marilyn Y. Byrd, Ph.D

Education

Ph.D., Human Resource Development, Texas A & M University, College Station. TX.

Current Positions

Assistant Professor, University of Oklahoma, Human Relations

Major Areas of Teaching

- Human Resources for the Human Relations Professional
- Organizational Behavior
- Leadership in Organizations
- Diversity and Justice in Organizations

Research Interests

- Organizational social justice and social change
- Spirituality as a response to social oppression
- Organizational social justice ethics (emerging research)
- Experiences of intersectionality in leadership
- Issues emerging from workforce diversity

Representative Publications and Presentations

Books:
- Hughes, C., & Byrd, M. (2015). *Managing human resource development programs*. Palgrave MacMillan
- Byrd, M., & Scott, C. (Editors /Authors). (2014). *Diversity in the workforce: Current issues and emerging trends.*
- Scott, C., & Byrd, M. (Editors/Authors). (2012). *Handbook of research on workforce diversity in a global society: Technologies and concepts.* Hershey, PA: IGI

Book Chapters:
- Byrd, M. Y., & Lloyd-Jones, B. (2016). Developing a social justice-oriented workforce diversity concentration in human relations academic programs. In C. L. Scott & J. D. Sims (Eds.) *Developing workforce diversity programs, curriculum, and degrees* (pp. 179-196). Hershey, PA: IGI.
- Byrd, M. Y. (2016). Selective Incivility: A micro aggression targeting racial and ethnic groups in the workplace (pp.123-149). In M. F. Karsten (Ed). *Gender, race, and ethnicity in the workplace: Emerging issues and enduring challenges* (pp. 123-149). Santa Barbara, CA: Praeger.
- Byrd, M. (2016). Women of Color in leadership. Rendering the invisible visible. In R. Alavi (Ed.) *Ethics and leadership*. Dubuque, IA: Kendall Hunt.
- Byrd, M. (2014). A social justice paradigm for human resource development: Philosophical and theoretical foundations. In N. Chalofsky, T. Rocco, & M. L. Morris, *Handbook of Human Resource Development: The Discipline and the Profession (pp. 281-298).* Hoboken, NJ: Wiley.
- Byrd, M., & Hughes, C. (2014). A paradigm shift for diversity management: From promoting business opportunity to optimizing lived career work experiences. In Hughes, C. (Ed.)., Impact of Diversity on Organization and Career Development. Hershey, PA: IGI Global. Release, Nov. 2014.
- Byrd, M. (2012). Critical race theory: A framework for examining social identity diversity of Black women in positions of leadership. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts.* (pp. 426-439), Hershey, PA: IGI
- Byrd, M., & Chlup, D. (2012). Theorizing African American women's learning and development in predominantly white organizations: Expanding the conversation on adult learning theories. In

C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts.* (pp 38-55), Hershey, PA: IGI

Book Chapter, Invited:

Byrd, M. (2012). Theorizing leadership of demographically diverse leaders. In M. Paludi (ed.), Managing Diversity in Today's Workplace: Strategies for Employees and Employers (Women and Careers in Management. Santa Barbara, CA.: Praeger (ABC-CLIO).

Peer Reviewed Journal Articles:

- Byrd, M. Y. (2014). Diversity issues: Exploring "critical" through multiple lenses. In J. Gedro, J. Collins, & T. S. Rocco (Eds.), Critical Perspectives and the Advancement of HRD, *Advances in Developing Human Resources*, *16*(4), 281-298.
- Byrd, M. (2009). Telling our stories: If we don't tell them they won't be told. In Byrd, M., & Stanley, C. A. (Eds.), Giving Voice: the Socio-cultural Realities of African American women's leadership experiences, *Advances in Developing Human Resources*, *11*(5), 582-605.
- Byrd, M., & Stanley, C., A. (2009). Bringing the voices together. In Byrd, M., & Stanley, C. A. (Eds.), Giving Voice: the Socio-cultural Realities of African American women's leadership experiences. *Advances in Developing Human Resources, 11*(5), 657-666.
- Byrd, M. (2009). Theorizing African American Women's leadership experiences: Socio-Cultural theoretical alternatives. *Advancing Women in Leadership Journal, 27*(2).
- Byrd, M. (2008). Negotiating new meanings of "leader" and envisioning culturally informed theories for developing African American women in leadership roles: An interview with Patricia Parker, *Human Resource Development International*, *11*(1), 101-107.
- Byrd, M. (2007). The effects of racial conflict on organizational performance. *New Horizons in Adult Education and Human Resource Development, 21(*1/2), 13-28.* Miami: Florida International University.
- Byrd, M. (2007). Educating and developing leaders of racially diverse organizations. *Human Resource Development Quarterly, 18*(2), 275-279.

Media Review, Invited:

Byrd, M. (2013). The end of diversity as we know it by Martin Davidson. *Human Resource Development Quarterly, 24*(2), 269-275.

Representative Honors and Awards Received

- Recognized for Leadership, AHRD
- Member Spotlight, May, 2012, AHRD

Major Professional Affiliations

- Academy of Human Resource Development (AHRD)
- Society of Human Resource Management (SHRM)