

Syllabus

MGMT-532: Leadership and Organizational Change

Course Description

This course examines the roles managers play in implementing change, the challenges associated with managing planned and unplanned organizational change, and approaches to the implementation and anchoring of change. Students will study change interventions that drive organizational renewal while paying careful attention to ethical communication and communication management, employee care, positive work culture, and strategic alliances. Students will also evaluate their personal leadership capabilities and design a plan for self-improvement and continual growth.

Credit Hours: 3

Prerequisite Courses: None

Course Outcomes

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

1. Compare and contrast transformational leadership and servant leadership to determine how the two leadership styles can be utilized to facilitate change.
2. Create strategies that foster a positive culture for change that minimizes anxiety and displacement through research of the impact of change on organizational leaders and staff.
3. Analyze the internal and external environment to determine the scope and the type of change required for organizational renewal.
4. Differentiate and match appropriate interventions to organizational challenges.
5. Create an ethical strategy and standard for communication during change.
6. Create team-building activities that assist in the development of coalitions needed to implement and sustain change.
7. Evaluate personal leadership capabilities and design a plan for self-improvement and continual growth.

Course Topics

1. Organizational environment, organizational structure, and flexibility to change
2. Organizational culture
3. Formal and informal organizational leaders
4. Leadership theory and styles
5. Organizational change theory
6. Ethical communication during change
7. Social networks and communication management during change
8. Planned and unplanned change
9. Strategic renewal
10. The manager's role in leading change
11. Christian counsel to combat the fear of displacement
12. Building a coalition for change
13. Sustaining diversity in the process of change
14. Leadership and emotional intelligence
15. Change interventions

Course Resources

Black, J. S. (2014). *It starts with one: Changing individuals changes organizations* (3rd ed.). Pearson Education, Inc. (Chapter 9 only)

Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2019). *Leadership: Enhancing the lessons of experience* (9th ed.). McGraw-Hill Education.

***NOTE:** You must request the *It Starts with One* Chapter 9 resource directly from Off Campus Library Services (OCLS). OCLS will email the resource to you within one business day, not including weekends and holidays.

Email your request to ocls@indwes.edu or fill out an [Online Request for Services](#) form.

You may also call OCLS at 1-800-521-1848. OCLS hours are Monday–Thursday, 8:00 a.m.–8:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; Saturday, 9:30 a.m.–2:00 p.m. OCLS closes on Sunday, all university holidays, and holiday weekends.

IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

Grading Scale

| Grade | Quality Points Per Credit | Percentage | Score |
|-----------|---------------------------|------------|-----------|
| A | 4.0 | 95%–100% | 950–1,000 |
| A- | 3.7 | 92%–94.9% | 920–949 |
| B+ | 3.3 | 89%–91.9% | 890–919 |
| B | 3.0 | 85%–88.9% | 850–889 |
| B- | 2.7 | 82%–84.9% | 820–849 |
| C+ | 2.3 | 79%–81.9% | 790–819 |
| C | 2.0 | 75%–78.9% | 750–789 |
| C- | 1.7 | 72%–74.9% | 720–749 |

| Grade | Quality Points Per Credit | Percentage | Score |
|-----------|---------------------------|------------|---------|
| D+ | 1.3 | 69%–71.9% | 690–719 |
| D | 1.0 | 65%–68.9% | 650–689 |
| F | 0.0 | 0%–64.9% | 0–649 |

Note: In graduate level courses, a grade of C- or below will require the course to be repeated.

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

Letter Grade Equivalencies

| Grade | Quality Points Per Credit |
|----------|--|
| A | Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow. |
| B | Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be |

| Grade | Quality Points Per Credit |
|----------|---|
| | considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above. |
| C | Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally. |
| D | Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels. |
| F | Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work. |

Note: In graduate level courses, a grade of C- or below will require the course to be repeated.

Grade Summary



Workshop Outlines

Workshop One Outcomes

Upon successful completion of this workshop, students will be able to:

- Evaluate leadership styles.
- Analyze different leadership development methods and processes.
- Integrate elements of leadership into a personal plan for improvement.
- Analyze elements of leadership from a biblical perspective.

