

Course ID:	Course Title:	Winter 2019	
BUS331	Organizational Development & Change	Prerequisite:	BUS250
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	Tuesdays	Instructor:	Dr. Tim Vanderpyl, DSL, CPHR	First day of classes:	Thu, Jan 3, 2019
Time:	6.30pm – 9.30pm	Email:	Tim.Vanderpyl@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 13, 2019
Room:	A2141	Phone:	403.462.9364 (text preferred)	Last day to request revised exam:	Mon, Mar 11, 2019
Lab/ Tutorial:	N/A	Office:	N/A	Last day to withdraw from course:	Fri, Mar 22, 2019
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Fri, Mar 29, 2019
Final Exam:	Take home exam due Apr 8 th at 11.59pm			Last day of classes:	Thu, Apr 4, 2019

Course Description

For organizations desiring to operate effectively and remain competitive in a rapidly changing global marketplace, they must adapt to these dynamic and challenging conditions. In this course, students will explore the concepts of organization theory and design, including the major organization forms, the idea of culture as structure the impact of environment on structure and leadership, and the management of dynamic processes, all in the context of how organizations best work in today's complex world.

Expected Learning Outcomes

By the end of the semester, students will be able to:

1. Understand and be able to explain the process of organizational change;
2. Identify and apply change strategies suitable to the type of change required;
3. Apply organizational development and change principles and concepts to specified case studies; and
4. Understand and be able to explain the major organization forms and principles of organization design.

Textbooks

Ackerman Anderson, L. & Anderson, D. (2010). *The change leader's roadmap: How to navigate your organization's transformation* (2nd ed.). San Francisco: Pfeiffer.

Ackerman Anderson, L. & Anderson, D. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership* (2nd ed.). San Francisco: Pfeiffer.

Both textbooks are required. You may be able to buy both books in a bundled package.

Course Schedule

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 via Moodle.

The schedule below only notes required textbook readings. Additional readings will be posted in Moodle.

Date	Class Topic/Chapter Title	Text chapters
Jan 3 rd	Course Overview & Introduction Organizational Change (Part One)	N/A
Jan 10 th	Organizational Change (Part Two)	Beyond Change Mgt – Chapters 1-3
Jan 17 th	Organizational Change (Part Three) Assignment #1 (Article Analysis – Discussion Post) Part One and Two are due at 6.30pm	Beyond Change Mgt – Chapters 4-5
Jan 24th	No Class – Program Day	
Jan 31 st	Organizational Change (Part Four) Assignment #1 Part Three (Article Analysis - Discussion Post Responses) is due at 6.30pm	Beyond Change Mgt – Chapters 6-8 Change Leaders' Roadmap (p. 1-104)
Feb 7 th	Organizational Change (Part Five)	Beyond Change Mgt – Chapters 9-11 Change Leaders' Roadmap (p. 105-193)
Feb 14 th	Organizational Change (Part Six) Group Case Study #1 – Written Assignment and slides from presentation due at 6.30pm Group Case Study #1 – Class Presentations	Change Leaders' Roadmap (p. 194-239)
Feb 21st	No Class: Mid-Semester Break	
Feb 28 th	Organizational Change (Part Seven)	Change Leaders' Roadmap (p. 240-322)

Mar 7 th	Midterm (in class) Organizational Development Interventions Organization Design (Part One)	See Moodle
Mar 14 th	Organization Design (Part Two)	See Moodle
Mar 21 st	Organization Design (Part Three)	See Moodle
Mar 28 th	Organization Design (Part Four)	See Moodle
Apr 4 th	Last Class / Semester Review Group Case Study #2 – Written Assignment and slides from presentation due at 6.30pm Group Case Study #2 – Class Presentations	See Moodle
Apr 8 th	Final Exam (take home) due at 11.59pm	N/A

Requirements

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

Class Participation	10.0%
Assignment #1 – Article Analysis & Discussion Posts	10.0%
Assignment #2 - Group Case Study & Presentation	20.0%
Assignment #3 - Group Case Study & Presentation	25.0%
Midterm	15.0%
Final Exam (take home)	20.0%

Note: To pass the course, students must achieve an overall grade of at least 50%

Grade Summary

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-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Midterm (15.0%)

The midterm will occur in class and will test your ability to recall and apply the change concepts we discussed in class prior to the midterm. Additional details will be provided in class and via Moodle.

Final Exam (20.0%)

The final exam will be a take home exam. Additional details will be provided in class and via Moodle

Class Participation (10%)

I like and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students. I will often bring forward real-world situations into the classroom, using the group as consultants for my real-world work. The textbooks will be extremely valuable to our learning this semester, but I am also interested in everyone learning “how” to apply the textbooks to your real-world work, now and in the future. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to “participate” means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions. I reserve the right to use in-class assessment techniques to ensure you completed the readings (quizzes, discussions, assignments etc.). I will also factor in your individual contributions to the group assignments, into this grade.

For the classes with guest speakers, I will expect all students to come prepared with questions about topics pertaining to the guest speaker’s expertise.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let me know ahead of class so that this can be taken into account, as repeated absences from class will negatively impact your individual participation grade. It remains my sole discretion to determine whether any absence will affect your participation grade.

