

ORGANIZATION DEVELOPMENT AND CHANGE SYLLABUS SPRING 2017

SERVICE-LEARNING COURSE GLOBAL/INTERCULTURAL COURSE

Instructor:

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Course Description and Objectives:

This service-learning course is designed to study the current models and methods for organizational change at the individual, group, and organizational levels in order to improve organizational performance. This includes an examination of planned change interventions on processes, culture, individuals, and strategies. Teaching techniques include lecture, class discussions, small group activities or projects, student-learning projects, oral presentations, written reflections and assignments, guest speakers, and scholarly dialogue.

Upon completion of the course, students should be able to:

1. Distinguish OD and planned change from other forms of organizational change.
2. Describe and compare perspectives and models of planned change at all levels.
3. Understand the necessary competencies required of OD practitioners and the roles and ethical conflicts they face.
4. Describe the methods for diagnosing, collecting, and utilizing data; providing effective feedback; and designing and implementing useful evaluation.
5. Discuss the criteria, issues, considerations, constraints, ingredients, and processes for effective change interventions.
6. Understand interventions aimed at individuals, interpersonal relations, group dynamics, and system-wide human process.
7. Describe interventions and guidelines focused on employee involvement, work design, and performance management, career planning and development, workforce diversity, and employee stress and wellness processes and systems.
8. Discuss change strategies, organization transformation, OD in global settings and non-industrial settings, and the future directions of OD.
9. Improve skills, abilities, and/or understanding of written and oral communication, critical thinking, ethical decision-making, computer, diversity, and globalization.

10. Complete an OD change project for a department or organization that can benefit from your work.

Service-Learning (SL) Objectives:

1. Learning How to Learn:

- a. Learning to become an active learner
- b. Learning to be an independent learner
- c. Learning how to extract meaning from experience
- d. Learning how to apply academic knowledge in the real world
- e. Learning how to integrate theory and experience
- f. Learning across disciplines

2. Community Learning:

- a. Learning about a particular community or population in the community
- b. Learning about a particular social issue (e.g., homelessness)
- c. Learning about the provision of social service in a particular community
- d. Learning about a particular agency or grass roots effort

3. Inter and Intra Personal Learning:

- a. Learning how to work collaboratively with others
- b. Learning about other groups and cultures (diversity)
- c. Exploring personal values, ethics and ideology
- d. Learning about self
- e. Strengthening personal skills (e.g. listening, assertiveness, etc.)
- f. Developing a sense of appreciation, awe and/or wonder

Global/Intercultural (G/I)

Global/Intercultural understanding should be considered and explored from a variety of perspectives. The requirement will foster greater understanding of, interaction with, and appreciation for, cultures that reflect the diversity present within the local and campus communities, up to the larger state and global context. Courses satisfying the requirement will articulate and examine the unique perspectives, experiences and concerns of individuals and groups representing cultures other than one's own. Such understanding and appreciation will both enhance the educational experience of students and facilitate their preparation to participate as active, informed, respectful citizens.

G/I Objectives:

1. To analyze and evaluate global or intercultural issues.
2. To discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
3. To evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.
4. To interrelate respectfully with individuals representing cultures and perspectives other than one's own.

Required Text:

- Westover, J.H. (2014). [Strategic Organizational Development and Change](#) (ed). HCI Press (Leading Innovative Organizations Series): ISBN--978-0-69232-628-2; **Free E-text available at: www.hcipress.org**

Course Information:

This course is a 3000 level college course. Students are responsible for understanding the course syllabus and the requirements of the course. This course is designed to challenge students to read and to think critically about issues that challenge organizations today. Readings will serve as a basis of critical analysis of some of these issues and class members should be prepared to engage in serious reflection of course topics. A purpose of the class is to help students be individuals of a distinctive kind—who think critically, who know how to evaluate problems, who discuss issues civilly, and who communicate well orally and in writing. Student work is expected to be on a college level, and grading will reflect this anticipation. All students will be expected to complete the same assignments at the same scholarly level of work.

Class Procedures:

1. **Communication:** I check my email often each day and will respond quickly to short questions or requests (this is my preferred method). I will take phone calls when I am in the office and available. If you leave a phone message, I will return your call once and will leave a voice mail. For more detailed questions you may visit during office hours (to ensure I will be here, please email me before and set up an appointment).
2. **Expectations:** Completing reading assignments, attending class, and participating in class discussions are expected. If class is missed, **participants are responsible for obtaining missed materials and information from another class member**. According to the *UVSC Students Rights and Responsibilities Code, Section VII-A, B*,
 - a. “Each student is expected to take an active role in the learning process by meeting course’s requirements as specified in written syllabi. Each student is also expected to display appropriate conduct in classroom situations (respect), which will enhance the learning environment.”
 - b. “Faculty members have the right to establish classroom standards of behavior and attendance requirements. Students will be expected to meet these requirements and make contact with faculty members when unable to do so.”
3. **Late Work:** Late assignments are strongly discouraged and will receive a substantially reduced score (5% off if submitted late the same day it is due, 10% off each additional calendar day late). Papers turned in after a one-week period will **NOT** be accepted. **No late final projects will be accepted**. If you are absent a day an assignment is due, make sure you give it to a classmate or drop it off before class (sending by email before the start of class is fine too, though I prefer a printed hard copy).
4. **Examinations:** All examinations must be taken the days they are scheduled. Examinations cannot be taken early except for special extenuating circumstances. Special arrangements can be made in true emergency situations only.
5. **Assignments:** All assignments are due **at the beginning of the class period** (if assignments are not turned in at the beginning of class, they are considered late—see “Late Work” above). Expectations for each assignment are included in this syllabus and in greater detail in the “assignment descriptions” document posted on Canvas. Additionally, a scoring rubric for each assignment is posted on Canvas and students are responsible for keeping track of assignment due dates and requirements. Missing the day I introduce an assignment in class is not an excuse for not following/fulfilling assignment guidelines. If you have questions about an assignment or a specific requirement, it is your responsibility to ask me **BEFORE** the assignment is due, not after. No papers or exams can be re-written or re-taken to raise a grade.
6. **Withdrawals:** If you stop attending this or any other course, you must officially withdraw in the Registration Office by the dates published in the class schedule or risk a failing grade. An “Unofficial Withdrawal” (UW) is equivalent to an E on the transcript.
7. **Grading:** The breakdown of grades for this course are as follows (see last page of syllabus for overall grading expectations and criteria):

