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|-------------------|--|------------------------------|
| <b>Course ID:</b> | <b>Course Title:</b>                           | <b>Winter 2023</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>     | Cindy Karikari, MBA, PhD<br>Candidate                                      | <b>First Day of Class:</b>                         | Jan. 9, 2023   |
| <b>Day(s):</b>       | Weds & Fri       | <b>Email:</b>          | <a href="mailto:Cindy.Karikari@ambrose.edu">Cindy.Karikari@ambrose.edu</a> | <b>Last Day to Add/Drop:</b>                       | Jan. 22, 2023  |
| <b>Time:</b>         | 11:15 –<br>12:30 | <b>Phone:</b>          | +1 (403) 410-2000  | <b>Last Day to Withdraw:</b>                       | March 31, 2023 |
| <b>Room:</b>         | A2210            | <b>Office:</b>         | L2052  | <b>Last Day to Apply for Coursework Extension:</b> | April 3, 2023  |
| <b>Lab/Tutorial:</b> | n/a              | <b>Office Hours:</b>   | Tues & Thus<br>11:00 am – 1:00 pm<br>or by appointment                     | <b>Last Day of Class:</b>                          | Apr 14 2023    |
| <b>Final Exam:</b>   |                  |                        |  |  |                |

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### 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. Course ID:

## Textbook

Organization Development & Change  
Thomas G. Cummings; Christopher G. Worley  
ISBN-13: 978-1-337-61875-5  
11e

**Link for Textbook & Mintap:** <https://login.nelsonbrain.com/course/MTPP-KCNZ-OH2G>

## Course Schedule

| WEEK                 | TEXT REFERENCE/ASSIGNMENTS/ASSESSMENTS   | DATE COVERED/DUE  |
|----------------------|--|---|
| 1<br>Jan 9 – Jan 15  | Welcome<br><br>Chapter 1: General Introduction to Organization Development<br><br>Chapter 2: The Nature of Planned Change      |   |
| 2<br>Jan 16 – Jan 22 | Chapter 3: The Organization Development Practitioner<br><br>Chapter 4: Entering and Contracting<br><b>Guest Speaker</b>        | Cengage Quiz- Ch2<br><b>Due Jan 22 @ 11:59 pm</b><br><br>Cengage Applications Ch2 <b>Due Jan 22 @ 11:59 pm</b>    |
| 3<br>Jan 23 – Jan 29 | Chapter 5: Diagnosing<br><br>Chapter 6: Collecting, Analyzing, and Feeding Back Diagnostic Information<br><b>Guest Speaker</b> | Cengage Quiz- Ch4<br><b>Due Jan 29 @ 11:59 pm</b><br><br>Cengage Applications Ch4<br><b>Due Jan 29 @ 11:59 pm</b> |
| 4<br>Jan 30 – Feb 5  | Chapter 7: Designing Interventions   | Cengage Quiz- Ch6<br><b>Due Feb 5 @ 11:59 pm</b>  |

|                       |  |   |
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|                       | Chapter 8: Managing Change<br><b>Guest Speaker</b>   | Cengage Applications Ch6<br><b>Due Feb 5 @ 11:59 pm</b>   |
| 5<br>Feb 6 – Feb 12   | Chapter 9: Evaluating and Reinforcing Organization Development Interventions<br><br>Chapter 10: Interpersonal and Group Process Approaches<br><b>Guest Speaker</b> | Cengage Quiz- Ch8<br><b>Due Feb 12 @ 11:59 pm</b><br><br>Cengage Applications Ch8<br><b>Due Feb 12 @ 11:59 pm</b>   |
| 6<br>Feb 13 – Feb 19  | Chapter 11: Organization Process Approaches<br><br>Chapter 12: Employee Involvement<br><br><b>Guest Speaker</b>  | Midterm Chapter 1-12<br><b>Due Feb 17 @ 11:59 pm</b>  |
| 7<br>Feb 20 – Feb 26  | <b>Reading Week February 21 - 25 – No Classes</b>  |   |
| 8<br>Feb 27– Mar 5    | Chapter 13: Work Design<br><br>Chapter 14: Performance Management<br><b>Guest Speaker</b>  | Cengage Quiz- Ch10<br><b>Due Mar 5 @ 11:59 pm</b><br><br>Cengage Applications Ch10<br><b>Due Mar 5 @ 11:59 pm</b>   |
| 9<br>Mar 6 – Mar 12   | Chapter 15: Talent Management<br><br>Chapter 16: Workforce Diversity and Wellness<br><br><b>Guest Speaker</b>  | Cengage Quiz- Ch12<br><b>Due Mar 12 @ 11:59 pm</b><br><br>Cengage Applications Ch12<br><b>Due Mar 12 @ 11:59 pm</b> |
| 10<br>Mar 13 – Mar 19 | Chapter 17: Transformational Change<br><br>Chapter 18: Continuous Change<br><b>Guest Speaker</b>   | Cengage Quiz- Ch14<br><b>Due Mar 19 @ 11:59 pm</b><br><br>Cengage Applications Ch14<br><b>Due Mar 19 @ 11:59 pm</b> |
| 11<br>Mar 20 – Mar 26 | Chapter 19: Transorganizational Change<br><br>Chapter 20: Organization Development for Economic, Ecological, and Social Outcomes<br><br><b>Guest Speaker</b>       | Cengage Quiz- Ch16<br><b>Due Mar 26 @ 11:59 pm</b><br><br>Cengage Applications Ch16<br><b>Due Mar 26 @ 11:59 pm</b> |
| 12<br>Mar 27 – Apr 2  | <b>No Class- Wednesday</b><br><br><b>Guest Speaker</b>   |   |

