

HRE 530 Syllabus

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Course Description

This course introduces learners to the field of Organization Development (OD), an area of practice and research in Human Resource Development (HRD). OD is concerned with creating, managing, and sustaining system-wide change in organizations using education and social science knowledge and practices to improve organizational, group, and individual performance. This course will introduce learners to the history, philosophies, theories, techniques and applications of OD. Alternating between OD case studies and OD theory, learners will be exposed to the dominant models of OD application and major streams of research in the field. The course will be organized around Cummings and Worley's General Model of Planned Change: Entering and Contracting, Diagnosing Organizations, Planning and Implementing Change, and Evaluating and Institutionalizing Change. It should be noted that these 4 predominant phases overlap with the phases of many other existing models, such as the 7-step and 8-step Action Research models.

Course Objectives

During and upon completion of the course, learners will be challenged to become familiar with the major principles of designing, implementing and evaluating OD interventions in organizations using Cummings and Worley's General Model of Planned Change of OD. Learners will also become familiar with other prominent OD models and will examine the overlaps among Cummings and Worley's OD phases and the Lewin Model, 7-step Action Research Model, 8-step Action Research Model, and Positive Model. Learners will explore, discuss, and critically examine classic streams of research from the organization behavior literature that are essential for understanding and intervening in organizational processes. This combination of applied and theoretical content will allow learners to develop reflective practitioner skills as HRD professionals specializing in OD. It will also enable learners to develop the conceptual and theoretical understanding of OD necessary to:

- Understand the philosophical, historical, theoretical, political and practical underpinnings of OD as a core area of practice within HRD.
- Gain knowledge and skills to apply the Cummings and Worley General Model of Planned Change, and other OD models, such as the Action Research Model, methodologies, tools, and techniques in organizations and institutions.
- Review, synthesize, and critique major streams of research related to OD with the goal of becoming more informed consumers of research.
- Critically reflect upon various philosophies, theories, and methodologies, and develop a personal perspective about the relevance, appropriateness, and potential of OD theory and practice in contemporary organizations and institutions.
- Gain knowledge and expertise in selected areas of OD as a result of course projects and activities.
- Integrate knowledge and expertise about OD through in-depth discussion and class facilitation.
- Experience group dynamics through virtual collaborative learning projects and virtual in-class activities; and,
- Further develop research, writing, and critical thinking skills.

Course Requirements

The course facilitator's intention is to create a comfortable, collaborative, and respectful learning environment that stimulates learners' interests and enthusiasm on the topics of OD. For this to occur, active participation is encouraged and valued. Learners should also be mindful of course requirements, and due dates for assignments. If learners have any concerns, or need any assistance in the course throughout the semester, please realize that the course facilitator is extremely receptive to working with learners to ensure a positive and rewarding learning experience occurs.

Course Requirements :

As with other HRE Online courses, success in this course is largely dependent upon the level of motivation, energy, interest, and hard work by the learner. More than in traditional learning environments, self-motivation is key to successful learning. The formal course requirements are designed to offer learning opportunities and assess minimum proficiency. However, they are seen as minimum requirements. Active and vigorous learner participation is a key requirement to individual success. This includes attendance, timely completion of all assignments, readings, and project work. Assignments are due on the date schedules. Late assignments will not be accepted.

Attendance Policy :

Attendance at synchronous class sessions is required for the accomplishment of course objectives. It is expected that learners will attend all class meetings. If absences occur, the learner is responsible for all work that is missed due to the absence from any class meeting, or portion thereof. Since a portion of the learner's grade is based upon class participation, it should be expected that any missed classes will affect the grade earned for class participation, and may likely affect the final course grade. If a learner anticipates missing a synchronous session(s), the learner should contact the course facilitator in advance of the absence. The learner should also ensure that he/she review the archived audio from the synchronous session, review his/her team chat, and should also email the facilitator and teaching assistant with a brief summary of key insights drawn from the content scheduled for the synchronous session. If a learner has any questions or concerns about the content of course materials discussed during the synchronous session during his/her absence, please feel free to contact the facilitator for additional guidance.

Disability Accommodations :

Learners with disabilities are encouraged to contact UIUC Disability Services [(217)-333-4603] and to discuss any accommodations and other special needs with course facilitator.

Academic Integrity :

All learners in attendance at the University of Illinois at Urbana-Champaign have the obligation to maintain high personal standards of academic integrity. Learners unfamiliar with the University of Illinois policy regarding academic dishonesty should refer to the "Handbook for Graduate Students and Advisers" or should seek advice from the course facilitator.

Course Assignments:

The final course grade will consist of the following assignments and participation which are subsequently explained in detail. There are five assignments that must be completed which include:

Assignment #1: Assessing Readiness for Change

Assignment #2: Diagnosing

Assignment #3: A Team Case Analysis

Assignment #4: Intervention Team Project and Presentation

Assignment #5: Individual Reflection Paper

Participation will include attendance at the synchronous sessions, weekly postings, pre-class preparation activities, and any other ungraded assignments.

Participation:

Participation is evaluated based upon attendance at synchronous sessions, weekly postings, pre-class preparation activities, and any other ungraded assignments. To get the maximum participation grade, learners are expected to attend synchronous sessions and complete all participation activities on time and with high quality.

Weekly Module and Learning Cycle Assignments:

Complete Master Listing of Assignments [Graded, Ungraded, Pre-Class Preparation Activities]

WEEK #1:

SECTION 1 MODULE 1 (Introduction to OD – Week 1)

Module Assignment

WEEK 1 Web Posting 1: This is a team discussion: Posting due 1/22/08

Reflect on the varying definitions of OD provided in Chapter 1, along with your readings of the Egan (2002) and Schifo (2004) articles available on the course e-reserve. As a team, create your own collective definition of OD in ten words or less. **Please post a team summary to the Moodle Week #1 space.**

WEEK 1 Web Posting 2: This is a team discussion: Posting due 1/22/08

Section 1 Module 1 Learning Cycle 1:

In your discussion groups, discuss the following question: Based on the Cummings and Worley definition of OD, what examples from your own professional practice have you encountered? If you don't have any first-hand experience, do you know of any examples of OD work/projects from family, friends, or acquaintances? What were the results of the OD efforts? **Please post a summary of your team's discussion to the (1 paragraph) posted to the Moodle Week #1 space.**

SECTION 1 MODULE 2 (The OD Process – Week 2)

WEEK 1 Pre-class Preparation Activity: This is a team assignment that will be used to facilitate discussion during our session on 1/24/08

Module Assignment

Section 1 Module 2:

OD Professionals depend on staying current with the field and being savvy in accessing resources related to their practice. Part of this course consists of becoming exposed to publicly available resources that you may access during this class and in the future.

