TEXAS A&M UNIVERSITY COMMERCE

Instructor:	**Dr. Alex Williams**
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Office:	**CBE 3rd Floor**
Office Hours:	**Tuesdays 9:30am – 12:00pm (in Commerce, TX) and by Appointment (or send me an email anytime!)**

REQUIRED TEXTS:

No textbook will be used in this course. Instead, I will use a series of cases and journal articles to help frame the discussion each week. Most of the journal articles are available through our online library system; the other articles will be provided. Students are expected to read the journal articles prior to class each week, and to participate in discussion based on their readings and outside knowledge. The list of journal articles will be provided in a separate document.

COURSE OVERVIEW AND OBJECTIVES:

"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change." – Unknown (but often attributed to Darwin)

"Perhaps the greatest challenge business leaders face today is how to stay competitive amid constant turbulence and disruption." – John Kotter

This course examines issues related to organizational redesign and specifically to change process used by the organizations to respond to changes in internal and/or external environments. The course will give you the opportunity to solve business problems by expanding your knowledge of various issues inherent to organizational change management. The course will move from theory to critical issues and practical project implementation. Additionally, the course will address the role of identifiable leader behaviors in terms of both 1) successful organizational change management and transformation; and 2) individual motivation, morale, performance, satisfaction, and commitment to change management.

	Objectives	Measurements (Outcome Assessments)
1	Understand and apply organizational development and other theories, concepts, tools, and methodologies that can be used to transform organizations.	Results of exam and organizational/case analyses, including results of studying an organization that needs to be transformed.
2	Demonstrate comprehension of the concepts, tools, and leadership needed to understand the dynamics of organizational change.	Student-written, organization-wide organizational development plan, which demonstrates knowledge of OD theories, concepts, and tools.
3	Be able to analyze an organization, assess its need for transformation, and suggest viable improvements based on OD and other theories and tools.	Student-written case analysis
4	Understand and be able to use intervention concepts and tools.	Documentation of interventions & results.

COURSE FORMAT:
The structure of the class will include both passive (e.g., lectures, videos, handouts) and active (e.g., class discussions, in-class activities, group projects) instruction. You will be responsible for reading all materials assigned, whether we discuss them in class or not. The lectures are intended to expand on the written materials and provide a deeper understanding of the issues faced in the field. While everything in the written materials will not be highlighted in the lectures, they may be included on the exam. Please feel free to ask about any part of the written materials during the lectures.

You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. PowerPoint slides and mini-lectures will be available for each of the book chapters under the Doc Sharing tab. Also, many assignments will also be posted on eCollege, under the Doc Sharing tab. You should submit all of your work in a format that is compatible with Microsoft Office and post it in the appropriate "Dropboxes" when it is due.

SYLLABUS SUBJECT TO CHANGE STATEMENT:
I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

STATEMENT ON ACADEMIC INTEGRITY:

Academic honesty is the foundation of the university community. Cheating, plagiarism, patchwriting (a form of plagiarism that includes copying or slightly modifying material from multiple sources without proper citation), or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For more information on what constitutes plagiarism, visit www.plagiarism.org. For this class, plagiarism will result in automatic failure (final course grade of F).

An academic honesty policy has been posted under the "Doc Sharing" tab. You should read this document, initial it, and submit it to me via its corresponding "Dropbox" (see the course schedule for the due date).

SPECIAL NEEDS/REASONABLE ACCOMODATIONS:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

ASSIGNMENTS:

o **General Comments**
   1. **This class will utilize the eCollege Dropbox for assignment submissions. Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
   2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the "assigned" date to start working on it (or to turn it in). I suggest you set a calendar of when to work on assignments based upon your schedule, how long it takes you to complete assignments, and the assignment due dates. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. You will have until **11:59 PM CST** to submit the work that is listed in the far right, "Work Due" column of the course schedule. Some assignments can be turned in late. However, there will be a significant penalty. For each day that your assignment is late, I will deduct **10 POINTS** from your grade. If you do not meet the 11:59 PM deadline (even by one or two minutes), I will deduct 10 points. If you do not turn the assignment in by 11:59 PM CST the next day, I will deduct an additional 10 points, and so on. Saturdays and Sundays count towards the total days late.

3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don't turn in work that is only "half-finished".

o **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.