Percentage	Grade
94 to 100	A
90 to 93.9	A-
87 to 89.9	B+
84 to 86.9	B
80 to 83.9	B-
77 to 79.9	C+

74 to 76.9	C
70 to 73.9	C-
67 to 69.9	D+
64 to 67.9	D
60 to 63.9	D-
0 to 59.9	E

Additionally, I do not curve the class grading, meaning you will get the grade you earn. I do not round up, so for example, an 89.9 is a B+, not an A-.

8. **Electronic Equipment:** Cell phones must be silent during class time. Personal computers, tape recorders (if approved), or other electronic devices are acceptable if they are relatively quiet and will not cause interruptions. Personal computers should only be used for related activities such as note taking. If you choose to disengage from class /not learn and play on your laptop during class time (e.g. Facebook, browsing internet, games, etc.), please sit in the back row as to not distract other students sitting in front of you.
9. **Repeating Failed Business Courses:** A student will be allowed to repeat a failed School of Business course twice. If the business course is not passed with a minimum grade of "C-" after the second retake ("C+" for Paralegal Studies majors), the student will be dropped from the School of Business program even if accepted into advanced standing (matriculated) previously.

Other Information:

- **UVU and Woodbury School of Business Policies:**
Students should read the current Utah Valley University Catalog and the Woodbury School of Business Student Handbook to become familiar with the University's academic policies and procedures. These include, but are not limited to, academic integrity, sexual harassment, access to student records, student privacy, and other such issues.
- **Students with Disabilities:**
Students who need accommodations because of a disability should contact the UVU Accessibility Services Department (ASD), located on the Orem Campus, in LC 312. To schedule an appointment, or speak with a counselor, call the ASD office at 801-863-8747, or for Deaf/Hard of Hearing individuals, use the video phone number, 886-760-1819.
- **Academic Dishonesty:**
No academic dishonesty will be tolerated in this course. Students are responsible for their own original work. Cheating, plagiarism, or fabrication on any assignment will result in a failing grade for that assignment or a failing grade in the course. Offenses may be reported to the dean's office. Repeated offenses may result in more serious actions up to and including expulsion from the university. Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Rights and Responsibilities*.

According to the "Students Rights and Responsibilities Code" section VII-D, "Each student is expected to maintain academic ethics and honesty in all its forms, including but not limited to, cheating and plagiarism as defined hereafter:

1. **Cheating** is the "act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work." Cheating includes, but is not limited to passing examination answers to or taking examinations for someone else or preparing or copying other's academic work. Students who participate in this activity will be reported to the School of Business Dean.
2. **Plagiarism** is the "act of appropriating any other person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or study." Whether unintentional or

intentional, this is a serious offense, and students will be reported to the Business Management Department Chair, the School of Business Dean, and other administrators who will take appropriate action.

3. **Fabrication** is the use of invented information or the falsification of research or other findings. Examples include but are not limited to: a) citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials; b) listing sources in a bibliography not used in the academic exercise; c) submission of a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence; and submitting as your own any academic exercises (e.g., written work, printing, sculpture, etc.), prepared totally or in part by another. Any offense will be reported to my department chair and dean. In addition, a college sanction will be enforced.

Assignments and Examinations:

All papers are to be typed, double-spaced, and stapled together (unless otherwise stated). Plastic or other covers are **NOT** wanted. Papers that are free of spelling and grammatical errors are expected. Develop an outline before starting to write. Read papers aloud to ensure that they are clear. Typically, quality papers (A-grade) exceed the minimum requirements and **represent exceptional work**.

Summary of Grading Criteria (and alignment with G/I Objectives)

<i>Description</i>	<i>Points</i>
Examinations (2 exams)	300
Participation/Preparation	250
Case Write-ups (8 @ 25 pts.)	200
Class Reflections (6 @ 25 pts.)	150
G/I Service-Learning Consultancy Project	650
-G/I Key Assignment	
<ul style="list-style-type: none"> • Reflections (with focus on SL and G/I implications) (150) • Proposal (100) • Group Meetings w/Me (50) • Site and Group Evaluations (100) • Time Log (50) • Final Project (150) • Oral Report (50) 	
OD Intervention Demo	40
TOTAL:	1600

Examinations – 300 points (2 exams/150 points each)

Two examinations will be taken in the UVU Testing Center (multiple days provided, see course calendar). More information will be given out before each exam.

