

<b>Meeting days:</b> Mondays	<b>Instructor title and name:</b> Jamie Brownlee-Turgeon
<b>Meeting times:</b> 5:30 – 8:15	<b>Phone:</b> 619.329.6785 or 626.806.3153 (cell)
<b>Meeting location:</b> MV or Zoom	<b>E-mail:</b> jbrownle@pointloma.edu
<b>Final Exam:</b> May 2, 2021	<b>Office location and hours:</b> MV or Zoom

### **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**

#### BUS 660 Course Learning Objectives (CLO):

1. Exhibit an understanding of the change management process (PLO 1-Individual Research).
2. Discuss the role of environment, structure and human dynamics in managing organizational change (PLO 1-Case Studies).

3. Analyze problems in a firm and propose possible solutions (PLO 2 & 3-Individual Research Project).
4. Present recommendations through effective written and verbal communication (PLO 6-Individual Research Project).
5. Demonstrate the ability to add value in a high performing team (PLO 7-Case Studies).
6. Analyze the impacts of change management processes on stakeholders from an ethical perspective (PLO 5-Case Studies).

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### **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 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

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### **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

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)

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### **ASSESSMENT AND GRADING**

<p>Assignment distribution by percentage/points:</p> <ul style="list-style-type: none"> <li>• Discussions = 48% or 480 points</li> <li>• Weekly Homework for IRP = 28% or 280 points</li> <li>• Strengths Finders Essay = 5% or 50 points</li> <li>• Class Participation = 10% or 100 points</li> <li>• Final Case Analysis = 9% or 90 points</li> </ul>	<p><u>Grading Scale:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A=93-100</td> <td style="width: 50%;">C=73-76</td> </tr> <tr> <td>A-=92-90</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=92-90	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
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C+=77-79	F=0-59												

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### **COURSE SCHEDULE AND ASSIGNMENTS**

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 1500 words or 3-4 pages. 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.

*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 in April. The discussion questions are designed to be answered before class for the initial post, and then a response to a colleague on each of the questions. 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.

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 the trucking industry, new software for HR departments that support employees enterprise-wide, new hiring practices, and merging or separation of departments in order to scale. This project can focus on your current employer or examine another company of interest.

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. 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.

Then, create a five-minute presentation to share as a short summary. Criteria for the change project can be found in Canvas and will be supplied for each assignment. The presentation and feedback to classmates is the final for the course.

100 points is reserved for class participation and contribution.

Class Schedule-If classes are not F2F I will provide a meeting invitation and we will use Zoom for class during the scheduled time. If you must miss class, the class will be recorded.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Strength Finders</li> <li>• Class Overview and Assignments</li> <li>• Bolman and Deal Ch 1-2</li> <li>• Discussion Questions (In Class for Week One)</li> <li>• Choice of Firm and Change Initiative for Individual Research Project Homework Due September</li> </ul>	<p><b>DQ initial – in class</b>  <b>DQ Response –</b></p>

<b>Labor Day</b>	<b>No Class</b>	
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Bolman and Deal Ch 3-5 Structure</li> <li>• Two Discussion Questions (DQ)</li> <li>• Reframing Summary Homework</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Bolman and Deal Chapter 6</li> <li>• 7-S Model Link on Canvas</li> <li>• Customer-Centricity – Link on Canvas</li> <li>• Two Discussion Questions</li> <li>• Homework – Structural Frame Summary</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Bolman and Deal Chapter 7-8</li> <li>• Two Discussion Questions</li> <li>• Homework – Structural Frame Application for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Bolman and Deal Chapter 9-11</li> <li>• Two Discussion Questions</li> <li>• Homework – Human Resource Frame</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Bolman and Deal Chapter 12-14</li> <li>• Two Discussion Questions</li> <li>• Homework – Human Resource Frame Application for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Bolman and Deal Chapter 15-17</li> <li>• Two Discussion Questions</li> <li>• Homework – Political Frame</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Bolman and Deal Chapter 18-19</li> <li>• Two Discussion Questions</li> <li>• Homework – Political Frame Application for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
	<ul style="list-style-type: none"> <li>• Co-Curricular – No Class</li> </ul>	<p><b>No Assignments Due</b></p>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>• Bolman and Deal Chapter 20-21</li> <li>• Two Discussion Questions</li> <li>• Homework – Symbolic Frame</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>

<b>Week 10</b>	<ul style="list-style-type: none"> <li>• Kotter Chapter 1-4</li> <li>• Two Discussion Questions</li> <li>• Homework – Symbolic Frame Application for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• Kotter Chapter 5-8</li> <li>• Two Discussion Questions</li> <li>• Homework – Summary of Kotter’s Stages 1-8</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• Kotter Chapter 9-12</li> <li>• Two Discussion Questions</li> <li>• Homework – Application of Kotter’s Stages to IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>• No Readings</li> <li>• Two Discussion Questions</li> <li>• Homework – Draft Submission for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class  <b>DQ Response</b> – in class or by Thursday  <b>Homework</b> – day after class</p>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>• Final Presentation of IRP</li> <li>• Final Submission of IRP</li> </ul>	

**INCOMPLETES AND LATE ASSIGNMENTS**

All Discussion initial posts are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Homework, sections on the IRP, are due the day after class. Incompletes will only be assigned under extremely unusual circumstances.

**SPIRITUAL CARE**

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 (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 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>

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### **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.

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### **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. 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.

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### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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.

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### **PLNU ATTENDANCE AND PARTICIPATION POLICY**



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.

#### *Hybrid 3-unit courses only:*

At Point Loma Nazarene University, attendance is required at all scheduled classes. Hybrid format means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.

#### Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

#### Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

1 missed F2F class = warning

2 missed F2F classes = de-enrollment



2 missed online classes = warning

3 missed online classes = de-enrollment

### **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.