**Syllabus**

**BUS 309**

**Organizational Change**

**Professor:**

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**Course Description:**  This course explores the basic concepts and processes employed by management during time of organizational change. Specific areas are explored including analysis, teamwork, implementation, control measures, and organizational culture that are conducive to change. This course includes specific components of application of concepts that students will complete during a change management project.

Course/Student Learning Outcomes: A Strategic Management course should help students hone their knowledge and analytical skills regarding key strategic concepts.  The following learning objectives reflect some of the desired skills and knowledge for attainment:

1. **Understanding why managing change is both a creative and a rational process.**
2. **Understanding how stories of change can contribute to our knowledge of theory and practice.**
3. **Understanding the process of managing change and measurement of outcomes.**
4. **Identifying and understanding the internal and external drivers of organizational change.**
5. **Analyzing the strengths and weaknesses of various diagnostic models of change and their relationship to the organization and its strategy.**
6. **Relating organizational culture and change.**
7. **Understanding the ways organizations are affected by digital transformation and the social matrix.**
8. **Understanding how mission and vision relate to the process of managing change.**
9. **Identifying the importance of an effective communication plan during the change process.**
10. **Understanding the power of resistance to change and analyzing methods of recognizing and mitigating its effect on the process.**
11. **Knowing and applying the Organization Development (OD) approach to managing change.**
12. **Identifying the importance of sustainability and analyzing actions to sustain change.**

***This course has been designated as a High Impact Practice (HIP) due to the method of assignments toward the application of knowledge for professional development through an applied format using a simulation named Glo-bus. Below are the Student Learning Objectives (SLOs) for this section of the course:***

**SLO1:** Upon completion of a HIP focused on professional development, students will demonstrate the ability to identify, expand, and pursue knowledge, skills, and abilities in professional domains (Initiative).

**SLO2:** Upon completion of a HIP focused on professional development, students will demonstrate the ability to extend their learning opportunities outside of the classroom. (Independence).

**SLO3:** Upon completion of a HIP focused on professional development, students will demonstrate that they can explore topics in depth and reflect interest in subjects (Curiosity).

**SLO4:** Upon completion of a HIP focused on professional development, students will demonstrate that they can make explicit reference to experiences and apply lessons in a new and creative way (Transfer).

**SLO5:** Upon completion of a HIP focused on professional development, students will demonstrate that they can provide an insightful review of the personal growth resulting from this experience (Self-assessment).

Methods of Instruction:The following instructional methods will be used in delivering this course:

1. Professor led discussion of textbook materials.
2. Internet research of selected topics for class discussion.
3. Experiential exercises with class discussion.
4. Individual and group case analysis and discussion,
5. Team presentations regarding their work throughout the course.
6. Quizzes and exams over textbook-assigned readings and class discussion topics.
7. Company change management practices videos.

Active Learning:Learning does not happen without you.  You are the leader and manager of your own learning.  As such, you will want to

1. Complete all readings and homework assignments BEFORE class.
2. Come to class with questions about the material that you do not understand.
3. Contribute to class discussions.
4. Submit assignments and projects on time. (Professor will not accept late work.)
5. Read your Reinhardt email regularly; and
6. Review the Announcement Tab in Canvas regularly for updates.

### ****\*\*Artificial Intelligence:\*\*****

As a college student, it is your responsibility to maintain the highest standards of academic integrity.  Representing work generated by artificial intelligence as one's own work is academically dishonest.  This includes (a) ensuring that all work submitted for grades is your own original work, and (b) properly citing any sources that you use.

Having AI write your paper or complete any work constitutes plagiarism.  If the source of the work is unclear, I may require you to meet with me to explain the ideas and your writing process.

### ****Course Textbook Required:****

**An eBook is used online: This course utilizes Connect through McGraw-Hill. The eBook and all assignments and quizzes will be completed in *Connect*. Outside work will be completed using an applied format. A team structure will be utilized.**

### ****Required Supplies:****

**Access to computer.  All work will be completed in *Connect*.**

**Additional suggested resources:**

Harvard Business Review, Ivey Business Journal Online, McKinsey Quarterly, Business Week, Fortune, Kotter, J.P. (1996). *Leading Change*, Boston, MA: Harvard Business Press.

**Method(s) of Evaluation:**

Students determine their own final grades based on their efforts (quality and quantity), which will be measured using the following evaluation instruments:

**Case Analysis and Final Presentation:**

This section of the course is an applied project, which enables you to apply the knowledge gained about managing change. Students will be divided into 2-3-person teams.  Each team will be responsible for analyzing a case distributed by the instructor and proposing a change management model for the organization. The analysis is divided into four phases. Each phase will have specific areas of change management that should be addressed. Each phase will be completed by the team in a presentation format. In each phase, the team will provide an audio description of the slides. Each member is required to participate in the audio and must present on a minimum of ***two slides*** per presentation.

