LS 607 MANAGING ORGANIZATIONAL CHANGE
Beulah Heights University

MISSION:

Beulah Heights University is committed to developing relevant Christian leaders for ministry and marketplace—leaders who are molded by the Word of God, are change agents impassioned to do God's will, and are characterized by godly lives, servant hearts, transformed minds, and skilled communication.

Prerequisites:	None required
Department:	Business and Leadership Studies
Mode of Delivery:	Online
Credit Hours:	3.0 credit hours

DESCRIPTION AND PURPOSE OF THE COURSE

Developing, implementing, and maintaining organizational change is critical to the success of any organization. The necessary processes involved in facilitating change are complex, and requires careful planning and proven strategies. The most carefully developed plans for change often disintegrate before implementation, whereby affecting, not only production, but personnel as well. Although organizational change initiatives have been in the works for years, it is not probable that what worked years ago, still works today.

This course leads students through a biblical, organizational and psychological understanding of leadership, motivation, planning, evaluation, change principles and organizational development.

REQUIRED TEXT

Spector, B. (Eds.) (2012). *Implementing organizational change*. Prentice Hall. ISBN-13: 9780132729840

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-433-80561-5

EMAIL AND SUMBISSION OF ASSIGNMENTS

Beulah Heights believes that the use of technology enhances the learning experience and prepares the student for relevant Christian leadership. Therefore, students are expected to be "computer literate." All students have been issued a student email account. This will be primary tool for communication. Please note that **all official Beulah Heights correspondence will be conducted via the students Beulah Heights email address.** The library staff will gladly assist a student having difficulty with student email. To ensure that students use their official email for communication, it is highly suggested that students use the Edvance360 internal link for emails. This can be done simply by selecting Communication Email within your Edvance360 course site. The subject line of **all email assignments** related to this course should contain the course number, name of assignment and the student's name.

> Example:
> To: michael.shanlian@beulah.org
> Subject: Managing Organizational Change

In order to ensure a timely response to all email messages students are strongly encouraged to follow the suggested format. **All work must be submitted as .doc file attachments** (Microsoft Word). If you need further clarity regarding this requirement, please contact the professor **BEFORE** submissions are due.

Course Objectives:

Week #1 Learning Objectives
1. Identify the role of strategic renewal in propelling change.
2. Focus on the behavioral aspect of organizational change.
3. Analyze the dynamics of motivating employees to alter their behaviors.
4. Differentiate between the three faces of change.
5. Understand the source of both employee resistance to and support for change.
6. Appreciate the importance of trigger events in initiating change efforts.
7. Examine the role —going global plays in triggering organizational change.

ASSESSMENTS FOR THESE OJECTIVES will be accomplished through 5 weekly assignments: read chapter in book, review PowerPoint for the chapter, write a Case Discussion Assignment, respond to Discussion Board, and take a chapter Quiz.

Week #2 Learning Objectives
1. Present the three phases of the planned change theory of Kurt Lewin.
2. Delineate the key insights to effective implementation offered by the field of Organizational Development.
3. Differentiate between content-driven and process-driven change.
4. Explain an approach to change management that emphasizes task requirements and performance results.
5. Offer a framework for change implementation that encompasses multiple theories.

ASSESSMENTS FOR THESE OJECTIVES will be accomplished through 5 weekly assignments: read chapter in book, review PowerPoint for the chapter, write a Case Discussion Assignment, respond to Discussion Board, and take a chapter Quiz.

Week #3 Learning Objectives
1. Describe the role of diagnosis in assessing behaviors and values and in creating dissatisfaction with the status quo.
2. Discuss the use of a systemic framework for guiding diagnosis.
3. Explore ways to overcome the —climate of silence‖ that blocks open, candid dialogue.
4. Provide the key ingredients of a diagnostic intervention.
5. Define the role played by after-action reviews in creating quick learning and improvement.

ASSESSMENTS FOR THESE OJECTIVES will be accomplished through 5 weekly assignments: read chapter in book, review PowerPoint for the chapter, write a Case Discussion Assignment, respond to Discussion Board, and take a chapter Quiz.

Week #4 Learning Objectives
1. Define organizational design and differentiate between formal and informal design elements.

