

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

**HRT6575.E1 – Organizational Change
SPRING 2020**

PROFESSOR INFORMATION:

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COURSE INFORMATION:

HRT6575.E1
Level: Graduate
Beginning Date of Session: Saturday, March 14, 2020
Ending Date of Session: Thursday, May 21, 2020
Student access available to the Student Portal: Saturday, March 14, 2020.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Managing Organizational Change: A Multiple Perspectives Approach
Author: Ian Palmer, Richard Dunford, David A. Buchanan
Publisher: McGraw-Hill Education
Year Published: 2016
Edition: 3rd Edition
ISBN: 978-0073530536
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (6th ed., 2nd printing). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course presents concepts of spontaneous and planned changes within the organization and their influence on employee behavior and the organization's structure. Topics include change theories, managing change, strategic advantages and disadvantages of change, and planning change goals.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1) Discussing the evolution of organizational development as a professional discipline.
2) Analyzing the trends in values among organizations and individuals within our society.
3) Analyzing the trends in cross-generational management as it relates to encouraging, resisting, and sustaining change.
4) Evaluating major theories and models of planned change in terms of their concepts and the related implications for managers within organizations.
5) Evaluating the impact of interpersonal relationship and communication skills as it relates to change management.
6) Using organizational development models to analyze a selected organization's productivity and morale.
7) Assessing strategies to use in developing a balance of power within various types of organizations.
8) Assessing the quality of work life and its implication for productivity.
9) Appraising employee compensation and benefit strategies in terms of their relationship to organizational change.
10) Creating a plan for an integrated or holistic management approach in directing organizational change.
11) Diagnosing the nature of organizational client systems using concepts from group dynamics, industrial psychology, systems theory, behavioral studies, and sociopolitics.
12) Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages.
13) Analyzing both readiness and resistance to change within organizations.
14) Developing and applying strategies for managing minor to major organizational and personal change.
15) Explaining the role of the change agent for achieving organizational goals.
16) Evaluating skills required for leading change effectively in organizations.
17) Evaluating the integral role of communication as it relates to the organizational change process.
18) Assessing the alignment between employee and management perceptions regarding the need for change.

19) Analyzing the role of succession planning as a proactive strategy for managing organizational change.

COURSE POLICIES:

(1) DO NOT plagiarize in any way. Any student that plagiarizes, regardless of intent, **will receive a zero** for the assignment. Academic honesty is highly valued at Amberton University. A student must always submit work that represents his or her original words or ideas. Review the section herein that discusses Academic Honesty/Plagiarism. Plagiarism can be described as, but is not limited to the following examples:

- Having a tutor or friend complete a portion of your assignments;
- Having a reviewer make extensive revisions to an assignment;
- Copying work submitted by another student to a public class meeting; and/or,
- Using information from online information services without proper citation.

(2) Late Policy for Assignments is as follows:

Late Assignments will be penalized with a 10% grade deduction for the first 2 days late and 5% each day afterwards up to 5 days, unless you have made prior arrangements with me. You lose 10% whether you are one or two days late. The reasons for this is to ensure if you are going to be late that you do not rush the assignment to turn it in. If circumstances arise that preclude you from meeting course requirements or assignment deadlines you must notify me **immediately**. If an assignment is turned in **5 or more days late, NO points will be earned. Deadlines will be defined as 11:55 p.m. CST on each due date.** Do not wait until the last minute to turn in assignments. The syllabus is offered well in advance to allow students to plan accordingly.

Special Note: No late assignments will be accepted in the last week of the course, except in extreme circumstances and arrangements have been made with the instructor prior to the due date. No assignments or exams will be accepted after the course end date.

(3) No Extra credit - I do **NOT** provide extra credit work in this class.

(4) Assignments not submitted correctly will not be graded and will be returned. Resubmitted assignments must still be in by the due date. Due date credit is not given for assignments that are returned ungraded.

(5) All assignments must be completed in order to receive a passing grade in this course. Even assignments that are late and do not receive a grade must be turned in. In other words, you do not have the option of skipping one or two assignments and taking a lower grade in the course. **Failure to complete all assignments as specified will result in a grade of an "F."**

(6) Assignments that do not rise to the level of university work will be graded accordingly. Please adhere to recognizable and consistent guidelines when preparing your papers, especially when citing other sources. **APA standards will be strictly enforced**, so be sure to use the APA Manual, rather than programs which claim to do this automatically. I have not yet seen any programs that do this perfectly.

(7) Academic Resources - When you are conducting research for an assignment, the majority of your sources should be the **text book** or **peer-reviewed academic journals**, such as those you find in the University library databases.

