

Georgetown University
School of Continuing Studies (SCS)
Master of Professional Studies in Human Resources Management
Course Syllabus, Spring 2014

Course: Managing Complex Systems Change (MPHR-801-01)

Class time: Tuesday, 5:20 p.m. – 7:50 p.m.

Location: School of Continuing Studies, Room C217

Instructor: Professor Nadine L. Burnside, PhD

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Course Description:

Today, organizations are faced with a multitude of internal and external challenges. They are driven to constantly rework, retool, and reorganize themselves to enhance their effectiveness and sustain their competitiveness. Thus, organizational change projects are complex and involve the development and application of systematic methodologies and techniques that recognize and take into account the impact of people, systems, processes, resources, and organizational culture.

In this course, students learn how organizational change occurs at the individual, group, and organization-wide levels and why even carefully planned change has many unintended consequences. Students analyze organizational change case studies, evaluate causes of failure and factors of success in organizational development projects, and design optimal change interventions. In addition, the course explores and examines various theories and concepts of change, as well as the successful and unsuccessful experiences and practices of managing organizational change. More specifically, the course addresses the success factors that contribute to an organization being able to depend on the capabilities of its human resources as it undertakes change efforts that advance business strategies and improve overall organizational effectiveness.

To enhance their personal capabilities, students become familiar and understand the managerial and organizational behavior skills required to manage people, resources, and situations effectively across organizational contexts; gain knowledge in how to develop and use organizational processes that enhance organizational performance; and learn to take the lead as change agents.

Course Objectives:

This course is intended to help students develop the ability to:

1. Understand organization-wide complex system change and its organizational implications.
2. Learn and apply the concept of “whole system” change when working with organizational change initiatives.
3. Learn the tools and techniques to diagnose and apply appropriate interventions to organizational change using a strategic, systematic approach.
4. Use effective group process facilitation techniques to effectively work with groups undergoing change.
5. Design and present organizational interventions that will effectively address organizational change initiatives.

Course Methodology:

Learning strategies include lectures, group discussions, case studies, and experiential exercises. The primary teaching approaches are the following:

- Socratic method, named after the classical Greek philosopher Socrates, stimulates critical thinking and allows students to present opposing arguments or viewpoints in the form of inquiry and debate; and
- Case method which enables the student to serve in the role of decision-maker for real-life business and management situations. The case method approach empowers students to apply the theories, concepts, and practices of managing complex organizational change initiatives. Moreover, critical thinking skills are applied as students examine the causes, consider and compare/contrast alternative courses of actions, probe underlying issues, and suggest recommendations or strategies that address the situations of the case.

Required Textbooks:

American Psychological Association. (October 2010). *Publication Manual of the American Psychological Association (6th edition)*. Washington, DC: Author. (ISBN-10: 1-4338-0561-8 (softcover); ISBN-10: 1-4338-0559-6 (hardcover); ISBN-10: 1-4338-0562-6 (spiral bound); ISBN-13: 978-1-4338-0561-5 (softcover))

Custom Publication (2011). *Managing Complex Systems Change: Case Studies and Articles*. NY: McGraw-Hill Irwin. (Printed Version ISBN: 9781121245785) (eBook ISBN: 9781121306455)

Palmer, I., Dunford, R. & Akin, G. (2009). *Managing Organizational Change: A Multiple Perspectives Approach (2nd edition)*. NY: McGraw-Hill Irwin. (ISBN: 978-0-07-340499-8)

Recommended Reading:

Holman, P., Devane, T. & Cady, S. (2006). *The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems* (2nd edition). San Francisco, CA: Berrett-Koehler Publishers. (ISBN: 1576753794)

Kotter, J. P. (2012). *Leading Change*. Boston, MA: Harvard Business Review Press

Selected Suggested Readings:

Ackerman Anderson, L. & Anderson, D. (2001). *The Change Leader's Roadmap: How to Navigate Your Organization's Transformation*. San Francisco, CA: Jossey Bass/Pfeiffer.

