LDR5308
Leading Organizational Change

FALL 2021

SYLLABUS

Version: OL v6:11/21

LDR5308 Leading Organizational Change

University of Northwestern – St. Paul

COURSE DESCRIPTION

Students learn the tools used to implement change more smoothly as they develop an understanding of how change is initiated, nurtured, and managed in an organization. This course emphasizes the importance of communication in a leader's creating and casting a vision for the organization, choosing and exercising the appropriate leadership style, using power and authority within the organization, motivating organization members, and creating the organizational culture that is desired. The biblical role of a leader in conflict resolution is also explored.

Credits: 4

Prerequisites: None

INSTRUCTOR INFORMATION

Please see "Contacting the Instructor" on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

CO-1. Define your leadership role and skills in change management.
CO-2. Evaluate the need for change in an organization.
CO-3. Synthesize the operations of a change management situation.
CO-4. Create a strategic plan for operations and communication in a change management situation.
CO-5. Analyze resistance to change and mitigation factors to create a pathway for acceptance.
CO-6. Analyze a leader's role in creating the optimum culture during the change situation.

MATERIALS

Required Textbooks and Materials

Kotter, John P. *Leading Change*. Harvard Business Review Press, 2012. ISBN: 978-1422186435

This course uses the following textbooks through the library at no cost to students. A link to a digital copy of the textbook is provided on the course site.

Aziz, Emad E., and Wanda Curlee. *How Successful Organizations Implement Change: Integrating Organizational Change Management and Project Management to Deliver Strategic Value.* Newton Square, Pennsylvania: Project Management Institute, 2017.

Lencioni, Patrick M., and Lencioni, Patrick. 2007. *The Truth about Employee Engagement: A Fable about Addressing the Three Root Causes of Job Misery*. New York: John Wiley & Sons, Incorporated.

Optional: Samuel B. Bacharach. 2018. *Transforming the Clunky Organization: Pragmatic Leadership Skills for Breaking Inertia*. The Pragmatic Leadership Series. Ithaca [New York]: Cornell Publishing.

Required Tools

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments	Grade Weight
Leadership Development Reflections (7x10 pts each)	10
Weekly Learning Activities (8x20 pts each)	20
• Discussions (6)	
• Quiz (1)	
• Group Assignment (1)	
Weekly Written Assignments (8x70 pts each)	70
Total	**100**

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus. Students are responsible for meeting assignment deadlines. Late assignments will be deducted one full letter grade (e.g., A to B) per day; late assignments will not be accepted for a grade beyond 3 calendar days past the original deadline. Forum discussion activities must be completed on time; late forum posts will not receive any credit. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for policies and procedures found in the Office of Adult & Graduate Studies Catalog located on theROCK. These policies include the following:

- Deadlines for dropping or withdrawing
- Attendance
- Class cancellations
- Plagiarism and cheating

- Grading System
- Complaints, exceptions, and appeals

Instructors may have course-related expectations that further detail the policies and procedures outlined in the catalog. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in A&GS courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Members of the Northwestern community mutually commit to personal integrity and honesty. Students submitting work are expected to convey their own thoughts unless the source is cited appropriately. Plagiarism, cheating, and other forms of academic dishonesty violate ethical and intellectual principles.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify Disability Services to begin the application process. Academic Achievement also provides the following: Writing and Subject Tutoring, advocating, transitional skill building, Academic Coaching (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: AcademicAchievement@unwsp.edu • 651-628-3316 • N4012 (Revised 06/20)

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Due to the accelerated nature of the online curricula, students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing "F" grade.

Submission Standards

All assignments, unless otherwise stated, must be submitted on the course site in Microsoft Word document format (.doc or .docx). For all assignments, use a standard readable font, double-spaced, etc.

Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

Scholarly Research

Quality participation in this course requires contribution of scholarly research to class interactions. Students can engage in external research via the Berntsen Library website by performing a search of the 60+ databases available to students. Also available on the library site are multiple tutorials to educate learners in effective search techniques. Other credible journals/articles are options as well.

ASSIGNMENTS

See the course site for complete details on the assignments.

Leadership Development Reflections (CO-1,4,5,6)

Each week you will write a reflection to your instructor to share your thoughts on leadership, personal business growth, and faith integration. Your reflection is between you and the instructor, not open to any other classmates. The last week of the course, instead of writing to your instructor, your instructor will write to you. The prompt for each reflection is located on the course site. They are worth 10 points and due by day 7 each week.

For further grading information, see the Leadership Development Reflection Rubric on the course site.

Learning Activities (CO-1,3,4,6)

Discussions

During six of the eight weeks, you will have the opportunity to participate in whole-class discussion. In some discussions you will contribution audio comments in a VoiceThread discussion, while other discussions will take place in a text-based forum on the course site.

