

BUS 461-001
Organizational Change and Development
Fall 2023

August 30- December 5
Monday 1900-2145
ED 558

Instructor: Loretta Gerlach

loretta.gerlach@uregina.ca NOTE: I only accept email via the UR Courses email function. I will not accept messages in any other form but the email function in UR Courses so please let me know if you don't know how to use that function.

Office hours – I will not be keeping office hours, but I am always willing to arrange appointments. Please send me an email through UR Courses outlining the nature of your inquiry and we can make plans from there.

Calendar Description

This course provides students with an understanding of the basis for planned change in both sub-units and organizations. It provides a conceptual foundation for the diagnosis and analysis of organizational issues, and the development and implementation of strategies to introduce change in order to improve organizational effectiveness. It examines interventions that enhance opportunities for employees and result in creating high-performing organizations. *** Prerequisite: BUS 250 (or ADMN 250) *** *Note: Students may not receive credit for both BUS 461 and ADMN 461.* *

Course Overview

The course will provide an introduction and overview to important issues and practices in organizational change, innovation, growth, and development. This course equips students with a comprehensive understanding of the principles, processes, and strategies underlying organizational change and development. Students will explore the theoretical foundations and practical techniques for diagnosing, analyzing, and implementing effective change initiatives within sub-units and entire organizations. The course delves into interventions that foster employee growth and contribute to the establishment of high-performing organizations. We will be covering a wide range of topics, and some will be controversial in nature. Group discussions, guest speakers, videos and other mediums will compliment lectures and assigned readings.

Learning Objectives

- To define and explain foundational concepts and theories for organizational change and development and highlight their significance in improving organizational effectiveness.
- To apply diagnostic tools and techniques to assess organizational challenges and identify opportunities for potential improvement.
- To develop change strategies considering organizational culture, structure, and stakeholders.
- To communicate, implement and evaluate change initiatives.
- To foster high-performing organizations that are resilient, adaptable, innovative, and labour-market friendly.

- To recognize and address ethical challenges that can arise during organizational change and development.

Class Format

This is a completely in person class.

Required Reading:

Students are required to purchase the following textbook:

- Palmer, I., Dunford, R., and Buchanan, D. (2022). Managing Organizational Change: A Multiple Perspectives Approach (4th International Edition). McGraw-Hill Ryerson
- There will also be periodic links and cases posted on UR Courses that will also require reading. They will be noted with the due date on UR Courses.

During most of the classes, we will spend some time in group discussion, often using the textbook and other readings as guiding point. These discussions are designed to ensure we are able to place the information we are learning in practical context. Please make every effort to keep up on your readings and you will definitely find it helpful to bring your text to class.

UR Courses

Access to UR Courses is mandatory for this class. I will use UR Courses to post some basic outlines of lectures in power point form. I will post the slides for each class at least late the night before. I will also post other required reading and course materials. I will also post additional reading materials, any relevant news stories, and other information using discussion forums. I recommend that you log on to the class page regularly to see reading assignments and discussions.

Films

We may watch a few films over the course of the semester. I use the films as a teaching method to practice some of the concepts and theories we learn in class and in the readings. I apologize if you have seen some of the films before, but they are still an important part of our class. Any films we watch will be by link in UR Courses.

Guests

We may also have guests in our class over the semester. Please understand that these people are here of their own kindness and thus I request that you show them the utmost consideration and respect.

Tentative Classroom Schedule: I will do my best to keep to the following schedule but please note sometimes this is not possible (you are strongly encouraged to complete the readings listed **before the time** when they are listed, as they will be discussed in that class and possible the next few as well). **Please note, that I will not just review the textbook in class, but rather use the majority of class time for discussions of important points and case application.** As a result, you will be required to read the text and bring questions to class or me if you are unclear.

Week	Date	Topic
1	Sept 11	Orientation We will review the course outline in detail and provide you with a clear understanding of what to expect in class and from the course overall. Introduction to Change and its Importance in Organizations

Week	Date	Topic
		Read: Chapter 1
2	Sept 18	Images of Change Management Read: Chapter 2
3	Sept 25	Why Change? READ: Chapter 3
4	Oct 2	What to Change? Read: Chapter 4
	Oct 9	Thanksgiving – No Class
5	Oct 16	Implementation: The Substance and Process of Change Purpose and Vision Read: Chapters 5 and 6
6	Oct 23	Midterm Examination
7	Oct 30	Change Communication Strategies Resistance to Change Read: Chapters 7 and 8
8	Nov 6	Organizational Development and Sense-Making Approaches Change Management Perspectives Read: Chapters 9 and 10
9	Nov 13	Sustaining Change versus Initiative Decay The Effective Change Manager Read: Chapter 11 and 12
10	Nov 20	In Class Presentations and Discussions
11	Nov 27	In Class Presentations and Discussions
12	Dec 4	Wrapping Up
	December 11	Final Exam AT 7:00 P.M.

	Evaluation	Weight	Due Date
1.	Participation	10%	On going
2.	Midterm Exam	24%	October 23
3.	In class case study work	16%	As Assigned
4.	Interview Assignment (Trios)	25%	November 20 and 27
3.	Final Examination	25%	Dec 11

TOTAL:	100%
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Evaluation Breakdown

1. Participation

10%

Your participation is critical to the success of this class. Students are expected to be present and engaged in class. As in any adult learning environment (but in this one, perhaps even more so), we want to ensure that everyone feels comfortable and engaged to learn from each other's perceptions and experiences. Therefore, you will receive a portion of your grade that will be based on your attendance, efforts to come prepared, and regular effective contributions. This will include the ability to engage in appropriate collegial dialogue with fellow students and the instructor, challenging assumptions, and providing innovative suggestions.