Anderson, D. & Ackerman Anderson, L. (2001). *Beyond Change Management: Advanced Strategies for Today's Transformational Leaders*. San Francisco, CA: Jossey Bass/Pfeiffer.

Burke, W. W., Lake, D.G., & Paine, J. W. (2009). *Organization Change: A Comprehensive Reader*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-470-26056

Kotter, J. P. & Cohen, D.S. (2002). *The Heart of Change: Real-life Stories of How People Change Their Organizations*. Boston, MA: Harvard Business School Press. ISBN: 1-57851-254-9

Olson, E. E. & Eoyang, G. H. (2001). *Facilitating Organization Change: Lessons from Complexity Science*. San Francisco, CA: Jossey Bass/Pfeiffer.

Course Requirements, Responsibilities, and Guidelines:

Grading System – The final grade will be based on the following five areas:

- In-Class Case Analysis Discussions (5%) – up to 80 points (Student earns up to 20 points for four specified class sessions that primarily involve case analysis).
- 2 Writing Assignments (19%) – up to 320 points. Student earns up to 160 points for each writing assignment
- Team Project (13%) – up to 210 points.
- Mid-Term Assignment - Individual Case Analysis (13%) – up to 210 points
- Final Paper (50%) – up to 825 points

Grading Scale

Points	Percentage	Grade
1563-1645	95-100	A
1481-1562	90-94	A-
1431-1480	87-89	B+
1365-1430	83-86	B
1316-1364	80-82	B-
1152-1315	70-79	C
1151 and Below	69 and below	F

Letter Grading Descriptions:

Listed below are grades and academic standards for each grade awarded.

A = 95-100%

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86 %

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82 %

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69% and below

Fails to meet minimum acceptable standards.

In Class Case Analysis Discussions (up to 80 points) – Case analysis discussions enable students to apply concepts and practices to real-world problems. More importantly, it allows students to query, challenge, and appreciate multiple perceptions. As an added bonus, the discussions provide opportunity to further develop collaborative as well as persuasive communication skills. NOTE: Case study questions will be provided prior to the applicable class discussion. If you are unable to attend class, submitting your responses to these questions can earn you partial credit.

In Class discussions are evaluated using the following Grading Rubric:

In Class Discussions Grading Rubric

Criteria	0 Points Unacceptable	1-6 Points Developing	7-13 Points Competent	14-20 Points Exemplary
Participates in class learning activities	The student is absent or provides no input into class learning activities.	The student contributes when asked. Adds little to no new content or analysis to the discussion. Critical analysis skills are insufficient.	Contribution demonstrates preparedness and understanding of the relevant readings. The student freely shares experiences and knowledge that illustrate the issues at hand. Uses critical and creative thinking to build on the ideas of others. Practices skills in appreciative inquiry and other communication techniques. Solicits input from others in a collegial manner. Does not monopolize or control the discussion.	Student provides insightful and critical analysis that extends beyond known paradigms and current thinking. Theoretical concepts are made with sound reasoning. Contributions stimulate and/or invoke further discussion and analytical thinking. Challenges the thinking of others using the Socratic method.

Writing Assignments – Total of 320 Points. The writing assignments provide opportunity to apply change management concepts and practices.

Assignment #1 – 160 Points. Read Case Study: Chipping Away at Intel, Parts 1 and 2 are located in the textbook (Palmer, Dunford, & Akin, 2009). Prepare a 3-5 page paper that addresses the questions for Part 1 and 2. Papers are to conform to APA style. Points will be deducted for failure to follow APA style and paper requirements. Papers will be evaluated using the following grading rubric. NOTE: The page limit does not include title page, abstract, table of contents, reference page, or appendices.