Each learner will provide some input on the team selection of one professional association/resource relevant to OD. The team will decide which resource appears to be the most valuable of those considered and will then post a brief description of the association/resource along with the web link. An initial list of links is found at the Academy of Management's OD and Change Division Webpage:

<http://www.aom.pace.edu/odc/links.html>

Your team may also select an organization that is not on the site (such as the Academy of HRD, International Society for Performance Improvement, etc.).

As a team, select one organization and write a brief (1 paragraph single-spaced) synthesis of the resources that this organization offers. Pay special attention to those who make articles and journals available on the internet. Your task is to introduce the resources that your selected organization offers to the other classmates and provide the web address to the main site and relevant links on the site. Please plan to introduce us to your organization using your own words and provide a critique of the strengths and weaknesses of this organization.

WEEK #2

WEEK 2 Web Posting 3. This is a team discussion: Posting Due 1/29/08

Section 1 Module 2 Learning Cycle 1

In your discussion groups, review and discuss Application 3.2: Kindred Todd and the Ethics of OD. To analyze this case, you need to also review the Appendix to Chapter 3: Ethical Guidelines for an OD/HRD Professional. Did the consulting company act in an ethical manner in this case? Whose rights were violated and how? What alternative actions should have been taken and by whom? **Please post a team summary (1 paragraph) posted to the Moodle Week #2 space.**

SECTION 2 MODULE 2 (Start-Up of an Action Research Project)

Section 2 Module 2:

WEEK 2: Assignment 1: This is a graded team assignment: Due 1/29/08

The Cummings and Worley (2005) text contains the case of the B.R. Richardson Timber Products Corporation on page 629. Please carefully read this case because it is an integral case for this class which will be used throughout the semester. Based on the criteria presented in the two learning cycles, in particular in the second one, assess B.R. Richardson Timber Products Corporation's readiness for change. Consider all six criteria and support your assessment with relevant facts and details from the case. The deliverable is as follows: In your discussion groups, develop a 1-page (single-spaced) summary of your discussion and **email your summary to tohre530ta@gmail.com**. Be sure to address each of the six factors and provide some evidence for your assessment from the case. The course facilitators will provide a matrix format (a table that specifies the six criteria along with the rating scale) so that you and your team members can indicate your overall assessment of them from your analysis.

Section 2 Model 2 Learning Cycle 2

WEEK 2: Pre-class Preparation Activity. This is a team discussion due 1/31/08

Readiness for change and its corollary, resistance to change, are very important issues in today's world. Drawing on your insights from this learning cycle, the reading material, and your own professional and personal experience, discuss in your teams what suggestions you have for addressing this issue? How ready are, in your experience, organizations for change? What role might you, as an HRD professional, play in fostering a greater receptivity for change? Do you perceive a disparity between the public pronouncements of organizations and their actions relative to change? Please be prepared to discuss during the synchronous session.

Week #3:

SECTION 3 MODULE 1 (Assessing and Diagnosing Organizations)

SECTION 3 MODULE 2 (Data Collection, Feedback, and Action Planning)

Section 3 Module 2

WEEK 3 Assignment 2: This is a graded team assignment: Due 2/05/08

First, review the B.R. Richardson Timber Products Corporation Case individually and prepare to answer the following questions:

- 1). Based on the information in the case, what appears to be the problem or problems at Richardson?
- 2). How can you use open systems theory to make sense of the case?
- 3). At which level, organization, group, or individual, would you begin to diagnose this case?

For the assignment you will then work in your discussion groups to prepare a 1-page (single-spaced) diagnosis of the organization-level characteristics of B.R. Richardson in your book. Describe, in bullet form, the following:(1). The elements at the organizational level: Inputs, Design Components, Outputs. (2). The level of vertical and horizontal fit of the design components.

Email your response to hre530ta@gmail.com

WEEK 3: Pre-class Preparation Activity. Due 2/7/08

Section 3 Module 2 Learning Cycle 2

Using the following applications in Chapter 10:

- Review **Motivating Change at Johnsonville Sausage (10.1)** if you are in Discussion Teams 1 and 2
- Review **Creating a Vision at Premier (10.2)** if you are in Discussion Team 3 and 4
- Review **Transition Management in the HP-Compaq Acquisition (10.4)** if you are in Discussion Teams 5 and 6
- Review **Sustaining Transformational Change at the Veterans Health Administration (10.5)** if you are in Discussion Teams 7 and 8

Please be prepared to share your team's insights about your case in terms of leading and managing change.

Week # 3 Assignment 3. Case Analysis: This is a graded team assignment Due 2/12/08

Within their respective teams, learners will develop a 4 - 5 page double-spaced paper that analyzes a case, *Whose the Client by Janet Z. Burns* [the facilitators will provide the case]. Learners will apply their understandings and knowledge drawn from the readings thus far, chapters 1 – 4 of the Cummings and Worley text, to address the following questions.

- In this case, what elements of the “Entering and Contracting” phase of OD did the OD professional effectively apply?
- In this case, what elements of the “Entering and Contracting” phase of OD did the OD professional not effectively apply?
- In this case, what ethical dilemmas were manifested as a result of the OD professional’s approach to “Entering and Contracting” phase?
- Now, assume that your team is the consulting team that has been identified to assist the client. What will your team do differently when “Entering and Contracting” at this client site?

Learners should prepare a written narrative that integrates the responses to these questions. Do not submit a bullet-point listing of responses to these bulleted questions and do not prepare your narrative as a numbered bulleted listing of responses to each question. Your team might consider providing an introductory section, and then organizing subsequent paragraphs that address the points noted above. It would then also be helpful to provide a concluding section.

