

Course Outline – LS3330G Leading Change in Organizations

School of Leadership & Social Change

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Provost and by the course instructor.

General Information

Course #: LS-3330G
Section #: 530
Term: Winter
Year: 2022-23
Course Day and Time: Wednesday 1130am-230pm
Course Location: UH 301

Instructor Information

Name: Dr. Hayley Baker
E-mail: hayley.baker@uwo.ca
Telephone number for office appointments: N/A
Office hours for students: Wednesdays from 8:30-10:30am EST
Office location: UH 301

Course Description

This course builds on change theories, positive psychology, complexity science, and social movement theories to analyze organizational issues and to develop and lead actionable change processes. Individual, organizational, and societal elements required for successful change are examined through the case method of learning, experiential exercises, and lectures. Extra Information: Independent Study.

Prerequisite(s): Leadership Studies 2210F/G, Leadership Studies 2233A/B and Leadership Studies 2330A/B, or permission of the department.

Required Course Materials

- Hughes, M. (2019). *Managing and leading organizational change*. Routledge
- Additional sources posted to our OWL site.

Learning Outcomes

Upon completion of the course, students will understand major principles of organizational change and will be better able to:

1. Explain, compare, and contrast theory and application of various views on the nature of change and the reasons why change efforts occur and can fail at the individual, organizational and system/societal levels.
2. Understand and appreciate change at an individual, organizational, and social level (power, politics, resistance to change, etc.)
3. Appraise the critical elements needed to lead, evaluate, and sustain successful organizational change, agency, and communication.
4. Using weekly course content, analyze a social issue of importance to the student through weekly case studies selected by the student.
5. Design an organizational change effort together with a group of peers also on independent study.

Brescia Competencies

Brescia's overarching goals are to foster the development of leadership among our students and to provide an academically superior university education. The competencies articulated as central to a Brescia education provide to our students the tools they need to lead with wisdom, justice and compassion in a changing world. As a university, we value academic excellence and the mastery of the scholarly knowledge in a student's chosen areas of study.

1.  **Communication:** The ability to exchange information and meaning across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.

Level 4: Communicating Ideas

Creates original interpretations or syntheses and articulates them with refined and highly developed language, arguments, stylistic choices, and/or skilful use of authoritative sources.

Level 4: Interpersonal Communication

Adjusts communication strategies to fit the context and needs of others, frequently asking insightful questions that facilitate conversation; constructively manages and resolves conflict.

2.  **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Level 4: Articulates the structure of an argument and evaluate the acceptability of premises and the logical strength of arguments.

3.  **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Level 4: Develops a creative and original subject of inquiry that skilfully incorporates relevant sources and/or methods. Synthesizes evidence to reveal implications and develops a logical conclusion that considers implications.

4.  **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Level 4: Constructs insightful problem statement and identifies multiple frameworks that indicate deep comprehension of the issues. Implements the most appropriate solution with an insightful explanation and thoroughly evaluates and reflects upon results.

5.  **Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.

Level 4: Affective Domain

Evaluates and responds appropriately to criticism and feedback, and to own emotional strengths and weaknesses. Perceives adversity as an opportunity for growth.

Level 4: Cognitive Domain

Articulates insights into own and others thinking. Can accurately analyze own performance and use that information to improve both during and after the performance of a task.

Level 4: Personal Growth

Evaluates progress toward goals, changing strategies as necessary. Demonstrates broadened understanding about education and life experiences.

6.  **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Level 4: Demonstrates a sophisticated understanding of other cultures and can take the perspective of others. Initiates and develops interactions with diverse others within a variety of intercultural contexts. Acts to promote the well-being of others.

7.  **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

Level 4: Acts on the basis of values after reflection and rational deliberation/spiritual insight; responds persuasively to objections and articulates the ongoing struggle to implement values.

Teaching Methodology and Expectations of Students

This course is designed to maximize experiential learning. Readings may be expanded upon by way of videos, exercises, cases, and/your own learning, and reflection. The very nature of the active learning approach demands a high level of preparation and engagement from you.

Please also note that this course requires a high degree of confidentiality. General concepts may be shared outside a session, however personal and organizational details of discussions are not to be shared. Under no circumstances will there be any taping of a session or pictures taken without consent of the instructor and other participants.

