

BLD 4050 Leading Organizational Change (SP 2025)

Fermanian School of Business



Fermanian School of Business
BLD 4050 Leading Organizational Change
3 Units

Spring 2025 – Quad 1

Meeting days: Monday - Saturday	Instructor title and name: Dr. Judy Holmes
Meeting times: Asynchronous	Phone: 785-819-3309
Meeting location: Online	E-mail: jholmes1@pointloma.edu
Final Exam: NA	Office location and hours: Remote Mon-Sat 9AM – 4PM
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course examines the emotional, theoretical, and practical issues of leading organizations through change. Topics include the nature of change, responses and resistance to change, ownership of change, and creating a culture of change. Emphasis is placed on understanding change theories and strategies to lead people through change.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Describe the external and internal drivers of change, including the pressures and triggers of change (PLO #1).
2. Exhibit an understanding of theories, images, models, and approaches to change initiatives (PLO #1).
3. Analyze changes, processes, theories, and practices, including why effective visions and purposes are integral to the change process (PLO #1).
4. Assess the change process steps and the role of the change manager to lead a sustainable change initiative (PLO #1).
5. Develop competencies, skills, and knowledge to be a successful change leader (PLO #1).

- Collaborate as a team to present change management analysis of an organization (PLO 2 & 4).

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Palmer, I., Dunford, R. & Buchanan, D.A. (2022). *Managing organizational change: A multiple perspectives approach* (4th ed.). McGraw-Hill Higher Education (US).
- Kotter, J. P. (2012). *Leading change*. Harvard Business Review Press

ASSESSMENT AND GRADING

Sample assignment distribution by percentage:	Sample grade scale:	
<ul style="list-style-type: none"> Weekly discussion questions 17% Weekly papers 37.5% Weekly Quizzes 16% Group Project 7.5% Self Assessment 2% Final Exam 20% 	A=93-100	C=73-76
	A-=90-92	C-=70-72
	B+=87-89	D+=67-69
	B=83-86	D=63-66
	B-=80-82	D-=60-62
	C+=77-79	F=0-59

Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include:

Discussions & Self-Assessment

Each week students will participate in online discussions with classmates that are related to the week's readings, plus there is a self-assessment due in Week 2. These discussions replace the interactive dialogue that occurs in the traditional classroom setting. **Discussions represent 19% of the overall course grade.**

Quizzes

Each week students are expected to complete the chapter quizzes presented in each module. These quizzes will reflect the student's knowledge of the readings. **Quizzes represent 16% of the overall course grade.**

Written Assignments

There is a written assignment due in Week One through Week Nine of this course. These assignments must reflect college-level writing and critical thinking. **Assignments represent 37.5% of the overall course grade.**

Group Project

There is one group project due in Week Four of this course. This assignment should reflect the work performed by all members of the assigned group. **The Group Project represents 7.5% of the overall course grade.**

Final Project

The final project for this course is a Change Implementation Plan. The purpose of the Final Projects is for students to culminate the learning achieved in the course. **The Final Project represents 20% of the overall course grade.**

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time.

No assignments will be accepted after midnight on Sunday night, the last day of class. Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

Incompletes will only be assigned in extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In BLD4050 Leading Organizational Change, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include Handling Emotions during Change, Conflict, Organization Change Communication, etc. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Organizational Change, and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include Change Management, Conflict, and Emotions during a Change process. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Organizational Change, and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources on www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu. In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- The GPS Writing Center offers:
 - Zoom Writers Workshops offered each quad on a variety of helpful topics
 - One-to-one appointments with the Writing Coach
 - Microlearning YouTube Video Library for helpful tips anytime
 - Research Help Guide to help you start your research
 - The physical office is located on the third floor of the Mission Valley Regional Center off the student lounge
- Academic Writing Resources Course: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. Watch a quick video run-through and take time now to explore!
- Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- Tutoring: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.
We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

STATE AUTHORIZATION (FOR FULLY ONLINE COURSES ONLY)

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Adult Undergraduate Academic and General Policies for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e.,

ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas)

PLNU ATTENDANCE AND PARTICIPATION POLICY

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

USE OF TECHNOLOGY (required for online and hybrid delivery ONLY)