Week #4:

WEEK 4 Web Posting 4. This is a team assignment: Posting due 2/12/08

Section 4 Module 1 Learning Cycle 1

In your teams, revisit the B. R. Richardson case. Using the activities in Figure 10.1 (p. 156), discuss how these activities can be applied in this case to facilitate effective change management. In particular, were any of the steps applied and/or how could they have been applied? **Please post your team’s summary (1 paragraph) posted to the Moodle Week #4 space.**

WEEK 4: Pre-class Preparation Activity. Due 2/14/08

Section 4 Module 1 Learning Cycle 2

Carefully read Application 11.1 Evaluating Change and Change Management at the World Bank. Be prepared to discuss the strengths and weaknesses of the assessment used in this case in the synchronous session. How could it have been improved? How much confidence do you have in the lessons learned for this organization? Please be prepared to discuss your team’s insights about this application.

Week 4 Assignment 4. Intervention Project “Preliminary Draft” Proposal and Intervention Project Final Paper Proposal and Presentation: The “Final” Paper Proposal and Presentation is a graded team assignment

Teams 1, 2, 3, 4, 5, 6, 7, and 8 will select among the four categories or types of OD interventions based upon the interests of the team members. A total of two teams will be formed for each of the four intervention categories: Human Process, Technostructural, Human Resource Management, and Strategic interventions. The team deliverable will be the creation of a proposal that recommends a specific OD intervention within the selected category of interventions to be implemented within the B. R. Richardson Timber Products Corporation. [In essence, two teams will focus their attention on the Human Process Intervention category, two teams will focus their attention on the Technostructural Intervention category,

two teams will focus their attention on the Human Resource Management Intervention category, and two teams will focus their attention on the Strategic Intervention category.

There are two deliverables and deadlines for this assignment:

1). Each team must submit a rough outline (approximately 1 double-spaced page) of their project “preliminary draft” proposal. This outline will not be graded but will be used to provide constructive feedback to enhance the quality of the final project proposals. Please email your rough outline to: hre530ta@gmail.com on or before **February 12, 2008**.

The outline should contain a brief description of the broad intervention category (what the broad category of intervention is intended to do), a brief description of the specifically selected intervention among the options listed in the text within the broad intervention category that has been selected to address the problems that the team would like to help the Richardson Timber Products Corporation address. Essentially, we would like to get a sense of each team’s desired approach to addressing the problems identified with the respective intervention selected within the broad category so that we can provide some preliminary feedback about the scope and team intentions.

2). The graded project entails that the teams develop a proposal that outlines the nature of the specific intervention that each respective team proposes based upon the thorough diagnosis of the Richardson Case. The teams will prepare the proposal and will post it for all of the class members to read and consider. The teams will present the proposal and will address questions in the synchronous hour according to the Master schedule.

Each team’s final project paper proposal should include the following components:

- Executive Summary (1 page double-spaced).
- Diagnostic/Rationale for selecting your proposed intervention (1-2 pages double-spaced). Based upon your team’s diagnosis, identify the rationale (grounded in the case data and your diagnosis) that supports your choice of your proposed intervention.
- Brief description of the proposed intervention and explanation how it will be implemented (3-4 pages double-spaced). Briefly describe the intervention you have selected (what it is, what is it intended to do) and describe how your team will implement your proposed intervention.
- Evaluation of its success. How we will know that it is working? (1-2 pages double-spaced). Consider the most appropriate ways in which your team will evaluate your proposed intervention to determine if it is making a difference and helping to address the organizational problem your proposed intervention was intended to address.
- Presentation during synchronous hour. Teams (the consultants) are encouraged to creatively use this time to persuade the class (the clients) on the viability of each of the team’s approaches and address questions that the class (the clients) might have.

Due dates for posting and presenting projects vary by each respective team intervention but are listed on the Master Schedule. Each of the two teams presenting on each evening will have approximately 25 minutes to present their proposal with approximately 20 minutes for addressing questions.

Week #5: Overview of Interventions

Week #6: No Synchronous Session – AHRD Conference

SECTION 5 MODULE 1 (Evaluation, Separation, and Adoption)

WEEK 6: Pre-class Preparation Activity due 2/28/08

Section 5 Module 1 Learning Cycle 2

Read the **two Human Process teams’ (HPT 1 and 2) proposals** for B.R. Richardson Timber Products Corporation.

Prepare a set of questions and comments for the consultants (team) for the next synchronous session. Use your own experience related to these issues, programs, and interventions to prepare for the discussion during the next synchronous hour. All members of the other “1” interventions teams will focus on HPT 1 questions and all members of the other “2” intervention teams will focus on HPT 2 questions.

Week #7:

SECTION 6 MODULE 1 (OD Interventions)

WEEK 7: Web Posting 5. This is a team activity: Posting due 3/4/08

Section 6 Module 1 Learning Cycle 1

In your teams, read and discuss Application 12.2 Process Consultation. Which of the elements covered in the readings and in the lecture do you recognize? Given the information in the case, how would you evaluate this intervention? If you were the consultant, would you have done anything differently? **Please post a summary of your discussion (1 paragraph) on the Moodle Week #7 space.**

WEEK 7: Pre-class Preparation Activity. Due on 3/6/08

Section 6 Module 1 Learning Cycle 2

Read the **two Technostructural teams’ (TS 1 and 2) proposals** for B.R. Richardson Timber Products Corporation.

Prepare a set of questions and comments for the consultants (team) for the next synchronous session. Use your own experience related to these issues, programs, and interventions to prepare for the discussion during the next synchronous hour. All members of the other “1” interventions teams will focus on TS 1 questions and all members of the other “2” intervention teams will focus on TS 2 questions.

WEEK #8:

WEEK 8 Web Posting 6. This is a team activity: Posting due on 3/11/08

Section 6 Module 2 Learning Cycle 1

Teams 1 and 2 and Teams 3 and 4 will select the following application from the text: Teams 1 and 2: 14.3 Strategic Downsizing at Delta Airlines; Teams 3 and 4: 15.2 Chrysler Moves Toward High Involvement to briefly summarize the technostructural intervention used to effect change in the respective organization. Consider what unforeseen future events might necessitate a change toward another direction? **Post your response (1 paragraph) to the Moodle Week #8 space.** Teams 5 and 6 and Teams 7 and 8 will respond to the postings. Teams 5 and 6 will respond to Teams 1 and 2 respectively and Teams 7 and 8 will respond to Teams 3 and 4 respectively.