GRADE COMPONENTS:

Component	Type	Value
Exam/Case Assignments (4 @ 75 Points Each)	Individual	300 points

GRADING SCALE:

A	90 – 100%	270-300 points		D	60-69%	180-209 points
B	80 – 89%	240-269 points		F	Below 60%	Less than 180 points
C	70-79%	210-239 points				

Incomplete - Must be previously agreed upon by student and instructor.
Withdrawal - Must be initiated by the student administratively.

EXAMS:

Make-up exams will be given only in the event of extreme, unavoidable, and documented emergencies. If you are late or miss an exam or quiz without a valid excuse, you will not be permitted to retake it.

Exams will test your comprehension of the book material (and concepts covered in class) through multiple choice, short answer, and essay format. The final exam will be comprehensive.

IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., SEE ME AFTER CLASS, DURING OFFICE HOURS, OR E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.

DATE (THURSDAYS)	WORK ASSIGNED: READINGS, ASSIGNMENTS, & EXAM	WORK DUE: BY Classtime ON THIS DAY
1. September 1	Introduction to Transforming Organizations	
2. September 8	History, Theory, General Models Ch. 2	Honesty Policy
3. September 15	Diagnosis	
4. September 22	Learning Organizations	
5. September 29	Motivations for Change	**Exam 1 due 09-28-2015**
6. October 6	Cognitive & Emotional Reactions to Change	
7. October 13	Case Exercise (in class)	**Read Case before class (completed in class)**
8. October 20	Ethics in Organizational Change	
9. October 27	Creating Readiness for change	**Case 1 due 10-26-2015**
10. November 3	Leadership & Change	
11. November 10	Transformational & Servant Leadership	
12. November 17	Relationships and Change	
13. November 24	THANKSGIVING BREAK	**Case 2 due 11-23-2015**
14. December 1	Group Case Discussion	**Group Case Due**
15. December 8	Class Wrap up	
	FINAL EXAM WEEK	**Final Exam/Case Due 12-15-2015**

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **C: CASE THAT CAN BE FOUND IN THE BOOK**

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Identification of Critical Issues and Depth of Analysis I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case.	Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.	Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into a bit more depth.	Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into much more depth.	Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each managerial issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.
Score:	**(30)**	**(24)**	**(21)**	**(18)**
Literature Review of the Managerial Issues—Reference Support The more reference support you use, the better. The quality of the journals is also important.	Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each issue was included. Several of the journal articles used came from top-tier journals.	Provides a substantial and clear review of the scholarly journal literature. Some, but not all, issues were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.	Provides an adequate and clear review of the journal literature, but several issues lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.	Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified managerial issue. The few articles that were used came from low-level journals or websites.
Score:	**(20)**	**(16)**	**(14)**	**(12)**
Supported Recommendations Regarding the Best Approaches for Handling the Problematic Issues in the Case	Provided a thorough and well-supported discussion of several valid approaches for dealing with all of the critical, problematic issues in the case.	Provided a sufficient and supported discussion of several valid approaches for dealing with most of the critical, problematic issues in the case, but could have gone into more depth or provided a few more recommendations.	Discussed some valid approaches for dealing with some of the critical, problematic issues in the case, but could have gone into much more depth, provided more support, and/or provided several more recommendations.	Discussed few, if any, approaches for dealing with some of the critical, problematic issues in the case, and provided little or no support.

Score:	(10)	(8)	(7)	(6)
APA Formatting of References Students must cite all references in proper APA format, in-text and on reference page. **Score:**	Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors). (5)	Student cited most references properly, formatted in accordance with the APA Style Guide (a few minor errors). (4)	Student cited many references properly, formatted in accordance with the APA Style Guide (4 or more minor errors). (3)	Student cited few references properly (4 or more errors with at least 1 being a major error). (2)
Turnitin.com Similarity Rating **Score:**	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work. (5)	Student submits a paper that scores a mid-range similarity rating (between 25 and 50%). (4)	Student submits a paper that scores a rather high similarity rating (between 50% and 75%). (3)	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism. Such papers will be investigated and administrative action may be taken. (2)
Overall Quality of Written Communication **Score:**	Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors. (5)	Student presented a well-written, coherent analysis that contained a few minor errors. (4)	Student presented a rather coherent analysis that contained several minor errors. (3)	Student presented an incoherent analysis that contained several major errors. (2)
Total Score:				