Professionalism/Participation/Preparation/Discussion – 250 points

Because this course will rely heavily on discussion and experiential learning, it is critical that all students contribute their insights candidly and frequently. Thoughtful contribution to discussion is also a critical managerial competence, and thus appropriate criteria for the grade for this class. The true measure of the students' contribution is the extent to which they facilitate classmates' learning.

We will use the text primarily as a departure point for in-class experiential, case, and discussion-based learning. I expect all in the class to share in the responsibility to foster high-quality, probing discussions.

To assist in achieving this, each student will come to each class having completed either a case write-up or class reflections for the day based on their thoughts about the required reading. Students are also expected to participate in the student OD demos.

Additionally, students will need to keep track of their **reading preparation** for each class period and are responsible to have completed the assigned reading **before** class. A **reading preparation tracking sheet is available on Canvas and should be filled in throughout the semester**. You will be asked whether or not you completed the reading on time (by the start of class), if you read all, most, or some of the assigned reading, and how thoroughly you read the material. This will be done on the honor system—*please don't sacrifice your integrity by being dishonest*.

Attendance, preparation, and participation in discussions, small group discussions, and class/group activities will be used to determine these points. *Thus, you must attend class, be prepared, and actively participate to receive these points. These are NOT automatic points.*

Case Write-ups - 200 points

To help you actively apply course content to the real world, 8 times throughout the semester you will be required to **read and respond to the questions** from an organizational development case related to the course material we are covering that week. **One of the 8 cases will be specifically and explicitly looking at organizational change within a global/intercultural context, while elements of the G/I objectives and issues will also be present in all 8 of the cases.** The general expectation is that each case write-up be about 2+ pages double spaced. In addition to bringing a printout to class (for class discussion purposes), students will submit their case write-ups on the class Canvas website (where I will evaluate them). *These are NOT automatic points and must be earned.*

Additionally, all of these cases will require you to analyze and evaluate HR change initiatives and organizational development processes across the globe and in diverse intercultural settings, to discuss the impact of stereotypical cultural conceptions on HR initiatives in OD and change management, and recognize the complexity and variety of different cultural groups in the workplace, and to evaluate how one's own cultural rules and biases compare and contrast with those from different cultures and impact HR interventions for OD and change.

Student Weekly Learning Class Reflections - 150 points

Your task is to post **periodic (see class schedule and Canvas for due dates) class reflections of what you learned in class (AT LEAST 500 WORDS;** key take-aways, ah-hah moments, or learning points taken from the readings, online discussions/interactions, and in-class discussions/activities; **NOT JUST A SUMMARY—Be Creative!**).

Some of the questions you may want to consider when typing up your reflections may include:

- How did material/discussion from today's class change my thinking about ____ (any topic, maybe one that you posted a discussion topic or some other point in the reading or class session).
- How did material/discussion from today's class/reading improve your understanding of previously learned material?
- How did material/discussion from today's class alter how you view yourself or the world?
- How did material/discussion from today's class apply specifically to you and your current situation?

By the end of the semester, you will have created a digital learning journal that will document your preparation/participation/and reflection on course materials. Feel free to be creative, include pictures, relevant web links, and other elements that will enhance your own personal learning and application of the class material!

Taking time for these kinds of reflections is important for the following reasons (from Doyle, "Helping Students Learn in a Learner-Centered environment):

1. It maximizes the opportunity for students to understand new material by expanding the connections to previously learned material.
2. It expands students' current views of the world by helping them to see how the new material might alter their current view of the world or of themselves.
3. It increases the number of neuronetwork connections, increasing the likelihood that students will be able to recall the information in the future.
4. It expands the number of cues that students can respond to in order to recall the new information.
5. It increases the number of neuronetworks for the new learning by coding it through the tactile and kinesthetic senses.
6. It follows the natural way the brain processes information.
7. It helps students to make emotional connections with the new information, enhancing ease of recall.
8. It helps students to move from being receivers of knowledge to producers of knowledge.

Note that points will be awarded based on the following criteria: (1) thoroughness of postings—it is your job to demonstrate to me that you are thoroughly considering the course content in your posts, and (2) timeliness of postings—discussion topics posted before the start of class and reflections posted each week. ***These are not automatic points and must be earned!!***

Service-Learning Project – 650 points

One of the objectives of the course is to give you some hands-on experience with organization development and change, within a global/intercultural context. You will choose a class group (in special circumstances it can be individual) with whom you will complete your **community-engaged experiential learning consulting project within a global/intercultural context**. You will be working with a community organization that has agreed to have you come. Professionalism and an attitude of service are expected and will greatly benefit your ability to work with the organization and complete your project. The project will include some or all steps of the OD change processes discussed in class. Each project will be very different. You will need to write a detailed proposal that includes the organizational deliverables at the end of the project. These projects should take you a **minimum of 25 hours (individual hours)** with only a portion at the community organization service site. You will also be asked to write reflection papers and participate in in-class reflections of your experiences. More detail will be discussed in class. Your grade will be based on your proposal, final deliverables and oral report, community partner and group evaluations, individual reflections, and time log.

Additionally, this project will require you to analyze and evaluate real-life HR change initiatives and organizational development processes within a community organization with a diverse intercultural setting, to discuss the impact of stereotypical cultural conceptions on HR initiatives in OD and change management, and recognize the complexity and variety of different cultural groups within the workplace, and to evaluate how your community partner organization's own cultural rules and biases compare and contrast with those from different cultures and impact HR interventions for OD and change.