WEEK 8 Pre-class Preparation Activity. Due 3/13/08

Section 6 Module 2 Learning Cycle 2

Read the **two Human Resource Management teams’ (HRM 1 and 2) proposals** for B.R. Richardson Timber Products Corporation.

Prepare a set of questions and comments for the consultants (team) for the next synchronous session. Use your own experience related to these issues, programs, and interventions to prepare for the discussion during the next synchronous hour. All members of the other “1” interventions teams will focus on HRM

1 questions and all members of the other “2” intervention teams will focus on HRM 2 questions.

Week #9:

WEEK 9: Web Posting 7. This is a team activity: Posting due 3/18/08

Section 6 Module 3 Learning Cycle 1

Teams 5 and 6 and Teams 7 and 8 will select the following application from the text: Teams 5 and 6: 17.3 Revising the Reward System at Land’s End; Teams 7 and 8: 18.3 Johnson & Johnson’s Health and Wellness Program to briefly summarize the nature of the human resource management intervention used to effect change in the respective organization. Consider if you would like to work in the respective organizations. Does your team think that the intervention is cost-effective? **Post your response (1 paragraph) to the Moodle Week #9 space.** Teams 1 and 2 and Teams 3 and 4 will respond to the postings. Teams 1 and 2 will respond to Teams 5 and 6 and Teams 3 and 4 will respond to Teams 7 and 8 respectively.

WEEK 9: Pre-class Preparation Activity. Due 3/20/08

Section 6 Module 3 Learning Cycle 2

Read the **two Strategic teams’ (ST 1 and 2) proposals** for B.R. Richardson Timber Products Corporation.

Prepare a set of questions and comments for the consultants (team) for the next synchronous session. Use your own experience related to these issues, programs, and interventions to prepare for the discussion during the next synchronous hour. All members of the other “1” interventions teams will focus on ST 1 questions and all members of the other “2” intervention teams will focus on ST 2 questions.

Week #10:

SECTION 6 MODULE 4 (Strategic Interventions)

SECTION 7 MODULE 1 (Organizational Learning, Quality, and Globalization)

Week 10 Assignment 5. Due 3/22/08.

Section 7 Module 1

Reflection Paper: Graded Individual Paper

The reflection paper will serve as the synthesis and culmination of the course and will enable learners to reflect upon the course concepts and content with the intent of soliciting learner’s core understandings about OD. Specifically, learners will select three key OD concepts that have had the most impact on learners, elaborate on why these concepts were selected, and articulate why knowledge of these three concepts are critical for effective OD practice. Please limit the reflection paper to 5 double-spaced pages. **The reflection paper is due on 3/22/08. Please email your paper as a Word file attachment and send to: hre530ta@gmail.com**

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Grading Criteria

Assignments

**Total Points
Allocated**

1.	<u>Assignment #1</u> : Assessing Readiness for Change	8
	<u>Assignment #2</u> : Diagnosing	8
	<u>Participation</u> : will include attendance at the synchronous sessions, weekly postings, pre-class preparation activities, and any other ungraded assignments.	14
2.	<u>Assignment #3</u> : Team Case Analysis	20
3.	<u>Assignment #4</u> : Team Project Proposal and Presentation	30
4.	<u>Assignment #5</u> : Individual Reflection Paper	20
Total Points		100%

Evaluation of Assignments :

Learners should note that all written assignments will be evaluated based upon the following criteria:

Style : Clarity of expression on the topic of the written assignment.

Relevance : Selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.

Defensibility : Demonstrated analytical and conceptual abilities that support the focus of the written assignment, and the quality of the support of evidence for statements included in the written assignments.

APA Style : All written assignments must be type written or prepared on a word processor or computer. All papers should be double-spaced and learners are expected to use 5th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.

Grade Distribution: [Refer to Graduate Programs Handbook]

Grade:	Grade-Point Equivalent	Letter Grade Equivalent:
A+	4.00	100
A	4.00	95-99
A-	3.67	90-94
B+	3.33	85-89
B	3.00	80-84
B-	2.67	75-79
C+	2.33	70-74
C	2.00	65-69
C-	1.67	60-64
D+	1.33	55-59
D	1.00	50-54
D-	.67	53-49

F 0.00*

***NOTE:** Credit for a course in which a learner has received an F cannot be counted toward the degree.

Additional Notes:

The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in advance.

- **Note 1 :** A complete listing of all assignments, graded and ungraded along with those designed for pre-class preparations for synchronous sessions is provided below. This listing corresponds to the Master Schedule.
- **Note 2 :** A listing of supplemental readings is provided. This listing of readings is not required but includes suggested materials available in college libraries and on-line that are recommended to augment the text.
- **Note 3 :** A listing of journals is provided for learners to assist with the outlined projects.
- **Note 4 :** Tips on the preparation of written materials is provided.

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Assignment Summary

Note 1: Complete Master Listing of Assignments [Graded, Ungraded, Pre-Class Preparation]

Complete Master Listing of Assignments [Graded, Ungraded, Pre-Class Preparation Activities]

Module and Learning Cycle Assignments:

WEEK #1:

SECTION 1 MODULE 1 (Introduction to OD – Week 1)

Module Assignment

WEEK 1 Web Posting 1: This is a team discussion: Posting due 1/22/08

Reflect on the varying definitions of OD provided in Chapter 1, along with your readings of the Egan (2002) and Schifo (2004) articles available on the course e-reserve. As a team, create your own collective definition of OD in ten words or less. **Please post a team summary to the Moodle Week #1 space.**

WEEK 1 Web Posting 2: This is a team discussion: Posting due 1/22/08

Section 1 Module 1 Learning Cycle 1:

In your discussion groups, discuss the following question: Based on the Cummings and Worley definition of OD, what examples from your own professional practice have you encountered? If you don't have any first-hand experience, do you know of any examples of OD work/projects from family, friends, or acquaintances? What were the results of the

OD efforts? **Please post a summary of your team's discussion to the (1 paragraph) posted to the Moodle Week #1 space.**

SECTION 1 MODULE 2 (The OD Process – Week 2)

WEEK 1 Pre-class Preparation Activity: This is a team assignment that will be used to facilitate discussion during our session on 1/24/08

Module Assignment

Section 1 Module 2:

OD Professionals depend on staying current with the field and being savvy in accessing resources related to their practice. Part of this course consists of becoming exposed to publicly available resources that you may access during this class and in the future.