The topic areas for each phase are in the table below:

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| --- | --- |
| **PHASE 1** | * Problems at Alaskan. Airlines * Organizational Issues * Variables that need to be addressed |
| **PHASE 2** | * Creating a sense of urgency * Building a guiding coalition * Communication plan |
| **PHASE 3** | * Vision for the change effort * Values needed for the change plan * Targeted outcomes |
| **PHASE 4** | * Plan to mitigate resistance * Plan to empower employees * Plan to celebrate small wins * Sustaining the change * Infrastructure changes |

***The presentation of the plan for change is maturational. Each phase can be submitted alone but must build on the previous phases. Phase 4 will consists of all slides in addition to those listed above.***

**Quizzes and Assignments:**

All quizzes and assignments will be found in *Connect*. The actual due dates are set in *Connect*.  It’s critical that you review the schedule for all assignments.  The assigned chapter quizzes and assignments are due Sunday at 11:59 PM of the week the material is covered in class.  **Important:** **All quizzes and assignments must be completed independently, otherwise it is a violation of Reinhardt’s Academic Policy.**

***\*\*A Final Exam will be given at the end of the Semester. The exam will be in Canvas at the allotted date and time set by the registrar.\*\****

### ****Grading:****

All grades will be posted in Canvas.  As quizzes and assignments are completed in Connect, the grades will be transferred to Canvas.

**Extra-Credit Work:**

**There will be opportunities for extra-credit throughout the course. Completion of the additional work is encouraged. The scores for extra-credit work will be combined and averaged. The points for extra-credit work will be added to the student’s final grade.**

### ****Grading Scale:****

**A = 90-100%**

**B = 80-89%**

**C = 70-79%**

**D = 60-69%**

**F = below 60%**

### ****General Information:****

Academic Conduct:  Exhibit honesty in all course matters.  Instances of academic misconduct, outlined in the Reinhardt University Undergraduate Academic Catalog, may receive an “F” grade for the course and lead to dismissal from the University.

### Class Participation and Performance

**Reading Policy:** Educational research shows that if you read and try the material before class, you can perform better in class, and gain a much more solid understanding of the material. Read the materials that you can before class and after class to maximize learning. Then, be prepared to actively participate in class.

**Attendance Policy:**  Regular attendance is required and expected.  Attendance will be taken before each class.  Although a grade for attendance will not be used, it will be reviewed for the consideration of credit at the end of the semester.

You are responsible for obtaining information conveyed in missed classes from the textbook, class notes, and/or Canvas.  You should make sure to complete any missed assignments during the assigned specific time prior to returning to class, so you won’t fall further behind.  **DO NOT ENTER THE CLASS LATE**.  It is disrespectful and distracting to the professor and your classmates.

### Sports and/or Campus Organization Absences

If you are representing the school for a game or competition it is your responsibility to **notify me before missing the class**and I will work with you on what you miss and making sure you don’t fall behind.  Coming to me after the absence isn’t acceptable.  You will be required to take any graded assignments to include quizzes and tests you would miss due to travel, etc. **before the due date** as I will not allow you to turn the work in late after the due date.  If you need further clarification, etc. please see me, and don’t just assume you can work it all out later.  To succeed in this class, attendance is a must.

### Classroom Policy

It is sometimes necessary to eliminate certain distractions from the class. Students and instructors find the following extremely distracting during class:

**Students are not allowed to utilize cell phones** for calls or text messaging during class.  This distracts from your work and is distracting to those around you.  This also holds true for the use of iPods or other headphone music devices during class.

**Students will be asked to leave class and will not be allowed to make up class work/tests if any of the above rules are broken.**

### Late Work

Since the dates for all quizzes and other assignments are set in Connect, late work **Will NOT BE** accepted for any reason without dire circumstances.  Documentation for your circumstance is required.

### ****Additional Support****

**ASO Students**:  Students with disabilities needing accommodations must contact Academic Support Office prior to contacting the instructor. Please notify me after you have completed this first step so we can prepare either in my office or after the class meeting.

