HRD 6311 Organizational Change
Fall, 2013, 3 cr

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Office: HPR 240
Office hours: TH 3:00-5:00 pm, F 4:00-5:00 pm on class days
Preferred Method of Contact: E-mail

Course Description
This course examines Organizational and Individual Change from both theoretical and practitioner perspectives.

Prerequisite: Graduate student status

Text

Optional Text

Learning Outcomes
This course will enable students to:
- Understand and explain the theoretical foundations and principles of change including the nature of change, drivers and resistance, levels of change, and Immune System.
- Compare and contrast the leadership approaches to change.
- Assess several integrated models of change and the types of organizational change.
- Apply the Burke-Litwin Causal Model of Performance and Change Model to an organization.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assignments/Projects</th>
<th>Presentations</th>
<th>Discussions</th>
<th>Peer Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and explain the theoretical foundations and principles of change including the nature of change, drivers and resistance, levels of change, and Immune System.</td>
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</tbody>
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Assessment | Points  
---|---  
Organizational Change Project (Indiv) | 60  
Group Chapter/Topic Presentation | 20  
Peer Evaluation | 20  
TOTAL | 100

Grading Scale
A+ (101 % or more) Superior work and evidence of exceeding each of the learning objectives at an advanced level.
A (90-100 %) Excellent work and evidence of achieving each of the learning objectives at an expert level.
B (80-89 %) Good work and evidence of achieving each of the learning objectives at a mastery level.
C (70-79 %) Average work and evidence of achieving each of the learning objectives at a modest level.
D (60-69 %) Poor work and little or no evidence of achieving each of the learning objectives.
F (59 % and below) Unacceptable work and no evidence of achieving each of the learning objectives.

Grading Policy
All assignments are due on the specific date posted. NO LATE WORK WILL BE ACCEPTED! Failure to meet specific deadlines will result in a grade of 0 for the assignment.

Each assignment will be graded based on:
- the assignment goals and questions,
- thoroughness and clarity,
- evidence that each of the corresponding learning objectives has been satisfactorily addressed, and
- peer/colleague evaluations

Classroom Etiquette
Participate, support each other, call me Ann, and turn off cell phones prior to the start of class.

Gilley’s Guidelines
- We are all dysfunctional – it’s only a matter of degree.
- Life is 10% what you make it, 90% how you take it.
- NICE goes a long way.
- No food, no meeting.
Tentative Schedule

9/6/13:  Introductions, Overview of the Course, Nature of change, Immune system. Form Chapter Presentation Groups

9/27/13:  Burke chapters 1-4; group presentations
           Intro Burke-Litwin Causal Model of Performance and Change (chs 10-11).

10/18/13:  Burke-Litwin Causal Model of Performance and Change (chs 10-11)

11/15/13:  Burke chapters 6-9, 12, 13; group presentations.

12/6/13:  Class discussion of the Burke-Litwin Causal Model of Performance and Change as applied to case study organizations.

Assignments

Assignment 1: Chapter/Topic Presentation

Groups of three (3) will present key points of a text chapter to the class in a dynamic, intriguing manner. Avoid PowerPoint, which is overused and abused. Provide members of the class with notes and/or aids that will enhance their learning, retention, and application. Class members will evaluate all group presentations in terms of clarity, thoroughness, and creativity.
Assignment 2: Organizational Change Analysis.

Reports should be professional, error-free, and conform to appropriate rules of English. Type should be 12-point font, single-spaced, with double-spacing between paragraphs. Use the Headings below:

I. Organizational Background (name, address, products, reputation, etc.)
II. History of Change (types, success, perceptions, culture)
III. Immune System (who, where?) / Barriers to Change
IV. Apply the Burke-Litwin Causal Model of Performance and Change by addressing the following:
   1. Describe a perceived organizational or performance problem within a subject organization.
   2. Describe the organizational system by identifying the strengths and weaknesses of the following components of the Burke-Litwin Model:
      - External environment
      - Leadership Quality and Capability
      - Organizational Mission & Strategy
      - Organizational Culture
      - Work Unit Climate of Selected Operations
      - Organizational Structure
      - Systems (Policies and Procedures that Guide Operations)
      - Motivation
      - Task Requirements and Individual Skills
      - Individual Needs and Values
      - Individual and Organizational Performance Outcomes
   3. Examine the congruency or lack thereof of the components and describe how they impact the organizational/performance problem.

V. Discuss (predict) the organization’s current capacity (ability and willingness) to successfully effect change that will address the problem identified. **DUE 12/6/13**
University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar’s Office if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079 or (TDD 903-565-5579)

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
**Academic Dishonesty Statement**
Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

**Policy on Incomplete Assignments**
If a student fails to meet any or all of his/her assignment responsibly, an incomplete WILL NOT be issued. Rather, the points for all completed assignments will be calculated and the corresponding grade will be issued. Assignments cannot be made up once the semester is completed.