2. Explore the main challenges posed by organizational redesign.
3. Appreciate the special design challenges faced by multinational companies.
4. Analyze the requirements for building coordination and teamwork in an organization.
5. Discuss the dynamics of changing the design of an organization in order to impact patterns of behavior.

ASSESSMENTS FOR THESE OJECTIVES will be accomplished through 5 weekly assignments: read chapter in book, review PowerPoint for the chapter, write a Case Discussion Assignment, respond to Discussion Board, and take a chapter Quiz.

Week #5 Learning Objectives
1. Define people alignment and its role in implementing strategic renewal and organizational change.
2. Understand how to match selection and recruitment with the shifting requirements of behavioral change.
3. Analyze how an organization can help employees gain the new skills required of the change effort.
4. Present the particular choices available to organizations as they seek to align employee competencies with the requirements of the organization as part of their change effort.
5. Analyze the role of removal and replacement in implementing change.

ASSESSMENTS FOR THESE OJECTIVES will be accomplished through 5 weekly assignments: read chapter in book, review PowerPoint for the chapter, write a Case Discussion Assignment, respond to Discussion Board, and take a chapter Quiz.

Week #6 Learning Objectives
1. Identify the major structural choices faced by organizational leaders and the behavioral implications of those choices.
2. Consider the role of compensation in shaping desired behaviors.
3. Analyze the role of information technology (IT) in impacting employee behaviors.

ASSESSMENTS FOR THESE OJECTIVES will be accomplished through 5 weekly assignments: read chapter in book, review PowerPoint for the chapter, write a Case Discussion Assignment, respond to Discussion Board, and take a chapter Quiz.

Week #7 Learning Objectives
1. Define effective leadership.
2. Explore the difficulty of enacting effective leadership.
3. Delineate the tasks associated with effective change leadership.
4. Analyze the requirements for developing future change leaders in an organization.

ASSESSMENTS FOR THESE OJECTIVES will be accomplished through 5 weekly assignments: read chapter in book, review PowerPoint for the chapter, write a Case Discussion Assignment, respond to Discussion Board, and take a chapter Quiz.

Week #8 This Chapter will Review
1. Present the key concepts of sustainability and the triple bottom line.
2. Examine going green as an organizational transformation.

3. Articulate the steps that are part of that particular transformation process.
4. Delineate the role of leadership in creating and maintaining a green culture within an organization.

ASSESSMENTS FOR THESE OJECTIVES will be accomplished through 5 weekly assignments: read chapter in book, review PowerPoint for the chapter, write a Case Discussion Assignment, respond to Discussion Board, and take a chapter Quiz.

COURSE PROCEDURES

The following elements are instrumental in the successful completion of this course.

1. **Completion of weekly assignments**. The course material for each week builds upon the course material from the previous week. Therefore it is imperative that students keep up with weekly assignments. Students are expected to check their emails daily and the announcements at least every 48 hours.

If students feel a lack of confidence in the pursuit of online study, students should make arrangements to take this course in a face-to-face environment at a future time.
- This is an on-line class. Students must have access to a working computer and access to the internet.
- "Not having a computer" or "computer crashes" are not acceptable excuses for late work.

2. **The ability to turn in all assignments by the stated deadline.** Late assignments will negatively affect the student's grade and could cause the student to fail the course.

3. **Students who desire to dispute a grade received in the course or the final grade for the course should contact the instructor directly**. Students disputing a grade should do so within one week of receiving the grade or 30 days after receiving the final course grade. After the timeframe for disputes has expired the grade will no longer be open for reconsideration.

Using Edvance360 Learning Management System: The following elements are instrumental in the successful completion of this course.

Edvance360 Home Tools - The left-hand panel of the Home Dashboard provide:

- **My Profile –** set your picture and profile information which is visible to other students and instructors

- **Alerts History –** this area stores all Announcements/Alerts coming from the Administration of BHU, all Courses and Communities. When you remove announcements from your Home Dashboard, Courses and Communities, they will be stored in this tab.

Edvance360 Home Tools - The center panel of the Home Dashboard provide:

- **Personal Alerts –** New messages notifications which should be viewed daily. This pulls from the Message tab on the top-navigational tool bar.

