MLS 530: Leadership and Organizational Change
Student Syllabus for the Master of Science in Leadership Studies Program

Course Description

Through a study of related theories and models, this course lays the foundation for an in-depth understanding of the dynamics of positive organizational change. In addition to investigating present and future trends in organizational change, students are shown how change can be implemented with biblical, servant-leadership perspectives and how such change models can be sustained for the long term. As part of the course assignments, students gain experience by designing a change model and applying it to their own organizations.

Course Introduction

Change is one of the most significant organizational dynamics that has created the need for effective leadership. It is also one of the most misunderstood and poorly implemented processes that organizations experience. Much of this is due to the complex nature of organizational change. Thus, it is necessary to understand the environmental issues, both internally and externally, that have caused organizations to undergo this often dramatic and rapid change as well as to analyze the nature of resultant structural changes that organizations experience. Leaders today need extensive knowledge of the interrelationship between organizational change and effective leader behavior in order to be or to become effective change agents capable of coping with such dramatic change.

Course Outcomes

Upon completion of this course, the learner will be able to:

1. Design and support a model of change for his or her own organization.
2. Identify the reasons for current and future change within organizations.
3. Examine various methods for diagnosing the need for change.
4. Recognize the characteristics and models of organizational change.
5. Identify the characteristics of effective and ineffective organizational change processes.
6. Discern the qualities of leadership necessary for effective organizational change.
7. Identify the reasons that cause individuals and groups within organizations to be receptive or resistant to the change process.
8. Demonstrate principles derived from a biblical worldview that can be applied to effective organizational change.

Course Texts

Required Course Resources:

ESV value thinline Bible. (2016). Wheaton, IL: Crossway.
      ISBN-13: 978-1433550652
      ISBN-10: 1433550652

Oakley, E., & Krug, D. (1991). *Enlightened leadership: Getting to the heart of change*. New York, NY: Fireside.
      ISBN-13: 978-0671866754
      ISBN-10: 0671866753

Palmer, I., Dunford, R., & Akin, G. (2009). *Managing organizational change: A multiple perspectives approach* (2nd ed.)*.* New York, NY: McGraw-Hill Irwin.
      ISBN-13: 978-0073404998
      ISBN-10: 0073404993

Articles (provided within the course):

Abrahamson, E. (2000). Change without pain. *Harvard Business Review, 78*(4), 75-79.

Christensen, C. M., Marx, M., & Stevenson, H. H. (2006). The tools of cooperation and change. *Harvard Business Review,* 84(4), 33-41.

Garvin, D. A., & Roberto, M. A. (2005). Change through persuasion. *Harvard Business Review*, 1-10.

Gill, R. (2003). Change management or change leadership. *Journal of Change Management, 3*(4), 307-318.

Goodstein, L. D., & Burke, W. W. (1991). Creating successful organization change. *Organizational Dynamics, 19*(4), 4-17.

Kanter, R. M. (2005). Leadership for change: Enduring skills for change masters. *Harvard Business School Publishing*.

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review, 73*(2), 59-67.

Krattenmaker, T. (2001). Change through appreciative inquiry. *Harvard Management Communication Letter*.

Quinn, R. E. (1996). Walking naked into the land of uncertainty. In, *Deep change: Discovering the leader within* (pp. 3-13). San Francisco, CA: Jossey-Bass.

Wheatley, M. J. (1999). Searching for a simpler way to lead organizations. In, *Leadership and the new science* (pp. 3-15). San Francisco, CA: Berrett-Koehler.

Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

Fair Use Disclaimer

This course contains copyrighted material, the use of which has not always been specifically authorized by the copyright owner. In accordance with our nonprofit educational mission, we are making such material available in order to advance understanding of the dynamics of positive organizational change. We believe this constitutes a 'fair use' of any such copyrighted material as provided in Section 107 of the US Copyright Law. In accordance with Title 17 U.S.C. Section 107, the material in this course is distributed without profit to students officially enrolled in the MLS 530 course. Students officially enrolled in MLS 530 should make only one printed copy of the given articles and chapters. Course participants are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the Student Success Center website or call 724-847-5005.

The Grading System in the MSLS Program

Letter grades for the MSLS program are A, B, C, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following grading system:

Letter Grade	Percentage	GPA	Explanation
A	92.00% - 100.00%	4.0	Excellent
A-	90.00% - 91.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
F	< 70.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

Policy on Academic Honesty

Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit www.plagiarism.org in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

Turnitin Policy

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

Participation Policy

In the online environment, **participation is marked by the completion of an *academic event* in *each session* (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course. Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook (Undergraduate and Graduate).

Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Organizational Change Model Project Parts (6)	60 points each	360 points
Final Organizational Change Model Project	One Submission	105 points
Oral Presentation	One Submission	100 points
Total		775 points

Assignment Descriptions

Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by Wednesday at 11:55 pm (EST) of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.

b. Part 2 – Respond back to your instructor's post. In addition, post a response to at least two of your fellow classmates' postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate MUST be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

NOTE: How to earn full credit in graduate-level discussion forums:
1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Incorporate outside, individually sought research in all initial discussion forum postings. These outside sources' content should relate to the discussion prompts and the week's course materials. The source(s) that you select can either provide further support for or a different opinion on the week's course materials. Furthermore, the source(s) must reinforce and add clarity to the points you are making in your initial discussion forum posting.
4. Do MORE THAN THE MINIMUM. Responding to the discussion contributions of 2 peers is REQUIRED as the minimum in all discussion forums. Doing the minimum does NOT guarantee full credit. In order to earn full credit, you will have to do MORE than the minimum 2 responses to classmates' posts (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed discussion of your responsibility in discussion forum postings, please see the "Guidelines for Graduate Students in Online Discussions" document in your Moodle orientation course.

Organizational Change Model Project

For the Organizational Change Model Project, students will develop a case study that addresses a major change issue in their current place of employment or another organization with which they are personally familiar.

This assignment is divided into two parts. Part I includes three steps; these steps provide the background, context, and assessment of the selected organization. Part II also includes three steps; these steps include the actual change model and the plans for implementation. The completed project, including both Part I and Part II is due in Session 8.

Final Organizational Change Model Project

In total, the Final Organizational Change Model Project should be at least 15-18 pages in length (not including coversheet, table of contents, or reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Final Organizational Change Model Project is due by 11:55 pm (EST) Saturday Session 8.

Oral Presentation on Organizational Change Model

In Session 8, students will prepare a 10 minute oral presentation summarizing their organizational change model.

The oral presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in the Moodle classroom. Your fellow classmates and instructor will be able to view your presentation, ask questions, and make comments. If you need further instructions for recording an audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

Include graphics, charts, and/or visuals in the presentation to ensure that it is engaging and effective. Additionally, the presentation should adhere to APA style requirements and include a comprehensive reference list on the last slide(s), citing the authors/sources on which you are drawing to develop the concepts in your change model.

After uploading your presentation, watch 5 of your classmates' presentations. Ask questions and give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

Professional Skills in Your Online Courses

All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

Problem Solving Skills	**Collaboration Skills**	**Consultation Skills**	**Decision-Making Skills**	**Organization/ Planning Skills**
$\sum_{i=1}^{n} i = \frac{n(n+1)}{2}$				
Ability to identify and define problems and solutions	Skillful in collaborating with others to identify problems, provide advice, and develop agreeable solutions	Skillful in seeking outside opinions and thoughts to synthesize into one's desired course of action	Skilled in initiating, structuring, and carrying out steps to complete projects and tasks	Skillful in creating a strategic vision and motivating others to achieve excellence in performance