



**BUS 331 Organization Development and Change
(3 credit hours)
Winter 2013**

Class Schedule

Time: Wednesdays & Fridays, 2:30 – 3:45 p.m.
Location: Room L2100

Instructor Information

Instructor: Professor Randy Poon, MBA, PhD (Cand.)

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Office: Room #2055

Office hours:

- Wednesday and Fridays 11:15 a.m. - 12:30 p.m.
- By appointment

Course Description & Objectives

Today's organizations face constant pressures to change -- the need for groups to change is one of the hallmarks of contemporary organizations, whether the organization is a government entity, a private business, a not-for-profit, or an educational institution. For organizational members and managers, the ability to effectively facilitate organizational change often distinguishes the implementation of a mediocre solution from an extraordinary one that makes a difference. In this course we will examine how to facilitate change effectively. We will explore the issues and practices of organization development, to understand what kinds of interventions are useful in what situations. This course examines the major components of organization development: an overview of organization development, organizational theories and practices, the nature of change, and how change agents can effectively manage and implement change in organizations.

Course Objectives

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

Textbook (required)

Anderson, D. L. (2012). Organization development: The process of leading organizational change (2nd ed.). Thousand Oaks, CA: Sage.

Additional readings will be posted in Moodle

Course Requirements & Evaluation

Course grading and evaluation will be conducted according to the following:

Group Case Studies	40%
• Each of the three case studies are worth 13.33%	
• Case study grades based 65% on report; 35% on presentation	
Midterm 1 Exam	20%*
Midterm 2 Exam: Mini-Case Study	10%*
• Case study to be handed out prior to exam to allow for preparation	
• Only includes write-up (i.e., no presentation)	
Final Exam	20%*
Class Participation/Attendance	10%*

To pass the course, students must achieve an overall grade of at least 50%, AND must obtain at least 50% (30 of 60) on the individual student elements (marked by an asterisk). In other words, students must earn a combined passing grade on the non-group elements in order to pass the course.

Note: All assignments (with the exception of exams) are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 5% per day late. Assignments will not be accepted more than 7 days late.

Group Case Studies:

Throughout the semester, there will be three group case studies that will bring further depth to the lecture and reading material. Each of these case studies will involve a written report and a 10-12 minute, in-class presentation. Students will be assigned to different groups for each of the case studies. The written reports should be concise (5-6 pages, 12 point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page) and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles.

The in-class presentations should summarize your analysis and recommendations for that project. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from

the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

Grading Rubric – Written Reports

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Purpose and Content (30%)	The written document has a well-developed thesis and addresses most or all the issues at stake. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	The written document has a workable thesis and identifies many of the issues at stake. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	The written document has some elements of a thesis but it is largely undeveloped or unclear. Many of the key issues are not addressed. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The written document is lacking in elements required with many gaps in the information presented. Key issues are largely not addressed. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (20%)	Identifies the most important arguments, as well as their pros and cons. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments, and their pros and cons. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Structure and Organization (20%)	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.

Mechanics (20%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. Language is clear and precise.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, and spelling errors.	Paper lacks basic control over mechanics and contains excessive proof-reading errors.
Spiritual Formation (10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which one's faith in Christ impacts the topics in question.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Communication and Delivery (20%)	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom referring to notes). Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (frequently referring to notes). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack(s) interest in topic.

Subject Knowledge (20%)	Presenter(s) demonstrate(s) full knowledge (more than required) by answering all class questions with explanations and elaboration.	Presenter(s) is/are at ease with expected answers to all questions, but fail(s) to elaborate.	Presenter(s) is/are uncomfortable with information and is/are able to answer only rudimentary questions.	Presenter(s) do/does not have grasp of information; presenter(s) cannot answer questions about subject.
Creativity and Graphics (20%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.
Structure and Organization (20%)	Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.	Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.	Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation.	Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.
Critique of Other Group's Presentation (20%)	Provides thoughtful analysis and evaluation of recommendations. Identifies most of the key strengths and areas of improvements to presentation.	Provides some analysis and evaluation of recommendations. Identifies a few of the key strengths and areas of improvements to presentation.	Provides insubstantial analysis and evaluation of recommendations. Identifies some strengths and areas of improvements to presentation.	

Class Participation/Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the business world. The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Attendance (50%) (excludes certain excused absences such as Ambrose athletic team out-of-town games but does not include practices)	Misses no more than one class (5 pts.); misses two classes (4.5 pts.)	Misses three classes (4 pts.)	Misses four classes (3 pts.)	Misses five classes (1.5 pts.); misses greater than five classes (0 pts.)
Group Discussions and Contribution Quality (50%) <i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</i>	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Grading

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	Good
80% to 84%	B+	
76% to 79%	B	
72% to 75%	B-	Satisfactory
68% to 71%	C+	
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	Failure

To pass the course, students must achieve an overall grade of at least 50% and as noted earlier, must earn a combined passing grade on the non-group work elements of the course. Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Examinations:

Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. The final exam for this course is currently scheduled to be Monday, April 15, 2013. Please note that the exam schedule is subject to change without notice. Updated exam schedules can be found on the Ambrose website:

<https://www.ambrose.edu/page.aspx?pid=524>)

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by Monday, March 4, 2013. If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (drop) – Sunday, January 20, 2013. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a new policy, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (withdraw) – Friday, March 22, 2013. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or

to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

**BUS 331 Organization Development and Change
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters
Jan 9 th	Course Overview	
Jan 11 th	What is Organization Development (OD)?	Anderson 1
Jan 16 th	Understanding Organizations	Daft 1
Jan 18 th	Foundations of Organizational Change	Anderson 4
Jan 23 rd	Leading Change 1 http://www.kotterinternational.com/our-principles/changesteps/changesteps	Kotter
Jan 25 th	Leading Change 2	Kotter
Jan 30 th	Leading Change - Discussion	
Feb 1 st	OD Process Overview Data Gathering	Anderson 7
Feb 6 th	Diagnosis	Anderson 8
Feb 7 th	Assignment: Diagnosis Case Study written report due in Moodle by 11:59 p.m.	
Feb 8 th	Assignment: Diagnosis Case Study Presentation and Critique	
Feb 13 th	Midterm 1 Exam	
Feb 15 th	Interventions Overview	Anderson 9
Feb 20 th	No Class (Mid-Semester Break)	
Feb 22 nd	No Class (Mid-Semester Break)	
Feb 27 th	No Class – Global Impact Day	
Mar 1 st	Team Interventions	Anderson 11
Mar 6 th	Team Interventions - Discussion	
Mar 7 th	Assignment: Team Interventions Case Study written report due in Moodle by 11:59 p.m.	

Mar 8 th	Assignment: Team Interventions Case Study Presentation and Critique	
Mar 13 th	Individual Interventions	Anderson 10
Mar 15 th	Individual Interventions - Discussion	
Mar 20 th	Organizational Interventions	Anderson 12
Mar 22 nd	Organizational Interventions - Discussion	
Mar 26 th	Assignment: Organization Interventions Case Study written report due in Moodle by 11:59 p.m.	
Mar 27 th	Assignment: Organizational Interventions Case Study Presentation and Critique	
Mar 29 th	No class – Good Friday	
Apr 3 rd	Mini-Case Study and Final Exam Review	
Apr 5 th	Midterm 2 – Mini-Case Study (in-class exam)	
Apr 15 th	Final Exam (as scheduled by Registrar). Please note that the exam schedule is subject to change without notice. Updated exam schedules can be found on the Ambrose website: https://www.ambrose.edu/page.aspx?pid=524	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.