- **Unread Post and Comments –** Notification of all posts and comments the student is connected to within their enrolled courses and communities. By selecting a comment, the link will quickly take you to the course discussion area

- **Calendar This Week –** Calendar items directly related to the individual user will be displayed in the Calendar This Week, which pulls from the Calendar tab on the top-navigational tool bar.

Edvance360 Top Navigational Tool Bar:

- **Courses**: to access the courses you are enrolled in

- **Communities**: to access the communities you are involved in

- **Mailbox**: the Edvance360 message center, inbox, sent box, etc.

- **Grades**: to view all gradebook assignments (and feedback from instructors) in each course enrolled in

- **Contacts**: to view contacts, manage contact, request friends, etc.

- **Calendar**: your personal calendar; if the courses and communities you are enrolled have calendar items, they will appear for you on your calendar

- **Logout**: to logout of Edvance360

- **Help**: to send a Help Ticket, view tutorials, and update your computer with the latest programs essential

METHOD OF EVALUATION

Based on 1000 points:

1. Chapter Case Studies (8 x 50 = 400 Points)

2. Participation in 8 Online Discussion Boards (8 x 25 = 200 Points)

3. Chapter Quizzes (8 x 50 = 400 Points)

DISCUSSION BOARD INSTRUCTIONS:
Each discussion board interaction will require an initial post by the student in response to the question, topic, or case study of no less than 250 words in length completed no later than midnight Wednesday (worth 20 points). Every post (unless otherwise instructed) should be supported with at least one scholarly source (which may be the textbook) and cited in proper APA 6th edition format. At the end of the post there should be a reference list of any sources cited, again in proper APA format (though I will allow that you may not be able to use a hanging indent or double space). **In addition** to the initial post, each student must respond to the post of another student each week with no less than 150 words, due no later than midnight Friday (worth 5 points), also supported with a quality source.

STUDENT/FACULTY INTERACTION:
- Interaction will take place via email, Discussion Board Forums, or Feedback on evaluation.
- The student will participate in this course by following the guidelines of this syllabus and any additional information provided by the instructor.
- As instructor, I will communicate through the course announcements or via e-mail message center.

ATTENDANCE POLICY:

In addition to interaction via Edvance360 and Email contact, students are required to contact the instructor via e-mail by the first week of the course term. Although physical class meetings are not a part of this course, participation in all interactive learning activities is required. Failure to do so will seriously affect student's grade and may affect student enrollment status in the course.

MAKE-UP WORK POLICY:

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness perhaps, for which official documentation can be provided), notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course.

If I have not heard from you **by the deadline dates for assignments, exams, or forums,** no make-up work will be allowed (unless extraordinary circumstances existed and can be documented, such as hospitalization). Extensions can only be requested or granted for circumstances beyond the student's control that can be documented. "Computer problems" are not an acceptable excuse.

PLAGIARISM

Students are expected to complete this course with integrity. The students work must be a reflection of the student's own work and can only be submitted for this course. Where secondary sources are required the student is expected to use the proper citation of the material in accordance with the Turabian style writing guide. If the student fails to comply the instructor will have no option but to consider the student is cheating and/or plagiarizing. This will result in a failing grade and the possibility of further disciplinary action from the college. Plagiarism is defined as intellectual property of others without proper citation, giving the impression that is the student's work.

GRADING SYSTEM:

A -The student has shown superior quality of work in all areas. This work displays an extraordinary mastering of course material, a creative and practical use of the information received in the course.

B -The student has shown above average quality of work in all areas. This work displays a good grasp of the material covered in the course.

C -The student has shown a minimal ability to grasp the material covered in the course, a low level of creativity and comprehension.

D -The student has shown below minimal understanding and ability to grasp the course material but not requiring that the course be repeated.

F -This work is not acceptable for a college level of study. The student work indicates major deficiencies in both the ability to comprehend and use the data. Students receiving this grade will be will not receive course credit and will be required to retake the course.

