

COURSE INFORMATION	FACULTY INFORMATION
Course Code: ORGL4020 • Credits: 5 • Location: HUNT: Room 100 • Meetings: 6:00 p.m. - 8:05 p.m. - First session: 03/31/17 (Friday) - Last session: 06/02/17 (Friday) - Finals Week: Runs through 06/10/17	Dr. Viviane S. Lopuch • Phone: (206) 296-5461 • Email: lopuchv@seattleu.edu • Office: Law School Annex (LSAX) • Office hours: By appointment (Please email to arrange appointments.) Final papers will be due during finals week

### COURSE DESCRIPTION

Students will investigate the theory and practice of organizational development and change and examine assumptions, strategies, models, and intervention techniques for organizational development and change processes. Students will also study the formation of collaborative relationships, overcoming resistance, gaining commitment and realigning culture. This course is open to NCS students only.

This course is a hybrid course, with most course content delivered online along with face-to-face evening classes every two weeks.

**NOTE: THE COURSE WILL MEET FIVE TIMES OVER THE TEN-WEEK QUARTER (see pp 5-6)**

### REQUIRED TEXT:

Burke, W.W. (2010). *Organization Change: Theory and Practice*. 3<sup>rd</sup> edition. Thousand Oaks, California: Sage Publications. ISBN-10: 1412978866, ISBN-13: 978-1412978866

Note – There is a 4<sup>th</sup> edition, but I encourage you to obtain the third edition as it is far less costly.

### Additional REQUIRED Digital Textbooks from which readings will be assigned

Bolman, L., & Deal, Terrence E. (2013). *Reframing Organizations Artistry, Choice, and Leadership* (5th ed.). Hoboken, NJ: Wiley. Available via SU Digital Library at [https://primo.seattleu.edu:443/SEAU:seau\\_rec\\_1:CP71204803930001451](https://primo.seattleu.edu:443/SEAU:seau_rec_1:CP71204803930001451)

Rothwell, W., Stavros, J.M, & Sullivan, R (2015). *Practicing Organization Development: A Guide for Leading Change* (4<sup>th</sup> Ed., J-B O-D (Organizational Development). Chichester, UK: Wiley. Available via SU Digital Library at [https://primo.seattleu.edu:443/SEAU:seau\\_rec\\_1:CP71248610470001451](https://primo.seattleu.edu:443/SEAU:seau_rec_1:CP71248610470001451)

**Additional Readings** – Below in reference list format, are SOME additional readings that are required in the course. Others will be specified in the Course Modules. The articles/articles/chapters listed below are accessible the web links shown, or in the case of Library Permalinks, require you to log in using your SU credentials. Otherwise you may simply conduct a library search via <https://www.seattleu.edu/library/>

Note: W = Week; MTG = Meeting; Ch. = Chapter

### References

- Abrahamson, E. (2000). Abrahamson, E. Change without pain. *Harvard Business Review* 78(4). 75-79. Retrieved online <https://hbr.org/2000/07/change-without-pain>
- Heifetz, R. A., & Laurie, D. L. (1997). The Work of Leadership. *Harvard Business Review*, 75(1), 124-134. Permalink:  
<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=bth&AN=9706130745&site=ehost-live&scope=site>
- Kotter, J. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96-103. Permalink:  
[https://primo.seattleu.edu:443/SEAU:seau\\_rec\\_1:TN\\_proquest227782970](https://primo.seattleu.edu:443/SEAU:seau_rec_1:TN_proquest227782970)
- Sloyan, R.M. & Ludema, J.D. (2010). That's not how I see it: How trust in the organization, leadership, process, and outcome influence individual responses to organizational change. In W. Pasmore, A. Shani, & R. Woodman (Eds.). *Research in Organizational Change and Development, Volume 18*. (pp. 279-314). Retrieved from ProQuest ebrary via the SU Digital Library Permalink:  
<http://site.ebrary.com.proxy.seattleu.edu/lib/seattleu/reader.action?ppg=1&docID=10400674&tm=1490130191007>
- Van De Ven, A., & Sun, K. (2011). Breakdowns in Implementing Models of Organization Change. *Academy of Management Perspectives*, 25(3), 58-74. Retrieved from EBSCO Business Source Complete via SU Digital Library Permalink:  
[https://primo.seattleu.edu:443/SEAU:seau\\_rec\\_1:TN\\_jstor\\_archive\\_623045051](https://primo.seattleu.edu:443/SEAU:seau_rec_1:TN_jstor_archive_623045051)