Each learner will provide some input on the team selection of one professional association/resource relevant to OD. The team will decide which resource appears to be the most valuable of those considered and will then post a brief description of the association/resource along with the web link. An initial list of links is found at the Academy of Management's OD and Change Division Webpage:

<http://www.aom.pace.edu/odc/links.html>

Your team may also select an organization that is not on the site (such as the Academy of HRD, International Society for Performance Improvement, etc.).

As a team, select one organization and write a brief (1 paragraph single-spaced) synthesis of the resources that this organization offers. Pay special attention to those who make articles and journals available on the internet. Your task is to introduce the resources that your selected organization offers to the other classmates and provide the web address to the main site and relevant links on the site. Please plan to introduce us to your organization using your own words and provide a critique of the strengths and weaknesses of this organization.

WEEK #2

WEEK 2 Web Posting 3. This is a team discussion: Posting Due 1/29/08

Section 1 Module 2 Learning Cycle 1

In your discussion groups, review and discuss Application 3.2: Kindred Todd and the Ethics of OD. To analyze this case, you need to also review the Appendix to Chapter 3: Ethical Guidelines for an OD/HRD Professional. Did the consulting company act in an ethical manner in this case? Whose rights were violated and how? What alternative actions should have been taken and by whom? **Please post a team summary (1 paragraph) posted to the Moodle Week #2 space.**

SECTION 2 MODULE 2 (Start-Up of an Action Research Project)

Section 2 Module 2:

WEEK 2: Assignment 1: This is a graded team assignment: Due 1/29/08

The Cummings and Worley (2005) text contains the case of the B.R. Richardson Timber Products Corporation on page 629. Please carefully read this case because it is an integral case for this class which will be used throughout the semester. Based on the criteria presented in the two learning cycles, in particular in the second one, assess B.R. Richardson Timber Products Corporation's readiness for change. Consider all six criteria and support your assessment with relevant facts and details from the case. The deliverable is as follows: In your discussion groups, develop a 1-page (single-spaced) summary of your discussion and **email your summary to hre530ta@gmail.com**. Be sure to address each of the six factors and provide some evidence for your assessment from the case. The course facilitators will provide a matrix format (a table that specifies the six criteria along with the rating scale) so that you and your team members can indicate your overall assessment of them from your analysis.

Section 2 Model 2 Learning Cycle 2

WEEK 2: Pre-class Preparation Activity. This is a team discussion due 1/31/08

Readiness for change and its corollary, resistance to change, are very important issues in today's world. Drawing on your insights from this learning cycle, the reading material, and your own professional and personal experience, discuss in your teams what suggestions you have for addressing this issue? How ready are, in your experience, organizations for change? What role might you, as an HRD professional, play in fostering a greater receptivity for change? Do you perceive a disparity between the public pronouncements of organizations and their actions relative to change? Please be prepared to discuss during the synchronous session.

Week #3:

SECTION 3 MODULE 1 (Assessing and Diagnosing Organizations)

SECTION 3 MODULE 2 (Data Collection, Feedback, and Action Planning)

Section 3 Module 2

WEEK 3 Assignment 2: This is a graded team assignment: Due 2/05/08

First, review the B.R. Richardson Timber Products Corporation Case individually and prepare to answer the following questions:

- 1). Based on the information in the case, what appears to be the problem or problems at Richardson?
- 2). How can you use open systems theory to make sense of the case?
- 3). At which level, organization, group, or individual, would you begin to diagnose this case?

For the assignment you will then work in your discussion groups to prepare a 1-page (single-spaced) diagnosis of the organization-level characteristics of B.R. Richardson in

your book. Describe, in bullet form, the following:

- (1). The elements at the organizational level: Inputs, Design Components, Outputs.
- (2). The level of vertical and horizontal fit of the design components.

Email your response to hre530ta@gmail.com

WEEK 3: Pre-class Preparation Activity. Due 2/7/08

Section 3 Module 2 Learning Cycle 2

Using the following applications in Chapter 10:

- Review **Motivating Change at Johnsonville Sausage (10.1)** if you are in Discussion Teams 1 and 2
- Review **Creating a Vision at Premier (10.2)** if you are in Discussion Team 3 and 4
- Review **Transition Management in the HP-Compaq Acquisition (10.4)** if you are in Discussion Teams 5 and 6
- Review **Sustaining Transformational Change at the Veterans Health Administration (10.5)** if you are in Discussion Teams 7 and 8

Please be prepared to share your team's insights about your case in terms of leading and managing change.

Week # 3 Assignment 3. Case Analysis: This is a graded team assignment Due 2/12/08

Within their respective teams, learners will develop a 4 - 5 page double-spaced paper that analyzes a case, *Whose the Client by Janet Z. Burns* [the facilitators will provide the case]. Learners will apply their understandings and knowledge drawn from the readings thus far, chapters 1 – 4 of the Cummings and Worley text, to address the following questions.

- In this case, what elements of the “Entering and Contracting” phase of OD did the OD professional effectively apply?
- In this case, what elements of the “Entering and Contracting” phase of OD did the OD professional not effectively apply?
- In this case, what ethical dilemmas were manifested as a result of the OD professional's approach to “Entering and Contracting” phase?
- Now, assume that your team is the consulting team that has been identified to assist the client. What will your team do differently when “Entering and Contracting” at this client site?

Learners should prepare a written narrative that integrates the responses to these questions. Do not submit a bullet-point listing of responses to these bulleted questions and do not prepare your narrative as a numbered bulleted listing of responses to each question. Your team might consider providing an introductory section, and then organizing subsequent paragraphs that address the points noted above. It would then also be helpful to provide a concluding section.

Week #4:

WEEK 4 Web Posting 4. This is a team assignment: Posting due 2/12/08

Section 4 Module 1 Learning Cycle 1

In your teams, revisit the B. R. Richardson case. Using the activities in Figure 10.1 (p. 156), discuss how these activities can be applied in this case to facilitate effective change management. In particular, were any of the steps applied and/or how could they have been applied? **Please post your team's summary (1 paragraph) posted to the Moodle Week #4 space.**

WEEK 4: Pre-class Preparation Activity. Due 2/14/08

Section 4 Module 1 Learning Cycle 2

Carefully read Application 11.1 Evaluating Change and Change Management at the World Bank. Be prepared to discuss the strengths and weaknesses of the assessment used in this case in the synchronous session. How could it have been improved? How much confidence do you have in the lessons learned for this organization? Please be prepared to discuss your team's insights about this application.

