

COURSE NAME: Organizational Dynamics

CREDITS: 3

COURSE NUMBER: 11:373:341

SEMESTER: Fall, Spring

MEETING DAYS, TIMES, AND PLACE: Meets online

PREREQUISITE: 11:373:101 or 11:373:121 or 01:220:102

COOK OFFICE BUILDING

COURSE WEBSITE, RESOURCES AND MATERIALS:

Textbook

Managing Organizational Change: A Multiple Perspectives Approach

Authors: Ian Palmer, Richard Dunford, David A. Buchanan, 4th Edition ISBN: 978-1-264-07161-6

Publisher: McGraw Hill

COURSE DESCRIPTION:

This course focuses on the integration and application of behavioral and managerial sciences to promote processes by which individuals, groups, and organizations work together for common goals and mutual success.

LEARNING GOALS:

Overall, this course is designed for students likely planning a management career or adult learners or practicing managers already in the workforce who may benefit from the theoretical or practical applications contained therein. The course examines new and emerging trends, developments, themes, debates, and practices in organizational behavior.

By the end of the course students will be able to:

- Understand and diagnose organizational change and utilize such knowledge to positively influence behavior in the workplace
- Implement the creative substance and process of change
- Identify elements of an effective change manager and the process of sustaining change

ASSIGNMENTS/RESPONSIBILITIES, GRADING & ASSESSMENT:

Grading Structure

The grades for the course will be based on the following: exams – 40%; participation in forums – 30%; and assignments – 30%. There may be opportunities to earn a maximum of 5 extra points.

Assessment of Goals

The goals of the course will be assessed through a combination of the above grading structure. The rubrics for the discussions and assignments are provided in the Exhibits. There will be three (3) multiple choice exams; four (4) case studies for discussion (see Exhibit D); and two (2) written assignments (see Exhibit C).

Assessment Details

Exams: There will be three (3) multiple choice exams. Students will be given sufficient time to complete the exams but little else.

Assignments: There will be two (2) written assignments. Students must demonstrate (per rubric, see Exhibit B) that they understand the central thesis or themes of the relevant assignment and the basic concepts discussed therein, and provide, with clarity, theoretical foundations to support their arguments. Each assignment must be at **least one page, single-spaced, long.**

Discussions: Four topics will be posted up for discussion. The discussions will proceed as follows. Students will be expected to summarize the article and post it on the Discussion Forum. Each student must also comment on the summary of another student. Thus, each student will be expected to have at least two postings to the forum - a summary and a comment. To ensure, however, that students receive at least 80% of their grade for the discussions, they should plan on contributing 4 posts per discussion. Greater participation will be rewarded. The postings must demonstrate a grasp of the issues under discussion and be relevant, clearly communicated, and exhibit critical thinking skills (see rubric, Exhibit A for online discussion).

Extra Points: Students may be given the opportunity to gain extra points. That opportunity will very often be related to recent events in the news.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ABSENCE POLICY

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

LECTURE TOPICS:

The following is a list of lecture topics, some content areas, and the time interval that they will be covered.

Week I – III

- | Ch. | Topic |
|------------|--|
| 1. | Managing change: stories and paradoxes- the Starbucks, Sears, and Detroit stories. Tension and Paradox: the state of the art: |
| 2. | Images of change management: what's in a name- change agents, managers, or leaders? Images, mental models, frames, and perspectives. |
| 3. | Why change? Contemporary pressures and drivers: internal organizational change drivers. Environmental pressures for change. |

Week IV – VI

4. What to change? A diagnostic approach: organizational strategy and change; diagnosing readiness for change.
5. What changes? Organizational culture; digital transformation and the social matrix;
6. Missions and visions: fundamental or fads? Mission: why are we here? Vision: where are we going? Why visions fail.

Week VII – IX

7. Change communication strategies: the change communication process. Gender, power and emotion
8. Resistance to change: dimensions of resistance; benefits; causes; symptoms; manages as resisters.
9. Organizational development and sense-making approaches. Alternative approaches to managing change. Organization development.

Week X – XV

10. Change management perspectives. Options for managing change; why change fails; stage models.
11. Sustaining change versus initiative decay. Praiseworthy and blameworthy failures; actions to sustain change.
12. The effective change manager: what does it take? Change management competencies; political skill and the change manager; developing change management expertise.

Exhibit A:

Rubric for participation in online discussions

Points	30	20	10	0
Quality and Number of Posts	Provides insightful and appropriate comments; makes cogent arguments <u>in posts</u> and <u>in response to students' posts</u>	Offers appropriate comments and responds respectfully to students' posts	Responds, but with minimum effort. (e.g., I agree with...)	No posting
Relevance of Posts	Stimulates discussion by broadening the scope of the topic	Posts topics that are related to discussion content	Posts topics or remarks of little or no relevance to the discussion	No posting
Contribution to the Learning Community	Elevates the discussion by motivating others to present creative arguments	Attempts to direct discussion and presents relevant viewpoints for consideration on the forum	Makes little effort to participate in the forum or elevate learning community over the semester	Lack of participation

Exhibit B:

Rubric for Writing Assignments

Points	30	20	10	0
Themes/Central Thesis	Identifies the central thesis of the assignment	Offers main idea though not clearly stated	Offers weak and vague themes/thesis	No main idea
Theoretical/Practical Underpinnings	Provides theoretical support for the central thesis	Provides clear ideas throughout most of the paper	Support for examples missing though some clear ideas exist	No support for main idea
Clarity of Argument	Makes cogent argument to support thesis/themes	Supports thesis statement with most arguments	Provides confusing arguments to support themes/thesis	Lack focus and organization

Exhibit C:

Assignment List

Assignment 1: Write down your own experience of change in about one page, then answer the following questions (see text Plan A, p. 24; due end of week 3).

Assignment 2: Did Heinz choke on the 3G Recipe? (see text Ex. 10.3, p. 346; due end of week 11).

Exhibit D:

Topics for Discussion

Case study 1: Turnaround at Beth Israel (Exercise 2.2, p. 53).

Case study 2: The Mattel Toy Story (Exercise 5.1, p. 168)

Case study 3: Analyze your own organization's mission and vision statements (Exercise 6.2, p. 202)

Case study 4: Jack's Dilemma (Exercise 8.2, p. 272).

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <https://rutgers.campuslabs.com/engage/organization/scarletlisteners>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.