

Fall 2020

Meeting days: Thursday Morning	Instructor: Matt Boyne
Meeting times: 9:30-12:15 (Professor will be available from 9:00 to 1:30 PM)	Phone: 760.715-8071
Meeting location: MV 316 or Zoom	E-mail: mboyne@pointloma.edu
Final Exam: 12/17/2020	Office location and hours: Fermanian 130 Call anytime

### 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire 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

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

1. Exhibit an understanding of the change management process (PLO 1).
2. Discuss the role of environment, structure and human dynamics in managing organizational change (PLO 1 & A1).
3. Analyze problems in a firm and propose possible solutions (PLO 2 & 3).
4. Present recommendations through effective written and verbal communication (PLO 6).
5. Demonstrate the ability to add value in a high performing team (PLO 7).

6. Analyze the impacts of change management processes on stakeholders from an ethical perspective (PLO 5).

## **COURSE CREDIT HOUR INFORMATION**

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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 14-weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## **REQUIRED TEXTS AND STUDY RESOURCES**

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1. Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6<sup>th</sup> ed.). San Francisco CA: Wiley. Please note, this text and edition is free through Ryan Library. The title link will take you to the Library's source, but you will have to log in. You are free to get a physical copy as you wish.
2. Kotter, J. P. (2012). *Leading change*. Boston, MA: Harvard Business Press.
3. Please get a [student digital subscription to the Wall Street Journal](#).
4. Publication Manual of the American Psychological Association, Seventh Edition (2020)-Recommended

## **ASSESSMENT AND GRADING**

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In the first meeting, we will begin a process to uncover our personal leadership strengths. Part of any successful course is the willingness of the student to fully engage in the learning opportunities presented. For BUS6060, each student will be required to:

Clifton Strength Finders (50 points):

### MEETING - CliftonStrengths Coaching

Each student will take part in a 50-minute one-on-one personal CliftonStrengths coaching session. The session will be designed to help the student understand the results of the StrengthsFinder assessment and how her/his personal themes can be developed into strengths to accomplish personal/professional goals. This "discovery" process is designed to help you gain a greater level of self-awareness and to launch your self-management strategy while in the Point Loma Nazarene University MBA program.

### PAPER – Self Awareness/Management

As a result of the CliftonStrengths coaching session, you will write a brief self-awareness/management reflection paper. In the paper, you must interpret your CliftonStrengths to tell the story of who you are, what makes you unique and what you want to become. Then, you will share your action plan for how you will use your Strengths to achieve the goals that you set for yourself in the MBA. The hope is that you will consider and share in the paper how you can leverage your strengths to grow into a person with a strong sense of self, a vision for your future and capabilities to fulfill your personal calling. The paper should be approximately one thousand

words. This is an all or nothing assignment. You will earn 50 points if you follow through on the coaching experience and submit a professional, thoughtful and grammatically correct paper.

Here is a point for reflection on your learning journey...if you were undergrads I'd include a note like this...

"You will earn 0 points if you do not submit your reports on time to Gayle Wiese, or do not show up for your appointment and/or do not submit a personal self-awareness management paper."

But you are graduate students so let's accentuate the positive opportunities....

*Prior to scheduling your individual session, Rev. Gayle Wiese, our Gallup Certified Strengths Trainer will meet with our class and explain how the training will work and what our goals should be. This will happen in the first three weeks of class. At that time, we will set the timetable for the remainder of this assignment.*

### **Assignments:**

Each class will have two discussions based on WSJ cases posted on Canvas, a Thought Leader video provided in the Weekly Overview on Canvas; and a homework assignment. The process will remain consistent throughout the class with the exception of the Strength Finders essay due 11/12/2020.

The discussion questions are designed to be discussed in class, with a response entered in the Canvas site for each post Thursday night and then a response to a colleague on each of the questions by the following Monday. The discussions are worth 20 points and are available for Classes 1-14. Weeks 13 and 14 are extra credit. That means 48% of your grade is with the class discussions and the option of 80 points for extra credit. For the first week we will work through this together in class so expectations are set. Please find a discussion rubric in the Course Overview Module on Canvas.

