BUSI 455, Change Management, Syllabus
(3 credits)

COURSE DESCRIPTION
A study of the systematic discipline needed for building, maintaining and extending competitive advantage through the managerial process. The case study method is stressed. Study areas include change agents, consulting activities, resistance to change, organizational diagnosis, and organizational structure changes.

REQUIRED TEXTS & RESOURCES
Blanchard, K., Britt, J., Hoekstra, J., and Zigarmi, P. (2009). Who killed change?: Solving the mystery of leading people through change. New York, NY: Harper Collins Publishing. ISBN: 978-0-06-177893-3

Harvard Business Review, (2011). HBR'S 10 must reads on change management. Boston, MA: Harvard Business School Publishing Corporation. ISBN: 978-1-4221-5800-5

Kotter, J. (2012). Leading change. Boston, MA: Harvard Review Press. ISBN: 978-1-4221-8643

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can be found at www.pointuniversityshop.com

COURSE SCHEDULE
Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). http://point.edu/course-schedules/

Learning Activities	Graded Assignments	
Preview Week	**Course Introduction**	
	Review the Syllabus	
	Review Preview Week Introduction	
	Participate in Course Orientation	
	Introduce Yourself Forum (registers attendance)	**mandatory**
Week 1	**What's Change Got to Do With It?**	
	Video: Intro to Change	n/a
	Video: A Brief Look at Kotter's Model	n/a
	Video: John Kotter in Succeeding in a Changing World	n/a

	Reading: Kotter (2012), Part I, Chapters 1-2, pp. 3-34	n/a
	Reading: HBR Book (2011), Heifetz and Linsky, "A Survival Guide for Leaders," pp. 99-118	n/a
	Discussion Forum: Why Study Change?	Initial Post Due Week 1, Day 5 Reply Posts Due Week 1, Day 7
	Activity: Change Collage	Week 1, Day 7
	Article Analysis #1: A Survival Guide for Leaders	Week 1, Day 7
	Final Project, Step I: Organization Description & Research	Week 1, Day 7
	Final Project, Step II: Video Planning	Week 1, Day 7
	Final Project, Step III: Mind Map #1	Week 1, Day 7
Week 2	**Getting Change Started**	
	Video: Kotter's Step 1	n/a
	Video: Kotter's Step 2	n/a
	Video: Kotter's Step 3	n/a
	Reading: Kotter (2012), Part II, Chapters 3-5, pp. 37-86	n/a
	Reading: HBR Book (2011), Meyerson, "Radical Change, the Quiet Way," pp. 59-77	n/a
	Discussion Forum: Steps 1-3 in Kotter's Model	Initial Post Due Week 2, Day 5 Reply Posts Due Week 2, Day 7
	Activity: Add to Your Change Collage	n/a
	Article Analysis #2: Radical Change, the Quiet Way	Week 2, Day 7
	Final Project, Step IV: Your Guiding Coalition	Week 2, Day 7
	Final Project, Step V: Crafting a Change Vision	Week 2, Day 7
	Final Project, Step VI: Update Your Mind Map	n/a
Week 3	**Moving Change Forward**	
	Video: Kotter's Step 4	n/a
	Video: Kotter's Step 5	n/a
	Video: Kotter's Step 6	n/a
	Reading: Kotter (2012), Part II, Chapters 6-8, pp. 87-136	n/a
	Reading: HBR Book (2011), Kim and Mauborgne, "Tipping Point Leadership," pp. 79-98	n/a

	Discussion Forum: Steps 4-6 in Kotter's Model	Initial Post Due Week 3, Day 5 Reply Posts Due Week 3, Day 7
	Activity: Add to Your Change Collage	n/a
	Article Analysis #3: Tipping Point Leadership	Week 3, Day 7
	Final Project, Step VII: Research & Revisions	n/a
	Final Project, Step VIII: Mind Map #2	Week 3, Day 7
	Final Project, Step IX: Attend or Watch the Live Session Project Meeting	TBD
Week 4	**Anchoring Change**	
	Video: Kotter's Step 7	n/a
	Video: Kotter's Step 8	n/a
	Video: Lewin's Change Model	n/a
	Reading: Kotter (2012), Part II, Chapters 9-10, pp. 137-168	n/a
	Reading: HBR Book (2011), Kegan and Lahey, "The Real Reason People Won't Change," pp. 119-136	n/a
	Reading: Quinn (1996), *Deep Change*, Chapter 1 (PDF in course), "Walking Naked into the Land of Uncertainty," (pp. 3-12)	n/a
	Discussion Forum: Steps 7-8 in Kotter's Model	Initial Post Due Week 4, Day 5 Reply Posts Due Week 4, Day 7
	Activity: Add to Your Change Collage	n/a
	Article Analysis #4: Why People Won't Change	Week 4, Day 7
	Final Project, Step X: Update your Mind Map	n/a
	Final Project, Step XI: Research & Draft	n/a
Week 5	**Approaching Change Management**	
	Video: Approaching Change Management	n/a
	Reading: Kotter (2012), Part III, Chapters 11-12, pp. 169-194	n/a
	Reading: HBR Book (2011), Beer, Eisenstat, and Spector, "Why Change Programs Don't Produce Change," pp. 177-197	n/a
	Discussion Forum: Approaching Change Management	Initial Post Due Week 5, Day 5

