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| <br><b>FLORIDA<br/>ATLANTIC<br/>UNIVERSITY</b>  | <b>COURSE CHANGE REQUEST</b><br><b>Undergraduate Programs</b> |   | UUPC Approval <u>12-2-24</u><br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner Posted _____<br>Catalog _____ |
|  | Department Management Programs<br><br>College Business        |   |   |
| <b>Current Course Prefix and Number</b> MAN 4350   |   | <b>Current Course Title</b><br>Leading Change and Development   |   |
| Syllabus must be attached for ANY changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation.  |   |   |   |
| <b>Change title to:</b><br><br><b>Change prefix</b><br>From:                      To:<br><br><b>Change course number</b><br>From:                      To:<br><br><b>Change credits*</b><br>From:                      To:<br><br><b>Change grading</b><br>From:                      To:<br><br><b>Change WAC/Gordon Rule status**</b><br>Add <input type="checkbox"/> Remove <input type="checkbox"/><br><br><b>Change General Education Requirements***</b><br>Add <input type="checkbox"/> Remove <input type="checkbox"/><br><br><small>*See <u>Definition of a Credit Hour</u>.<br/>         **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.<br/>         ***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small> |   | <b>Change description to:</b><br><br><br><br><br><br><br><br><br><br><b>Change prerequisites/minimum grades to:</b><br><br><br><br><br><br><br><br><br><br><b>Change corequisites to:</b><br>MAN 4301<br><br><br><b>Change registration controls to:</b><br>Prerequisite MAN 3025; Prerequisite or Corequisite: MAN 4301<br>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-). |   |
| <b>Effective Term/Year for Changes:</b> Fall 2025  |   | <b>Terminate course? Effective Term/Year for Termination:</b>   |   |
| <b>Faculty Contact/Email/Phone</b> Gary Castrogiovanni / castrogi@fau.edu / 561-297-2523   |   |   |   |
| <b>Approved by</b><br>Department Chair <u>Phlyn Williams</u><br>College Curriculum Chair <u>M. Apple</u><br>College Dean <u>Korey Sorge</u><br>UUPC Chair <u>Dan Meeroff</u><br>Undergraduate Studies Dean _____<br>UFS President _____<br>Provost _____   |   |   | <b>Date</b><br><u>11/18/24</u><br><u>11-18-24</u><br><u>11-20-24</u><br><u>12-2-24</u><br><u>12-2-24</u><br>_____<br>_____            |

Email this form and syllabus to [mianning@fau.edu](mailto:mianning@fau.edu) seven business days before the UUPC meeting.

## **Current Catalog Description**

### **Leading Change and Development (MAN 4350) 3 credits**

*Prerequisites: MAN 3025, MAN 4301*

Methodologies for systematically bringing about organization change and improvement. Goals are to make an organization more effective and to enhance the opportunity for organization members to develop their personal potential.

## **Proposed Catalog Description**

### **Leading Change and Development (MAN 4350) 3 credits**

*Prerequisite: MAN 3025; Prerequisite or Corequisite: MAN 4301*

Methodologies for systematically bringing about organization change and improvement. Goals are to make an organization more effective and to enhance the opportunity for organization members to develop their personal potential.



FLORIDA ATLANTIC UNIVERSITY

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**MAN 4350-00115137**

**Leading Change and Development**

**Date:** Tuesday, Thursday 2:00 PM –3:20 PM

**Building:** Phil Smith Hall Boca **Room:** 308

**3 Credit(s)**

**Fall 2024 –1 Full Term**

## **Instructor Information**

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Susan Dennett

**Email:** [sdennett@fau.edu](mailto:sdennett@fau.edu)

**Office:** DeSantis 101C (College of Business)

**Office Hours:** Tuesday and Thursdays 3:30pm –6pm and by appointment

## **Course Description**

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Leading Change and Development

Prerequisite: MAN 3025; Prerequisite or Corequisite: MAN 4301

Methodologies for systematically bringing about organization change and improvement. Goals are to make an organization more effective and to enhance the opportunity for organization members to develop their personal potential.