Attendance

Excellent organization, planning, and time management are critical to your success in the class. Keeping this in mind, and in accordance with Western University policies, any student who, in the opinion of the instructor, is absent too frequently from the course (generally approaching 25% of course hours) will be warned regarding their unacceptable unaccommodated absences.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, lesson activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Reflection Paper	10%	Jan. 21 st	1	
Contribution to Learning & Self-Assessment of Change Agency	15%	Weekly; April 5 th	1, 2, 3, 4, 5	
Weekly Case Studies/ Consolidated Analysis of Social Change Issue	40%	Weekly; April 3 rd	1, 2, 3, 4, 5	
Organizational Change Strategy	35%	April 8 th	1, 2, 3, 4, 5	

The purpose of evaluation is to provide feedback to students on their learning, as well as to permit the instructor to assign a fair grade at the end of the course. Providing explicit information about assignments and grading procedures will clarify expectations and allay student anxiety, while supporting students in pacing their studies, gauging their progress, and achieving learning outcomes. **A detailed description for each assignment is posted in OWL.**

You must complete **all elements of evaluation** in order to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that **grades cannot be adjusted on the basis of need.**

Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available, and evaluations cannot be rewritten to obtain a higher mark. Once you have completed an evaluation (with the allowable resubmits), you are committed to the mark earned.

Late assignments will not be accepted without an academic accommodation; they will receive a zero. All assignments are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All assignments submitted for such checking will be included as source documents in the reference database to detect plagiarism of assignments subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Note that as part of your fees, you have multiple downloads of Office 365 available to put on your various devices. When you download your own software, it stamps all of your work as being authentically done on your device. I would strongly urge to use your own devices to prevent questions of authorship of your assignments.

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required; however, consequences of late assignments will result. Whenever possible, students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two school days.

Two self-reported absences of 48 hours or less can be registered with Accessible Education per academic year September to April inclusively for evaluative components up to 30%. Please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

Weekly Organizer: (TENTATIVE)

Topic	Date	Description	Readings and/or Assignments Due
1.	Jan. 11th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Welcome & Course Overview Introduction to organizational change Understanding scope of organizational change and why it occurs and/or fails 	<ul style="list-style-type: none"> Course Outline Assignments Chapters 1 & 2
2.	Jan. 18th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Principles of organizational change History, learning, and organisational change 	<ul style="list-style-type: none"> Chapters 3 & 5 Due: Reflection Paper
3.	Jan. 25th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Cultural change in organizations 	<ul style="list-style-type: none"> Chapter 6 Due: Case Study #1
4.	Feb. 1st 11:30am-2:30pm EST	<ul style="list-style-type: none"> Groups, teamwork, and organizational change 	<ul style="list-style-type: none"> Chapter 8 Due: Case Study #2
5.	Feb. 8th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Leading organizational change 	<ul style="list-style-type: none"> Chapter 10 Due: Case Study #3
6.	Feb. 15th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Power, politics, and organizational change 	<ul style="list-style-type: none"> Chapter 11 Due: Case Study #4
	Feb 22nd	<ul style="list-style-type: none"> READING WEEK 	<ul style="list-style-type: none">
7.	Mar. 1st 11:30am-2:30pm EST	<ul style="list-style-type: none"> Resistance and organizational change readiness 	<ul style="list-style-type: none"> Chapter 13 Due: Case Study #5
8.	Mar. 8th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Communicating organizational change 	<ul style="list-style-type: none"> Chapter 12 Due: Case Study #6
9.	Mar. 15th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Leaders as agents of change 	<ul style="list-style-type: none"> Chapter 14 Due: Case Study #7

10.	Mar. 22nd 11:30am-2:30pm EST	<ul style="list-style-type: none"> Leadership tools and techniques for organizational change 	<ul style="list-style-type: none"> Chapter 15 Due: Case Study #8
11.	Mar. 29th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Evaluating organizational change 	<ul style="list-style-type: none"> Chapter 17 Due: Case Study #9 & Consolidated Analysis of Social Change Issue
12.	Apr. 5th 11:30am-2:30pm EST	<ul style="list-style-type: none"> Sustaining organization change 	<ul style="list-style-type: none"> Chapter 18 Organizational Change Strategy (Group)

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor

(https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in

the Academic Calendar

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
