



Justice Institute of British Columbia COURSE OUTLINE

Course Code:	ABLD116
Course Title:	Change Management: Aboriginal Organizations
Prerequisite Courses:	Acceptance into the Certificate program
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Aboriginal Programs & Services
Previous Course Code & Title:	Same
Course First Offered:	February 2006

# of Credits:	3
----------------------	----------

Course Description:

Today, Aboriginal organizations are experiencing dramatic change. These changes have led to greater authority and, at the same time, the need for greater accountability. The changes Aboriginal organizations and communities face today, present significant challenges. Learners will explore theories of change management, the impact of change and strategies to impact positive change. Learners will acquire the skills, tools and resources necessary, to act as change agents by assisting organizations as they transition through change. Learners will participate in exercises designed to introduce positive changes in organizations and explore the complementary roles of leadership required for effective organizations.

Course Goal(s):

To develop leaders able to apply the basic skills in leading organizational change, in order to effectively work as change agents with their organization, community and other affiliated parties.

Learning Outcomes:

Upon completion of this course learners will be able to:

- Identify the challenges, dynamics and key steps in an organizational change process
- Identify reasons why change efforts fail
- Analyze techniques for facilitating organizational change
- Demonstrate strategies for effective communication
- Compare and contrast change management theories and strategies
- Apply an organizational change model to their work setting
- Analyze and develop interpersonal communication styles
- Apply effective organizational communication strategies and techniques
- Differentiate between the short term and long term change needs
- Develop short-term wins in an organizational setting
- Analyze the dynamics of followers and leaders
- Devise a plan to spear head a change initiative
- Examine the intricate nature of employee buy-in to change processes
- Explore the significance that organizational culture plays in organizational change
- Identify the dynamics of followers and leaders



Course Topics/Content:

1. Writing

- Briefing notes

2. The Change Problem

- Approaches to Change
- Motivations to Change
- Technology
- Organizational Structure
- Physical environments
- People
- Time
- Why Most Change Efforts Fail
- Samples of Successful Change Efforts

3. Organizational Change Models

- Mento et al's Work
- Coyhis' Work (Aboriginal Model on Change)
- John P. Kotter's Work

4. Kotter's 8-Step Model

1. Establishing a Sense of Urgency
2. Creating a Guiding Coalition
3. Developing a Vision and Strategy
4. Communicating Change Vision
5. Empowering Employees
6. Creating Short-term Wins
7. Consolidating Gains
8. Anchoring New Approach in Organizational Culture

5. Assignment 1: Leading Change Paper

6. Case Study of Organizational Change Efforts

- Published Non-Aboriginal Cases
- Published Aboriginal Cases
- Learner's experiences
- Change Agents

7. Final Exam

- Comprehensive paper on developing a leading change strategy for a specific organization of the learner's choice.



Text and Resource Materials:

Required:

Kotter, J. P. (1999) *Leading Change*. Boston, MA: Harvard Business School Press.

Recommended:

Collins, J. (2001). *Good to Great*. New York: Harper-Collins.

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Other (describe):						

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	42			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:



Course Grading System:

X	Letter Grades		Percentage		Pass/Fail		Credit/No Credit
	Complete/Incomplete		Attendance Only		Not Applicable		

Passing Grade:	C
-----------------------	---

Evaluation Activities and Weighting:

Final Exam	50%	Assignments	25%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	25%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

In order to receive an evaluation or grade, learners must participate in class, and complete the written assignments and exams.

Students who are unsuccessful in any formal evaluations may apply to the Program Coordinator for one opportunity to re-write it. Students must arrange to re-write the exam within 10 days of the original exam.

Other Course Guidelines, Procedures and Comments:

Late assignments will not be accepted for marking without prior permission of the lead faculty member. A student who misses assignments, quizzes, projects or exams, may, at the discretion of the lead faculty, complete the work missed.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy



JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.