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Week 1	<p>Introduce Yourself – 20 pts</p> <p>Let's take this opportunity to introduce ourselves to each other. Post a photo of yourself that illustrates something unique or interesting about you -- a hobby or interest, a unique life experience or background, a lifelong dream or personal goal, a hidden talent or skill, etc. Have fun with it!</p> <p>Post your introduction by Wednesday (worth 10 points), and then reply to at least two classmates by Sunday (10 points).</p>	1/15/2025
	Chapter 1 Quiz – 20 pts	1/15/2025
	Week 1 Lecture and Discussion – 10 pts Answer the discussion question your instructor asks in the lecture video below by Wednesday (worth 10 points). (Due Wednesday, worth 10 points)	1/15/2025
Week 2	Chapter 2 Quiz – 20 pts	1/22/2025
	Week 2 Lecture and Discussion – 20 pts Answer the discussion question your instructor asks in the lecture video below by Wednesday (worth 10 points). Then, reply to at least two of your classmates by Sunday (10 points). Your initial response is due Wednesday (worth 10 points), and your two replies to classmates are due by Sunday (10 points).	1/22/2025
	Self-Assessment – 20 pts Complete the Self-Assessment on pages 49-51 in our textbook. Then discuss your scores here, indicating your two highest scores. Explain how these images may be demonstrated in specific change situations. If your scores are similar, discuss what this means and how you may act differently in different situations. Also, respond to at least two of your classmates' posts.	1/22/2025

	Your initial post is due by Wednesday , and your replies to two classmates are due by Sunday .	
	<p>Interview Paper – 75 pts</p> <p>Conduct an interview of someone who has managed a change process or been directly involved in a change process. Design specific questions that you would like to ask them to evaluate the change process, the depth of change, any tensions or paradoxes that were evident, the image of change that the managers illustrated, and any crises that may have occurred during the change process.</p> <p>Once you have collected the information from the interview, prepare a paper to explain the type of change, including the context of the change, depth of the change, phase of the change, tensions or paradoxes, any crises that may have occurred, and their involvement with the change process. What other factors did you identify? What other conclusions can you draw from your interview about the effects of the change manager image(s) on the way that the interviewee approached the change management role?</p>	1/26/2025
	Your paper should be between 750-1000 words and be formatted in APA 7th edition, including a title page and a reference page. Provide at least three resources to support your claims, ideas, and thoughts.	
	<p>Group project Preparation certification</p> <p>This week your instructor will assign you to a group as you prepare for a case study research project due in Week 4. You may read the assignment guidelines at the Group Project assignment page.</p> <p>This week, you should contact your group members and set up a time to meet, select a case study to research, and make a plan for completing the project before the Week 4 deadline.</p> <p>Type "complete" in the text box below to acknowledge that you have met with your group this week.</p>	1/26/2025
Week 3	Chapter 3 & 4 Quiz – 20 pts	1/29/2025
	<p>Week 3 Lecture and Discussion – 20 pts</p> <p>Answer the discussion question your instructor asks in the</p>	1/29/2025

	<p>lecture video below by Wednesday (worth 10 points). Then, reply to at least two of your classmates by Sunday (10 points).</p> <p>Your initial response is due Wednesday (worth 10 points), and your two replies to classmates are due by Sunday (10 points).</p>	
	<p>Global Pandemic Organizational Change – 75 pts</p> <p>Research an organization that underwent some significant change during the Global pandemic. Then prepare a paper about this organization and the changes that it went through because of the pandemic. Identify the changes that this organization implemented because of the COVID-19 Pandemic; which changes were mandatory, and which were implemented on its own initiative? Were these changes temporary or permanent? Also, explain why the human resource management function is a critical function in this change. What is the long-term impact of these changes on the organization's processes and/or revenue?</p> <hr/> <p>Your paper should be between 750-1000 words and be formatted in APA 7th edition, including a title page and a reference page. Provide at least three resources to support your claims, ideas, and thoughts.</p>	2/2/2025
Week 4	Chapter 5 Quiz – 20 pts	2/5/2025
	<p>Week 4 Lecture and Discussion – 20 pts</p> <p>Answer the discussion question your instructor asks in the lecture video below by Wednesday (worth 10 points). Then, reply to at least two of your classmates by Sunday (10 points).</p> <p>Your initial response is due Wednesday (worth 10 points), and your two replies to classmates are due by Sunday (10 points).</p>	2/5/2025
	<p>Group Project – 75 pts</p> <p>Work as a team, based on members assigned by the instructor to analyze one of the following organizations:</p> <ul style="list-style-type: none"> • Kodak: Dominated the film market during the majority of the 20th century, but with 	2/9/2025

accelerated data transformation and self-printing capabilities, they failed to remain a leading provider of film and cameras.

- **Blockbuster:** Primarily a video rental business, failed to adapt to competition and technological advancements
- **Blackberry Motion:** The organization first introduced a line of smartphones and tablets in 1998. They changed the mobile industry by offering a device with a keyboard. A few years later the industry focused on more touchscreens; they failed to adapt.
- **RadioShack:** The retailer specialized in electronics and was at its' peak in 1999. However, they did not stay innovative and competitors such as Amazon and Walmart gained market share.
- **Pan American World Airlines:** Was once known as an airline before its time. However, they had reputational setbacks due to tragic accidents and terrorist attacks. Customers lost trust and began associating the airline as being unsafe.
- **JCPenney:** One of the last remaining department stores, which had a very successful catalog business. As the market changed, they lost their market share, could not adapt, and lost millions.
- **Boeing:** Once renowned for its safety and engineering excellence, Boeing shifted its focus to cost-cutting and shareholder returns, undermining its commitment to quality. In its rush to compete with Airbus, expedited production of the 737 MAX led to compromised design reviews and safety checks, contributing to multiple crashes caused by manufacturing flaws. The company now faces challenges in restoring safety standards and public trust.

