

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2021</b>
<b>BUS 331</b>	<b>Organizational Development &amp; Change</b>	<b>Prerequisite: BUS 250</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Murray D. MacTavish, PhD	<b>First day of classes:</b>	Mon, Jan 11
<b>Days:</b>	Wed/Fri	<b>Email:</b>	murray.mactavish@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 24
<b>Time:</b>	11:45am – 1:00pm	<b>Phone:</b>	(403) 410-2000 (x6937)	<b>Last day to request revised final exam:</b>	Mon, Mar 8
<b>Room:</b>	RE 132	<b>Office:</b>	L2055	<b>Last day to withdraw from course:</b>	Fri, Mar 19
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	Wed/Fri 10:30am – 11:30am or by appointment	<b>Last day to apply for coursework extension:</b>	Mon, Mar 29
<b>Final Exam:</b>	Take-home exam			<b>Last day of classes:</b>	Fri, Apr 16

### Course Description

For organizations desiring to operate effectively and remain competitive in a rapidly changing global market- place, 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 a structure, the impact of environment on structure and the leadership, and the management of dynamic process, all in the context of how organizations best work in today’s complex world.

Utilizing the seminar format, this course will address issues faced by organizational leaders working in settings throughout the globe. The diverse delivery approach includes: lectures, interviews, readings, written assignments, personal reflections, critical analysis of articles, and group case studies.

### Expected Learning Outcomes

In order to enable students to better understand about organizational development and change, students will engage in critical analysis of change theories and processes, and will walk through a change management process. In this context, 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, D. & Ackerman-Anderson, L. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership* (2nd ed.). San Francisco: Pfeiffer.

Johnson, S. (2006). *Who moved my cheese? An amazing way to deal with change in your work and in your life*. London, UK: Vermilion.

## Additional Resources:

*Other resources may be provided during the semester via Moodle, handouts, pdf files, or email.*

## Course Schedule

Date		Reference
<b>Introduction to Leadership</b>		
1/13	Introduction to the Course Introduction to Organizational Development	
1/15	Introduction to Change	
1/20	Breakthrough Results from Change Drivers of Change	Beyond Change Management (BCM), Introduction & Ch. 1 BCM, Ch. 2
1/22	Core Principles of Change Management	Resources will be provided by professor on Moodle
1/27	Personal Perspectives on Change Discussion <b>DUE 1/27: - Who Moved My Cheese REFLECTION</b>	Who Moved My Cheese?
1/29	Two Leadership Approaches to Transformation	BCM, Ch. 4
2/3	Building Organizational Change Capability	BCM, Ch. 5
2/5	Human Dynamics: From Resistance to Commitment	BCM, Ch. 6
2/10	The Role & Impact of Mindset The Role & Impact of Culture	BCM, Ch. 7 BCM, Ch. 8
2/12	<b>GROUP PROJECT RESEARCH</b>	<b>[No class]</b>

2/17, 19 **READING BREAK**



**[No class]**

2/24 **GROUP CASE STUDY PRESENTATIONS**

- 2/26 Conscious Process Thinking BCM, Ch. 9
- 3/3 Change Process Models BCM, Ch. 10
- 3/5 Traditional OD Engagements
- 3/10 Process Consultation Resources will be provided by professor on Moodle
- 3/12 Appreciative Inquiry Resources will be provided by professor on Moodle
- 3/17 Group Case Study Working Session (Introduction & Mindset Planning)
- 3/19 Group Case Study Working Session (Behaviour Planning)
- 3/24 Group Case Study Working Session (Culture Planning)
- 3/26 Group Case Study Working Session (Systems Planning)
- 3/31 Ambrose Research Conference [No class]**
- 4/2 Good Friday [No class]**
- 4/7 Group Case Study Working Session (Final Planning)
- 4/9 **FINAL GROUP PEMANCAR CASE PRESENTATIONS**  
Q&A – Unanswered Questions
- 4/14 **FINAL GROUP AMBROSE COVID PIVOT PROJECT PRESENTATIONS**
- 4/16 **FINAL EXAM DUE (By 1:00pm) [No class]**

**Attendance:**

Students are expected to attend all classes. Please notify me **BEFORE** class (via e-mail is best) if you are going to be absent. Legitimate reasons for absences include illness or a personal emergency. You should consider if a boss would let you miss an important work project/meeting for the reason you are reporting. You are responsible for making arrangements with your peers to get notes, handouts, and assignments. Excessive tardiness may lower your participation grade, as will use of a phone or laptop computer for noncourse-related purposes during class. Your final grade will be impacted negatively by 1% per unexcused absence and for phone or laptop use for non-course related activities during a class.

## Requirements:

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

- 15 % Participation/Contribution to Class (includes periodic 1-2 page reflections)
- 5 % Who Moved My Cheese Reflection Paper, ( DUE by 11:45am, Jan. 27)
- 15 % Leader Interview About Their Organization's Response/Adaptation to COVID-19 Pandemic (2/26 – 4/9)
- 20 % Article Summary, Analysis & Critique Paper, and Class Presentation (2) (2/24 – 4/14)
- 30 % Group Case Studies: Paper and Class Presentation (2) (#1 DUE 2/24; #2 DUE 4/14)
- 15 % Take-home Final Exam, DUE by 1:00pm, April 16 (Short Answer plus Application Case Study)
- 100 % TOTAL

**Note:** *The Instructor reserves the right to make adjustments in course coverage, sequence and grading.*

**NOTE:** *Up to 20% of the grade for a written assignment may be given for grammar, spelling, and formatting. Usage of APA style formatting is required for all assignments unless noted otherwise.*

## Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. All electronically submitted written assignments (i.e., reading responses, papers, presentations) must be submitted in a WORD or Powerpoint document (**and NOT as PDF files**). Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

## Participation and Contribution to Class (15 %)

**As with attendance, contributing to class discussions is expected. This includes preparation for class by reading the text and any other assignments, and coming to class with carefully considered thoughts and perspectives on the class' readings and theme(s). You may be called upon to raise an issue or concern, or to pose a question regarding the topic for that particular class session.**

**Your active engagement and participation in the discussions will strengthen your learning experience, and is a great way to gain confidence and prepare yourself for the world of work.** Grading participation will be based on the *quality*, not simply quantity, of your participation. Thus there is no need to dominate class discussions. Rather, I will be looking for comments from you that add to the understanding of the class, going beyond simple repetition of the facts to provide interesting analysis and conclusions. Silence in class may lead me to wonder if you are not prepared for class.