**Note:** In addition to readings from the above listed sources, there will be other readings and activities assigned each week. Refer to the Weekly CANVAS modules for the most up-to-date information about course requirements.

### COURSE OUTCOMES

On successful completion of this course, students can:

- Describe their own readiness and attitudes to organizational change
- Demonstrate an understanding of the complex nature of organizational change
- Explain the differences between levels of change (individual, system and group levels)
- Distinguish between planned vs. unplanned, and evolutionary vs. revolutionary change
- Identify factors leading to change resistance; suggest ways to reduce / cope with resistance
- Understand the role of leadership and culture in organization change
- Apply change management theories to analyze and understand organizational change

**Instructional Methods and Definitions:**

Hybrid format:

This course is delivered in a hybrid format. A Hybrid course is “A course where at least 30% of the traditional face-to-face class time is replaced by online learning activities. A hybrid course is also known as a “blended course”. includes both online (asynchronous) and face-to-face (synchronous) components (<https://www.seattleu.edu/cdli/teaching-online/>).

Ignatian Teaching Principles:

The course aligns with Seattle University’s “three key components of Jesuit teaching and learning: (a) drawing on experience, (b) reflecting on that experience, and (c) the action that follows from learning” (<http://jesuitinstitute.org/Pages/IgnatianPedagogy.htm>).

Andragogy:

The course is designed for adult learners, drawing on the principles of andragogy, an approach to teaching that factors in the learning needs and motivations of adults. This approach is different than pedagogy, a term that often refers to how teaching is applied to younger, or traditional age students.

Thus, in support of adult learning principles, this will not be a lecture intensive course, but one where your self-directed curiosity and desire to learn is aided and facilitated by your professor (me). Together, we will collaborate, to create a learning community, where there is meaningful discussion of course concepts, and active engagement with the learning materials.

Therefore, as an adult learner, **your responsibilities** are to:

1. Participate actively in class and online
2. Approach the learning with curiosity and an objective, open mind.
3. Listen respectfully to others’ ideas, even if you do not agree. When disagreeing, do so objectively and cite EVIDENCE from the course material or other CREDIBLE source to support your ideas. Allow others’ time to speak. Do not hijack course discussions.
4. Reflect on your workplace and other organizational experiences, connect the learning to your professional goals
5. Demonstrate professional, respectful and ethical communication with peers and your professor. COMMUNICATE with your team/group mates, and PROFESSOR. Do not go AWOL!
6. Demonstrate flexibility when participating on asynchronous online work. Respect your own and others’ boundaries and needs but DO manage time effectively to ensure you and your team/group meets meet assignment deadlines

Review the following chart to see the distinctions between Pedagogy and Andragogy:  
 Source: <http://www.educatorstechnology.com/2013/05/awesome-chart-on-pedagogy-vs-andragogy.html>