The homework assignments are designed to build, in a continuous process, an Individual Research Paper studying the management of change in an organization of your choice. During Week One students will be asked to select an organization they wish to learn more about, or to select their own organization if desired, and then create a plan for improvement by bringing in new technologies, management systems, employee development, strategies or product lines.

Examples that students have done in the past have included self-driving vehicles for pizza delivery, artificial intelligence for life insurance underwriting, data analytics for a high school online math program, new onboarding processes, new agile project management methods and healthy alternatives for restaurant meal options. If you desire, I'd be glad to find a case study in your field of interest though you may have to purchase the case.

Each week a homework assignment will take you through, bit-by-bit, the process of organizational analysis and change management using textbook readings. Each homework assignment will be added to the package week by week until the final essay is complete. Feedback will be given each week so that by the end of class the compilation will be the complete package. Each week is worth 20 points for a total of 280 points or 28% of the grade. The weekly effort for the homework is 2 hours.

Think of this as the ultimate executive development opportunity in preparation for a job interview at your dream organization. You can select any company from the pages of the Wall Street Journal or your own interests. Then you can identify a change that must occur so the firm thrives. It could be the integration of self-driving vehicles at UPS, FinTech at Wells Fargo, drones at Amazon, Artificial Intelligence at Walmart, organic juice at Pepsi, Zoom in K-8 education, robotics in surgery...pick a company and topic...something you want to learn about for that “dream gig”. The intent is to assess the current performance of the organization, describe a future state that uses a new technology, systems, or leadership model, apply Bolman and Deal’s Framing with Kotter’s Eight Stages of Change along with the lessons from our other course literature in an APA formatted, 2000-2500-word evaluation built each week. There is a rubric describing grading criteria for these written essays.

Then, create a five-minute presentation to share as a short summary, which will be videotaped for you to review and improve on for professional development. Criteria for the change project can be found in Canvas and will be supplied for each assignment. A short rubric will be provided.

The final will be in class on 12/17/2020 and be either virtual or in person as circumstances dictate. The final will be worth 9% or 90 points. The case will be available ahead of time, and I will provide the questions at the start of class.

100 points is reserved for class participation and contribution. There is a rubric describing how class participation will be assessed. Interim feedback will be provided on 10/15 and 11/15.

**The point/percentage breakdown/assignment distribution:**

- Discussions – 480 points/48%
- Weekly Homework for IRP – 280 Points/280%
- Strength Finders Essay Due November 12, 2020 – 50 Points/5%
- Class Participation – 100 Points/10%
- Final Case Analysis in Class December 17, 2020 – 90 Points/9%

**ASSESSMENT AND GRADING**

Summary of course requirements in Table:

Clifton Strength Finders Paper (5%)	50
Weekly Class Discussion Plus Postings (48%)	480
Weekly Homework/Final Essay/Video (28%)	280
Class Contribution (10%)	100
Final Case Exam (9%)	90
<b>Total Points</b>	<b>1000</b>

Letter grades will be awarded as follows:

930 - 1000	93%-100%	A
900 - 939	90% - 92.9%	A-
870 - 899	87 % - 89.9%	B+
830 - 869	83% - 86.9%	B
800 - 839	80% - 82.9%	B-
770 - 799	77% - 79.9%	C+
730 - 769	74% - 76.9%	C
700 - 729	70% - 73.9%	C-
600 - 699	60% - 69.9%	D
0 - 599	0 - 59.9%	F

Note: C- and below are failing grades

## INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted/turned in by the end of the day listed in Canvas—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

If you miss a class or assignment, please communicate with me immediately to make sure you do not fall behind the class. Unless prior coordination or an emergency comes up no credit will be received for late work though I'd be glad to provide feedback.

## SPIRITUAL CARE

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PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at [mvchaplain@pointloma.edu](mailto:mvchaplain@pointloma.edu) or [gordonwong@pointloma.edu](mailto:gordonwong@pointloma.edu). Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

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

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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 using the below link to view which states allow online (distance education) outside of California.

