

***Disclaimer:** This is a sample course outline and is subject to change. Official course outlines will vary depending on delivery format and instructor*

Territory Acknowledgement

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W SÁNEĆ peoples whose historical relationships with the land continue to this day.

BMBA380: Change Management

Course Description

Change management is the practice of supporting individuals, teams, and organizations as they navigate, adapt to, and sustain change in complex and evolving environments. This course focuses on understanding change as both a structural and human system, emphasizing how people experience, respond to, and contribute to change over time.

Learners explore contemporary change management frameworks and apply them to real-world contexts, with attention to readiness, resilience, communication, and ethical decision-making. The course emphasizes practical sense-making and constructive participation in change initiatives, regardless of formal leadership role.

This course promotes active learning through online activities, reflective practice, scenario-based application, and structured interaction within the Brightspace learning management system. The course is designed primarily as an individual learning journey, with selected opportunities for discussion and shared sense-making.

Learning Outcomes

Upon completion of this course, students should be able to:

- Analyze organizational change contexts by identifying the type, scope, and drivers of change and evaluating their implications for individuals, teams, and operations;
- Apply contemporary change management frameworks as sense-making tools to interpret real-world change situations and support effective participation in change initiatives;
- Assess human responses to change, including readiness, resistance, and normalization patterns, and recommend strategies that support psychological safety, engagement, and sustained adoption;
- Evaluate interest-holder perspectives and dynamics to develop communication and engagement approaches that build trust, reduce unintended harm, and promote collaboration during change;
- Integrate ethical, equity, diversity, inclusion (EDI), and sustainability considerations into change-related decisions to support responsible and socially conscious outcomes; and
- Critically reflect on personal assumptions, values, and leadership behaviours in relation to organizational change.

Resources

This course uses open education resources (OERs). Specifically, resources for this course are intentionally drawn from a range of freely accessible materials, including open-access research articles, publicly available reports, podcasts, and video lectures from academic institutions, professional organizations, and public sector sources. This approach supports accessibility for students while ensuring exposure to both scholarly research and practitioner perspectives on organizational change.

Weekly Schedule

Week	Content	Learning Activities
Week 1	Understanding Change in Today's Organizations	<ul style="list-style-type: none"> • Foundational concepts • Reflective practice • Introductory self-assessment
Week 2	Types, Scope and Drivers of Change	<ul style="list-style-type: none"> • Concept exploration • Applied examples • Interactive knowledge checks
Week 3	Change Impact and Human Experience	<ul style="list-style-type: none"> • Scenario-based analysis • Reflection • Applied discussion
Week 4	Change Frameworks and Sense-Making Tools	<ul style="list-style-type: none"> • Framework application • Low-stakes practice activities
Week 5	Readiness for Change	<ul style="list-style-type: none"> • Applied analysis • Interactive checks • Reflective prompts • Self-assessment
Week 6	Normalization and Resistance	<ul style="list-style-type: none"> • Case examples • Applied reflection • Discussion • Assignment due: Change Context Analysis
Week 7	Psychological Safety and Resilience During Change	<ul style="list-style-type: none"> • Self-assessment • Reflective activities • Applied examples • Quiz: Mid-Course Knowledge Check
Week 8	Communication in Change Contexts	<ul style="list-style-type: none"> • Scenario-based practice • Applied analysis • Knowledge checks
Week 9	Interest-holder Perspectives and Engagement	<ul style="list-style-type: none"> • Applied mapping activities • Discussion • Reflection • Assignment due: Interest-Holder Communication and Engagement Brief
Week 10	Ethics, EDI, and Responsibility in Changes	<ul style="list-style-type: none"> • Ethical analysis • Scenario-based reflection • Applied discussion

Week 11	Contributing to Change Without Authority	<ul style="list-style-type: none"> • Applied scenarios • Reflective practice • Peer interaction • Self-assessment • Assignment due: Applied Change Contribution Activity
Week 12	Sustaining Change and Avoiding Change Fatigue	<ul style="list-style-type: none"> • Synthesis activities • Applied reflection • Knowledge checks
Week 13	Integration and Reflection on Change	<ul style="list-style-type: none"> • Integrative reflection • Self-assessment • Course synthesis • Assignment due: Integrative Change Contribution Reflection