**Pedagogy vs. Andragogy**

	<b>Pedagogical</b>	<b>Andragogical</b>
The Learner	<ul style="list-style-type: none"> <li>• The learner is dependent upon the instructor for all learning</li> <li>• The teacher/instructor assumes full responsibility for what is taught and how it is learned</li> <li>• The teacher/instructor evaluates learning</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is self-directed</li> <li>• The learner is responsible for his/her own learning</li> <li>• Self-evaluation is characteristic of this approach</li> </ul>
Role of the Learner's Experience	<ul style="list-style-type: none"> <li>• The learner comes to the activity with little experience that could be tapped as a resource for learning</li> <li>• The experience of the instructor is most influential</li> </ul>	<ul style="list-style-type: none"> <li>• The learner brings a greater volume and quality of experience</li> <li>• Adults are a rich resource for one another</li> <li>• Different experiences assure diversity in groups of adults</li> <li>• Experience becomes the source of self-identify</li> </ul>
Readiness to Learn	<ul style="list-style-type: none"> <li>• Students are told what they have to learn in order to advance to the next level of mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Any change is likely to trigger a readiness to learn</li> <li>• The need to know in order to perform more effectively in some aspect of one's life is important</li> <li>• Ability to assess gaps between where one is now and where one wants and needs to be</li> </ul>
Orientation to Learning	<ul style="list-style-type: none"> <li>• Learning is a process of acquiring prescribed subject matter</li> <li>• Content units are sequenced according to the logic of the subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• Learners want to perform a task, solve a problem, live in a more satisfying way</li> <li>• Learning must have relevance to real-life tasks</li> <li>• Learning is organized around life/work situations rather than subject matter units</li> </ul>
Motivation for Learning	<ul style="list-style-type: none"> <li>• Primarily motivated by external pressures, competition for grades, and the consequences of failure</li> </ul>	<ul style="list-style-type: none"> <li>• Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization</li> </ul>

**THE END GOAL: Culminating Change Analysis Project**

UPON conclusion of this course, students will have identified and analyzed an actual (or desired) change initiative within their own (or a chosen) organization, having developed an individual written ACADEMIC research paper, oral (in-class) PROFESSIONAL oral presentation, and a DIGITAL ARTIFACT that may be included in their ePortfolio describing/showcasing the focus of their change management inquiry throughout the quarter. Weekly modules (activities, readings, viewings) and various other tasks/ project assignments throughout the quarter will guide students through their understanding (as leaders) of organizational change, providing them with the skills/knowledge needed to achieve the END GOAL.

*Note: W = Week; MTG = Meeting; Ch. = Chapter*

**HOW TO GET TO THE END GOAL:**

Students will propose the organization and type of change initiative they wish to analyze for their individual projects. Then, throughout the quarter, students will engage in activities, in class and online, individually (and where applicable) with others, to consider the major factors that constitute the need for organizational change, give rise to resistance, and the strategies that may be used to promote support and successful implementation. Readings and viewings will focus on the role of leadership, culture, structure, strategy and relationships (both internal and external) that complicate the way organizations enact change initiatives. Using what they have learned, students will be able to draw objectively based conclusions as to how they, as leaders might promote change in their own organizations.

**Course Readings:**

**NOTE: Use the below as a guide to the TEXTBOOK readings only. Not all readings and viewings are listed here. A more comprehensive view of weekly requirements, including videos and other activities will be found in the weekly modules in CANVAS.**

W	Dates	Topic	Readings
1 Class MTG 1	03/31 – 04/06	Organizational Change <ul style="list-style-type: none"> <li>• What is /Why Organization Change?</li> <li>• Brief History</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus, assignments, etc.</li> <li>• Abrahamson (2000) HBR - <i>Change without pain</i></li> <li>• Burke – preface- Chapter 3 (xiii-52)</li> <li>• AOM Video: Change and Organizations</li> </ul>
2 online	04/07 – 04/13	Organizational Development <ul style="list-style-type: none"> <li>• Origins</li> <li>• What is OD? Various perspectives</li> <li>• What is an OD consultant?</li> </ul>	Rothwell, Stavros, & Sullivan (2015) <ul style="list-style-type: none"> <li>• Chapter 1 (pp. 11-42)</li> <li>• Chapter 3 (71-93)</li> </ul> Additional readings and viewings as assigned
3 Class MTG 2	04/14 – 04/20	Theoretical Foundations of Organizations and Organization Change <ul style="list-style-type: none"> <li>• Open Systems</li> <li>• Revolutionary versus Evolutionary change</li> </ul>	<ul style="list-style-type: none"> <li>• Burke (2014). Ch. 4 &amp; 5 (pp. 53-98)</li> <li>• Additional readings and viewings as assigned</li> </ul>
4 Online	04/21– 04/27	Levels of Change / Resistance to Change <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Larger System</li> </ul>	<ul style="list-style-type: none"> <li>• Burke (2014). Ch. 6 (pp. 99-136)</li> <li>• Rothwell, Stavros, &amp; Sullivan (2015) – Chapter 17 (pp. 363-376)</li> <li>• Additional readings and viewings as assigned</li> </ul>