<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

## PLNU COPYRIGHT POLICY

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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 ACADEMIC HONESTY POLICY

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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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic](#)

Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Since we are starting online the following policy will be in effect. If we transition to another mode additional guidance will be provided. Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

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.

### **USE OF TECHNOLOGY**

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In order to be successful in the online 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 compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

### **COURSE SCHEDULE AND ASSIGNMENTS**

#### **Week One/Class One Week of August 31, Class on September 3, 2020**

- Strength Finders
- Class Overview and Assignments
- Bolman and Deal Ch 1-2
- Discussion Questions (In Class for Week One)
- Choice of Firm and Change Initiative for Individual Research Project Homework Due September 7, 2020

#### **Week Two/Class Two Week of September 7, Class on September 10, 2020**

- Bolman and Deal Ch 3-5 Structure
- Two Discussion Questions by Wednesday
- Reframing Summary Homework Due September 14, 2020

#### **Week Three/Class Three Week of September 14, Class on September 17, 2020**

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- Bolman and Deal Chapter 6
  - 7-S Model-Link on Canvas
  - Customer-Centricity-Link on Canvas
  - Two Discussion Questions by Wednesday
  - Homework Due September 21, 2020 Structural Frame Summary
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#### **Week Four/Class Four Week of September 21, Class on September 24, 2020**

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- Bolman and Deal Ch 7-8
  - Two Discussion Questions by Wednesday
  - Homework Due September 28, 2020 Structural Frame Application for IRP
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**Week Five/Class Five Week of September 28, Class on October 1, 2020**

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- Bolman and Deal Ch 9-11
  - Two Discussion Questions by Wednesday
  - Homework Due October 5, 2020 Human Resource Frame Summary
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**Week Six/Class Six Week of October 5, Class October 8, 2020**

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- Bolman and Deal Ch 12-14
  - Two Discussion Questions by Wednesday
  - Homework Due October 12, 2020 Application of Human resource Frame for IRP
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**Week Seven/Class Seven Week of October 12, Class October 15, 2020**

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- Bolman and Deal Chapter 15-17
  - Two Discussion Questions by Wednesday
  - Homework Due October 19, 2020 Description of Political Frame
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**Week Eight/Class Eight Week of October 19, Class October 22, 2020**

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- Bolman and Deal Chapter 18-19
  - Two Discussion Questions by Wednesday
  - Homework Due October 26, 2020 Application of Political Frame to IRP
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**Week Nine-No Class for Co-Curricular Week October 26, 2020**

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**Week Ten/Class Nine Week of November 3, Class November 6, 2020**

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- Bolman and Deal Ch 20-21
  - Two Discussion Questions by Wednesday
  - Homework Due November 10, 2020 Description of Symbolic Frame
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**Week 11/Class Ten Week of November 10, Class November 13, 2020**

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- Kotter Chapters 1-4
  - Two Discussion Questions by Wednesday
  - Homework Due November 17, 2020 Application of Symbolic Frame to IRP
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**Week 12/Class 11 Week of November 17, Class November 20, 2020**

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- Kotter Chapters 5-8
  - Two Discussion Questions by Wednesday
  - Homework Due November 24, 2020 Summary of Kotter's Stages 1-8
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**Week 13- Week of November 23-Thanksgiving Holiday!**

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**Week 14/Class 12 Week November 30, Class December 3, 2020**

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- Kotter Chapters 9-12
  - Two Discussion Questions by Wednesday
  - Homework Due December 7, 2020 Apply Kotter's Stages to IRP
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**Week 15/Class 13 Week of December 7, Class December 10, 2020**

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- No Readings
  - Two Discussion Questions by Wednesday
  - Homework Due December 14, 2020 Draft Submission for IRP
  - Final Released
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**Week 16/Class 14 Week of December 14, Class December 17, 2020**

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- Final Case Exam December 17, 2020
  - Final Submission of IRP December 18, 2020
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