Grade	Standard	Scale	Quality Points
A+	Excellent	98-100	4.0 grade points
A	Excellent	94-97	3.7 grade points
A -	Excellent	90-93	3.5 grade points
B+	Good	88-89	3.3
B	Good	84-87	3.1
B -	Good	80-83	2.9
C+	Average	78-79	2.7
C	Average	74-77	2.5

C -	Average	70-73	2.3
D+	Passing	68-69	2.1
D	Passing	64-67	1.9
D-	Passing	60-63	1.7
F	Failure	60 or below	0 grade points

ADDITIONAL COURSE DOCUMENTS

Note: This syllabus contains information critical to the success of this course. However, the contents of this syllabus may change during the course. In such case, the instructor will notify you via your BHU email address.

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Detailed Schedule and Assignment Expectation

Reading: From the Textbook, read the chapter assigned each week.

Chapter "Case Discussion" Assignment (from each chapter in book): Write a formal 3-5 page paper answering the questions in the "Case Discussion" section of each chapter, with at least two scholarly references. Please include how the subject matter applies to your leadership world view. These papers are submitted in the weekly Dropboxes in Edvance360. (Worth 50 points each.)

Online Discussion Boards: Write a 250 word post from the "Discussion Questions" found in each chapter, choosing one of the discussion questions provided. Discussion Boards are written within the course in Edvance360. Note: Discussion Board Instructions may be found on page 4 of this syllabus.

Chapter Quizzes: Weekly Quizzes are 90 minutes and open book.

PowerPoints: Review the weekly PowerPoint Presentations which pertain to the Book Chapters.

Week	Date	Activities / assignments	General Information
		WEEK ONE	
W1	Sun-Sat	*Chapter #1 Case Discussion Assignment* *Discussion Board #1 – What are the three approaches to organizational change? In what ways are they different, and in what ways do they overlap?* *Chapter #1 PPT* *Chapter #1 Quiz*	Textbook, Chapter 1
		WEEK TWO	
W2	Sun - Sat	*Chapter #2 Case Discussion Assignment* *Discussion Board #2 – Discuss the various ways in*	Textbook, Chapter 2

		which change theorists have attempted to introduce performance and results into the implementation process.	
		Chapter #2 PPT	
		Chapter #2 Quiz	
**WEEK THREE**			
W3	Sun - Sat	*Chapter #3 Case Discussion Assignment*	Textbook, Chapter 3
		Discussion Board #3 – What are the potential advantages of relying on a systematic framework for guiding diagnosis? Are there any potential disadvantages?	
		Chapter #3 PPT	
		Chapter #3 Quiz	
**WEEK FOUR**			
W4	Sun - Sat	*Chapter #4 Case Discussion Assignment*	Textbook, Chapter 4
		Discussion Board #4 – Why do organizations find it so difficult to address the requirements of differentiation and integration simultaneously?	
		Chapter #4 PPT	
		Chapter #4 Quiz	
**WEEK FIVE**			
W5	Sun - Sat	*Chapter #5 Case Discussion Assignment*	Textbook, Chapter 5
		Discussion Board #5 – What are the main differences between hiring for task and hiring for organizational fit? When is each one most appropriate?	
		Chapter #5 PPT	
		Chapter #5 Quiz	
**WEEK SIX**			
W6	Sun - Sat	*Chapter #6 Case Discussion Assignment*	Textbook, Chapter 6
		Discussion Board #6 – Can you think of examples from your own experience—at work or in the classroom—where the manner in which your performance was being measured and rewarded worked against the goals you were trying to achieve?	
		Chapter #6 PPT	
		Chapter #6 Quiz	
**WEEK SEVEN**			
W7	Sun - Sat	*Chapter #7 Case Discussion Assignment*	Textbook, Chapters 7

		Discussion Board #7 – It is said that if you are not leading change, you are not leading. Do you agree or disagree with that statement? Explain.	
		Chapter #7 PPT	
		Chapter #7 Quiz	
		WEEK EIGHT	
W8	Sun - Sat	*Chapter #8 Case Discussion Assignment*	Textbook, Chapter 8
		Discussion Board #8 – The chapter argues that collaboration is the main behavioral change that needs to accompany going green. Do you agree? Explain.	
		Chapter #8 PPT	
		Chapter #8 Quiz	