Evaluation

Assignment	Description of Assignment	Weight
Change Context Analysis	Learners analyze a real or simulated organizational change using course frameworks to assess context, human impact, readiness, and ethical considerations.	20%
Quiz: Mid-Course Knowledge Check	This is an online, structured, low-stakes quiz designed to assess understanding of foundational change concepts and frameworks introduced in the first half of the course.	10%
Interest-Holder Communication and Engagement Brief	Learners develop a concise communication and engagement approach that addresses interest-holder needs, trust, inclusion, and ethical considerations during change.	20%
Applied Change Contribution Activity	A short, applied assignment in which learners demonstrate how they would constructively contribute to a change initiative without formal authority, drawing on course concepts and scenarios.	15%
Integrative Change Contribution Reflection	A reflective synthesis in which learners evaluate their growth as change contributors and articulate how they will apply course insights in future change contexts.	15%
Participation, Reflection and Applied Learning Activities	Ongoing engagement through selected reflections, scenario responses, discussion activities, short applied prompts, and self-assessments that support sense-making and application of course concepts. Participation is assessed holistically based on evidence of thoughtful engagement over time rather than completion of every activity as a stand-alone graded task.	20%

TOTAL 100%

Usage of GenAI

Please be advised that in this course you are **not authorized** to use any form of generative AI. In order to successfully complete course activities, **generative AI is not required nor welcomed**. Students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing. As the

University of Victoria states in its Academic Integrity Policy “Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility.”. Therefore, I expect you to comply with the course syllabus and I encourage you to enhance your academic experience in this course by refraining from using generative AI.

Attendance Requirements

The course emphasizes **active engagement, collaborative teamwork, and hands-on learning**. Attendance is crucial and considered mandatory for all participants for all sessions (full 3 hours) of the course. Please inform your instructor in advance if you’re unable to attend any class sessions. Please note that missing more than one session (3 hours) requires a valid and sufficient reason for absence with verifiable circumstances that substantially prevent your attendance. Your commitment to active participation significantly contributes to your learning experience in this course.

Participation Expectations

- Instructors will track attendance and participation throughout the term. Students who do not attend class may be assigned an “N” grade for the course. Attendance will be taken within the first 15 minutes of class and may be taken later as a second check.
- **If you arrive later than 15 minutes, the door will be closed. Please wait until breaktime to enter the class.**
- Instructors can assign a **final grade of N or refuse** a student to **write a final exam, final assignment, or any assignment that follows multiple absences** or misconduct **if a learner has failed to meet the course's minimum attendance requirements** as identified above. They may also refuse admission to a lecture, learning activity, assignment, or exam because of lateness, misconduct, inattention, or failure to meet the responsibilities of the course noted in this outline.
- The instructor reserves the right to not grade assignments submitted by students who have not maintained regular attendance and participation, and a zero grade being assessed for non-submission.
- Missing **more than one session (3 hours)** requires a valid and sufficient reason for absence.
- Arrive on time and remain for the full session; leaving without permission will be marked **absent**. Please note that work schedule conflicts as well as car, bus, carpooling, or ferry delays are generally not accepted as sufficient reasons for absence beyond the one-session limit.
- Students are expected to actively interact with **course materials, peers, and instructors**, including contributing to discussions and teamwork.
- Students are expected to complete assignments and assessments on time and submit work by the due date.
- **Technology use** (cell phones, tablets, laptops, smart glasses/ watches) must be limited to course-related activities only.
- Participation includes respectful active listening, not just talking.
- This course is delivered in a collaborative, discussion-based learning environment. Students are expected to demonstrate respectful and attentive behaviour at all times.
- University policy allows an instructor to refuse a student admission to class because of lateness, misconduct, disruptive behaviour, inattention, or failure to meet the responsibilities of the course.
- It is students’ responsibility to be familiar with the criteria in which they are being assessed for this course. Please refer to the specific information under each assessment.

Group Participation Expectations

- Active participation in group work and meetings is required. Students who fail to attend or contribute to group work may be removed from their group, at the instructor's discretion, and deemed ineligible to participate in or receive marks for the group project, including the group presentation.