- **WARNING: Internet searches will often take you to non-academic information resources** such as Wikipedia.com, Ask.com, Encarta.msn.com, Infoplease.com, etc. Keep in mind that the information you find in these sources is unreliable and may not be accurate, since it does not come under a formal oversight or peer-review process. Avoid using these types of sources. **It is NOT permitted in this course and will NOT be counted towards fulfilling assignments.**

While you may use and cite some non-academic resources such as trade journals or an organization's website only when researching a company, you may not rely on them exclusively. With this exception of company Web sites for company-research, no un-authored material may be cited in this course. If a company Web site is used, students must take strong measures to determine the *author* (corporate or individual) and *date* of the material cited, per APA guidelines. No other un-authored sources may be used.

The use of primary sources, when appropriate, is always encouraged. For example, when writing about leaders in certain industries, one may want to issue questionnaires, surveys or conduct interviews. Data from these sources is considered primary, as opposed to secondary data found in some peer-reviewed journals. Keep in mind, there are proper ways of conducting primary research and these methods go beyond the scope of this class. Therefore, quality secondary sources should be your primary source of research and information.

Remember that you are responsible for the accuracy of any facts presented in your assignments and therefore should confirm the veracity of information you find on non-academic sources through further research.

Read the Research Resources section at the end of this document.

(8) A successful learning experience depends on the student's willingness to stay on schedule with respect to due dates, course readings and other requirements. You are encouraged to plan ahead and pace yourself so that adequate time is allotted for each assignment and unexpected circumstances do not hinder your success.

(9) Feedback – I will provide feedback for **graded exercises/assignments** within 3-5 days of the due date. Graded exercises/assignments are **not** the same as exercises that receive participation grades. Exercises that count as participation will **not** be graded, but are merely intended to keep you on track and to see how you are processing the course content. However, if you need feedback at any time regarding participation assignments, please ask me, and I will be happy to provide it.

(10) Amberton University policy states that it is up to an instructor's discretion as to whether or not he or she grants an "Incomplete" at the end of a course. Be advised, **I do NOT grant "Incompletes"** in my courses.

Attendance Policy:

Regular and punctual class attendance is expected at Amberton University. In case of absence, it is the student's responsibility to contact the professor as soon as possible.

A student in an online course is required to actively participate in the course and submit course assignments timely as described in the course syllabus. A student not meeting these requirements may be dropped at the discretion of the professor.

Student's Responsibilities

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies	Due Dates
1	Introduction	Read Ch. 1 -4 Forum Posting #1	1-6, 8, 11-12	22 Mar
2	Images of Managing change; why organizations change	Read Ch. 1 – 4 Forum Posting #2 & Writing Assignment #1	4, 5, 7, 14, 15, 18	29 Mar
3	Diagnosing Change; Resistance to change	Read Ch. 5 – 6 Forum Posting #3	3, 8, 11 - 12	5 Apr
4	Diagnosing Change; Resistance to change	Read Ch. 5 – 6 Forum Posting #4 & Writing Assignment #2	1, 4,5, 6,11, 13, 17	11 Apr
5	Implementing Change	Read Ch. 7 – 8 Forum Posting #5	16, 19	18 Apr
6	Implementing Change	Read Ch. 7 – 8 Forum Posting #6 & Writing Assignment #3	8, 14	25 Apr
7	Vision & Change; Communication Skills & Strategies; Sustaining Change	Read Ch. 9 – 12 Writing Assignment #4	10, 13	3 May
8	Ch. 1 – 12 and assignments 1- 4; forum postings 1 - 6	Forum Posting #7 Review previous assignments and feedback	N/A	10 May
9	Culminating Project	Graduate Research Project (PowerPoint)	All	17 May
10	Culminating Project	GRP question responses (If required)	N/A	Due – As directed

* All assignments are due by 11:55 pm CST on the due date listed.

* You are encouraged to read ahead if possible as it might help in responding to some of the forum postings.

GRADING CRITERIA:

Assignments	Points per assignment	Total points	Percentage of Course Grade
Graduate Research Project	1 @ 26	26	26%
Participation/Attendance in Online Forum	7 @ 2	14	14%
Writing Assignments	4 @ 15	60	60%
Totals		100	100%

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are mailed approximately one week after the last day of the session to the student's address of record. Amberton University staff will not post or release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their University email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

Through the Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

ACADEMIC HONESTY/PLAGIARISM:

Plagiarism is the presentation of someone else's information as though it were your own. If you use another person's words, ideas or information, or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University's ethics policy.