After researching the selected organization and its' failure(s), your team will produce a presentation to answer these questions:

- What internal or external pressures were evident?
- How did they fail to innovate effectively?
- Were these failed innovations Planned or Emergent; Incremental or Transformational;

	<p>and were they Sustaining or Disruptive innovations? What factors led your team to these conclusions?</p> <ul style="list-style-type: none"> • If you could go back in time and change something, what would be the change that you would initiate? Also, discuss how the culture could impact the change initiative. <p>Using one of the diagnostic models discussed in Chapter 4 (Six-Box Model, 7-S Model, Star Model, Four-Frame Model, Gap Analysis, PESTLE framework, etc), give a visual demonstration of how this organization should have approached the question “What to Change?”.</p> <p>Provide a slide with your reflections and conclusions and a final slide with your resources, which would require at least 4 resources to support the research, change initiatives, and diagnostic model.</p> <p>Have one member of your group submit the completed presentation file by Sunday. Your presentation should:</p> <ul style="list-style-type: none"> • Evaluate one of the listed organizations according to the four questions above. • Include a visual demonstration of how the organization should have approached change, based on one of the diagnostic models in Chapter 4. • Provide a slide with overall reflections and conclusions. • Provide a final slide with resources/references 	
Week 5	Chapter 6 & 7 Quiz – 20 pts	2/12/2025
	<p>Week 5 Lecture and Discussion – 20 pts</p> <p>Answer the discussion question your instructor asks in the lecture video below by Wednesday (worth 10 points). Then, reply to at least two of your classmates by Sunday (10 points).</p> <p>Your initial response is due Wednesday (worth 10 points), and your two replies to classmates are due by Sunday (10 points).</p>	2/12/2025
	Communication Plan – 75 pts	2/16/2025

Assume that you are the owner of a small manufacturing company. Your company has produced parts for the airline industry for over 50 years. The company consists of 25 workers on the production side and 5 individuals on the administrative (sales & office) support staff.

The parts which you produce have changed only slightly so the company has continued to use the slower, older machines on the production line. Likewise, the older machines have caused a large amount of waste in scrap metal and have forced your company to increase its prices over the last few years. Recently, the manufacturing industry has become more competitive, and you have lost some large contracts to organizations that are selling the same parts for less. You are seeing reduced revenues because of the lost contracts and inefficiencies due to the slower machines and the unacceptable amount of waste. The company had a forced 2-week shutdown to reduce overhead costs. But this wasn't enough to cover the reductions in revenue. Business is slowing down and the employees are feeling as if there will be layoffs if the business doesn't improve. You cannot raise the prices of your products any higher. You need to reduce the overall price structure but the only way to do that is to invest in capital improvements to the equipment on the production line to increase the quantity produced and reduce waste.

Therefore, you have made the decision to purchase the new equipment that will improve the speed at which the parts can be produced and will reduce the percentage of waste that has been costing your company in excess. The new machines cost \$250,000, but with the increase in production and the reductions of waste that this equipment will bring, the return on investment is forecasted to take 10 months of production at the current product sales rate. These newer machines will bring additional efficiencies to the organization, and it will not take as many individuals to produce the same number of parts. You still need to reduce the company's overhead expenditures in the short-term until you can build back up the product sales and contracts. You have made the decision to lay-off 5 of the last hired workers in the plant to remain profitable with the hopes of getting new contracts soon to be able to rehire these talented (and trained) individuals, which will help with increase product demands on the production side.

	<p>Prepare a paper that details the following on this case study:</p> <ul style="list-style-type: none"> • Summarize your communication plan regarding the pending changes <ul style="list-style-type: none"> ○ Communication and change implementation timeline ○ Explain the communication strategy you will use and why. ○ Explain the leadership style used to communicate the changes. Why did you use this style? ○ Detail how you will align the communication language to the change process ○ Will social media play a part in the communication plan? ○ Discuss the emotions that will be involved in the decision-making process (for you) and whether these emotions are important to be shown to others during your communications ○ What about the emotions of the employees, how do you take their emotions into account in your communications plan? ○ Explain all steps you will take to ensure that this change process is successful • Finally have a reflective paragraph that summarizes what the most difficult steps will be in this change process for you, as the company leader. Why? How do you balance your emotions with rational, business-like thoughts? <p>Your paper should be between 750-1000 words and be formatted in APA 7th edition, including a title page and a reference page. Provide at least three resources to support your claims, ideas, and thoughts.</p>	
Week 6	Chapter 8 Quiz – 20 pts	2/19/2025
	<p>Week 6 Lecture and Discussion – 20 pts</p> <p>Answer the discussion question your instructor asks in the lecture video below by Wednesday (worth 10 points). Then, reply to at least two of your classmates by Sunday (10 points).</p> <p>Your initial response is due Wednesday (worth 10 points), and your two replies to classmates are due by Sunday (10 points).</p>	2/19/2025