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5 MTG 3	04/28 – 05/04	Research, Theories/Models of Change <ul style="list-style-type: none"> <li>• Change Categories, Change Content</li> <li>• Four process schools (Van de Ven &amp; Poole)</li> <li>• Lewin’s Three Steps &amp; Schein</li> <li>• Individual, Group &amp; System theories</li> </ul>	<ul style="list-style-type: none"> <li>• Burke (2014). Ch.7 &amp; 8 (pp. 137-199)</li> <li>• Additional readings and viewings as assigned</li> </ul>
6 Online	05/05 – 05/11	Organizational Models - Definitions and Relevance of <ul style="list-style-type: none"> <li>• Weisbord Six-Box</li> <li>• Nadler-Tushman Congruence</li> <li>• Tichy TPC Model</li> <li>• Burke-Liwin</li> </ul>	<ul style="list-style-type: none"> <li>• Burke (2014). Ch.9 &amp; 10 (pp. 200-242)</li> <li>• Additional readings and viewings as assigned</li> </ul>
7 MTG 4	05/12 – 05/18	Organizational Culture <ul style="list-style-type: none"> <li>• Schein, Morgan (Metaphors)</li> <li>• Loosely Coupled Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Burke (2014). Ch.11 &amp; 12</li> <li>• Additional readings and viewings as assigned</li> </ul>
8 Online	05/19– 05/25	The Role of Leadership in Organizational Change	• Burke (2014) Ch. 13 & 14 (pp. 276-329)
9 MTG 5	05/26 – 06/01	Organization Change – Putting it all Together	• Burke (2014). Ch.15
10 Online	06/02– 06/08	What’s Next for Organizational Change and Organizational Development	Readings and viewings TBD

**Course Assignments that will enable students to build knowledge and skills:**

Below lists the assignments/participation as required during the quarter. A document describing each of the tasks, postings, participation elements as well as the culminating project and its components will be provided separately.

Assignments (100%)		
Quarterly Tasks (35 %)	Individual Chg. Analysis Project (30 %)	Weekly (35%)
<ul style="list-style-type: none"> <li>• Readiness Profile Reflection (includes Blog Post 1 (5))</li> <li>• Reflection Infographic (10)</li> <li>• Contemporary Article Summary and Critique (10)</li> <li>• Annotated Bibliography of Peer-Reviewed Article (5)</li> <li>• Final Reflection Paper (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Change Analysis Proposal (5)</li> <li>• Change Paper Draft (5)</li> <li>• Change Digital (ePortfolio ready) Artifact and in-class Presentation in-class (10)</li> <li>• Change Final Paper (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Online Blog Postings Weeks 2-9 (27)</li> <li>• In-class Thought Questions (8)</li> </ul>

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## COURSE GRADING SCALE

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100 ≥ A ≥ 93 Superior	83 > B– ≥ 80	70 > D+ ≥ 67
93 > A– ≥ 90	80 > C+ ≥ 77	67 > D ≥ 63 Poor
90 > B+ ≥ 87	77 > C ≥ 73 Adequate	63 > D– ≥ 60
87 > B ≥ 83 Good	73 > C– ≥ 70	60 > F Failing

## RESEARCH, BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations and references must follow the APA Publication Manual (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

I strongly recommend the use of scholarly peer-reviewed journal articles as the primary source material for most work done in my classes. They typically represent the highest quality work for two reasons: (1) They have been blind reviewed (usually), and (2) They have been revised multiple times based on reviewer and editor comments to increase the quality of the document.