Week 4 Assignment 4. Intervention Project "Preliminary Draft" Proposal and Intervention Project Final Paper Proposal and Presentation: The "Final" Paper Proposal and Presentation is a graded team assignment

Teams 1, 2, 3, 4, 5, 6, 7, and 8 will select among the four categories or types of OD interventions based upon the interests of the team members. A total of two teams will be formed for each of the four intervention categories: Human Process, Technostructural, Human Resource Management, and Strategic interventions. The team deliverable will be the creation of a proposal that recommends a specific OD intervention within the selected category of interventions to be implemented within the B. R. Richardson Timber Products Corporation. [In essence, two teams will focus their attention on the Human Process Intervention category, two teams will focus their attention on the Technostructural Intervention category, two teams will focus their attention on the Human Resource Management Intervention category, and two teams will focus their attention on the Strategic Intervention category.]

There are two deliverables and deadlines for this assignment:

1). Each team must submit a rough outline (approximately 1 double-spaced page) of their project "preliminary draft" proposal. This outline will not be graded but will be used to provide constructive feedback to enhance the quality of the final project proposals. Please email your rough outline to: hre530ta@gmail.com on or before **February 12, 2008**.

The outline should contain a brief description of the broad intervention category (what the broad category of intervention is intended to do), a brief description of the specifically selected intervention among the options listed in the text within the broad intervention category that has been selected to address the problems that the team would like to help the Richardson Timber Products Corporation address. Essentially, we would like to get a sense of each team's desired approach to addressing the problems identified with the respective intervention selected within the broad category so that we can provide some preliminary feedback about the scope and team intentions.

2). The graded project entails that the teams develop a proposal that outlines the nature of

the specific intervention that each respective team proposes based upon the thorough diagnosis of the Richardson Case. The teams will prepare the proposal and will post it for all of the class members to read and consider. The teams will present the proposal and will address questions in the synchronous hour according to the Master schedule.

Each team's final project paper proposal should include the following components:

- Executive Summary (1 page double-spaced).
- Diagnostic/Rationale for selecting your proposed intervention (1-2 pages double-spaced). Based upon your team's diagnosis, identify the rationale (grounded in the case data and your diagnosis) that supports your choice of your proposed intervention.
- Brief description of the proposed intervention and explanation how it will be implemented (3-4 pages double-spaced). Briefly describe the intervention you have selected (what it is, what is it intended to do) and describe how your team will implement your proposed intervention.
- Evaluation of its success. How we will know that it is working? (1-2 pages double-spaced). Consider the most appropriate ways in which your team will evaluate your proposed intervention to determine if it is making a difference and helping to address the organizational problem your proposed intervention was intended to address.
- Presentation during synchronous hour. Teams (the consultants) are encouraged to creatively use this time to persuade the class (the clients) on the viability of each of the team's approaches and address questions that the class (the clients) might have.

Due dates for posting and presenting projects vary by each respective team intervention but are listed on the Master Schedule. Each of the two teams presenting on each evening will have approximately 25 minutes to present their proposal with approximately 20 minutes for addressing questions.

Week #5: Overview of Interventions

Week #6: No Synchronous Session – AHRD Conference

SECTION 5 MODULE 1 (Evaluation, Separation, and Adoption)

WEEK 6: Pre-class Preparation Activity due 2/28/08

Section 5 Module 1 Learning Cycle 2

Read the **two Human Process teams' (HPT 1 and 2) proposals** for B.R. Richardson Timber Products Corporation.

Prepare a set of questions and comments for the consultants (team) for the next synchronous session. Use your own experience related to these issues, programs, and interventions to prepare for the discussion during the next synchronous hour. All members of the other "1" interventions teams will focus on HPT 1 questions and all members of the other "2" intervention teams will focus on HPT 2 questions.

Week #7:

SECTION 6 MODULE 1 (OD Interventions)

WEEK 7: Web Posting 5. This is a team activity: Posting due 3/4/08

Section 6 Module 1 Learning Cycle 1

In your teams, read and discuss Application 12.2 Process Consultation. Which of the elements covered in the readings and in the lecture do you recognize? Given the information in the case, how would you evaluate this intervention? If you were the consultant, would you have done anything differently? **Please post a summary of your discussion (1 paragraph) on the Moodle Week #7 space.**

WEEK 7: Pre-class Preparation Activity. Due on 3/6/08

Section 6 Module 1 Learning Cycle 2

Read the **two Technostructural teams' (TS 1 and 2) proposals** for B.R. Richardson Timber Products Corporation.

Prepare a set of questions and comments for the consultants (team) for the next synchronous session. Use your own experience related to these issues, programs, and interventions to prepare for the discussion during the next synchronous hour. All members of the other "1" interventions teams will focus on TS 1 questions and all members of the other "2" intervention teams will focus on TS 2 questions.

WEEK #8:

WEEK 8 Web Posting 6. This is a team activity: Posting due on 3/11/08

Section 6 Module 2 Learning Cycle 1

Teams 1 and 2 and Teams 3 and 4 will select the following application from the text: Teams 1 and 2: 14.3 Strategic Downsizing at Delta Airlines; Teams 3 and 4: 15.2 Chrysler Moves Toward High Involvement to briefly summarize the technostructural intervention used to effect change in the respective organization. Consider what unforeseen future events might necessitate a change toward another direction? **Post your response (1 paragraph) to the Moodle Week #8 space.** Teams 5 and 6 and Teams 7 and 8 will respond to the postings. Teams 5 and 6 will respond to Teams 1 and 2 respectively and Teams 7 and 8 will respond to Teams 3 and 4 respectively.

WEEK 8 Pre-class Preparation Activity. Due 3/13/08

Section 6 Module 2 Learning Cycle 2

Read the **two Human Resource Management teams' (HRM 1 and 2) proposals** for B.R. Richardson Timber Products Corporation.

Prepare a set of questions and comments for the consultants (team) for the next synchronous session. Use your own experience related to these issues, programs, and interventions to prepare for the discussion during the next synchronous hour. All members of the other "1" interventions teams will focus on HRM 1 questions and all members of the other "2" intervention teams will focus on HRM 2 questions.

