

COURSE NAME AND NUMBER GBUS 860-001 / MBA 860-001

SEMESTER, YEAR Fall 2024

INSTRUCTOR DETAILS:

Name: [REDACTED] Office Location: Contact me!
Phone: [REDACTED] Office Hours: Contact me to make arrangements
Email: [REDACTED] but I prefer to be contacted via the email in UR Courses

CLASS DETAILS:

Class Dates: [REDACTED]
Class Times: [REDACTED]
Class Location: Hyflex – via Zoom or [REDACTED] in person

COURSE DESCRIPTION

This course seeks to bring about an awareness and understanding of how organizations are managing change. The course will provide perspectives of the change strategists, the change implementors, and the change recipients. The objective of the course is to develop sensitive and effective change-agent skills in management ranks.

LEARNING OBJECTIVES / OUTCOMES

Students will be able:

- 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.
- Lead change by effective communication of vision and goals.
- 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.

COURSE EXPECTATIONS

This course will entail a combination of lectures, seminar discussions, case discussion, videos, and guest speakers. As a result, regular attendance in class and active participation in classroom activities are required. **Students are expected to prepare in advance for class and be able to participate in class discussions on articles, etc.** It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.

This is a hyflex course whereby students have the ability to choose between in-person attendance and remote attendance. HOWEVER – there will be a small number of specific dates that students need declare in advance their mode of attendance.

Most of the course time will be spent in discussion, so regardless of student’s choice of attendance, they should be prepared to engage fully in class materials. The course requires active participation from everyone. I appreciate that this is less desirable in a Zoom environment, so this requires some additional effort, but I see this as an opportunity to demonstrate our own leadership ability to build teamwork in a necessary organizational setting.

I want you to know that I understand the busy lives of graduate students and thus have designed assignments to add value to your learning experience while at the same time be manageable. But I still depend on you to come to class prepared, having read materials, and ready to engage.

UR Courses will be used extensively for accessing class announcements, lecture slides, supplementary materials, electronic submission of assignments, and posting of grades. Please become familiar with the platform and ensure you are checking UR Courses multiple times per week.

COURSE MATERIALS

All required readings are noted in the course schedule below and linked in UR Courses. If you ever have difficulty opening one of the items, please try a second device first, then let the instructor know!

COURSE ASSESSMENT SUMMARY

You must submit all assignments and obtain a grade of 70% to pass the class.

Late assignments will be penalized unless approved in advance and/or proper documentation is provided (e.g. medical or death certificates).

Please always keep an electronic copy of all assignments in case of an emergency and the one you submitted is lost or destroyed.

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html>

	Component	Weight	Due Date
1.	Participation	15%	On-going
2.	Change Leadership Assignment	20%	October 3

3.	Individual Change Communication Strategy	15%	October 22
4.	Group Case Study Assignment	25%	Dates Assigned in November by Random Generator
5.	Final Individual Assignment	25%	December 15
	TOTAL:	100%	

DESCRIPTION OF ASSESSMENT

1. Participation - Worth 15%

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 in order 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.

Students will be assigned to discussion forum groups after the first day of class and then expected to engage with that group for the duration of the semester.

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 graduate 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:

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

The following guide will be used in assessing participation grades:

Exceeds expectations - 13 to 15.

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 - 10.5 to 12.

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 to 10.

7.5 to 10 for attending class on a regular basis but only occasionally contributing to the classroom experience.

Less than 7.5 for failing on all of the previously identified ways of contributing.

2. Change Leadership Assignment - Worth 20% Due October 3

Graduate students will be asked to write up a detailed self-assessment of their own leadership skills, potential and opportunities for improvement to lead change in organizational settings. This will also involve recognition of required competencies, existing leadership styles, responses to different orders of change, industry specific aspects of change, and individual considerations of followers.

This paper will be four to five pages in length and require a minimum of four additional academic references.

3. Individual Change Communication Strategy – Worth 15% and Due October 22

Graduate students will be provided a specific scenario in UR Courses (Available October 1) and will be asked to develop a change communication strategy for the scenario.

4. Group Case Study- Worth 25% Written Assignments Due November 19, Presentations as Assigned

Working in groups of four or five, you will be asked to write up and present your own case study for a change management incident. There will be a rubric available that will contain the relevant parts that must be included in the written submission. In addition, you will be asked to present your case study and analysis to the class. For these dates, we will be asking students to declare whether they will be attending in person or via zoom in the first week for ease of assignment.