### **Course Overview.**

This course applies behavioral science knowledge to improve organization performance. In particular we will examine how to improve organizational effectiveness by developing and utilizing the human resources within the organization. The focus of this course lies with creating change within organizations. Interventions that involve restructuring the organization and changing the way that people work are important tools for transforming organizations. Topics examined include leading change, interventions skills and strategies, employee empowerment, team development and creating the learning organization.

Through the use of discussions, lectures, readings, experiential exercises, videos and case analyses students will be exposed to concepts that are relevant to organizational development in order to improve the organization's ability to survive in today's dynamic and complex global environment.

## **Prerequisites/Corequisites**

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- Prerequisite: MAN 3025
- Prerequisite or Corequisite: MAN 4301

## **Required Texts/Materials**

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### **Organization Development and Change**

**ISBN:** 9780357698495

**Authors:** Cummings/Worley

**Publisher:** Cengage

**Edition:** 11th

## **Course Objectives/Student Learning Outcomes**

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- To provide a comprehensive overview of organizational development (OD) concepts
- Identify how organizations can become more effective
- Critically evaluate the process of organizational development including initiating change, implementing change, diagnosing organizational issues and collecting and analyzing data
- Analyse organizational contexts and the application of OD concepts to improve effectiveness

## **Faculty Rights and Responsibilities**

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.

- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

## Disability Policy

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## Course Evaluation Method

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| ASSIGNMENT  | WEIGHT PERCENTAGE |
|---|-------------------|
| Discussions and speaker questions                         | 25%               |
| Course assignments, speaker analyses, case study analyses | 40%               |
| In class world café activities                            | 5%                |
| Exams and quizzes   | 30%               |

## Code of Academic Integrity

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

There may be times when you feel pressure to take a short cut, or you are confronted with opportunities to cheat. Instances of plagiarism, cheating and dishonesty will not be tolerated. Faculty will provide very clear instructions on how to avoid violations of academic dishonesty. It is always better to talk with your faculty ahead of time and tell them that you are not prepared for a test or assignment, than try and cheat and run the risk of failing a course or facing disciplinary actions from school.

AI/ChatGPT

1. Intellectual honesty is vital to an academic community and for the fair evaluation of assignment submissions (individual and group assignments, including discussion questions). All work

submitted in this course must be your own work, completed in accordance with the University's Code of Academic Integrity. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

2. Utilizing ChatGPT or other AI composition software puts your academic integrity at risk, and will result in an automatic zero and harsh penalties are associated with this type of academic dishonesty. For more information, see University Regulation 4.001.

## **Attendance Policy Statement**

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Class attendance in person is required since we will have a number of speakers, together with in person graded activities (world cafe) as well as in person exams.

Documentation is required for all excused absences included above, as well as sickness and bereavement. Travel documents (for example, flight itineraries, cruises, etc. are not considered excused).

## **Religious Accommodation Policy Statement**

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## Time Commitment Per Credit Hour

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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| Letter Grade | Letter Grade |
|--------------|--------------|
| A            | 94 - 100%    |
| A-           | 90 - 93%     |
| B+           | 87 - 89%     |
| B            | 83 - 86%     |
| B-           | 80 - 82%     |
| C+           | 77 - 79%     |
| C            | 73 - 76%     |
| C-           | 70 - 72%     |
| D+           | 67 - 69%     |
| D            | 63 - 66%     |
| D-           | 60 - 62%     |
| F            | Below 60     |

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

## **Policy on Make-up Tests, Late work, and Incompletes**

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No late submissions for quizzes, exams, speaker questions or discussion boards will be accepted for credit.

For all other assignments, speaker reflections, case study analyses will result in 10% deduction for each partial day late.

## **Policy on the Recording of Lectures**

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Artificial Intelligence Preamble**

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>.

