

B716
Strategic Organizational Change Management
Fall 2021 Course Outline
Human Resources & Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course focuses on the process of implementing change through current models, case studies and personal reflection. Its purpose is to help you (1) gain an understanding of how organizational change is achieved and (2) enhance your personal capabilities and abilities to navigate change in your lives.

INSTRUCTOR AND CONTACT INFORMATION

Section C01: Wednesday 14:30 – 17:30
Professor: Rami Alasadi Email: alasadir@mcmaster.ca Office Hours: by appointment

Learning Advisor: Anna Syed
Email: syeda83@mcmaster.ca Office Hours: by appointment

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
WebCT: No	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Groupwork: Yes	Oral skills: Yes

COURSE DESCRIPTION

This course will enable students to effectively manage long-run strategic change in organizations, teams and themselves. Various change models will be introduced both at an organizational and personal level. Illustrations and applications of organizational change and design principles will be demonstrated through simulations, personal assessments, skills development exercises, rich experiential exercises and case analyses.

LEARNING OUTCOMES

By successfully completing this course, students will:

- develop capabilities required for managing ongoing, long-run strategic change.
- become familiar with the activities and processes necessary for planning and implementing change and the how these processes are integrated with strategy and leadership
- learn how to anticipate, influence and generate change at individual, team and organizational levels.
- develop change agent competencies by establishing and executing plans designed to achieve meaningful and useful change initiatives.
- develop personal capabilities to be more resilient and amenable to change.

REQUIRED COURSE MATERIALS AND READINGS

<p>1. Organizational Change, An Action-Oriented Toolkit, (2019) 4th ed. by Gene Deszca, Cynthia Ingols and Tupper F. Cawsey. SAGE Publications, Inc. ISBN: 9781544351421.</p>	<p>\$75 - \$110 CAD. Price depends on whether you want to rent or purchase.</p>
<p>2. Course Pack: https://hbsp.harvard.edu/import/858217</p> <p>The course pack includes two major case studies and one simulation on change management.</p>	<p>\$23.5</p>

EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from researching your presentations, cases, assignments, simulation decisions and projects. All work will be evaluated on an individual basis except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights

COMPONENT	DEADLINE	PERCENTAGE
Class Participation	Ongoing	5%
Group Presentations: News Digest	Ongoing	10%
Quizzes	Ongoing	30%
Group Case Studies : Case 1: Old Mutual Limited: Leading Culture Change Case 2: Alaska Airlines: Navigating Change	Oct. 27 Nov. 10	20%
Individual Action Plan for Personal Change. <i>“A Surprise Factor Concept” will be introduced on Friday, Nov. 19. This means a new piece of information will be provided to you on this date. You need to incorporate this info. into your plan as part of managing change.</i>	Nov. 22	15%

<div><div>CAPSTONE PROJECT</div><div>Analyses of Industry Sectors</div><div><div>- Interim Report</div><div>- Final Report</div><div>- In-Class Presentation</div></div></div>	<div><div>Nov 3</div><div>Nov 29</div><div>Dec 1 or Dec 8</div></div>	<div><div>25%</div><div>5%</div><div>10%</div><div>10 %</div></div>
Total		100 %

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

DELIVERABLES

1. Participation (5%)

Marks for class participation are awarded for regular attendance and active productive engagement in class discussions, on-line discussions, including classes where we have

guest speakers. Marks are NOT awarded for attendance only. My expectation is that everyone will be prepared for each class.

Respectful debate and challenge with classmates are important activities that help the learning process. Therefore, I may cold-call anyone at any time. It is therefore essential to be fully prepared for each class. Opportunities for in-class participation include:

- asking questions;
- responding to questions posed by the instructor, other students or guest speakers;
- making relevant comments on material covered; and/or
- reflecting on the discussion that has occurred.

If you have concerns or wish to improve the level and quality of your participation, please email me to arrange a time to discuss.

If you are not able to attend class, please let me know in advance. If you expect to miss two or more classes, this course is not appropriate for you because so much of the learning is done in class and builds from week to week culminating in the final team project.

2. Group Presentations: News Digest (15%)

There will be News Digest Insight Sessions scheduled throughout the semester. Each scheduled session will see one or two teams (with 3 members each, of your own choosing) present an analysis and summary of a topical situation that involves a clear need and/or desire to change. Your teams are expected to analyze the change scenario using concepts from the assigned readings, cases, exercises and discussions to date. You are also expected to support your presentation with your own research, unique insights and point of views.

Please keep your presentations to 10 minutes maximum to allow 5 minutes for questions. Evaluations will be based on relevant of application of models and tools covered in the course, the level of change-related insights offered to the class about your specific scenario, presentation style, and creativity and ability to respond to questions. Be sure to also highlight important research references.