RESEARCH RESOURCES:

The student is encouraged to use the Amberton Electronic Library as a research resource for this course. The Electronic Library provides access to full-text and abstract articles as well as links to a variety of remote research tools. Students can search Amberton Library Resource Center holdings through the on-line public access circulation system. The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the Library or email their questions to library@Amberton.edu.

RESEARCH TUTORIALS:

Online research resources are available through "Research Tools Database", accessible through the Student Portal. (For additional assistance, students may access the "Research Tutorials" link located in the General Tools area on the Student Portal.) Access the Portal by clicking "Student Portal" from the University's website. You must know your Amberton ID to access the Portal.

Library Live Chat Feature

The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. www.amberton.edu/current-students/library/index.html

Managing Organizational Change, by Palmer/Dunford/Akin, provides managers with an awareness of the issues involved in managing change, moving them beyond "one-best way" approaches and providing them with access to multiple perspectives that they can draw upon in order to enhance their success in producing organizational change. Changing organizations is as messy as it is exhilarating, as frustrating as it is satisfying, as muddling-through and creative a process as it is a rational one. This book recognizes these tensions for those involved in managing organizational change. Rather than Organizational Behavior: Managing People and Organizations. Jan 2007. R W Griffin. G Moorhead. Adopting the strategic leadership perspective, we develop a theoretical model of the impact of CEO and top manager leadership styles and practices on organizational learning. We take a fine-grained look at the processes and levels of organizational learning to describe how strategic leaders influence each element of the learning system. Researchers have implicitly assumed transformational leadership approaches to organizational learning. We challenge this conventional wisdom by highlighting the value of transactional leadership as well. View. Providing the Skills to Successfully Manage Change. Managing Organizational Change: A Multiple Perspectives Approach, 3e, by Palmer, Dunford, and Buchanan, offers managers a multiple perspectives approach to managing change, which recognizes the variety of ways to facilitate change and reinforces the need for a tailored and creative approach to fit different contexts. The third edition offers timely updates to previous content, while introducing new and emerging trends, developments, themes, debates, and practices. Sample questions asked in the 3rd edition of Managing Organizational Change: A Multiple

Identify a keystone change. Every change effort begins with some kind of grievance: Costs need to be cut, customers better served, or employees more engaged, for example. Wise managers transform that grievance into a "vision for tomorrow" that will not only address the grievance but also move the organization forward and create a better future. This vision, however, is rarely achievable all at once. That's why it's crucial to start with a keystone change, which represents a clear and tangible goal, involves multiple stakeholders, and paves the way for bigger changes down the road. That gap between aspiration and practical reality was the challenge that Barry Libenson encountered when he arrived at Experian as CIO in 2015. *Managing Organizational Change* provides managers with an awareness of the issues involved in managing change, moving them beyond "one-best way" approaches and providing them with access to multiple perspectives that they can draw upon in order to enhance their success in producing organizational change. These multiple perspectives provide a theme for the text as well as a framework for the way each chapter outlines different options open to managers in helping them to identify, in a reflective way, the actions and choices open to them. Changing organizations is as messy as it is exhilarating. Start studying MGMT190 - Managing Organizational Change. Learn vocabulary, terms and more with flashcards, games and other study tools. Which of the following is most likely an advantage of adopting a multiple perspectives approach to the management of organizational change? It encourages the search for creative solutions. Changing organizations is as messy as it is exhilarating, as frustrating as it is satisfying, as muddling-through and creative a process as it is a rational one. True. Based on research evidence, top-down management and rules-based management styles suggest that: Change is dependent on due process and committee cycles. *Managing Change in Organizations: A Practice Guide* (Project Management Institute) further informs the standard practice of portfolio, program, and project management. In this paper, the authors focus on projects and programs as the mechanism for implementing change and resources to help organizations successfully manage and sustain that change. *Managing change in organizations*. Paper presented at PMI® Global Congress 2013—North America, New Orleans, LA. Newtown Square, PA: Project Management Institute. There are multiple analysis and feedback loops that are part of the OPM strategy execution framework. Business impact analysis collects results data from programs and projects as they progress and feeds it back into the portfolio. Ian Palmer and Richard Dunford and David Buchanan. *Providing the Skills to Successfully Manage Change*. *Managing Organizational Change: A Multiple Perspectives Approach*, 3e, by Palmer, Dunford, and Buchanan, offers managers a multiple perspectives approach to managing change, which recognizes the variety of ways to facilitate change and reinforces the need for a tailored and creative approach to fit different contexts. The third edition offers timely updates to previous content, while introducing new and emerging trends, developments, themes, debates, and practices.