No student is required to participate in service that creates a religious, political or moral conflict. You as the student may substitute, with professor approval, service deemed suitable for the course and that does not present a religious, moral, or political conflict. All students must sign and return the Risk Management form located after the course schedule in this syllabus.

OD Intervention Demo – 40 points

In order for students to become familiarized with a variety of OD intervention approaches, each student will be responsible for making one in-class short presentation/demonstration of some OD intervention. We will usually take the first 5-10 minutes of class to do this and you will be evaluated on your demonstrated preparation and delivery.

Extra Credit: Writing Center/Course Evaluation – 10 points

I will provide **5 points** extra credit for any student who takes their team project reports to the writing lab in the library for additional help with a writing tutor and provides me with **proof of the visit**. Other opportunities to earn extra credit may be announced during the semester (for example, attending monthly UVU SHRM events). Additionally, I will provide **5 points** extra credit for students who complete the end of semester course/teacher evaluation and bring proof to me (**you can print off a receipt after completing the survey**).

Tuesday/Thursday: Tentative Schedule

This course syllabus and schedule is subject to change. Any changes will be announced in class.

Class	Date	Topics This Session	Readings/Assignments Due This Class
1	Jan. 5	Introduction to Course, Instructor, & Students	
2	Jan. 7	The Strategic Leader's New Mandate; What is Organizational Development?; History of Organizational Development	Chapter 1 <i>Student(s) OD Demo SL Waiver Due</i>
3	Jan. 12	Introduction to Service-Learning Projects	Organize OD Project Teams
4	Jan. 14	What is Organizational Capacity for Change; Core Values and Ethics of Organization Development; Embracing Workplace Diversity (G/I)	Chapter 2 <i>Student(s) OD Demo Case Study 1 Write-up</i>
5	Jan. 19	Trustworthy Leadership; Foundations of Organizational Change; Diversity and Multiculturalism (G/I)	Chapter 3 <i>Student(s) OD Demo Class Reflection 1 Due</i>
6	Jan. 21	NO CLASS—Service-Learning Projects	OD Reflection #1
7	Jan. 26	Trusting Followers; The Organizational Development Practitioner and the Consulting Process	Chapter 4 <i>Student(s) OD Demo Case Study 2 Write-up</i>
8	Jan. 28	Service-Learning Group Appointments	All Team Members Meet with me in my Office
9	Feb. 2	Capable Champions; Entering and Contracting; In-class Exercise 1: Contracting	Chapter 5 <i>Student(s) OD Demo Class Reflection 2 Due</i>
10	Feb. 4	Involved Midmanagement; Data Gathering; In-class Exercise 2: Data Gathering	Chapter 6 <i>Student(s) OD Demo Case Study 3 Write-up</i>
11	Feb. 9	Systems Thinking; Diagnosis and Feedback; In-class Exercise 3: Feedback and Resistance	Chapter 7 <i>Student(s) OD Demo Class Reflection 3 Due</i>
12	Feb. 11	Communication Systems; An Introduction to Interventions	Chapter 8 <i>Student(s) OD Demo</i>
13	Feb. 16	READING DAY—EXAMINATION 1 (Chapters 1-8)	Available on Canvas Feb. 15 (Monday) through Feb. 20 (Saturday)
14	Feb. 18	NO CLASS—STILL EXAMINATION 1 (Chapters 1-8 and Class Discussions)	Available on Canvas Feb. 15 (Monday) through Feb. 20 (Saturday)
15	Feb. 23	Discussion and Review Exam Questions as Class	<i>Student(s) OD Demo Class Reflection 4 Due</i>
16	Feb. 25	NO CLASS—Service-Learning Projects	Project Proposal Due
17	Mar. 1	Accountability Culture; Individual Interventions; In-class Exercise 4: Individual Intervention (Coaching)	Chapter 9 <i>Student(s) OD Demo Case Study 4 Write-up</i>
18	Mar. 3	NO CLASS—Service-Learning Projects	OD Reflection #2
19	Mar. 8	Innovative Culture; Team Interventions; In-class Exercise 5: Team Intervention (Facilitation an Team Development)	Chapter 10 <i>Student(s) OD Demo Case Study 5 Write-up</i>
20	Mar. 10	NO CLASS—Service-Learning Projects	<i>Class Reflection 5 Due</i>
21	Mar. 15	NO CLASS—SPRING BREAK	Be sure to not lose momentum on OD projects
22	Mar. 17	NO CLASS—SPRING BREAK	Be sure to not lose momentum on OD projects
23	Mar. 22	The Big Pictures; Whole Group and Multiple Organization Interventions; In-class Exercise 6: Whole Organization Intervention (Organization Design)	Chapter 11 <i>Student(s) OD Demo Case Study 6 Write-up</i>
24	Mar. 24	NO CLASS—Service-Learning Projects	OD Reflection #3
25	Mar. 29	Sustaining Change, Evaluating, and Ending the Engagement	<i>Student(s) OD Demo Case Study 7 Write-up</i>
26	Mar. 31	NO CLASS—Service-Learning Projects	<i>Class Reflection 6 Due</i>
27	Apr. 5	Global Issues in Organization Development (G/I); The Future of Organizational Development; Catch-Up/Exam 2 Review	<i>Student(s) OD Demo Case Study 8 Write-up</i>
28	Apr. 7	NO CLASS—EXAMINATION 2 (Chapters 1-11, Class Discussions and SL Projects)	Available on Canvas April 6 (Wednesday) through April 9 (Saturday)
29	Apr. 12	Service-Learning Group Appointments	All Team Members Meet with me in my Office
30	Apr. 14	NO CLASS—Service-Learning Projects	OD Reflection #4
31	Apr. 19	Service-Learning In-Class Project Reports/Presentations	Final Project Deliverables Due Project Time Log Due
32	Apr. 21	Course Wrap-up	OD Reflection #5 (after you finish project)
33	Apr. 26	Finals Week	Site Presentations/Interventions Final Project Revisions as Applicable Site and Group Evaluations Due