As part of the learning activities, you may be required to submit a 1-2 page reflection paper on a specific topic, learning activity (e.g. class activity, discussion topic, or video clip). These are not research papers, but rather opportunities for you to reflect on and analyze a key insight or learning. You may find it helpful to imagine this exercise as a conversation about this topic/issue with a friend over coffee or tea. It anticipated that there will be about 8 of these brief reflection papers during the course; each work approximately 2%.

## **Who Moved My Cheese Reflection Paper, DUE by 11:45am, Jan. 27 (5%)**

After reading the book *Who Moved My Cheese?*, students will reflect on the key message of the story, particularly considering and reflecting upon which character(s) they most resonate with and how they view change, from a personal vantage point. What key lessons did you glean from this story and how will you incorporate them into your life going forward?

## **Leader Interview About Their Organization's Response/Adaptation to COVID-19 Pandemic & Class Presentation (15%) (2/26 – 4/19)**

Each student is to interview a current leader and report their key findings and insights to the class later in the semester (5 – 7 minutes). **A sign-up sheet with class presentation times will be provided in class.**

With the significant and dynamic effects of the COVID-19 pandemic, companies have had to change and even pivot dramatically in response to stay alive, and in some cases thrive. By interviewing a company leader, students will learn how the company/organization responded and adapted to this externally imposed challenge. Students will share the breadth of insights gleaned from the interview and any other research conducted into the company regarding this situation. **A written summary of the key learnings from the interview is to be submitted to the instructor via a Moodle dropbox. APA formatting IS NOT REQUIRED for this assignment.**

## **Article Summary, Analysis & Critique Paper, and Class Presentation (2) (20%; 10% per article) (2/24 – 4/14)**

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.

Students will select an article (2 separate articles for the course) 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 the professor before completing the assignment. The article you choose should be more than 5 pages in length. 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 the professor. It is not recommended that you use the same article as another student, though that will be allowed. They, of course, must be done separately, without collaboration or discussion.

In a 3 – 5 page paper, students will write a brief summary of the article, its thesis, methodology, and main conclusion(s) (Note: Do not just copy the abstract). Then, discuss why you picked the article and how it relates to the course content (2-3 sentences). Then, in your own words, tell the reader 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.

As with all assignments, spelling and grammar count. So, please proofread your paper. Please also provide sourcing information using APA referencing format at the end.

**Students will present to the class a summary of their paper, with key learnings in a 5-7 minute presentation. Presentation dates will be determined via a sign-up sheet provided in class. Due dates will be communicated in class.**

Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

### **Group Case Study #1 and Class Presentation, DUE by 11:45am, Feb. 24 (15%)**

The professor will provide case studies for the 3 groups (4 students per group) to review and research the situation and examine what was done and offer consulting guidance as to what could/should have been done, based on the course materials and content. Specifics of each case can be found in the case studies provided by the professor.

In a 3-5 page paper, student groups will write a brief summary of the case and its key issues. Then, by referencing and incorporating course material and other relevant OD and change resources (if helpful), provide guidance as to what the company could or should have done to execute the change better.

As with all assignments, spelling and grammar count. So, please proofread your posts. Please also provide sourcing information for all additional resources using APA referencing format at the end.

**Students will present to the class a summary of their case with recommendations in a 10-12 minute presentation in our February 24 class. The case brief can be submitted to Moodle (only one submission per group).** Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

### **Group Case Study #2 and Class Presentation, DUE by 11:45am, Apr. 14 (15%)**

Higher education institutions have been facing increasing challenges, particularly smaller tuition-driven liberal arts universities. All higher education institutions have had to respond dramatically to the challenges brought on by the COVID-19 pandemic. As such, universities are facing various challenges to their historic way of providing quality education to their students. In an age of social distancing and ever-increasing reliance on technologically mediated instruction and relationships, it is important for universities, such as Ambrose University, to understand these key challenges and what they need to consider as they navigate the COVID-19 pandemic and beyond.

Each student group (3 groups of 4 students) will engage in an analysis of the challenges facing higher education institutions using the Conscious Change Leader Accountability Model found in the *Beyond Change Management* text (see Figure 1.1, p. 5). Ambrose University will be the specific institution of study. Given our information will be incomplete, nor will we be in a position to execute changes, we will be unable to engage the full Change Leader's Roadmap introduced in Chapter 10 of the text. Regardless, this exercise will still serve as a valuable chance to practice the guiding framework of effective transformative change efforts.

**In our April 14 class, each group will present to the class a summary of their analysis plus their recommendations in a 10-12 minute presentation. Student groups will prepare a 4 – 6 page paper with their analysis and recommendations for Ambrose University to consider. It can be submitted to the dropbox in Moodle (only one submission per group).** Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

As with all assignments, spelling and grammar count. So, please proofread your posts. Please also provide sourcing information for all additional resources using APA referencing format at the end.

## Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
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.

## 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](mailto: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. 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.



## **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

### On Campus:

- Counselling Services: [ambrose.edu/counselling](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

## **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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