|                       |  |   |
|-----------------------|--|---|
|                       | Mar 29 – Ambrose Research Conference, no class   |   |
| 13<br>Apr 3 – Apr 9   | Chapter 21: Future Directions in Organization Development<br><br>Good Friday, no class | Cengage Quiz- Ch18<br><b>Due Apr 7 @ 11:59 pm</b><br><br>Cengage Applications Ch18<br><b>Due Apr 7 @ 11:59 pm</b> |
| 14<br>Apr 10 – Apr 16 | Group presentations<br><br>Apr 14 – last day of class                                  | Group presentations<br><b>Due Apr 10 @ 11:59 pm</b>   |
| 15<br>Apr 17 – Apr 23 | Exam Dates April 17-23 (No exam and no classes)  |   |

### Requirements:

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

|                           |     |
|---------------------------|-----|
| Cengage Applications (9)  | 10% |
| Midterm                   | 20% |
| Guest Speaker Reflections | 10% |
| Cengage Quiz (9)          | 15% |
| Team Weekly Lessons       | 20% |
| Group Case Project        | 20% |

### Attendance:

Attendance is very important for the class; you cannot participate if you are not there. Simple attendance constitutes a C level of participation. Coming to class having completed the assigned homework AND contributing to the discussion are what constitute active participation. If you miss a class due to illness you will be responsible to get the information that you missed from another class member. The Participation Mark Distribution Scale is attached at the end of the syllabus.

### Grade Summary:

The available letters for course grades are as follows:

| Grade | Interpretation | Grade Points |
|-------|----------------|--------------|
| A+    | Excellent      | 4.00         |
| A     |                | 4.00         |
| A-    |                | 3.70         |
| B+    | Good           | 3.30         |
| B     |                | 3.00         |
| B-    |                | 2.70         |
| C+    | Satisfactory   | 2.30         |
| C     |                | 2.00         |
| C-    |                | 1.70         |
| D+    | Poor           | 1.30         |

|   |              |                 |
|---|--------------|-----------------|
| D | Minimal Pass | 1.0             |
| F | Failure      | 0.00            |
| P | Pass         | No Grade Points |

This grade conversion table

| Letter | Percentage | Grade Points    |
|--------|------------|-----------------|
| A+     | 95-100     | 4.00            |
| A      | 90-94      | 4.00            |
| A-     | 85-89      | 3.70            |
| B+     | 80-84      | 3.30            |
| B      | 75-79      | 3.00            |
| B-     | 70-74      | 2.70            |
| C+     | 67-69      | 2.30            |
| C      | 64-66      | 2.00            |
| C-     | 60-63      | 1.70            |
| D+     | 57-59      | 1.30            |
| D      | 50-56      | 1.0             |
| F      | 0-49       | 0.00            |
| P      | Pass       | No Grade Points |

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.

**Other:**

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.

**Other:**

**Grading Rubric – Class Participation/Attendance**

| Rubric Criteria (weight)   | Excelling<br>(85%–100%)  | Accomplished<br>(72%–84%)  | Developing<br>(60%–71%)                                    | Beginning<br>(0–59%)            |
|--|--|----------------------------|--|---------------------------------|
| <b>Attendance (25%)</b><br>(Excludes certain excused absences such as Ambrose athletic team practices and out-of-town games) | Attends all classes or misses one class (100%)<br><br>Misses two classes (90%) | Misses three classes (80%) | Misses four classes (70%)<br><br>Misses five classes (60%) | Misses six or more classes (0%) |

|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>Group Discussions and Contribution Quality (75%)</b></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>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>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>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> |
|---|--|--|--|--|

**Ambrose University Important Information:**

**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.

**Exam Scheduling**

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

**Standards of Behaviour in the Classroom Setting**

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the

instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

**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.

**Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

**Privacy**

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).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing Services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a

writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### 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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/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](https://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.