Assignment #1 Grading Rubric

Criteria	0-5 Points Unacceptable	6-10 Points Developing	11-15 Points Competent	16-20 Points Exemplary
1. What were the different changes at Intel over the first three years of Barrett's tenure?	No content is presented or content does not demonstrate identification of the pertinent changes	Identifies one or more changes; explanation is absent or insufficient	Identifies and explains the changes with 80-94% accuracy	Fully identifies and explains the changes with 95-100% accuracy
2. Of the <i>environmental pressures for change</i> discussed in Chapter 3-fashion, mandates, geopolitical, declining markets,	No content is presented or the content is not relevant or strays from the issues at hand	Identifies and explains one or two environmental pressures for change	Identifies and explains most of the environmental pressures for change with 80-94% accuracy	Fully identifies and explains the environmental pressures for change with 95-100% accuracy

Criteria	0-5 Points Unacceptable	6-10 Points Developing	11-15 Points Competent	16-20 Points Exemplary
hypercompetition, and corporate reputation-which ones were experienced by Intel?				
3. Of the <i>internal organizational pressures</i> for change discussed in Chapter 3 that are associated with organizational change-growth, integration and collaboration, reestablishment of organizational identities, new broom, and power and political pressures-which ones were experienced within Intel? Are there other external or internal pressures for change that you can identify?	No content is presented or the content is not relevant or strays from the issues at hand	Does not fully address each discussion point; content lacks specificity and reasoning	Identifies most of the internal organizational pressures with 80-94% accuracy. Identifies other internal and external pressures supported with sound reasoning and analysis	Fully addresses the content items and includes thorough and comprehensive analysis with 95-100% accuracy. Adds additional information obtained by independent research and/or experience
4. What overall conclusions do you draw about why Barrett made the changes he did? Which issues were dominant? Why?	No content is presented or content is superficial and unsubstantiated	Views are presented; however, the reasoning is insufficient or not provided	Views are presented and analysis substantiates and supports perspectives	Perspectives are fully discussed and supported with comprehensive critical analysis
5. What pressures for change might face Barrett in the future? How do you arrive at this assessment? What advice would you give Barrett for how to cope with these change pressures?	No content is presented or content is not relevant and/or grounded in theory or successful practice	Addresses most of the content items. Content is insufficient in terms of explanations and reasoning.	Addresses each discussion point and explains perspectives based on theoretical constructs, concepts and successful practice with 80-94% accuracy	Addresses each discussion point and explains perspectives based on theoretical constructs, concepts and successful practice with 95-100% accuracy. Recommended advice shows the synthesis of various change approaches
6. What new pressures for change faced Barrett in the last half of his tenure? How did he respond to these pressures?	No content is presented or the content is not relevant or strays from the issues at hand	Content is presented with 70-79% accuracy	Content is presented with 80-94% accuracy	Content is presented with 95-100% accuracy
7. If you were Paul Otellini, coming in as the new CEO, would you change anything? Why?	No content is presented or the content is not relevant or strays from the issues at hand	Does not fully address each discussion point; content lacks specificity and reasoning	Content aligns with the facts of the case and reasoning is adequately supported	Content demonstrates critical analysis and reasoning that is supported by reasoning grounded in theory and successful practices

Criteria	0-5 Points Unacceptable	6-10 Points Developing	11-15 Points Competent	16-20 Points Exemplary
8. Writing – representative of Master’s level; coherent; correct grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

Assignment #2 – 160 Points. Read Case Study: Cheryl Ways and Agilent Technology’s Layoffs located in the textbook (Palmer, Dunford, & Akin, 2009). Prepare a 3-5 page paper that addresses each question. Papers are to conform to APA style. Points will be deducted for failure to follow APA style and paper requirements. Papers will be evaluated using the following grading rubric. NOTE: The page limit does not include title page, abstract, table of contents, reference page, or appendices.

