BUSI 562, Strategic Planning and Change Management, Syllabus (3 credits)

COURSE DESCRIPTION
The Strategic Planning and Change Management course provides a focus on two of the continued needs in the non-profit (faith-based or need-based) sector: strategy and change. Emphasis will be placed upon how a leader within the organization can develop strategic plans (short-term, mid-term and long-term) to enhance the value of the organization's mission and how to change, for the better, the culture and systems of the non-profit. Students will be exposed to leading thinkers, writers and practitioners in the fields of strategic planning and change management.

REQUIRED TEXTS & RESOURCES
Marshak, Robert J. *Covert Process at Work: Managing the Five Hidden Dimensions of Organizational Change.* San Francisco, Berrett-Koehler Publishers, 2006. ISBN: 978-157675-415-3

Senge, Peter M. *The Fifth Discipline: The Art & Practice of the Learning Organization*.

New York, Crown Publishing, 2006. ISBN: 978-0385-51725-6

Stanley, Andy. *Visioneering: Your Guide for Discovering and Maintaining Personal Vision.*

Colorado Springs, Multnomah, 2016. ISBN: 978-159052-456-5

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can 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**
Week 1	Unit 1: Where You Work and Serve	
	Discussion Forum #1	Due Week 1, Day 5
	Discussion Forum #2	Due Week 1, Day 5
Week 2	Unit 2: Organizational Culture and Life Cycle	

	Discussion Forum #1	Due Week 2, Day 5
	Discussion Forum #2	Due Week 2, Day 5
	Reflection Paper 1 (R. Marshak)	Due Week 2, Day 7
Week 3	Unit 3: Vision Casting	
	Discussion Forum #1	Due Week 3, Day 5
	Discussion Forum #2	
Week 4	Unit 4: Strategic Planning	
	Discussion Forum #1	Due Week 4, Day 5
	Discussion Forum #2	Due Week 4, Day 5
	Reflection Paper 2 (E. Olsen)	Due Week 4, Day 7
Week 5	Unit 5: Change Management	
	Discussion Forum #1	Due Week 5, Day 5
	Discussion Forum #2	Due Week 5, Day 5
Week 6	Unit 6: Project Management	
	Discussion Forum #1	Due Week 6, Day 5
	Discussion Forum #2	Due Week 6, Day 5
	Reflection Paper 3 (A. Stanley)	Due Week 6, Day 7
Week 7	Unit 7: The Leader as Change Agent	
	Discussion Forum #1	Due Week 7, Day 5
	Discussion Forum #2	Due Week 7, Day 5
	Reflection Paper 4 (P Senge)	Due Week 7, Day 7
	Reflection Paper 5	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
Threaded Discussions (14)	490
Reflection Papers (5)	510
Total Points:	1000

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 discover the culture and context essential to understanding the needs to create change in a faith-based organization.		3.3, 4.2, 5.2
	Objective 1.1: Students will identify their own organization's history, key players, background and rationale for their organization's foundation.	
	Objective 1.2: Students will explore the defining moments of their organization, the days of greatest success and most pronounced struggles.	
Goal 2: The student will reflect on his/her own organization's unique culture, which he/she either created or inherited.		3.3, 4.1
	Objective 2.1: Students will articulate the pros and cons of the present organization's culture.	
	Objective 2.2: Students will discuss the founder(s) of their organization and what the essential non-negotiables of the founders were as they relate to the organization's launch.	
Goal 3: The student will develop personal and organizational vision statements.		1.4, 2.3, 3.4, 4.2
	Objective 3.1: Students will distinguish vision from mission and understand what vision invokes within a leader.	
	Objective 3.2: Students will respond to the spiritual components of prayer, faith and vision and how all three interact in organizational change.	
Goal 4: The student will explore strategic planning and why failing to plan is a plan to fail.		4.2, 4.3, 5.1
	Objective 4.1: Students will identify biblical models of strategic planning.	
	Objective 4.2: Students will discuss the "s" curve for purposes of preventing organizational decline.	
Goal 5: The student will articulate the execution of a strategic plan, moving from theory to reality.		3.3, 4.2, 4.3, 4.4b, 5.2
	Objective 5.1: Students will evaluate the best practices of managing change and apply specific techniques to communicate change.	

	Objective 5.2: Students will identify "key opinion leaders" who need to be on the front end of organizational change.	
Goal 6: The student will engage how to lead a project, and discover the essential components in project management.		4.2, 4.3
	Objective 6.1: Students will be introduced to project management methodologies used within professional industries and how to create and manage a project budget.	
	Objective 6.2: Students will reflect on project budgets in their past, revealing roadblocks or context that prevented the project from moving forward.	
Goal 7: The student will articulate why people buy into a leader before they buy into a project.		4.1, 4.2, 5.2, 5.3
	Objective 7.1: Students will determine five essential characteristics of all good leaders.	
	Objective 7.2: Students will reflect on how important a team is around a good leader.	

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/).

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