		Reply Posts Due Week 5, Day 7
	Activity: Add to Your Change Collage	n/a
	Article Analysis #5: Why Change Programs Don't' Produce Change	Week 5, Day 7
	Final Project, Step XI: Research & Draft	n/a
	Final Project, Step XII: Peer Review	n/a
Week 6	**Real Change**	
	Video: Kotter on Change Management vs. Change Leadership	n/a
	Video: Kotter on Resistance to Change	n/a
	Video: Change in the Real World	n/a
	Reading: HBR Book (2011), Hemp and Stewart, "Leading Change when Business is Good: An Interview with Samuel J. Palmisano," pp. 35-58	n/a
	Reading: HBR Book (2011), Kotter, "Leading Change: Why Transformation Efforts Fail," pp. 1-16	n/a
	Discussion Forum: Change Resistance	Initial Post Due Week 6, Day 5 Reply Posts Due Week 6, Day 7
	Activity: Final Change Collage – Submit to Online Gallery and Comment to Peers	Post Your Work by Week 6, Day 5 Reply to Peers by Week 6, Day 7
	Article Analysis #6: Leading Change When Business is Good	Week 6, Day 7
	Final Project, Step XIII: Revisions	n/a
Week 7	**Your Turn with Change**	
	Video: Your Turn with Change	n/a
	Reading: *Who Killed Change?* (full book)	n/a
	Discussion Forum: Who Killed Change?	Initial Post Due Week 7, Day 5 Reply Posts Due Week 7, Day 7
	Final Project, Step XIV: Submit Final Paper	Week 7, Day 7
	Final Project, Step XV: Create and Submit 7-minute Video for Presentation (and reply to two peers)	Video Posts Due Week 7, Day 5

		Reply Posts to Peers' Videos Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Weekly Discussion Forum (7 at 30 points each)	210
Change Collages (2 at 50 points each)	100
Article Analyses (6 at 65 points each)	390
Final Project: Mapping Out a Change Initiative	
Step I: Organization Description and Research	20
Step II: Video Planning	10
Step III: Mind Map #1	10
Step IV: Your Guiding Coalition	10
Step V: Crafting a Change Vision	10
Step VI: Mind Map Updates	Not graded
Step VII: Research and Revision	Not graded
Step VIII: Mind Map #2	20
Step IX: Attend or watch live session project meeting	Not graded
Step X: Mind Map Updates	Not graded
Step XI: Research and Draft	Not graded
Step XII: Peer Review	Not graded
Step XIII: Revisions	Not graded
Step XIV: Submit Final Paper	150
Step XVa: Create 7-minute Video for Presentation	75
Step XVb: Watch and comment on two peer presentations	25
Total Points:	**1,030**

Final Grades
The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:
http://point.edu/academic-calendar/

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS
This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: The student will develop a foundational knowledge of the change management process.	
Objective 1.1: Recognize the forces that drive organizational change.	2.1, 2.2
Objective 1.2: Identify common errors that contribute to the failure of implementing change and their consequences.	2.1, 2.2
Objective 1.3: Compare and contrast the roles of management versus leadership and how they contribute to the change process.	2.1, 2.2
Goal 2: The student will examine the eight steps of the change process and articulate how each step is relevant to implement change.	
Objective 2.1: Explain the importance of creating a sense of urgency and creating a guiding coalition.	2.1, 2.2
Objective 2.2: Articulate a vision statement and discuss the importance of communicating the vision.	2.1, 2.2
Objective 2.3: Support the reasoning of generating short-term wins and its value.	2.1, 2.2
Objective 2.4: Design a plan that emphasizes organizational culture and that explains how to integrate change into the culture.	2.1, 2.2
Goal 3: The student will analyze specific case studies that illustrate positive and negative change management practices.	
Objective 3.1: Recognize why people resist change and explain how to overcome resistance.	2.1, 2.2
Objective 3.2: Critique how tipping point leadership leads to rapid change effectiveness.	2.1, 2.2
Objective 3.3: Review how tempered radicals contribute to forming alliances to assist in the change process.	2.1, 2.2
Objective 3.4: Appraise change through persuasion and its communication strategy.	2.1, 2.2
Objective 3.5: Attribute how shared corporate values contribute to the change process.	2.1, 2.2
Goal 4: Student will demonstrate a working knowledge and apply the principles of change management.	
Objective 4.1: Analyze the different departments within an organization and relate how each one influences the change process.	2.1, 2.2

	Objective 4.2: Demonstrate the eight-step change process.	2.1, 2.2
	Objective 4.3: Examine change through self-awareness as it relates through biblical principles.	2.1, 2.2

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (https://point.edu/title-ix) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (http://point.edu/disclosures) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (https://point.edu/catalogs/).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).