Assignment #2 Grading Rubric

Criteria	0-5 Points Unacceptable	6-10 Points Developing	11-15 Points Competent	16-20 Points Exemplary
1. How would you describe Agilent Technology’s communication process for dealing with downsizing? How does it align with best practices?	No content is presented or the content is not relevant or strays from the issues at hand	Fully describes the communication process with 70 -79% accuracy	Fully describes the communication process with 80-94% accuracy. Assessment of process is supported with sound reasoning	Fully describes the communication process with 95-100% accuracy. Assessment of process includes a compare/contrast analysis
2. Which approach- “getting the word out” or “getting buy-in”- best characterizes the communication process? Why?	No content is presented or the content is not relevant or strays from the issues at hand	Content is insufficient in terms of explanations and reasoning	Content justifies the chosen approach and shows basic analytical reasoning. Explanation takes into account competitiveness and human resources concerns	Content justifies the chosen approach and shows high level reasoning skills such as synthesis and evaluation
3. Apply Stace and Dunphy’s contingency approach to the case. What emerges from your analysis?	No content is presented or the content is not relevant or strays from the issues at hand	Content is insufficient in terms of explanations and reasoning	Application of the model is presented with 80-94% accuracy. Makes a convincing argument to support resulting analysis	Application of the model is presented with 95-100% accuracy. Addresses the issues discovered using techniques that support the theoretical construct of the model; includes comprehensive reasoning
4. What assessments would you make of the media used by the company?	No content is presented or the content is not relevant or strays from the issues at hand	Content is insufficient in terms of explanations and reasoning.	Identifies two assessments and provides rationale	Identifies more than three assessments with supported critical analysis

Criteria	0-5 Points Unacceptable	6-10 Points Developing	11-15 Points Competent	16-20 Points Exemplary
5. What did Agilent “do right”? Why was it able to be still voted one of the “Best Companies to Work for” even during its tough years?	No content is presented or the content is not relevant or strays from the issues at hand	Content captures most of the issues; however, is insufficient in terms of explanations and reasoning	Content captures all the issues. Analysis shows understanding of the case information and relevant concepts	Content fully captures the issues. Analysis shows thorough understanding of the case issues and relevant concepts. Uses theoretical constructs and best practices to support analysis
6. What are the limits to an open communication style when faced with ongoing rounds of downsizing? What else might be done by management to retain staff motivation?	No content is presented or the content is not relevant or strays from the issues at hand	Content is insufficient in terms of explanations and reasoning.	Content aligns with the facts of the case and analysis shows application of relevant concepts and approaches	Content demonstrates consideration of internal and external factors. Analysis shows synthesis and evaluation of various concepts and approaches including research of other approaches
7. Clarity and Coherency	No discussion was presented or explanations are unclear and not organized logically (Major issues)	Explanations generally are unclear and not well organized (Many issues)	Explanations generally are clear and organized (Minor issues)	Explanations are very clear and well organized. (Added helpful details and/or visuals)
8. Writing – representative of Master’s level; correct grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

Team Project – 210 Points. Each team will be responsible for presenting a case study analysis and leading the class discussion. Teams will consist of two or more members. Guidelines for the team project will be given during the first class.

Mid-Term Assignment - Individual Case Analysis – 210 Points. Each student will select a case to review and analyze. Cases are to be selected from the two course textbooks. Selection can be any case study that has not been assigned. (Refer to the course outline for the assigned case studies). Students may decide their case analysis methodology; however, the written analysis must address the criteria identified in the grading rubric. Papers are to conform to APA style; include at least five scholarly references; and be 6-8 pages in length. Points will be deducted for failure to follow APA style and paper requirements. NOTE: The page limit does not include title page, abstract, table of contents, reference page, or appendices. Also, the page limit may be extended within reason. Including an additional three pages is not within reason.