High levels of participation would include active participation in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and personal experiences / observations.

This course is designed on the expectation that most class time will be spent in discussion and engagement with each other. At a fourth-year level, students will have many great insights, personal experiences, and hypotheses that are critical to share to truly get the maximum value out of the course.

Some suggested contribution opportunities include:

1. Sharing personal experiences
2. Offer observations that help clarify or integrate class concepts
3. Sharing comparisons with various organizations, legal parameters, geographic locations, etc.
4. Asking questions of classmates to drive further discussion and analysis
5. Respectfully disagreeing and inquiring of additional information in information presented in class by the instructor and / or fellow students
6. Bringing in additional research or current affairs into the course for discussion.

The following guide will be used in assessing participation grades:

Exceeds expectations – 8-10. Students in this category provide leadership in and out of the classroom and work towards enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the week and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets expectations – 6-7.5. For showing in active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand course materials; for being a positive group member, etc.

Does not meet expectations – 0-5.5.

4-5.5 for attending class and a regular basis but only occasionally contributing to the classroom experience.

Less than 4 for failing on all the previously identified ways of contributing.

Midterm Examination

24%

The exam will be based on the required readings, the class lectures, videos, any guest speakers, and class discussions. The exam will be 90 minutes in length on October 23. If you cannot complete the midterm exam because you are sick and you present a doctor's note, the value of the midterm (20% of your final grade) will be transferred to the final exam which will then account for 45% of your final grade.

In-class Case Study Questions**16% (2 x 8)**

Twice during the semester, you will be asked in class to complete assigned questions regarding a case study based on the few assigned chapters. These case studies will be done in groups of five. These questions must be completed and submitted by the end of the assigned class time (9:45 p.m.). You will be told the case study (from your textbook) one week in advance.

More information on this assignment will be given in class on the first day.

Interview Assignments (Trios)**25%**

Written Submission of Interview and Findings

15%

Presentation

10%

Students are asked to find an employer and interview them on their current organizational change and development strategies. Students will work in teams of three. They will provide a written summary of their interview to the instructor and will also present their findings to the class on an assigned day of either November 20 or November 27.

More information on this assignment will be given in class on the first day.

Final Examination**25%**

The exam will be based on the required readings, the class lectures, videos, any guest speakers, and class discussions. The exam will be on December 11 at 1900 (7 p.m.) and be two hours in length. The examination will be comprehensive, and the format will be discussed further in class later in the semester. You must write the final exam on this day to pass the class unless you receive a medical or compassionate deferral from your faculty. You must be present to write the final to pass the class otherwise you will be given a grade of NP.

Grades

Please be reminded that all grades in this course must be earned by the student. Effort is not enough; answers must be correct and within the academic quality and standards of that assignment. Students should not ask to negotiate grades at any stage in the system as this is an affront to the integrity of the class and the instructor.

Please know that I am happy to answer any questions about grading and your assignments, but please note that as per the University of Regina Calendar, grades are not negotiable. If you feel that an assignment has received an unfair grade, you are expected to make a case for why it should be reassessed. Using the available outline of the grade, you will need to document in a paragraph or two your case and provide this to me. You should consider that grades could go down upon review. All requests to review grades must be provided to me in writing and accompanied by the original graded work.

Please review the UR Courses page for additional information about Class Conduct and Expectations as well as services available from Counselling Services

ChatGPT and AI

Students are expected to complete assignments, tests, and other academic evaluations using their own knowledge and abilities. The use of generative AI tools, including but not limited to ChatGPT, is considered a breach of this expectation. The use of generative AI tools in the preparation or completion of assignments, papers, or exams for this course is prohibited, and any evidence of such use may be subject to academic penalties.

Authenticity and integrity are core values of this course. As such, any student found employing generative AI platforms to draft, edit, or produce any course-related materials will be in violation of course ethics and may face disciplinary action.

To preserve the integrity and quality of student work, students are strictly prohibited from integrating or referencing AI-generated content in any coursework submissions. In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical thinking and problem-solving skills. To ensure a fair and consistent learning experience for all students, the use of advanced AI tools such as ChatGPT or Dall-E 2 is strictly prohibited for all submitted academic work, assignments, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including AI tools.

Any use of generative AI tools in academic work is considered academic misconduct and will be reported to an investigating Dean.

Harassment

The University of Regina promotes a learning environment that is free of all forms of harassment and discrimination. The University will neither tolerate nor condone any inappropriate or irresponsible conduct including any behaviour which creates an intimidating, hostile or offensive environment for work or study through the harassment of an individual or group on the basis of any ground prohibited under the Saskatchewan Human Rights Code, including race, race and all race related grounds such as ancestry, place of origin, color, ethnic origin, citizenship, creed, sex, gender, sexual orientation or disability. Please refer to the General Calendar for more information.

Students Requiring Accommodations

If you have a need for special accommodation for a disability, please come and discuss this with me, as well as contacting the Centre for Student Accessibility at 585-4631 at the University of Regina.

Group discussions will be a fundamental element of this class. Your participation in the course is expected and strongly encouraged. I encourage you to challenge yourselves and others intellectually and welcome you to ask questions in the lectures. I only ask that all questioning / challenging be directed to theories and ideas, not specific people and that it is done in a respectful manner.

I am really looking forward to this semester with you and I hope that you enjoy the course.

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