Week #9:

WEEK 9: Web Posting 7. This is a team activity: Posting due 3/18/08

Section 6 Module 3 Learning Cycle 1

Teams 5 and 6 and Teams 7 and 8 will select the following application from the text: Teams 5 and 6: 17.3 Revising the Reward System at Land's End; Teams 7 and

8: 18.3 Johnson & Johnson's Health and Wellness Program to briefly summarize the nature of the human resource management intervention used to effect change in the respective organization. Consider if you would like to work in the respective organizations. Does your team think that the intervention is cost-effective? **Post your response (1 paragraph) to the Moodle Week #9 space.** Teams 1 and 2 and Teams 3 and 4 will respond to the postings. Teams 1 and 2 will respond to Teams 5 and 6 and Teams 3 and 4 will respond to Teams 7 and 8 respectively.

WEEK 9: Pre-class Preparation Activity. Due 3/20/08

Section 6 Module 3 Learning Cycle 2

Read the **two Strategic teams' (ST 1 and 2) proposals** for B.R. Richardson Timber Products Corporation.

Prepare a set of questions and comments for the consultants (team) for the next synchronous session. Use your own experience related to these issues, programs, and interventions to prepare for the discussion during the next synchronous hour. All members of the other "1" interventions teams will focus on ST 1 questions and all members of the other "2" intervention teams will focus on ST 2 questions.

Week #10:

SECTION 6 MODULE 4 (Strategic Interventions)

SECTION 7 MODULE 1 (Organizational Learning, Quality, and Globalization)

Week 10 Assignment 5. Due 3/22/08.

Section 7 Module 1

Reflection Paper: Graded Individual Paper

The reflection paper will serve as the synthesis and culmination of the course and will enable learners to reflect upon the course concepts and content with the intent of soliciting learner's core understandings about OD. Specifically, learners will select three key OD concepts that have had the most impact on learners, elaborate on why these concepts were selected, and articulate why knowledge of these three concepts are critical for effective OD practice. Please limit the reflection paper to 5 double-spaced pages. **The reflection paper is due on 3/22/08. Please email your paper as a Word file attachment and send to: hre530ta@gmail.com**

Note 2: Supplemental Readings [Please note that the course e-reserves also contains a listing of current readings to further supplement the course]

The following three Harvard Business Review (HBR) articles are available in printed format at the library. Unfortunately, HBR does not allow the articles to be placed on an e-reserve.

Cohn, J. M., Khurana, R., & Reeves, L. (2005). Growing talent as if your business depended on it. *Harvard Business Review*, (October), 62-70.

- Hemp, P., & Stewart, T. A. (2004). Leading change when business is good. [The HBR Interview Samuel J. Palmisano]. *Harvard Business Review*, (December), 60-70.
- Kotter, J. P. (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*, (January), 96-103. [Reprint from Best of HRB 1995]
- Sirkin, H. L., Keenan, P., & Jackson, A. (2005). The hard side of change management. *Harvard Business Review*, (October), 109-118.

The following list also contains a small selection of key OD references. These are available in college libraries and on-line. While not required, they are strongly recommended to augment the text book.

- Abrahamsom, E. (2004). Managing change in a world of excessive change: Counterbalancing creative destruction and creative recombination. *Ivey Business Journal Online*, 1, ProQuest Document ID 535960701.
- Anonymous (2001). Smoothing the way for organizational change. *Human Resource Management International Digest* 9(5), 32-34.
- Armenakis, A. A., & Harris, S. G. (2002). Crafting a change message to create transformational readiness. *Journal of Organizational Change Management*, 15(2), 169-183.
- Beer, M., & Nohria, N. (2000). Cracking the code of change. *Harvard Business Review*, 78(3), 133-141.
- Berr, S. A., & Church, A. H. (1999). An interview with Dr. Warner Burke. *Human Resource Development International* 2(4), 403-415.
- Bishop, C. H. (2001). *Making change happen one person at a time: Assessing change capacity within your organization*. New York: American Management Association.
- Bridges, W., & Mitchell, S. (2000). Leading transition: A new model for change. *Leader to Leader*, 16, 30-36.
- Burke, W. W. (1997). The new agenda for organization development. *Organizational Dynamics*, 26(1), 7-20.
- Chaudron, D. (2003). The nine pitfalls of organizational change [on-line]. Available: <http://organizedchange.com/ninepitfallsoforganizationalchange.htm>
- Church, A. H., Siegal, W., & Waclawski, J. (1996). Will the real OD practitioner please stand up? A call for change in the field. *Organization Development Journal*, 14(2), 5-15.
- Cohen, H. B. (1998). The performance paradox. *Academy of Management Executive*, 12(3), 30-40.
- Drucker, P. F. (2000) Managing knowledge means managing oneself. *Leader to Leader*. 16(2), 8-10.
- Dym, B. (1999). Resistance in organizations: How to recognize, understand, and respond to it. *OD Practitioner Journal of the OD Network* 31(1). Retrieved March 18, 2004 from http://www.wisc.edu/writing/Handbook/DocAPAResferences_Journal.html
- Gilley, J. W., & Maycunich, A. (1998). *Strategically integrated HRD: Partnering to maximize organization performance. Designing and developing performance improvement and change interventions* Massachusetts: Perseus Books.
- Grubbs, J. W. (2002). Participation and change: Using large group intervention methods to inform reflective practice in a community of public organizations. *Public Organization Review: A Global Journal*, 2(3), 285-303.
- Keener, D., Heard, D., & Morgan, M. (2000). Retrieved March 2002, Implementing a human resources system -Lessons Learned, *SHRM Online* <http://www.shrm.org/>
- Krell, T. C. (2000). Organizational longevity and technological change. *Journal of Organizational Change Management*, 13(2), 8-13.