In these discussion threads, post your comments by day 4, 11:59 pm., and then comment on 2 others posting by day 7, 11:59 pm, unless directed otherwise. Your posts/comments should be substantive, have a reference from the readings that demonstrate understanding of the weekly content including analysis and synthesis with the discussion in original posting and also in response to others, comparison and contrast when applicable, and original thought that can be substantiated by readings and/or experience. These discussion are worth 20 points, 10 for original posting and 10 for commenting on others.

For further grading information, see the Discussion Rubric on the course site.

Week 3 Quiz

This quiz is an overview of the readings for the week. The quiz is worth 20 points and you must have 16 points to pass. It is an open book quiz. You may attempt as many times as needed until you pass. Final quiz should be submitted by day 7 at 11:59 pm.

Week 5 Group Assignment: Barriers to Empowerment

Meet with a small group to discuss Kotter's barriers to empowerment and then the removal of those barriers. Submit a summary of your discussion that includes the following:

1. At least 3 barriers to change
2. At least 2 remedies for each of the barriers to change

For further grading information, see the Group Assignment Grading Guide on the course site.

Written Assignments (CO-2,3,4,5,6)

Each week you will contribute three pages towards a twenty-four-page paper due at the end of week eight.

For this assignment you will act as a consultant to Wycliffe Translators. Your writings will be a business case study on how the change needed within Wycliffe can be executed well for the change that will be occurring. Your audience is the Board of Directors for Wycliffe. Each week, you will be answering two to three questions that express learning from the week's readings. As you write, if you can make your case stronger by including more information than the 2-3 questions asked, feel free to contribute as you see fit.

In this paper, show evidence of original thought, comparison/contrast, analyzing the current situation and need, synthesizing the information to application, and creating a plan to execute the needed change at Wycliffe. You may need to create situations and information so that you can articulate the need you will be fulfilling.

Each week you are expected to deliver at least three pages, not less than two, and not more than four. You will be expected to use at least two resources for each week's contribution, and you may use a reference (such as Kotter, 2012) more than once within the paper, but at least two separate resources (such as Kotter and Aziz & Curlee). Your original research references are welcomed. References, at the end of the work will not be considered part of the original contribution, nor the pages. By week eight, you will have produced at least 24 pages, not less than 23 and not more than 28 pages.

The following information provides the questions that should be addressed in each of the weekly assignments as well as the format of the final paper due at the end of the course. Weekly assignments are worth 70 points and due Day 7 by 11:59 PM. For further grading information, see the Written Assignment Rubric on the course site.

Title Page

Executive Summary (due week 8)

Establishing a Sense of Urgency (due week 1)

1. What you see as the number one problem/need in Wycliffe?
2. Evaluate whether the change with Wycliffe needs to be addressed as a long march or the bold stroke approach. Explain, with references, why this method was chosen.
3. Identify the stakeholders in Wycliffe? partnering organizations?

Creating a Guiding Coalition (due week 2)

1. How do you prepare Wycliffe for a major change in the organization? Include personnel, organizational structure, and other relevant factors that will help advise them on potential roadblocks, resistance, etc., for a major change.
2. Before the process of change management starts, how would you formulate and organize key leaders within Wycliffe to begin the discussion to execute the change?

Developing a Vision and Strategy (due week 3)

1. Evaluate the mission and vision statement. Would you make changes? If so, to what?
2. How would you use or change the vision statement to create strategies to execute the needed changes?

Communicating the Change Vision (due week 4)

1. What different messages need to be conveyed in change management and to which audience?
2. What strategy will be used to convey the messages?

Empowering Broad-Based Action (due week 5)

1. Identify the potential areas of resistance to change?
2. How do you mitigate resistance at Wycliffe?

Generating Short-Term Wins (due week 6)

Do your own research on motivational theories. Provide an annotated bibliography on at least four to five motivational theories that help you navigate an understanding of people/cultures at work and can apply to change management. Articles/book chapters must be within the last seven years. The listings on the Positive Psychology website (link on the course site) may help you get started.

Consolidating Gain and Producing More Change (due week 7)

1. How do you create a strategy to celebrate wins within Wycliffe? List those strategies.
2. How would you determine the flexibility and operationalization of the strategy?

Anchoring New Approaches into the Culture (due week 8)

1. Wycliff is a diverse and complex organization. Create a strategy, including execution, that will solidify change movement within Wycliffe and promote harmony with SEED.
2. What do you consider the best methodology to communicate that to leadership and to the company?
3. From Lencioni, demonstrate a style of leadership that promotes people and cultivates a culture prepared for change.

Summary (due week 8)

Your personal vision statement and strategy (due week 8)

Your course learning and application (due week 8)

COURSE SCHEDULE

Format

This course is delivered in an online format that provides all learning activities online. The day the course starts is considered Day 1 of Week 1 for the course. For example, if a course begins on a Monday, then Day 1 is Monday, Day 4 is Thursday, and Day 7 is the following Sunday.