Organization Development – Reflections

(2 pages each, double spaced; 1-inch margins, Times New Roman 12 point font)

Reflection #1 (before you start)

1. How do you feel (thoughts and emotions) about doing this service-learning project, including within a G/I context?
2. Do you think it will be beneficial for you? Why or why not?
3. What do you think can be done (by yourself, team members, me, department/agencies) to make it a meaningful and beneficial project?

Reflection #2:

1. Describe your feelings and experiences during your initial site visit.
2. What resources already exist to help you in carrying out your project (mentors, resources, assets, etc.).
3. Describe your confidence level and your motivation to do well on this project.
4. Describe the methods you plan to use to involve community partners/contacts in your project planning and development.

Reflection #3:

1. Describe your progress including what is going well and what is challenging.
2. Describe the methods you have used to involve community partners/contacts in your project planning and development.
3. How is your team working? What are you learning about working with teams/groups?
4. What are you learning about organizational change within a G/I context?

Reflection #4:

1. As you look back, how would you have changed the way you have handled your project? What do you plan to do with the remaining time to improve your project product?
2. How has your experience in working with the community on your project affected you, your views, your perspectives, and/or your future?
3. How do you feel about the upcoming presentation/feedback session?
4. Do you want to do well and be successful on the project? Why or why not.

Reflection #5 (after you finish):

1. How do you feel about your experience?
2. What did you learn and how did you benefit?
3. What were the challenges you faced and how did you overcome them?
4. Express your opinion about service-learning as a teaching method.

GRADING CRITERIA (Provided by the DESB)

A - Excellent Performance/Superior Achievement

An A student is one who understands the content and learning objectives thoroughly, completely and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

B - Good Performance/Substantial Achievement

A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

C - Standard Performance and Achievement

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

D - Substandard Performance/Marginal Achievement

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavors. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

E - Unsatisfactory Performance and Achievement

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

UTAH VALLEY UNIVERSITY

RISKS AND HAZARDS STATEMENT OF UNDERSTANDING AND RELEASE

The undersigned hereby acknowledges and agrees to the following statements:

1. I, _____ (herein "participant") expect and intend to participate in the MGMT 3550 Organizational Development and Change Service-Learning project sponsored by the Utah Valley University Volunteer & Service-Learning Center, following the execution of this Statement of Understanding and Release.
2. In consideration of the University's sponsorship and direction of the activity, and his/her participation, participant hereby states that he/she has read and fully understands the Risks and Hazards Statement which is included herein and releases and discharges the State of Utah, the University, and their officers, agents and employees and volunteers from any and all claims, damages, losses or injuries connected therewith, including, but not limited to, any loss, damage or injury suffered by participant or others, as a result of failure to obey safety regulations or resulting from the exercise of the activity coordinator or other individuals acting in good faith response to emergencies and exigencies on this activity whether at the University or any other location.
3. Participant further agrees and understands that during the activity, he/she will be under the direction of the instructor or director approved by Utah Valley University and specifically agrees to comply with all reasonable directions and instructions by the instructor or director during the course thereof.
4. Participant understands and acknowledges that there are specific risks of injury to person and/or property that are associated with activity, including risks related to travel hazards, terrain, weather, eating, activities, and sleeping arrangements, and other circumstances. Participant also acknowledges that he/she understands that the activity could have but is not limited to the following risks: **The projects may expose participants to dust or other airborne spores that create health risks. Tools may be used that can cause injuries. Cleaning chemicals can be hazardous to health. Participants agree not to lift heavy objects. All projects are considered voluntary participation only and participants must have personal accident injury insurance to participate.** Participant specifically assumes and prepares for the risks associated with such conditions.
5. **Participant certifies and represents that if he/she drives a personal vehicle to, from, and/or during the activity, the vehicle must be covered throughout the period of the activity by a motor vehicle liability insurance policy, currently in effect, with limits of coverage and liability that satisfy the requirements of the Utah Motor Vehicle Safety Responsibility Act, 1952 Utah Code Anno. 41-12-1 et seq.**
6. Participant understands and acknowledges that Utah Valley University assumes no liability for personal injuries or property damages to participants or to third parties arising out of activity, except to the extent that such liability is imposed by law. Participant agrees to indemnify and to save harmless, the State of Utah, the University and its officers, agents, employees, and volunteers from any claim or liability arising out of the acts or omissions of the participant during any such activity, subject to any limitations or restrictions against such indemnification that are imposed by law.
7. Participant understands and acknowledges that there may be unsupervised times before, during, or after the hours of the sponsored activity. It is understood that during this time participants will conduct themselves as responsible individuals as well as adhere to all applicable laws and statutes in effect. Failure to comply with this section may result in physical harm or property loss due to hazards beyond the University's control. Failure to comply may also result in expulsion from the activity. The University will not be responsible for any such acts nor any costs resulting from expulsion from the activity.
8. **The participant hereby understands that he/she shall arrange for appropriate personal health insurance coverage (e.g., hospital/medical insurance, student health insurance, etc.) during the period of the activity. The participant agrees and understands that he/she will be personally responsible for any medical costs incurred during this activity.**
9. I agree not to use any illegal drugs or alcohol while undertaking this activity with Utah Valley University and to abide by all provisions of Utah Valley University Student Rights & Responsibilities Code.
10. In case of emergency contact, _____ at _____
Parent or spouse phone

Dated: _____, 2017.