- McKee, T. Building successful teams in the midst of transition. Retrieved from www.advantagepoint.com/articles/change/art1.html on March 20, 2004.
- McLean, G. N., & DeVogel, S. H. (1995). Sample consulting proposal. In W. J. Rothwell, R. Sullivan, & G. N. McLean (Eds.), *Practicing organization development: A guide for consultants* (pp. 552-564). San Diego, CA: Pfeiffer.
- Orna, E. (1999). Practical information policies. Aldershot, England ; Brookfield, Vt. : Gower, 2nd ed. 375 p. ISBN: 0566076934 (alk. paper) University of Illinois at Urbana-Champaign Library Location: Commerce Call Number: 658.4038Or6p1999 <http://www.kakoeto.ru/orgdev/ff58skl497sNilg476sDk395pOs/orna/pdf/chapter9.pdf>
- Pfeiffer, J. W., & Jones, J. E. (1978). OD readiness. In J. W. Pfeiffer (Ed.), *The 1978 annual handbook for group facilitators* (pp. 219-225). San Diego, CA: University Associates.
- Ripley, D. (1999). Improving employee performance: Moving beyond traditional HRM responses, Retrieved July 2002 Society for Human Resource Management (SHRM) Web Site, White Papers http://www.shrm.org/hrresources/whitepapers_published/CMS_000422.asp
- Sanzgiri, J., & Gottlieb, J. Z. (1992). Philosophic and pragmatic influences on the practice of organization development, 1950-2000. *Organizational Dynamics*, 21(2), 57-69.
- Tierney, P. (1999). Work relations as a precursor to a psychological climate for change: The role of work group supervisors and peers. *Journal of Organizational Change Management*, 12(2), 120-134.
- Walters, P. G. (1990). Characteristics of successful organization development: A review of the literature. In J. W. Pfeiffer (Ed.). *The 1990 annual: Developing human resources* (pp. 1 - 9). San Diego, CA: University Associates.
- Webber, A. (1999). Learning for a change. *Fast Company*, Issue 24, page 178. URL: <http://www.fastcompany.com/magazine/24/senge.html>
- Weick, K. E. (1990). Fatigue of the spirit in organizational theory and organization development: Reconnaissance man as remedy. *The Journal of Applied Behavioral Science*, 26(3), 313-327.
- Wetlaufer, S. (1999). Driving change: An interview with Ford Motor Company's Jacques Nassar. *Harvard Business Review*, 77(2), 77-88.
- Worley, C. G., & Varney, G. H. (1998, Winter). A search for a common body of knowledge for masters level organization development and change programs: An invitation to join the discussion. *Academy of Management ODC Newsletter*, 1, 9-11.

Note 3: Listing of Journals*

Adult Learning

Adult Education Quarterly

The Canadian Journal of Adult Education Studies

The International Journal of Lifelong Education

The Journal of Continuing Higher Education

The New Zealand Journal of Adult Learning

The Pennsylvania Association for Adult and Continuing Education (PAACE) Journal of

Lifelong Learning

Human Resource Development Quarterly

Human Resource Development International

Human Resource Development Review

Advances in Developing Human Resources

Performance Improvement Quarterly

The Academy of Management Review

The Academy of Management Journal

The Academy of Management Executive

Organizational Dynamics

Harvard Business Review

Sloan Management Review

California Management Review

The Journal of Workplace Learning: Employee Counselling Today

The International Journal of Training and Development

The Journal of Management Development

Human Resource Management

Human Resource Management Journal

International Journal of Human Resource Management

Journal of Applied Behavioral Science

Journal of Applied Psychology

Journal of Business and Psychology

Journal of Business Ethics

Journal of Career Development

Journal of European Industrial Training

Organization Science

Organization Studies

Personnel Psychology

Leadership and Organization Development Journal

Organization Development Journal

Journal of Organizational Behavior

Journal of Vocational Behavior

Journal of Vocational Education Research

Journal of Human Resources

Career Development International

Education & Training

Industrial and Commercial Training

The International Journal of Educational Management

Journal of Educational Administration

Journal of Knowledge Management

Employee Relations

Journal of Managerial Psychology

Journal of Organizational Change Management

Personnel Review

Women in Management Review

Training

Training and Development Journal (ASTD)

Performance Improvement

The Learning Organization Journal: An International Journal

Business Horizons

International Business Review

Journal of International Management

Journal of World Business

*Potential Conference Venues [Some may have published Conference Proceedings]:

The Academy of Human Resource Development (AHRD)

The Adult Education Research Conference (AERC)

The Annual Conference on HRD Research and Practice Across Europe

The AHRD Asian Chapter Conference

Midwest Research to Practice Conference

The American Association for Adult and Continuing Education (AAACE)

The American Society of Training and Development Conference (ASTD)

The International Society of Performance Improvement (ISPI)

The Academy of Management Conference (AOM)

The International Conference on Researching Work and Learning

SCUTREA Conference

Transformative Learning Conference (Columbia University)

The Institute of Behavioral and Applied Management (IBAM)

** Please note that these listings are suggestions only and may be incomplete*

Note 4: Tips for the Preparation of Written Materials [Source: Dr. Gary McLean]

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors. I don't expect you to be a master typist; correction of errors in pen will be acceptable.

All written materials should be produced in such a way that they are easy for the facilitators to read. They must be double spaced. All pages should be numbered. All written work must be produced in 12-point font. Do not use full justification for your margin (i.e., have all lines end at the same place). This practice adds considerably to reading time. Papers must meet these criteria in order to be graded. And please use a staple, not a paper clip, to hold the document together. Fancy plastic covers are unnecessary.

We assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Past experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.
2. its = possessive it's = contraction for it is

3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.

4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."

5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax. Poor: Any learner caught smoking in the halls will have their cigarettes confiscated. Better: Any learner caught smoking in the halls will have his or her cigarettes confiscated. Best: All learners caught smoking in the halls will have their cigarettes confiscated.

Tense agreement: Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies. Better: Jones and Smith (1984) discuss...report... Better: Jones and Smith (1984) discussed...reported..

6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.

7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.

8. Each sentence must have a SUBJECT and a VERB.

9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.

10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.

11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.

12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.

13. Useful reference books (bibliographies, punctuation, etc.):

- Publication manual of the American Psychological Association (5th Ed.) This can also be found on line at <http://www.wisc.edu/writing/Handbook/DocAPA.html>
- APA Guidelines (5th Ed.) from the University of Georgia: <http://www.coe.uga.edu/adulted/gradhandbook/apa.pdf>
- Strunk & White, The elements of style
- Turabian, A manual for writers of term papers, theses, and dissertations

Sabin, W. A. The Gregg reference manual, 7th Ed. New York: Gregg Division, McGraw-Hill, 1989.

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