	<p>Resistance to Change – 75 pts</p> <p>Utilizing the Change Management Case scenario from the Week 5 Communication Plan assignment, answer the following questions and explain your reasoning:</p> <ol style="list-style-type: none"> 1. What are some of the potential resistances to this change scenario that the employees will probably have and how should the owner and managers overcome these specific resistances? 2. What specific actions can the owner have to build a commitment to the changes and make this process more attractive to the employees? 3. What strategies would you recommend the owner use in this scenario? <p>Ensure that you provide at least two resources to support your ideas and claims, at the minimum use Kotter’s (2012) <i>Leading Change</i> as one of your resources.</p>	2/23/2025
Week 7	Chapter 9 & 10 Quiz – 20 pts	2/26/2025
	<p>Week 7 Lecture and Discussion – 20 pts</p> <p>Answer the discussion question your instructor asks in the lecture video below by Wednesday (worth 10 points). Then, reply to at least two of your classmates by Sunday (10 points).</p> <p>Your initial response is due Wednesday (worth 10 points), and your two replies to classmates are due by Sunday (10 points).</p>	2/26/2025
	<p>Anchoring the Change – 75 pts</p> <p>Cultural change occurs at the end of a change transformation. Once the culture change occurs, then the change process has the ability to be sustained within the organization. Culture can not be changed easily as it is the culmination of the values, beliefs, attitudes and behaviors of those individuals within the organization that make up the organization’s culture.</p> <p>After reviewing the reading material this week, especially Chapter 10 in Kotter (2012), discuss how, as the change manager, you can have an impact on changing the culture within the organization to ensure that the change is firmly anchored in the organization’s new culture. In this paper, discuss what steps you may</p>	3/2/2025

	<p>have to take to realign the organization's culture.</p> <p>Your paper should be between 750-1000 words and be formatted in APA 7th edition, including a title page and a reference page. Provide at least three resources to support your claims, ideas, and thoughts.</p>	
Week 8	Chapter 11 & 12 Quiz – 20 pts	3/5/2025
	<p>Week 8 Lecture and Discussion – 20 pts</p> <p>Answer the discussion question your instructor asks in the lecture video below by Wednesday (worth 10 points). Then, reply to at least two of your classmates by Sunday (10 points).</p> <p>Your initial response is due Wednesday (worth 10 points), and your two replies to classmates are due by Sunday (10 points).</p>	3/5/2025
	<p>Change Implementation – Final Paper – 200 pts</p> <p>Prepare your final paper presenting a change initiative for an organization. The organization you chose to present this change initiative on should be one that you are very familiar with. It is recommended that this organization be where you currently work or have worked in the past, so you have the knowledge of the organization. Your paper should consist of at least 6 supporting resources including Kotter's (2012) <i>Leading Change</i> and our textbook by Palmer et al. (2021). Your paper should cover the following sections:</p> <ul style="list-style-type: none"> • An overview of the organization; including mission, vision, goals, and organizational structure (1-2 pages) • Review of what is happening now, why it is not working as effectively as it could, and what changes are needed (1-2 paragraphs) • Change initiative detail. In this section you will discuss the change initiative; covering at the minimum these areas (This will be the main section of your paper and should consist of at least 3-4 pages of content): <ul style="list-style-type: none"> ○ describe in more detail what the change initiative will be and the process to implement the change, ○ how the change initiative relates to the 	3/9/2025

	<p>organization’s vision, purpose, and mission statements</p> <ul style="list-style-type: none"> ○ what results are expected, ○ timelines, ○ what the communication plan will be to the organization before, during and after implementation, ○ who specifically will be involved with the initiative, ○ what strategies you would suggest using to overcome potential resistance to the change, ○ initiatives that may be needed to sustain the change within the organization. <ul style="list-style-type: none"> ● Conclusion <p>Your paper should be between 1500-2000 words and be formatted in APA 7th edition, including a title page and a reference page. Provide at least six resources to support your research, claims, ideas, and thoughts. Two of the resources should be the two books that we have reviewed for this course (Kotter, 2012; Palmer et al., 2022)</p>	