

Fermanian School of Business

BUS LDR 6060 Managing in a Changing Environment

3 Units

Summer 2026

May 11 – August 30

Meeting Days: Tuesdays

Meeting Times: 5:30p-8:15p

Meeting Location: MV316

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Phone: 410-980-6458

Office Location and Hours: *By appointment*

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 explores how high performance in organizations is related to the ability to adapt to changing internal and external needs, and the impact of values upon the success of the organization. Students will examine the environmental, structural, and human dynamics of organizational change, including factors bearing on organizational rigidity or flexibility. The role of leaders in implementing collaborative change processes is stressed along with a study of strategies for involving others in the design and execution of change projects in a technologically and culturally changing world.

Course Learning Outcomes

The student who successfully completes this course will be able to:

1. Exhibit an understanding of the change management process (MBA: PLO 1); (MAOL: PLO 1).
2. Discuss the role of environment, structure and human dynamics in managing organizational change (MBA: PLO 1 & A1); (MAOL: PLO 1).
3. Analyze problems in a firm and propose possible solutions (MBA: PLO 2 & 3); (MAOL: PLO 1 & 2).
4. Present recommendations through effective written and verbal communication (MBA: PLO 6); (MAOL: PLO 4).

5. Demonstrate the ability to add value in a high-performing team (MBA: PLO 7); (MAOL: PLO 5).
 6. Analyze the impacts of change management processes on stakeholders from an ethical perspective (MBA: PLO 5); (MAOL: PLO 3).
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Required Texts and Recommended Study Resources

We will use *Reframing Organizations 8th Edition* by Bolman and Deal ([free e-book \(Amazon\)](#)) and [Change: How Organizations Achieve Unimaginable Results in Volatile and Uncertain Times](#) by Kotter, Akhtar, and Gupta. I linked the 8th edition above, but you can pick any edition from 5th to 8th.

We will use the [Acquired Podcast](#) more than these books for our classes.

I recommend getting a [student digital subscription to the Wall Street Journal](#) as well. You can use the library, but it is very difficult to access articles that way.

Assessment & Grading

An A+ requires **1,000 points**. The course offers a **simple structure**: in-class work is worth 560 points. The remaining 450 points needed for an A+ come from large assignments, each worth 150 points. Maximum 3 of any one type (presentations, white papers, exams). The consulting project is worth 300 points. No single category gets you there alone - a combination is required. We will choose assignments during the first class.

Quizzes: 20 pts for 280 total.

Journals: 20 pts for 280 total

Acquired Presentations: 150 pts each

Wall Street Journal White Papers: 150 pts each.

Exams (2): 150 pts each

Group Consulting Project: 300 pts (2 presentations)

Sample Paths to an A+

Path A — Three Presentations: In-class (560) + 3 presentations ($3 \times 150 = 450$) = 1,010 pts = A+

Path B — Three White Papers: In-class (560) + 3 white papers ($3 \times 150 = 450$) = 1,010 pts = A+

Path C — Consulting + One More: In-class (560) + consulting project (300, counts as 2) + 1 presentation, white paper, or exam (150) = 1,010 pts = A+

Path D — Both Exams + One More: In-class (560) + midterm + final (300, counts as 2) + 1 presentation or white paper (150) = 1,010 pts = A+

Path E — One of Each: In-class (560) + 1 presentation (150) + 1 white paper (150) + 1 exam (150) = 1,010 pts = A+.

Any 3 large assignments will get you to 1000 points if you do well and come to class.

Weekly In-Class Rhythm

- Discuss and recap readings
- Opening quiz on the week's readings
- Acquired podcast presentation + student-led discussion using the presenter's questions
- Lecture, case analysis, and small-group application
- Closing journal: write 3 exam questions based on the night's content

The best student-submitted journal questions may appear on the midterm or final. Students whose questions are selected earn bonus points.

Grade Scale

A+	1,000–1,100	A	930–999	A	900–929	B	870–899	B	830–869
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B-	800-829	C	770-79	C	730-7	D	630-72	F	Below 630
		+	9		69		9		

Assignments

Acquired Podcast Presentation (Earn up to 150 pts for each presentation)

Each student presents a 20-minute analysis of an Acquired podcast episode, bringing the company's history and strategy to life for the class. Two episode options are listed for each class. Pick one to cover, and work in teams when more than one person signs up.