Grading Rubric for Case Analysis

Criteria	0-9 Points Unacceptable	10-19 Points Developing	20-29 Points Competent	21-30 Points Exemplary
1. Provide brief overview of the problem or situation including facts about the company, industry and competitors.	Content is absent or significant elements are missing	In part, content lacks full development and analysis	Provides descriptive information with supportive analysis	Clearly outlines the situation and provides substantive reasoning for the change
2. Diagnose the need for change and address the resistance to change	Content is absent or understanding of the concepts are not apparent	Exercises basic analytical skills in determining the facets involved. Attempts to demonstrate understanding of the concepts, but aspects are confused or underdeveloped	Aptly applies the theoretical constructs/models/ techniques for diagnosing change; uses high level critical analysis skills supported with convincing arguments. Determines types of resistance and strategies for mitigating resistance with substantive reasoning OR forecasts/plans for resistance concerns with valid reasoning	Critically examines the techniques for diagnosing change. Uses known theoretical constructs to develop a new model that fully addresses the facts of the case. Substantiates reasoning. Strategies for managing resistance extends beyond known constructs and practices and are supported with convincing arguments
3. Identify, compare, and contrast at least three organizational change methodologies/practices that are relevant to the issues of the case. Why were these particular methodologies selected? Determine the recommended methodology(ies) with supporting analysis	Content is absent or does not address the issues at hand	Identifies, compares, and contrasts two methodologies and practices; analysis is incomplete or unsubstantiated	Identifies, compares, and contrasts three methodologies and practices; reasoning is defensible	Identifies, compares, contrasts four or more methodologies and practices; exercises critical reflection and conducts comprehensive analysis
4. Determine reasonable alternatives/integrated interventions/approaches to implement your recommended methodology. In other words, how would you engage the organizational membership in the various stages of the change process?	Content is absent or information does not demonstrate understanding of the subject area	Discussion is incomplete; there is limited analytical support for proposed alternatives and interventions	Thoughts and ideas are clearly expressed and represent reasonable analysis and support	Presents clear and definitive change management approaches that represent original thought as well as best practices as evidenced by the literature
5. Develop communication strategies	Content is absent or information is not grounded in the literature or other sources of evidence	Some areas show critical analysis; additional evidence is warranted	Communication strategies concern several key or critical areas and addresses the	Presents a comprehensive communications plan that addresses the full

Criteria	0-9 Points Unacceptable	10-19 Points Developing	20-29 Points Competent	21-30 Points Exemplary
			interests of critical stakeholders	life cycle of the change process
6. Determine follow-up or evaluation strategies	Content is absent or shows misunderstanding of the subject area	Some areas show critical analysis; additional evidence is warranted	Strategies proposed are grounded in the literature and supported with sound analytical reasoning	Strategies are well-developed and involve original thought; analytical and clear conclusions have been made
7. Writing – representative of Master’s level; coherent; correct grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

Final Paper – Managing Complex Systems Change – The final paper is the key deliverable for the course. Write about a substantial change effort that you are involved in currently, or have recently experienced. If you do not have a personal experience, then research a major change effort. The requirements for the paper are as follows:

1. Introduce the change effort by including the situation, organization, industry, and explain the context for change. Also, convey the perspective of the analysis. In other words, what was your role? If you are informing about a major change initiative, then provide your source details. For example, indicate the primary or secondary sources.
2. Analyze the change effort. Provide considerable discussion about the following:
 - Description/images of the change held by the change agents
 - Culture and the role of culture within the change process
 - Diagnosis of change – what, why, any resistance
 - Theoretical constructs and concepts that characterizes the change
 - Chosen methods for implementing change-why and the anticipated outcome
 - Description of resulting change and alignment with initial vision for change
 - Communication of the change
3. Evaluate the quality of the outcome, processes, and the work of the change agents. Explain what went well and represented best practices. Also, devote attention to areas needing improvement and lessons learned. Present strategies for improvement and/or enhancement of success. Assure these strategies are supported with critical analytical reasoning.
4. The paper should make use of supplemental materials/visuals such as graphs, process flow diagrams, organizational charts, and survey results to compliment the narrative analysis.
5. The paper should be written in APA style and be between 20 and 25 pages in length not including the front and end matter. Also, a minimum of eight scholarly resources must be used. NOTE: the page limit may be extended within reason. Including an additional five pages is not within reason.

Points will be deducted for failure to follow APA style and paper requirements. NOTE: The page limit does not include title page, abstract, table of contents, reference page, or appendices.