Workshop One Outline

| Title | Due Dates | Time | Points |
|---|---|------------------|------------|
| 1.1 Devotion: Leadership and Righteousness | Due by the end of the workshop. | 1 hour | 0 |
| 1.2 Discussion: What Is Leadership | Initial post is due by the end of the workshop. | 2 hours | [40] |
| 1.3 Assignment: Leadership Development | Due by the end of the workshop. | 3 hours | 50 |
| 1.4 Assignment: Leadership Competencies | Due by the end of the workshop. | 7 hours | 70 |
| 1.5 Exercise: Virtuous Business Model | Due by the end of the workshop. | 2 hours | 0 |
| Totals | | 15 hours* | 120 |

*These times are only estimates. Actual completion times will vary.

[2-week Discussion points earned in Workshop Two]

Workshop Two Outcomes

Upon successful completion of this workshop, students will be able to:

- Relate biblical principles to the concept of servant leadership.
- Evaluate leadership styles.

- Discuss similarities and differences between servant leadership and other leadership styles.
- Analyze ethical and moral implications of a leadership situation.

Workshop Two Outline

| Title | Due Dates | Time | Points |
|--|--|-----------------|------------|
| 2.1 Devotion: Biblical Servant Leadership | Due by the end of the workshop. | 1 hour | 0 |
| 2.2 Discussion: What Is Leadership | Response posts due by the end of the workshop. | 2 hours | 40 |
| 2.3 Assignment: Power and Influence | Due by the end of the workshop. | 3 hours | 50 |
| 2.4 Assignment: Ethics and Values | Due by the end of the workshop. | 3 hours | 50 |
| Totals | | 9 hours* | 140 |

*These times are only estimates. Actual completion times will vary.

Workshop Three Outcomes

Upon successful completion of this workshop, students will be able to:

- Analyze elements of leadership from a biblical perspective.
- Assess different personality styles.
- Identify how personality styles and traits help or hinder the development of a positive culture and eliminate anxiety within an organization.
- Identify team dysfunctions and develop appropriate interventions to drive enhanced organizational performance.
- Create an ethical strategy and standard for communication during change.
- Differentiate and match appropriate interventions to organizational challenges.
- Compare and contrast transformational leadership and servant leadership to determine how the two leadership styles can be utilized to facilitate change.

Workshop Three Outline

| Title | Due Dates | Time | Points |
|--|----------------------------------|------------------|------------|
| 3.1 Devotion: Nehemiah's Leadership | Due by the end of the workshop. | 1 hour | 0 |
| 3.2 Assignment: Personality Traits OCEAN | Due by the end of the workshop. | 3 hours | 50 |
| 3.3 Assignment: Leadership Attributes | Due by the end of the workshop. | 7 hours | 70 |
| 3.4 Assignment: Leadership Credibility and Influence | Due by the end of the workshop. | 3 hours | 70 |
| 3.5 Exercise: Virtuous Business Assignment Introduction | Due by the end of Workshop Five. | - | - |
| Totals | | 14 hours* | 190 |

*These times are only estimates. Actual completion times will vary.

Workshop Four Outcomes

Upon successful completion of this workshop, students will be able to:

- Analyze elements of leadership from a biblical perspective.
- Create an ethical strategy and standard for communication during change.
- Identify team dysfunctions and develop appropriate interventions to drive enhanced organizational performance.
- Differentiate appropriate interventions for organizational challenges.
- Integrate the concepts of Curphy's Rocket Model in the development of high-performance teams.

Workshop Four Outline

| Title | Due Dates | Time | Points |
|--|--|------------------|------------|
| 4.1 Devotion: Encourage One Another | Due by the end of the workshop. | 1 hour | 0 |
| 4.2 Assignment: Motivation, Satisfaction, and Performance | Due by the end of the workshop. | 3 hours | 50 |
| 4.3 Assignment: Groups and Teams | Initial post due by the end of the workshop. | 7 hours | 70 |
| 4.4 Discussion: Groups and Teams Rocket Model | Due by the end of the workshop. | 2 hours | [40] |
| 4.5 Exercise: What Makes Team Success? | Due by the end of the workshop. | 2 hours | 0 |
| Totals | | 15 hours* | 120 |

*These times are only estimates. Actual completion times will vary.