WSJ White Papers (Earn up to 150 pts for each presentation)

Write a 500 to 800 word analysis of a current company strategy and change management initiative, citing at least 3 WSJ articles and 2 other sources on the company (including 1 Acquired episode or How I Built This episode). Send the paper to class and lead a discussion on key points for 15 minutes in class.

Exams (Earn up to 150 pts on each)

Take one or both exams. I recommend taking them just in case you need the points at the end anyway!

Consulting Project (Earn 300 pts)

As a team, find an organization in a change initiative. Research and interview the organization and present the background midway, then provide change management analysis and recommendations to the organization and present at the end of class.

Class Schedule

# Date	Topic & In-Class	Readings	Acquired Episode Options
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1 May 12 **Leadership, Personality & the Change Imperative** Kotter — Introduction & Ch. 1 *Change*
B&D — Ch. 1 (Scan)

Starbucks

Instructor presentation demo.

2 May 19 **Organizational Ambidexterity & Complexity** Kotter — Ch. 2
B&D — Ch. 2
The Ambidexterous Organization.pdf
HBR

Option A: Alphabet / Google (Any Part)

Google restructured into Alphabet to protect Search while launching moonshots — a textbook ambidexterity case spanning 20 years of deliberate tension between exploit and explore.

Option B: Microsoft (Any Part)

Nadella's transformation of Microsoft from a stagnant Windows-centric company to a cloud-first platform is one of the clearest examples of organizational ambidexterity executed at massive scale.

— May 26 **NO CLASS** Prep week. —

3 Jun 2	Kotter's 8-Step Model: A Framework Overview	Kotter — Ch. 4 (Change) B&D — Ch. 3 Leading Change: Why Transformations Fail.pdf HBR	Option A: Microsoft (Parts I & II) Nadella's playbook nearly mirrors Kotter's 8 steps: burning platform, guiding coalition, new vision (cloud/growth mindset), and embedding change in culture. A rare example of textbook change done right. Option B: Nvidia (Parts I & II) Jensen Huang has piloted Nvidia through multiple near-death pivots — from gaming GPUs to AI infrastructure — each requiring a full restart of urgency, coalition, and vision.
4 Jun 9	Culture I: Diagnosing Culture	B&D — Ch. 12–13	Option A: Nike Nike's culture of athletic identity and storytelling is deeply embedded. The episode covers how that culture was built, what it costs to maintain, and what happens when it drifts from its founding DNA. Option B: Coca-Cola Coke built one of the most powerful brand cultures in history — and then nearly destroyed it with New Coke. The episode is a masterclass in diagnosing what culture actually is vs. what leaders think it is.

5 Jun 16	Culture II: Changing Culture	B&D — Ch. 14 Kotter — Ch. 6	Option A: Trader Joe's Trader Joe's has resisted every pressure to change its counterintuitive culture — no loyalty programs, no delivery, famously terrible parking — and it's been their greatest competitive moat. A case in culture as strategy. Option B: Marvel Marvel's rebirth from bankruptcy under Ike Perlmutter and then Kevin Feige required an explicit culture shift — from toy licensor to storytelling studio — executed through hiring, rituals, and narrative change.
6 Jun 23	Structure I: Frames & Forms	B&D — Ch. 4–5	Option A: Amazon Bezos's structural innovations — two-pizza teams, working backwards, the press release process — show how deliberate structural design encodes behavior and enables decentralized change at scale. Option B: Berkshire Hathaway (Parts I & II) Buffett and Munger's radical decentralization is the sharpest counterpoint to command-and-control: structure as a mechanism for encoding trust, autonomy, and accountability.

Due: Midterm exam (in-class)

7 Jun 30	Structure II: Redesigning for Change	Kotter — Ch. 5 (Change)	Option A: Berkshire Hathaway (Parts I & II) If not used in Week 6: Buffett's evolving structure — from textile mill to insurance-led conglomerate to tech investor — shows how structural redesign follows strategic intent across decades. Option B: LVMH Arnault built LVMH by solving the central paradox of luxury conglomerates: how do you provide corporate infrastructure and scale while preserving brand autonomy? His answer is a structural masterpiece.
8 Jul 7	HR & People I: The Human Frame	B&D — Ch. 6–8	Option A: Costco Costco's bet on people — wages 30% above industry, exceptional benefits, and a C-suite that started as checkout clerks — is one of the clearest real-world tests of the HR frame as competitive strategy. Option B: Patagonia (if available) or Nvidia Part II Nvidia's intense, high-accountability culture under Jensen Huang shows the people frame under pressure: how do you retain and motivate elite talent through existential pivots?