Grading Rubric for Final Paper – Managing Complex Systems Change

Criteria	0-19 Points Unacceptable	20-39 Points Developing	40-59 Points Competent	60-75 Points Exemplary
1. Sufficiency of introductory content for the change effort	Introduction is not included	Introduction is incomplete; key data is missing	Introduction includes most of the relevant information	Introduction includes all the relevant information
2. Discussion of Change Agents	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Clearly defines and addresses the purpose, behaviors, and actions of the change agents.	Critically analyzes the effectiveness of the change agents
3. Culture and Role	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Uses concepts from the readings and personal research to show understanding of culture and the change process	Presents a comprehensive and logical discussion about the role of culture in the change process
4. Diagnosis of Change	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Applies with confidence the principles, tools and techniques for diagnosing change	Discussion demonstrates mastery of the tools and techniques
5. Theoretical Constructs	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Handles in an adequate manner the analysis of the case with known theoretical concepts	Demonstrates mastery of the theories and concepts; uses analytical skill to explore new paradigms or propositions.
6. Methods/Practices for implementing the change management plan – engaging key stakeholders	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Discusses at least two methods/practices with supporting analytical reasoning	Demonstrates mastery of several change methodologies and practices
7. Resulting change	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Describes resulting change in a succinct manner noting the type or types of change	Captures and aptly describes the outcome including intended and unintended consequences
8. Communicating change	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Discusses the approaches used; indicates the responsible parties; and analyzes the impact	Describes communication efforts and aligns them with theories, concepts and practices within the readings and/or personal research
9. Evaluation of the change effort	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Presents a comprehensive evaluation supported with critical analysis	Presents a comprehensive evaluation supported with critical analysis; including what could

Criteria	0-19 Points Unacceptable	20-39 Points Developing	40-59 Points Competent	60-75 Points Exemplary
				have been done differently. Reasoning should be based on original thought and known best practices
10. Clarity and Coherency	No discussion was presented or explanations are unclear and not organized logically (Major issues)	Explanations generally are unclear and not well organized (Many issues)	Explanations generally are clear and organized (Minor issues)	Explanations are very clear and well organized. (Added helpful details and/or visuals)
11. Writing – representative of Master’s level; correct grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

Course Norms – As part of the first class session, we will develop norms that promote a conducive and collaborative learning environment and enhance the learning experience.

Class Participation - Class participation provides opportunity for you to demonstrate your understanding of the theories, concepts, and practices. More importantly, it allows you to further develop your persuasive communication skills. As you will learn, a critical element of any change effort is the change agent’s ability to persuade others to support change efforts. Therefore, success in this course depends on the preparedness and active engagement of all students. The readings and assignments listed on this syllabus should be accomplished prior to class.

Attendance - Students are expected to attend all class sessions of this course. The School for Continuing Studies (SCS) attendance policy is strictly enforced. A student who misses more than two classes is subject to withdrawal from the class and a final grade of “F” in the course.

Citation System – Students must use APA Style (APA Publication Manual 6th Edition) for all papers submitted in this course. Points will be deducted for failure to follow APA style. The following links provide guidance for APA style and citations:

- <http://apastyle.org/> American Psychological Association
- <http://owl.english.purdue.edu/owl/section/2/10/> Purdue Online Writing Lab

Writing Assignments – All writing assignments must be your original work. There are consequences for plagiarism (intended or not), and usually results in no credit earned for an assignment. All writing assignments (Assignments 1 and 2, Team Project, Midterm, and Final Paper) must be submitted into SafeAssign/Turnitin which is integrated with the Blackboard Learning Management System (LMS) on or before the scheduled due date.

SafeAssign/Turnitin - Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to SafeAssign/Turnitin for detection of

plagiarism. All submitted papers will be added as source documents in the SafeAssign/Turnitin reference database solely for the purpose of detecting plagiarism of such papers in the future. SafeAssign/Turnitin is integrated within the Blackboard Learning Management System (LMS).

Late Papers - Except in rare circumstances, late papers are not accepted. Requests for extensions must reach me no later than a week before the paper is due. In case of an emergency, this rule can be waived with appropriate documentation and cause.

Incompletes:

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is submitted and then the grade shall be changed accordingly.