## **AI Language Specific To This Course**

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- AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited. Any work submitted using AI may result in a zero grade and receiving a F for the course.

## **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)

- Test Preparation
- University Academic Advising Services
- University Center for Excellence in Writing (UCEW)
- Writing Across the Curriculum (WAC)

## Course Topical Outline

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| Module        | Topic   | Assignments  |
|---------------|---|--|
| One August 19 | Introduction to Organization Development (OD) and theories of planned change  | Read ch.1,2<br>Read 'Who Moved my Cheese'<br><br>Introductory video discussion board due |
| Two August 26 | The Organization Development Practitioner   | Read ch.3<br><br>World Cafe<br><br>Quiz: Who moved my cheese?                            |
| Three Sept 2  | The Process of Organization Development. Entering and Contracting.<br><br><b>Speaker: Doug Branch,<br/>Thursday September 5</b> | Read ch.4<br><br>World Cafe<br><br>Professional email: Speaker questions                 |
| Four Sept 9   | The Process of OD: Diagnosing<br><br>Case study discussion (Lencioni)   | Read ch.5<br><br>Read Lencioni, Five Dysfunctions of a Team                              |

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|   |  | World Cafe                            |
|   |  | Professional email: Speaker questions |
|   |  | Speaker reflection                    |
| Five Sept 16  | The Process of OD: Collecting, Analyzing, and Feeding Back Diagnostic Information, Process of OD: Designing Interventions.   | Read ch.6,7<br>Speaker reflection     |
|   | <b>Speaker: Will Bordelon, Tuesday Sept. 17.</b> A Practical Exploration of Change: Discuss practical examples of why companies change, types of change, and obstacles to change. (Spoiler alert... Change is HARD!) |                                       |
| Six Sept 23   | The Process of OD: Managing Change, Evaluating and Reinforcing OD Interventions  | Read ch.8,9<br>World Cafe             |
| Seven Sept 30 (For Thursday class, we will meet online not in person) | Speaker: Jason Coker, Wells Fargo (Tuesday)<br><br>Human Process Interventions: Interpersonal and Group Process Approaches   | Read ch.10<br><br>Discussion board    |
| Eight Oct 7   | Organization Process Approaches and Culture  | Read ch.11<br><br>Speaker Reflection  |
|   | <b>Speaker, Thursday October 10</b>  |                                       |
| Nine Oct 14 Exam 1, in person Thursday Oct. 17, 2pm                   | Technostructural Interventions: Employee Involvement and work design   | Read ch.12,13                         |

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|   | <b>Exam 1 in person. Thursday<br/>Oct. 17, 2pm</b>   | <b>Exam 1 in person. Thursday<br/>Oct. 17, 2pm</b>                 |
| Ten Oct 21                              | Human Resource Interventions:<br>Performance Management, Talent<br>Development.  | Read ch.14,15<br>Speaker reflection                                |
|   | <b>Speaker: Will Bordelon Tuesday<br/>October 22.</b> Succeeding at<br>Change: Practical approaches and<br>techniques for successful change<br>and transformation. And an<br>exploration of roles you may play<br>in change initiatives as you begin<br>your career. |  |
| Eleven Oct 28                           | Strategic Change Interventions:<br>Transformational Change,<br>Continuous Change   | Read ch.17,18  |
| Twelve Nov 4                            | Strategic Change Interventions:<br>Transorganizational Change,<br>Global Social Change   | Read ch.19,20  |
| Thirteen Nov 11                         | Case Study Analyses  | Presentations Tuesday and<br>Thursday                              |
| Fourteen Nov 18                         | <b>Exam 2. In person, in class.<br/>2pm, Thursday Nov. 21.</b>   | Presentations Tuesday<br><br>Exam 2, Thursday November<br>21. 2pm. |
| Fifteen Nov 25 (classes end<br>Nov. 26) | Class will meet online.<br><br>Future Implications for OD  | Read ch.21<br><br>Discussion board due                             |