Signed: _____
Participant

Persons under the age of 18 years may participate on day trips without permission from the Utah Valley University Division of Risk Management if a parent or guardian reads and signs this form.

Date: _____ 2017

Signature: _____
Parent Guardian

MUTUAL CONFIDENTIAL DISCLOSURE AGREEMENT with [CLIENT NAME]

This Agreement is entered into as of the [Day] day of [Month], [Year] (“the Effective Date”) between representatives of the Utah Valley University (i.e., students and faculty members; herein referred to as “UVU”) and Lehi City (herein referred to as the “Company”).

In consideration of the mutual covenants set out below and other good and valuable consideration (the receipt and sufficiency of which are hereby acknowledged by each of UVU and the Company), and in order to protect certain confidential information to be exchanged by each of the parties to the other, UVU and the Company agree as follows:

1. **Designation of Parties.** Each party shall designate a representative (“the Designated Representative”) for coordinating receipt, release and delivery of confidential information, who is [REP] for the Company and Matthew Burgon for UVU, or such individual(s) as either party may designate by notice in writing to the other party. The party disclosing the confidential information to the other hereunder is “the Disclosing Party”, and the party receiving the confidential information is “the Recipient”. The Disclosing Party shall disclose Confidential Information only to the Recipient’s Designated Representative(s).
2. **Description of Confidential Information.** The confidential information to be disclosed under this agreement is described as follows and includes those materials specifically identified as:
 - a) material which is marked as confidential at the time of disclosure; or
 - b) material in oral or visual form identified as confidential at the time of disclosure and subsequently designated as such within a written memorandum sent to the Recipient within thirty (30) days following the original disclosure.

Purpose of Recipient’s Use of Confidential Information. The Recipient shall make use of the confidential information only for the following purpose (the “Purpose”):

- a) If the Recipient is UVU, for the purpose of education of students and research publications under the protection of the Company’s identity.
 - b) If the Recipient is the Company, for the purpose of enhancement of corporate HR programs to be used only in the Company.
3. **Non-Disclosure.** The Recipient agrees that it will retain the confidential information in confidence and that it will not disclose such confidential information to any third party or use the confidential information for any purpose other than the Purpose. The Recipient shall use at least the same standard of care in protecting the confidentiality of the confidential information that it uses in protecting its own confidential information of a similar nature but, in any event, no less than a reasonable standard of care. The Recipient may disclose the confidential information only to its employees, directors, officers, agents, students (in the case of UVU) and consultants who have a need-to-know the confidential information for the Purpose, and who are bound by substantially the same obligations as the Recipient pursuant to this agreement.
 4. **Exclusions.** This agreement imposes no obligations upon the Recipient with respect to information that:
 - a) was either in the Recipient’s possession before receipt from the Disclosing Party as established by documentary evidence; or was at the time of disclosure available to the public; or became available to the public after disclosure to the Recipient without breach of this agreement by the Recipient; or
 - b) became available to the Recipient from a third party which to the Recipient’s knowledge, had no duty of confidentiality with respect to it; or
 - c) has been independently developed by the Recipient as established by documentary evidence; or
 - d) is made subject to an order by judicial or administrative process requiring the Recipient to disclose any or all of the information; provided, however, that the Recipient shall use reasonable efforts in the circumstances to promptly notify the Disclosing Party of such requirement to enable the Disclosing Party to oppose such process, before disclosure occurs; or
 - e) is disclosed by the Recipient with the Disclosing Party’s prior written approval.
 5. **Return of Confidential Information.** Upon the written request of the Disclosing Party, the Recipient will return all confidential information and copies thereof in its possession or under its control to the Disclosing Party, subject to the right of the Recipient to retain one (1) full archival copy of such confidential information for the purposes of establishing the extent of the disclosure of such confidential information. Such confidential information shall nonetheless be subject to the confidential period pursuant to Section 3.
 6. **No Licenses or Other Rights.** Neither this agreement nor any disclosure hereunder will be deemed, by implication, estoppel or otherwise:
 - a) to vest in the Recipient any license or other rights to any of the confidential information or under any patent, copyright, trade secret or other intellectual property right, or
 - b) to obligate the Disclosing Party to make any particular disclosure of confidential information or to enter into any business relationship or further agreement with the Recipient.
 7. **Representation.** The Disclosing Party represents and warrants to the Recipient that it has the right to enter into this agreement without breaching or violating any fiduciary or contractual obligations owed to a third party. No other representations or warranties whatsoever with respect to any confidential information disclosed under this agreement are made by the Disclosing Party under this agreement.