This assignment is worth 15% of the final grade: 10% will be allocated to your class presentation and 5% will be assigned to a two-page summary to be submitted by the following class. See Course Schedule (below) for relevant presentation dates.

Sign-Up Sheet for News Digest:

<https://docs.google.com/spreadsheets/d/1BEHzmfzgx3HliwGhje8WimwmvplcWOd7/edit?usp=sharing&oid=113539621887636963384&rtpof=true&sd=true>

Sign-up is on a first-come, first-served basis.

3. Quizzes (30%)

There will be three multiple choice, short answer quizzes during the course based on assigned readings and guest lectures. It is your responsibility to read the assigned material before each lecture. There may also be a question or two about material covered during the previous class session.

4. Case Studies (20%)

There will be two case studies from Ivey Publishing that you need to purchase. These cases are to be completed in teams.

5. Capstone Project (25%)

The class will be divided into teams of 5 for the final Capstone Project. The objective of this assignment is designed to showcase what you have learned throughout the course by applying your understanding of strategic change management to several industry sectors experiencing challenges. These industries will be listed on Avenue. You will interview certain companies that have managed to innovate and re-create themselves and those that have faltered and perhaps gone bankrupt.

Teams must submit their final presentation materials by Monday November 29th, 2021. They will present their analysis and recommendations on Dec. 1 or Dec 8, 2021. **Please note all group members will receive the same mark except for presentations as marks will be assigned individually.**

For the Capstone project, you will be divided into teams of 5, of your own choosing. Sign-Up Sheet for Capstone Projects:

https://docs.google.com/spreadsheets/d/1z18gyhkfbaoiK6fJ1zfY_nmm8yjLY2pa/edit?usp=sharing&ouid=113539621887636963384&rtpof=true&sd=true

6. Individual Action Plan for Personal Change (15%)

Devise a plan for personal change. Begin with choosing what is the change that you plan to implement for example it could be eating healthier, learning a new language etc. State your desired change in positive terms and make your goal SMART. Full details will be available on Avenue.

Please note that “A Surprise Factor Concept” will be introduced on Friday, Nov. 19. This means a new piece of information will be provided to you on this date. You need to incorporate this info. into your plan as part of managing change.

WRITTEN REPORTS

Written reports for the Change Style Indicator Reflections, News Digest Insight Sessions, Experience Change Simulation Individual Analysis, and Capstone assignments must adhere to the following:

- Times New Roman font, 12-point, 1” margins; double spaced
- All assignments will be uploaded to the Avenue course site by the stated deadline

TEAMWORK GUIDELINES

Your ability to work with other individuals in a team is extremely important. If an individual in a team is clearly not meeting his/her responsibilities, a meeting should be held by the team to resolve the issue. Teams that do not take the necessary steps to deal with such individuals are avoiding the problem and are not doing their part to resolve the situation. If the team cannot resolve the issue, they will need to meet with me. Individuals who clearly do not meet their responsibilities on a team assignment will receive a lower grade than the other members of their team.

In instances where the actions of a member(s) significantly hinders the team’s performance I reserve the right to pull the student(s) from their team. This would mean the student is in jeopardy of failing the course. Significant hinderances may include, and are not limited to, being highly argumentative, disruptive, chronically late, missing meetings, not doing assigned team work, plagiarizing, etc.

Team Cooperation Standards

TRAIT	Unacceptable	Acceptable	Exemplary
Commitment	Seems reluctant to engage fully in discussions and task assignments	Consistently demonstrates commitment to the project by being	Follows up on ideas and suggestions from previous meetings and

		prepared for each group meeting.	reports findings to the group
Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to team members or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group	Volunteers to assist others and shares information openly.
Contributions	Does not offer ideas or suggestions that contribute to problem solving.	Frequently offers helpful ideas or suggestions	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.
Stays on Track	Takes group off track by initiating discussions unrelated to the task.	Introduces suggestions and ideas that are relevant to the task	Uses tact and diplomacy to alert group that focus has strayed from task at hand

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user

names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ON-LINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the

instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

A student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the Student Experience – Academic (MBA) office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied during the examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Any student who is unable to write a final examination because of illness is required to submit the Application for Deferred MBA Final Examination and a statement from a doctor certifying illness on the date of the examination. The Application for Deferred MBA Final Examination and the McMaster University Student Health Certificate can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within five business days of the missed examination.

Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

- Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
- Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from the student's immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the Student Experience – Academic (MBA) office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the Student Experience – Academic (MBA) office.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within ten business days of the end of the examination period.

Note: A fee of \$50 will be charged for a deferred exam written on campus and a fee of \$100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term.

Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA B716 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Subject to Change (communicated on Avenue)

Session Number	Toolkit Chapter	Case, Activity or Exercise
Sept. 15, 2021	Chapter 1: Changing Organizations in Our Complex World	<p>Introduction to Strategic Organizational Change Management course</p> <p>See End of Chapter Exercises for Ch. 1</p> <p>News Digest Sign-Up:</p> <p>https://docs.google.com/spreadsheets/d/1BEHmfgzgx3HliwGhje8WimwmvplcWOd7/edit?usp=sharing&ouid=113539621887636963384&rtpof=true&sd=true</p>
Sept. 22, 2021	Chapter 2: How to Lead Organizational Change: Frameworks	<p>Case: "Not an Option to Even Consider:" Contending With the Pressures to Compromise</p> <p>See End of Chapter Exercises for Ch. 2</p> <p>News Digest (2 Presentations)</p>

Sept. 29, 2021	Chapter 3: What to Change in an Organization: Frameworks	Case: Sarah's Snacks See End of Chapter Exercises for Ch. 3 Quiz 1
Oct. 6, 2021	Chapter 4: Building and Energizing the Need for Change	Case: Leading Change: The Pharmacy Team See End of Chapter Exercises for Ch. 4 News Digest (2 Presentations)
Oct. 13, 2021	Chapter 5: Navigating Change through Formal Structures and Systems	Case: Beck Consulting Corporation See End of Chapter Exercises for Ch. 5 Quiz 2
Oct. 20, 2021	Chapter 6: Navigating Organizational Politics and Culture	Case: Patrick's Problem See End of Chapter Exercises for Ch. 6 News Digest (2 Presentations)
Oct. 27, 2021	Chapter 7: Managing Recipients of Change and Influencing Internal Stakeholders	Guest Speaker: John Kim <i>Executive Vice President, Principal Singlepoint Group International Inc. Credit Bureau of Canada Collections</i> News Digest (3 Presentations)
Nov. 3, 2021	Chapter 8: Becoming a Master Change Agent	Case: Master Change Agent: Katherine Gottlieb, Southcentral Foundation See End of Chapter Exercises for Ch. 8 Quiz 3
Nov. 10, 2021	Chapter 9: Action Planning and Implementation	Case: Turning Around Cote Construction



		See End of Chapter Exercises for Ch.9
Nov. 17, 2021	Experiencing Change: Managing the Change Process	
Nov. 24, 2021	Chapter 11: The Future of Organizations and the Future of Change	Reflective learning on organizational change. See End of Chapter Exercises for Ch. 11
Dec. 1, 2021	Capstone Project & Course Wrap-UP	Presentation
Dec. 8, 2021	Capstone Project & Course Wrap-UP	Presentation

ABOUT YOUR PROFESSOR



Dr. Rami Alasadi has been a full time professor at Niagara College since 2019. He teaches predominately in the Honours Bachelor of Business Administration (Human Resources) but makes academic contributions to other programs as well. His areas of expertise include human resources management, small and medium enterprises, and business strategy.

He is a scholarly and resourceful professional with an outstanding academic background, good publication record and over 20 years' multinational experience in the service industry, specializing in Education, Corporate Training and Business Consulting. His multi-cultural approach is drawn from a blend of experiences in North America, in Europe, and in the Middle East. Dr. Rami is renowned for playing key roles in the development, and evaluation of several academic and vocational programs. Successfully had several programs accredited by international bodies courtesy of high quality standards such as AACSB and CMI. Well-versed in coaching and training business persons, employees and corporate leaders in management disciplines and in leadership development. Dr. Rami is a small business expert who is passionate about helping small business entrepreneurs with starting up their ventures and grow.

Education

PhD, University of Wales, Cardiff (HRM)

MBA, University of Wales, Cardiff (Business Administration)

BSc, Yarmouk University, Jordan (Business Administration)

Diploma, University of Wales, Cardiff (Social Research Methods)

ABOUT YOUR LEARNING ADVISOR

Anna Syed is the founder of the CCMW Northern Ontario, which spans over 1400 km from Parry Sound to Kenora. She has been a provincial government employee for over a decade serving over eight ministries in corporate finance and accounting, policy and legislation, and project management and consulting. and currently holds a post-secondary portfolio for curriculum development and quality assurance.

Born and raised in Montreal, Anna returned to her hometown as an adult to complete a graduate degree from McGill University, and is currently pursuing a Ph.D. at McMaster University. While at McGill, Anna co-founded the Muslim Mental Health Hour and was an avid volunteer in the community bike shack, a peer learning facility where adults and children of all ages assemble and repair bicycles. Anna is the 2020 recipient of McMaster's Labor Studies Award in Social Justice. She is the elected Provincial Human Rights Committee delegate for the Ontario Public Services Employees Union.