[2-week Discussion points earned in Workshop Two]

Workshop Five Outcomes

Upon successful completion of this workshop, students will be able to:

- Analyze elements of leadership from a biblical perspective.
- Identify team dysfunctions and develop appropriate interventions to drive enhanced organizational performance.
- Differentiate and match appropriate interventions to organizational challenges.
- Discuss contingency theories of leadership in an applied setting.
- Integrate the concepts of Curphy's Rocket Model in the development of high-performance teams.
- Apply the concepts of the Virtuous Business Model to ethics and change within organizations.

Workshop Five Outline

| Title | Due Dates | Time | Points |
|--|---|------------------|------------|
| 5.1 Devotion: A Wise Leader | Due by the end of the workshop. | 1 hour | 0 |
| 5.2 Assignment: Innovation at IKEA | Due by the end of the workshop. | 7 hours | 70 |
| 5.3 Assignment: Contingency Theories | Due by the end of the workshop. | 3 hours | 50 |
| 5.4 Discussion: Groups and Teams Rocket Model | Response post due by the end of the workshop. | 2 hours | 40 |
| 5.5 Assignment: Virtuous Business | Due by the end of the workshop. | 10 hours | 100 |
| Totals | | 23 hours* | 280 |

*These times are only estimates. Actual completion times will vary.

Workshop Six Outcomes

Upon successful completion of this workshop, students will be able to:

- Analyze elements of leadership from a biblical perspective.
- Create an ethical strategy and standard for communication during change.
- Describe a major change initiative that you have either experienced personally or of which you are familiar with.
- Illustrate how that change initiative depicted aspects of the rational approach to organizational change and charismatic and transformational leadership.
- Discuss the various types of change—anticipatory, reactive, and crisis—from either a leader or follower perspective.

Workshop Six Outline

| Title | Due Dates | Time | Points |
|---|---------------------------------|--------|--------|
| 6.1 Devotion: Leadership Credibility | Due by the end of the workshop. | 1 hour | 0 |

| Title | Due Dates | Time | Points |
|--|---------------------------------|--------------------|-----------------|
| 6.2 Assignment: The Dark Side of Leadership | Due by the end of the workshop. | 3 hours | 50 |
| 6.3 Assignment: Leadership as Situations Change | Due by the end of the workshop. | 8 hours | 70 |
| 6.4 Assignment: Types of Change | Due by the end of the workshop. | 3 hours | 50 |
| 6.5 End of Course Survey | Due by the end of the workshop. | .5 hours | 10 extra credit |
| Totals | | 15.5 hours* | 170 |

*These times are only estimates. Actual completion times will vary.

Outline Totals

| Total Time | Total Points |
|--------------------|--------------|
| 91.5 hours* | 1,000 |

* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

Course Development Resources

Kouzes, J. B., & Posner, B. Z. (1995). Credibility—How leaders gain and lose it, why people demand it. *Human Resource Management (34)*1, 215–219. <https://doi.org/10.1002/hrm.3930340113>

The Entrepreneurs Library. (2015, March 4). *Credibility by James Kouzes TEL 166* [Video]. YouTube. <https://www.youtube.com/watch?v=EnJDIwnpg5Y>

TEDx Talks. (2015, February 5). *Why credibility is the foundation of leadership* | Barry Posner | TEDxUniversityofNevada [Video]. YouTube. <https://www.youtube.com/watch?v=QmMcSBQvQLQ>

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his or her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

| School/Division | |
|-----------------------------------|---|
| DeVoe School of Business | |
| Division of Liberal Arts | View School/Division Expectations |
| School of Services and Leadership | |
| School of Educational Leadership | View School/Division Expectations |
| Wesley Seminary @ IWU | View School/Division Expectations |
| Nursing - Undergraduate | View School/Division Expectations |
| Nursing - Graduate | View School/Division Expectations |

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