8. **Remedies.** The Recipient acknowledges and agrees that damages may not be an adequate remedy to compensate the Disclosing Party for any breach of the Recipient's obligations under this agreement. Accordingly, the Recipient agrees that in addition to any and all other remedies available, the Disclosing Party will be entitled to seek a temporary or permanent injunction to enforce the obligations contained in this agreement.
9. **No Assignment; No Amendments.** Neither party may assign any of its rights or obligations under this agreement without the prior written consent of the other party. This agreement shall be binding upon and shall ensure to the benefit of the parties hereto and their respective successors and permitted assigns. However, no amendment or modification of this agreement will be effective unless made in writing and signed by authorized representatives of both parties.
10. **Governing Law; Compliance.** This agreement shall be governed by and construed in accordance with the laws of the State of Utah and the laws of the United States of America applicable therein. Each of the parties agrees to comply with all applicable laws, regulations and rules relating to the export of technical data.
11. **Notices.** All notices given under this agreement shall be in writing and shall be delivered by courier, email, or by facsimile to the address of the other party set out below. Notices shall be deemed to have been received on the date of delivery, if delivered by courier, and on the first business day following the electronic confirmation of the successful transmission of the email or facsimile. Both parties may give written notice of a change of address to the address noted herein, and after such notice of change has been given, any notice thereafter shall be given to such party at such changed address, email address, or facsimile number, as the case may be.
12. **Counterparts and Facsimile Signatures.** This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument. This agreement may be delivered by facsimile or email provided that the party doing so also sends the original executed copy of this agreement to the other party.

The parties hereto have duly executed this agreement by their respective(s) duly authorized representatives, as of the effective date.

UTAH VALLEY UNIVERSITY (Faculty Member = Principal Investigator)

By: (Signature)
 Name: Matthew Burgon
 Title: Dean Executive in Residence
 Email Address: mburgon@uvu.edu
 Phone: 385.225.6228 (o)
 Fax: 801-863-7396

The Principal investigator hereby acknowledges the terms and conditions as set out herein and agrees to be bound by the confidentiality requirements contained herein.

Dated at this [day] day of [month], [year]

UTAH VALLEY UNIVERSITY (Student)

By: _____ (Signature)
 Name:
 Student ID:
 Email Address:

Name:
 Title:
 Email Address:
 Phone:
 Fax:

COMPANY/ORGANIZATION – [Company Name]

By: _____ (Signature)

I have authority to bind the Corporation/Organization.

Service & Engaged Learning Student Attitudes Pre-Test/Post-Test
(Form will be adapted for online data collection)

Informed Consent: The following questions are part of a study about Service & Engaged Learning Classes and student perceptions of learning outcomes. Your willingness to have your answers included as part of the study is **voluntary and all responses will be anonymous and kept strictly confidential**. Completion of the survey should require about 10-15 minutes to answer these questions.

The study has no foreseeable risks or benefits, and you will receive no payment for participating in this study. All of your responses to these questions are valuable for the research and will remain anonymous. The actual answers will be kept private, hence in any report that may be published; we will not include any information that will make it possible to identify any individual. Only the primary researcher, Dr. Jonathan Westover, will see the completed answers. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Investigator, please contact the Institutional Review Board Office at (801) 863-8156. By starting the online survey, you are providing consent and giving permission for your answers to these questions to be included anonymously as part of the research study.

Student Directions: You are about to participate in a service learning class and will invest time in “volunteering” your skills toward helping a community organization. Using the 7-point scale below, please indicate how important or accurate each of the following possible reasons for volunteering via a service learning class is for you. Please place the number corresponding to how important/accurate each statement is on the line preceding the statement.

1 2 3 4 5 6 7

1 = Not at all important/accurate for you and

7 = Extremely important/accurate for you.

1. ___ Volunteering can help me get my foot in the door at a place where I would like to work.
2. ___ My friends volunteer.
3. ___ I am concerned about those less fortunate than myself.
4. ___ People I'm close to want me to volunteer.
5. ___ Volunteering makes me feel important.
6. ___ People I know share an interest in community service.
7. ___ No matter how bad I've been feeling, volunteering helps me to forget about it.
8. ___ I am genuinely concerned about the particular group I am serving.
9. ___ By volunteering, I feel less lonely.
10. ___ I can make new contacts that might help my business or career.
11. ___ Doing volunteer work relieves me of some of the guilt over being more fortunate than others.
12. ___ I can learn more about the cause for which I am working.
13. ___ Volunteering increases my self-esteem.
14. ___ Volunteering allows me to gain a new perspective on things.
15. ___ Volunteering allows me to explore different career options.
16. ___ I feel compassion toward people in need.
17. ___ Others with whom I am close place a high value on community service.
18. ___ Volunteering lets me learn through direct “hands on” experience.
19. ___ I feel it is important to help others.
20. ___ Volunteering helps me work through my own problems.
21. ___ Volunteering will help me succeed in my chosen profession.
22. ___ I can do something for a cause that is important to me.
23. ___ Volunteering is an important activity to help the people I know the best.
24. ___ Volunteering is a good escape from my own troubles.
25. ___ I can learn how to deal with a variety of people.
26. ___ Volunteering makes me feel needed.
27. ___ Volunteering makes me feel better about myself.
28. ___ Volunteering experience will look good on my resume.
29. ___ Volunteering is a way to make new friends.
30. ___ I can explore my own strengths.

CIVIC ATTITUDES

Please use the following 5-point scale to answer the following statements, placing the number corresponding to your level of agreement/disagreement on the line preceding the statement.