9 Jul 14	HR & People II: Talent, Trust & Change Fatigue	B&D — Ch. 8 Kotter — Ch. 10	Option A: Walmart Sam Walton's obsessive investment in store-level people — profit sharing, the Walmart cheer, management by walking around — created extraordinary loyalty and alignment through massive structural change. Option B: IKEA IKEA's people model — flat hierarchy, internal promotion, the 'IKEA spirit' — sustained a global workforce through decades of expansion. How do you preserve culture and people values at 200,000 employees?
1 Jul 0 21	Power, Politics & Change I: Understanding Power Dynamics	B&D — Ch. 9-10	Option A: Formula 1 Bernie Ecclestone's 45-year grip on F1 is one of the greatest case studies in power concentration, coalition management, and the eventual fragility of centralized control when the environment shifts. Option B: Ferrari The Agnelli family's acquisition of Ferrari and the internal power battles between Enzo Ferrari, Fiat, and later the public markets show how ownership structures encode power — and how they change.

1 Jul **Power, Politics & Change II: Navigating Resistance** Kotter — Ch. 9
1 28

Option A: Disney

The Eisner-to-Iger transition and the boardroom battles leading up to it are a rich case in resistance, coalition building, and how change agents outmaneuver entrenched power — with Roy Disney as the coalition catalyst.

Option B: The NFL

The NFL's shift from Pete Rozelle's revenue-sharing coalition to the modern broadcast and private equity era shows how resistance to change is managed through trust, timing, and carefully constructed coalitions.

— Aug 4 **NO CLASS — Study & Preparation Week** —

1 Aug **Technology, AI Adoption & Remote Work** Kotter Ch. 4
2 g
11

Option A: Google: The AI Company

The innovator's dilemma in real time: how the company that invented the transformer architecture must now disrupt its own \$140B search business — with all the urgency, fear, and political resistance that implies.

Option B: TSMC

TSMC's story is the story of technological change itself: how Morris Chang built the world's most critical technology company by betting entirely on a single structural insight — that chip design and manufacturing could be separated.

1 Au **M&A, CEO** Kotter — Ch. 7
 3 g **Transitions,**
 18 **Turnarounds &** What is Strategy
Strategy Shifts M. Porter.pdf

Option A: Pixar & Disney

One of the most studied integrations in business history. The deal terms that preserved Pixar's culture, the power dynamics that made Lasseter and Catmull's autonomy non-negotiable, and what Disney got wrong with every other acquisition.

Option B: Marvel

Marvel's comeback from bankruptcy — selling off characters, betting everything on Iron Man, navigating the Disney acquisition — is a turnaround and M&A story with every change type in one arc.

1 Au **Integration &** B&D — Ch. 20
 4 g **Capstone:** (light read — the
 25 **Leading** final synthesis
Change in chapter)
Practice

Option A: Student's choice if required.

Due: Final exam due

Due: All
remaining work
due by Aug 27

Program Learning Outcomes

Candidates who complete the Master of Business Administration program will be able to:

1. Exhibit mastery of the concepts, models, and theories in the core business disciplines.
2. Integrate knowledge across core business disciplines to identify key strategies and opportunities.
3. Analyze business issues and propose solutions using analytical and critical thinking skills.
4. Evaluate the impact of business decisions in a global context.
5. Analyze the ethical impacts of executive-level decision-making.
6. Present ideas and decisions clearly through effective communication.
7. Collaborate with others as an effective team member.

Students who complete the Master of Arts in Organizational Leadership will be able to:

1. Exhibit mastery of the concepts, models, and theories in the leadership discipline.
2. Integrate leadership theories and practices to identify opportunities for organizational improvement.
3. Analyze the impacts of ethical decisions on organizations and self.
4. Present ideas and decisions clearly through effective leadership communication.
5. Assess effective team leadership and collaboration.
6. Evaluate how organizations and individuals are impacted by cultural diversity.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**
Students will acquire knowledge of human cultures and the physical and

natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, in a Christ-centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

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.

PLNU 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. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page via myPLNU](#).

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

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.

State Authorization

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 [Graduate 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."

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.

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.

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 a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is 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.

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

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment.

For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. 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).
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Use of Technology

In order to be successful in the online or hybrid environment, 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 nor allowable) 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.

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.
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