This course is an accelerated course. As a rule of thumb, students should expect to spend on average 17.5 hours on course work each week.

Due Dates

Unless otherwise noted, all assignments are to be submitted on the course site by 11:59 p.m. CT on Day 7 of each week. Please see the following schedule for details on when an assignment is due.

For any questions regarding these assignments, contact the instructor.

Orientation

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

Week 1: Establishing a Sense of Urgency

- Read the Weekly Overview
- View The Fishbone Effect Video (7:06)
- Read Kotter, Chapters 1-3
- Read Aziz & Curlee, Chapter 2
- Read Burns, "Emergent change and planned change - competitor or allies?"
- View Introductory Interview with Wycliffe (53:29)

Due Day 4

- Participate initially in the Week 1 Discussion Forum

Due Day 7

- Complete participation in the Week 1 Discussion Forum
- Submit Week 1 Leadership Development Reflection
- Submit Week 1 Written Assignment

Week 2: Creating a Guiding Coalition

- Read the Weekly Overview
- Read Kotter, Chapter 4
- Read Lencioni, Parts 1 & 2
- Read Aziz & Curlee, Chapter 3 and Chapter 11
- View Bill Parcells Hall of Speech - What Makes a Great Team (7:22)
- View Parts of Thinking

- View the VoiceThread Help page for directions about how to participate in this week's discussion forum.

Due Day 4

- Participate initially in the Week 2 VoiceThread Discussion

Due Day 7

- Complete participation in the Week 2 VoiceThread Discussion
- Submit Week 2 Leadership Development Reflection
- Submit Week 2 Written Assignment

Week 3: Developing a Vision and Strategy
- Read the Weekly Overview
- Read Lencioni, Part 3, pp 61-121
- Read Kotter, Chapter 5
- Read Aziz & Curlee, Chapter 1 and Chapter 9
- View Anderton, "Great leadership comes down to only two rules" (17:28)

Due Day 7

- Complete the Week 3 Quiz
- Submit Week 3 Leadership Development Reflection
- Submit Week 3 Written Assignment

Week 4: Communicating the Change Vision
- Read the Weekly Overview
- Read Kotter, Chapter 6
- Read Lencioni, Part 3, pp 122-166
- Read Aziz & Curlee, Chapter 10
- View Sinek, "Empathy - Best Speech OF All Time" (14:18)

Due Day 4

- Participate initially in the Week 4 Discussion Forum

Due Day 7

- Complete participation in the Week 4 Discussion Forum
- Submit Week 4 Leadership Development Reflection
- Submit Week 4 Written Assignment

Week 5: Empowering the Broad-Based Action
- Read the Weekly Overview
- Read Kotter, Chapter 7
- Read Lencioni, Part 4, pp 169-204
- Read Aziz & Curlee, Chapter 5
- View Burns, "Understanding Resistance to Change"

- Optional: use the Week 5 Group Collaboration Space to connect with your group

Due Day 7

- Submit Week 5 Group Assignment: Barriers to Empowerment
- Submit Week 5 Leadership Development Reflection
- Submit Week 5 Written Assignment

Week 6: Generating Short-Term Wins
- Read the Weekly Overview
- Read Kotter, Chapter 8
- Read Lencioni, Part 4, pp 205-257
- Read Aziz & Curlee, Chapter 5
- Read Brinsfield, "Employee silence motives: Investigation of dimensionality and development of measures"
- View the Motivational Theories - Extra Resources and use as a starting point for the written assignment.

Due Day 4

- Participate initially in the Week 6 VoiceThread Discussion

Due Day 7

- Complete participation in the Week 6 VoiceThread Discussion
- Submit Week 6 Leadership Development Reflection
- Submit Week 6 Written Assignment

Week 7: Consolidating Gains and Producing More Change
- Read the Weekly Overview
- Read Kotter, Chapters 9-10
- View Rivers, "If you want to achieve your goals, don't focus on them" (10:40)
- Read Morin et al. article on Commitment, Empowerment and Change

Due Day 4

- Participate initially in the Week 7 Discussion Forum

Due Day 7

- Complete participation in the Week 7 Discussion Forum
- Submit Week 7 Leadership Development Reflection
- Submit Week 7 Written Assignment

Week 8: Anchoring New Approaches into the Culture
- Read the Weekly Overview
- Read Kotter, Chapters 11-12
- Read Aziz & Curlee, Chapter 12

Due Day 4

- Participate initially in the Week 8 Discussion Forum
- Initiate a post in the Week 8 Leadership Development Reflection

Due Day 7

- Complete participation in the Week 8 Discussion Forum
- View your instructors note in the Week 8 Leadership Development Reflection
- Submit Week 8 Written Assignment