Students with Disabilities Policy:

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow the office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System:

All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at: <http://gervaseprograms.georgetown.edu/honor/system/>

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;

To live out a commitment to integrity in all my words and actions;

To be honest in every academic endeavor;

And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;

To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;

To care for this venerable campus and all of those with whom I share it;

And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

**Course Outline – January 14, 2014 – April 22, 2014
(Case Studies and Team Assignments may be subject to change)**

Date	Topic	Reading	Assignment
Week 1 January 14	<ul style="list-style-type: none"> • Introductions • Syllabus Review • Discussion – Team Project, guidelines, assignments • Development of Course Norms • Personal Reflections about Organizational Change • Stories of Change 	Palmer et al., Chapter 1	Exercise 1.1 – Creating Your Own Story of Change
Week 2 January 21	Images of Managing Change	Palmer et al., Chapter 2 Custom Publication: <ul style="list-style-type: none"> • <i>Massport (A): The Aftermath of 9/11</i> • <i>Massport (B): Change at the Top</i> • <i>Massport (C): A Revitalized Organization</i> • <i>Massport (D): Looking to the Future</i> 	In Class Case Analysis
Week 3 January 28	Why Organizations Change?	Palmer et al., Chapter 3 Custom Publication: Case Study <i>The Transformation of BP</i>	In Class Case Analysis
Week 4 February 4	What Changes in Organizations?	Palmer et al., Chapter 4 Custom Publication: Article <i>The Underlying Structure of Continuous Change</i> Custom Publication: Case Study <i>Deloitte & Touche: Integrating Arthur Andersen</i>	Writing Assignment #1 Due In Class Case Analysis
Week 5 February 11	Diagnosis for Change	Palmer et al., Chapter 5 Case Study <i>Boeing</i> , Palmer	Team 1

		et al., p. 153-154	presents case and leads class discussion
Week 6 February 18	Resistance to Change	Palmer et al., Chapter 6 Custom Publication: Case Study <i>Triangle Community Foundation</i>	Team 2 presents case and leads class discussion
Week 7 February 25 MIDTERM	Implementing Change: Organization Development, Appreciative Inquiry, Positive Organizational Scholarship, and Sense-Making Approaches	Palmer et al., Chapter 7 Custom Publication: Case Study <i>Robotics, Resistance and Revolution: Managing Change in a Hospital Pathology Department</i>	Midterm Assignment Due In Class Case Analysis
Week 8 March 4	Implementing Change: Change Management, Contingency, and Processual Approaches	Palmer et al., Chapter 8 Custom Publication: Article <i>Leading Change – Why Transformation Efforts Fail</i> Custom Publication: Case Study <i>The Rebirth of Air France (A), (B), (C), (D)</i>	Team 3 presents case and leads class discussion
Week 9 March 11	NO CLASS – SPRING BREAK		
Week 10 March 18	Linking Vision and Change	Palmer et al., Chapter 9 Palmer et al. – Case Study – <i>Role of Vision at Mentor Graphics</i> , p. 280.	Team 4 presents case and leads class discussion
Week 11 March 25	Strategies for Communicating Change	Palmer et al., Chapter 10 Custom Publication: Article <i>Communication as a Change Tool</i> Custom Publication: Case Study <i>Manufacturing Strategy at SICO</i>	Writing Assignment #2 Due Team 5 presents case and leads class discussion
Week 12 April 1	Skills for Communicating Change	Palmer et al., Chapter 11 Custom Publication: Case Study <i>Taking Charge at</i>	Team 6 presents case

		<i>Dogus Holding (A), (B)</i>	and leads class discussion
Week 13 April 8	Skills for Communicating Change	Custom Publication: Case Study <i>Circus Oz</i>	Team 7 presents case and leads class discussion
Week 14 April 15	Sustaining Change	Palmer et al., Chapter 12 Custom Publication: Article Change Leadership: Sustainability Demands Custom Publication: Case Study <i>FNB METRO: Waking Up to Change</i>	Team 8 presents case and leads class discussion
Week 15 April 22	Course Summary Presenting Final Paper Topic and Outcome of Change Initiative Learning and Reflections		Final Paper Due Saturday, May 3, 2014