We will discuss this further in class and the details of the assignment will become available in UR Courses shortly after the beginning of class.

5. Individual Final Assignment – Worth 25%

This final assignment will be due on December 15.

For this assignment, students have a choice of responding to one of two assignment questions.

- a) Students can interview a change leader and summarize / analyze a change activity.
- b) Students can write an original research paper on a specific best practice in change management resulting in an advisory piece.

Submissions will be 6 to 8 pages in length.

More on this assignment will be available in UR Courses.

ACADEMIC REGULATIONS

All late in-semester assignments will be deducted 10% per day after the submission date. For the final essay, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approval comes from the Faculty of Graduate Studies and Research.

Request for Deferred Submission of Work.

Requests for deferred assignments / exams for assessment to be handed in during the semester (not final exams / assignments) are at the discretion of the instructor.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>

ACADEMIC INTEGRITY

USE OF ARTIFICIAL INTELLIGENCE IN THIS CLASS

Students are expected to complete assignments, 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.

STUDENT RESOURCES

UR Accommodated – Centre for Student Accessibility

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at

<https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>

Student Mental Health

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing is an important component of student success. As such, counselling services strives to support students through responsive, skills-based, and proactive engagement. For more information, see the counselling services website at <https://www.uregina.ca/student/counselling/>

Writing Assistance

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals, and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available. <https://www.uregina.ca/student-success-centre/index.html>

CLASS SCHEDULE

Date	Week	Topic	Reading	Deadlines
Sept 5	1	Review of Class Syllabus and Course Expectations		
Sept 10	2	Introduction to Change, Change Management, and Related Organizational Behaviours	Harvard Business School – Organizational change management: What it is and why it is	

			important.	
Sept 12	2	Change Management and Orders of Change	Managing Organizational Change: Change Agent Strategies and Techniques to Successfully Managing the Dynamics of Stability and Change in Organizations	
Sept 17	3	Understanding the Why of Change	Change Is Hard. Here's How to Make It Less Painful. Chapter 12 - How Successful Organizations Implement Change : Integrating Organizational Change Management and Project Management to Deliver Strategic Value	
Sept 19	3	Understanding the Why of Change – continued	Change Readiness: A Multilevel Review	
Sept 24	4	The substance and process of change purpose and vision	Enabling Bold Visions	
Sept 26	4	Inspiring Leadership	The Effects of Transformational and Change Leadership on Employees' Commitment to a	

			Change : A Multilevel Study	
Oct 1	5	The Work of John Kotter – Kotter’s 8 Step Model for Leading Change	Kotter 8 Step Process for Leading Change	
Oct 3	5	The Prosci / ADKAR Model of Change	The Prosci ADKAR Model	Individual Change Leadership Assessment Due in UR Courses
Oct 8	6	Change Facilitation and Communication	Managing change: Communication, managerial style and change in organizations	
Oct 10	6	Change Facilitation and Communication – continued		
Oct 15-17		University Break		
Oct 22	7	Understanding and Responding to Resistance to Change	Resistance to change: A literature review and empirical study	Individual Communication Strategy Due
Oct 24	7	Understanding and Responding to Resistance to Change – continued	Resistance to Change: Unraveling the Roles of Change Strategists, Agents, and Recipients	
Oct 29	8	Successful Implementation Processes	Chapter 10 - How Successful Organizations Implement Change	

			: Integrating Organizational Change Management and Project Management to Deliver Strategic Value	
Oct 31	8	Successful Implementation Processes - continued		
Nov 5	9	Building Organizational Cultures for Change Readiness	Chapter 7 - How Successful Organizations Implement Change : Integrating Organizational Change Management and Project Management to Deliver Strategic Value	
Nov 7	9	Building Organizational Cultures for Change Readiness – continued		
Nov 12	10	Sustaining Change	No Going Back A Review of the Literature on Sustaining Organizational Change	
Nov 14	10	Sustaining Change – continued		
Nov 19	11	Group Presentations		All group written case studies materials due
Nov 21	11	Group Presentations		
Nov 26	12	Group Presentations		
Nov 28	12	Group Presentations		

Dec 3	13	Final Wrap Up and Catch Up		
Dec 5	13	Closing Thoughts and Evaluation		
Dec 15				Final Individual Assignments Due

Important Notice

This schedule is subject to change. Students will receive as much advance notice as possible.

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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