Grading Rubric – Class Participation (10%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<p>Group Discussions and Contribution Quality (100%)</p> <p>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.</p>	<p>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.</p> <p>To get above 90%: Student completed all assigned readings ahead of class.</p>	<p>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.</p> <p>Student completed most assigned readings ahead of class.</p>	<p>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.</p> <p>Student completed some assigned readings ahead of class.</p>	<p>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.</p> <p>Student did not complete assigned readings ahead of class.</p>

Assignment #1 – Article Analysis & Discussion Posts (10%)

Research into Organizational Development (OD) and Change areas continues to emerge and practitioners need to stay up-to-date with emerging research and thoughts in this area. This assignment requires you to find an article related to the course topics and to provide an analysis / summary of this article. This assignment includes three parts:

Part One: Select an Article

The article must be from a reputable journal or academic source and must be about an organizational development, organizational design and/or organizational change topic. If in doubt, please check with me before completing the assignment. Target length of the article should be more than 5 pages. Examples of “reputable” include: *Harvard Business Review*, *Journal of Organizational Change Management*, *IVEY Business Journal*, *Strategy+Business*, *McKinsey Quarterly*. Blog posts, Reddit posts, LinkedIn posts, other social media posts and newspaper articles (i.e. Calgary Sun) are NOT acceptable for this assignment. If in doubt, check with me.

Note: Duplicate articles will not be accepted. First come, first serve. Please check Moodle to see if any of your fellow students have already selected the same article. The person who posts first will be allowed to do the assignment on that article. If someone has already claimed the article, then find another one. If you have done a similar assignment at Ambrose (in my classes or any other class), you may not use the same article.

You will be expected to complete Part Two and Part Three by the day/time indicated in the schedule. Late penalties (10% per day) will apply to late posts. Posts completed more than 48 hours late will be given a zero grade (no exceptions).

Part Two: Discussion Post (4% of final grade)

Once an article is selected, you will write a discussion post of no more than 500 words and post it to Moodle. This dialogue post must include the following elements:

1. Summary of the methodology and main conclusions of the article (2-3 sentences). Note: Do not just copy the abstract.
2. Summary of why you picked the article and how it relates to the course content (2-3 sentences)
3. Critique: In your own words, tell us what you think of the article and its applicability to OD & Change practitioners. Does it dovetail or conflict with the course material? Do you agree with the authors? Why/why not? I am looking for insight in this section not just a regurgitation of what the article says.
4. APA citation of article (with link if applicable)

The subject heading of the post should be *Author Last Name – Abbreviated Title* (i.e. Vanderpyl – Organizational Change)

Spelling and grammar count. Please proofread your post. Note: When providing an analysis of an article, you only need to provide a direct citation if you are citing/quoting other research and/or quoting directly from the article. Use both of these options sparingly, if at all.

Part Three: Discussion Post Response (3% of final grade for each response)

For the third part of this assignment, you will be expected to respond to two other posts/comments made by other students in the class. At least one of these comments should be on another student’s original post. Guidelines of responses:

1. The response must be a minimum of 100 words and a maximum of 300 words.
2. You are welcome to disagree with each other’s analysis/conclusions, but your response must be respectful towards the other student (i.e. no name calling or insulting). Challenge and wrestle with the ideas presented, not the person.
3. You must reference one source in each response. This can be the textbook(s), a class discussion/lecture, or another article. If citing another article, use the APA format to cite it properly. If citing a class, cite the specific day we discussed that material.

Spelling and grammar count. Please proofread your posts.

Grading Rubric – Assignment #1 – Article Analysis & Dialogue Posts

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	Goes above and beyond in analyzing the article and responding to other posts. Student is critical but professional in evaluating the research and findings from the article and in responding to other posts.	Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the article and in responding to other posts.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Student does not address the key issues and does not provide a critical evaluation of the article
Mechanics (25%)	Posts and responses demonstrate mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Posts and responses display good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Posts and responses show that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Posts and responses lack basic control over mechanics and contains excessive proof-reading errors.

Assignment #2 & #3 – Case Studies (#2 is worth 20% and #3 is worth 25%)

Throughout the semester, there will be two group case studies. The groups will consider themselves as consultants hired by the leader/CEO to review the issues presented in the case study and propose solutions. If your group would like to adapt either of these assignments to a real-world organization, please consult with me. Additional information regarding my specific expectations for these case studies will be presented in class and/or posted in Moodle.

For Assignment #2, I will assign you to a group of 3-4 students (exact group size will depend in the final enrollment in this course). For Assignment #3, you will choose your own group.

A group grade will be awarded after the presentation. Individual contributions to the group assignment will be considered as part of the final class participation grade. I reserve the right to lower an individual's grade for this assignment, if that person does not contribute a proportional amount of effort to the project. I also reserve the right to solicit feedback from group members about other group members' contributions.

This assignment will involve two components: a written report and a class presentation.

Part One: Written Report (60% of Assignment Grade)

The written report should be written in a business memo format to me (the client), from the group (the consultants). The memo should be between 2000 and 2500 words. Use a MS Word memo template or similar. The memo should demonstrate critical thinking and professionalism. That is, the memo should be thoughtful, clear, straightforward and free of grammatical mistakes. When citing your external sources, please use a consistent style (APA, footnotes etc.)

Part Two: Class Presentation (40% of Assignment Grade)

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. The presentation (including questions) should be a maximum of 12 minutes long.

Grading Rubric – Part One: Written Report (60% of Assignment Grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	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.
Mechanics (25%)	Project demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Project displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Project shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Project lacks basic control over mechanics and contains excessive proof-reading errors.

	Formatting of memo is professional and ready to present to a Director/CEO.	With minor edits, memo is ready to present to a Director/CEO.	Would require significant editing before presenting to a Director/CEO.	
--	--	---	--	--

Grading Rubric – Part Two: Class Presentation (40% of Assignment Grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (60%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). 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 or slides 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 interest in topic.
Creativity, Graphics, Structure and Mechanics (40%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. Presenters explain and reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	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. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Student seldom supports the text and 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. Presentation has between four to five misspellings, grammatical errors, or formatting errors.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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 Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required 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 deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

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 Registrar's Office in writing and providing the basis for appeal 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. If the appeal is sustained, the fee will be refunded.

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 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 acknowledge 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 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.

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