### Center For Student Success

Students can go to the **Center for Student Success** for additional support for this course.  If you feel you need additional help, please schedule a meeting with me, so I can ensure that you receive the proper support.  This center is designed to support your learning in class, so it’s not to replace your regular class attendance.  Please have a list of specific questions, so we can use the time most effectively.  I am also glad to provide some additional support if you are in class on a regular basis and schedule meetings in advance.  You can contact me at [http://add@reinhardt.edu (Links to an external site.)](http://add@reinhardt.edu/)

**Optional, But Recommended**

American Psychological Association (2010). Publication Manual of the American Psychological Association (7th Ed.) Washington, D. C:  American Psychological Association ([http://www.apa.org (Links to an external site.)) (Links to an external site.)](http://www.apa.org/).  You can also find the APA Manual at major bookstores and online outlets.

**Academic Honesty:**  Please see the section of the general catalog which describes the college policy on academic honesty. The policy provides descriptions of what violates the policy and of what penalties may be imposed for violations.  Failing grades will be assigned for any work which does not meet the standards of academic honesty.  **Any violation of academic honesty can result in a failing grade in a course.**

### Class Expectations

All students are expected to always conduct themselves in a professional manner while they are attending Reinhardt University.  This includes but is not limited to respect for others, courtesy, and professionalism.  To facilitate learning, collaboration and discussion are necessary.  Therefore, be prepared for class.  Participation will be part of your final grade. ***Cell phones and other devices MUST be turned off during class to avoid disrupting the class. DO NOT interrupt the class to answer your phone or text while class is in session!  Discuss all special arrangements with the instructor in advance.***

***Be on time to class. DO NOT walk into class late. This is a disruption to the instructor and other students.***

### Grading Expectations

Not all students can expect an “A” grade for this course! Being awarded an A indicates that the student has an excellent grasp of the various topics and has demonstrated an ability to apply them accurately, precisely, and with a clear understanding of their implications on the situation. Being awarded a “B” indicates proficiency in applying the topics, but not as clear an appreciation of the subtleties of the topics. Being awarded a “C” indicates that the student has a limited understanding of the topics but has failed to apply them accurately or properly interpret their meaning. A “D” in the course indicates very limited understanding of the topics and failure to interpret accurately or properly the meaning of the topics. An “F” indicates that the student has not grasped the topics and has not demonstrated an ability to apply them to solving problems.

**Reading Assignments**

To facilitate a participation and collaborative environment that are conducive to learning, you should read the assigned chapters prior to class.  Be prepared before coming to class. The assigned chapter readings are listed in the course schedule.

### Tentative Agenda \*(Instructor Retains the Right to Revised as Needed)\*

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| **Session** | **Topics of Discussion** | **Homework** |
| **Week 1** | Introductions, expectations, and review of the Syllabus  **Team Assignments** | **No Homework** |
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| **Week 2** | **Chapter 1: Managing Change: Changes and Paradoxes** | **Read Chapter 1**  **Complete all assignments in Connect** |
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| **Week 3** | **Chapter 2: Images of Change Management** | **Read Chapter 2**  **Complete all assignments in Connect** |
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| **Week 4** | **Chapter 3: Contemporary Pressures and Drivers of Change** | **Read Chapter 3**  **Complete all assignments in Connect**  **Phase 1 of Final Project Due** |
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| **Week 5** | **Chapter 4: A Diagnostic Approach to Change** | **Read Chapter 4**  **Complete all assignments in Connect** |
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| **Week 6** | **Chapter 5: What Changes?** | **Read Chapter 5**  **Complete all assignments in Connect** |
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| **Week 7** | **Chapter 6: The Purpose and Vision in the Change Process** | **Read Chapter 6**  **Complete all assignments in Connect** |
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| **Week 8** | **Chapter 7: Change Communication Strategies** | **Read Chapter 7**  **Complete all assignments in Connect**  **Phase 2 of Final Project Due** |
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| **Week 9** | **SPRING BREAK NO CLASS** | |
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| **Week 10** | **Chapter 8: Resistance to Change** | **Read Chapter 8**  **Complete all assignments in Connect** |
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| **Week 11** | **Chapter 9: Organizational Development (OD) and Sense-Making Approaches** | **Read Chapter 9**  **Complete all assignments in Connect** |
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| **Week 12** | **Chapter 10: Change Management Perspectives** | **Read Chapter 10**  **Complete all assignments in Connect**  **Phase 3 of Final Project Due** |
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| **Week 13** | **Chapter 11: Sustaining Change Versus Initiative Decay** | **Read Chapter 11**  **Complete all assignments in Connect** |
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| **Week 14** | **Chapter 12: The Effective Change Manager**  **Final Project Team Presentations Begin** | **Read Chapter 12**  **Complete all assignments in Connect** |
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| **Week 15** | **Team Presentations Continue** | **Final Project Due** |
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| **Week 16** | **Team Presentations Continue** |  |