Note: database search engines give you the opportunity to select whether you want 'peer reviewed' or 'refereed' or 'scholarly' publications. In this course, always limit your database search to scholarly, peer-reviewed, refereed, and academic publications. You can start your database search here: <http://libguides.seattleu.edu/c.php?g=465485&p=3182648>

## ASSIGNMENT SUBMISSIONS, DEADLINES AND EXTENSIONS

As with any organizational environment, including the workplace, you are expected to be professional, courteous, well organized, and respectful of others. Behaviors like these exemplify Seattle University (SU) graduates, whose reputation as excellent and reliable colleagues continue to add value to the SU degree, making it even more distinctive in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is always on time.

As is expected of all working professionals, you will ensure that your work is submitted by the set deadlines via the submission link in Canvas. In turn, I will return your assignments with detailed, useful feedback in a reasonable time frame, typically within 5 business days. Lengthy, written papers will require more time.

### **PREPARING FOR DUE DATES / WORKLOAD**

Develop a strategy to ensure that your workload is manageable; plan and consider both personal and professional obligations to ensure that your academic responsibilities are met per their due dates. Take time, before the course starts, to plan for the next ten weeks, blocking out time on your calendar now so that you know exactly when you will be working on assignments for this course.

When determining how much time you will need for coursework outside of class, keep this in mind: Typically, you will need to devote two hours outside of class to each course (i.e. readings and preparation, as well as substantive assignments and participation exercises) for every hour in class. As this is a five-credit class, you can reasonably expect to spend an average of **ten hours per week on homework**.

While that may sound daunting, please be assured that I have distributed the workload so that it is manageable, while at the same time ensuring the quality and rigor of the course. You may even find that in some weeks, you have less work than in others.

Allow extra time in case you run into difficulty with an assignment, have a computer problem, or feel unwell.

### **EXTENUATING CIRCUMSTANCES**

If you are unable to complete course requirements because of illness or other extenuating circumstances, please notify me as soon as possible, on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

Any late work submitted without prior approval from me, will receive a 0% grade.

An agreement to receive an Incomplete "I" grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/i-grade-97-03.pdf>

### **STUDENT RESPONSIBILITIES FOR LEARNING**

This is a hybrid course, designed to fit adults' busy schedules, therefore much of the learning will occur outside of the classroom, relying in large part on your own initiative. In fact, studies show that adults like you are more likely to be self-directed learners, seeking knowledge to gain new skills, or simply to learn more about a subject, with the goal of applying learning to their own lives and work in meaningful and practical ways. As such, adults will spend much time, invested in their own learning, whether on the job, in the classroom, or on course activities outside of class.

### **LIBRARY AND LEARNING COMMONS**

<http://www.seattleu.edu/learningcommons/>

### **Writing Center**

The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

### **Learning Assistance Programs**

Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

### **Research Services**

Save time by starting with your Research Services Librarian. Contact Felipe Castillo, MLIS and MBA (castillf@seattleu.edu), if you need help brainstorming keywords, using SU databases, finding articles and books, or sorting through the information you find on the internet to do your assignments and research. You can receive help in person, by chat, phone, or email, or by scheduling a consultation.

## **GENERAL COURSE AND UNIVERSITY POLICIES**

### *Support for Students with Disabilities*

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

### **Classroom (Both Face-To-Face and Online) Norms**

In all organizations, it is important to use inclusive language, that assumes gender equality and the equal importance of diverse groups. At all times, we will avoid assuming everyone is from the same cultural or social group. I expect you to show respect for the class’s diversity and the multicultural world in which this university and organizations operate.

#### Expected Norms:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy and respect, including when we disagree

**Academic Policies:** <https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following the University’s Academic Integrity, Grading Grievance and other policies posted on the Registrar’s web site.

Take the Academic Integrity Tutorial here: <https://www.seattleu.edu/academicintegrity/>

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