- 1 Strongly Disagree**
- 2 Disagree somewhat**

- 3 Neither agree or disagree
- 4 Agree somewhat
- 5 Strongly agree

To what extent to you agree or disagree with the following statements?

1. ___ Adults should give some time for the good of their community or country.
2. ___ People, regardless of whether they have been successful or not, ought to help others.
3. ___ Individuals have a responsibility to help solve our social problems.
4. ___ I feel that I can make a difference in the world.
5. ___ It is important to help others even if you don't get paid for it.

(Sources: Clary, Snyder, Ridge and Copeland, 1998; Mabry, 1998)

**End-of Semester Student Self-Assessment
(Form will be adapted for online data collection)**

Informed Consent: The following questions are part of a study about Service & Engaged Learning Classes and student perceptions of learning outcomes. Your willingness to have your answers included as part of the study is **voluntary and all responses will be anonymous and kept strictly confidential**. Completion of the open-ended survey should require about 30-45 minutes to answer these questions.

The study has no foreseeable risks or benefits, and you will receive no payment for participating in this study. All of your responses to these questions are valuable for the research and will remain anonymous. The actual answers will be kept private, hence in any report that may be published; we will not include any information that will make it possible to identify any individual. Only the primary researcher, Dr. Jonathan Westover, will see the completed answers. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Investigator, please contact the Institutional Review Board Office at (801) 863-8156. By starting the online survey you are providing consent and giving permission for your answers to these questions to be included anonymously as part of the research study.

1. Please describe your experience of RECIPROCITY during your S&EL.
 - a) What did you "give" to the client agency or client of the agency relative to what you received through doing this S&EL, if anything?
 - b) What did your client teach you and what did you teach your client in return?
 - c) How could this aspect of S&EL be enhanced?
2. Please describe your experience of REFLECTION during your S&EL project.
 - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
 - b) What would you do differently if you were to do another group S&EL project in the future to make the experience more positive for yourself, as well as for everyone else involved?
 - c) How could this aspect of S&EL be enhanced?
3. Please describe your experience of REALITY during your S&EL project.
 - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
 - b) To what degree did your S&EL experience enable you to apply and learn about the course material or major course concepts this semester?
 - c) How could this aspect of S&EL be enhanced?
4. Please describe your experience of RESPONSIBILITY to your client, teammates, or others during your S&EL project.
 - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
 - b) Has your experience in this S&EL project changed your perception of your role as a socially responsible citizen?
 - c) How could this aspect of S&EL be enhanced?
5. Please comment about REWARDS OF SYNERGY as this concept relates to your own experience this semester. Is S&EL a useful part of a business school program, and if so, why and how?
 - a) What is the most significant learning experience that you take away from this S&EL project?
 - b) How could your experience with S&EL be enhanced to make it more useful to you?

**UVU Service & Engaged Learning Community Client Evaluation
(Form will be adapted for online data collection)**

Thank you very much for giving your time and energy this semester in working with our UVU Students. Our students' involvement with your organization has enriched their learning experience and will help them to be better prepared for their future careers. We deeply appreciate your contribution toward their professional development and growth.

Informed Consent: The following questions are part of a study about Service & Engaged Learning Classes and student perceptions of learning outcomes. Your willingness to have your answers included as part of the study is **voluntary and all responses will be anonymous and kept strictly confidential**. Completion of the survey should require about 10-15 minutes to answer these questions.

The study has no foreseeable risks or benefits, and you will receive no payment for participating in this study. All of your responses to these questions are valuable for the research and will remain anonymous. The actual answers will be kept private, hence in any report that may be published; we will not include any information that will make it possible to identify any individual. Only the primary researcher, Dr. Jonathan Westover, will see the completed answers. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Investigator, please contact the Institutional Review Board Office at (801) 863-8156.

By starting the online survey you are providing consent and giving permission for your answers to these questions to be included anonymously as part of the research study.

Directions: Please take a little care and time (about 10-15 minutes) to complete this questionnaire in an effort to provide valuable feedback with which to improve this academic program for future community.

Please respond to the following statements as objectively as you can as they relate to your involvement with this project during the semester.

The ratings for the scale are:

- 0 = very unsatisfying
- 1 = unsatisfying
- 2 = somewhat unsatisfying
- 3 = somewhat satisfying
- 4 = satisfying
- 5 = very satisfying

Students':	0	1	2	3	4	5
understanding of the specific problem/question your company posed						
attitudes						
self-motivation						
project planning						
organizational skills						
communications skills						
leadership skills						
sense of responsibility						
emotional maturity						
time management						
team work						
task completion						
professional approach/professionalism (incl. attire for meetings of all kinds)						
quality of final project						
value of this project for your firm						

16. Did you learn important information that you believe will help you to grow your organization in the future? Please elaborate.

17. Do you plan to implement (some of the ideas) presented to you in their recommended solutions?

A. Please describe what you believe will add the most value to your organization.

B. Can you quantify the approximate monetary value (in US\$) this project could/will/has generated for your company?

- C. What do you anticipate to have less/little/no value to you?
18. Please provide any comments that you would like to share about how to improve this project for you in the future:
20. Please comment on your interactions with the UVU student(s) working on your project this semester:
1. What went wrong?
 - B. What went right?
 - C. How could this experience be improved for you in a future project with our students?
 - D. Any other comments?
21. Is there another future project related to your firm with which UVU students may be able to assist you? Please describe it briefly: