

<b>Meeting days:</b> Monday	<b>Instructor:</b> Dr. Jamie Brownlee-Turgeon
<b>Meeting times:</b> 5:30 – 8:15 pm	<b>Phone:</b> 626.806.3153 (Cell/text)
<b>Meeting location:</b> Mission Valley 316	<b>E-mail:</b> jbrownle@gmail.com
<b>Final Exam:</b> N/A	<b>Office location and hours:</b> Mission Valley and Zoom
<b>Linked In:</b> <a href="#">Profile</a>	<b>Additional info:</b>

### **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).

### 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., Akhtar, V., & Gupta, G. (2021). *Change: How organizations achieve hard-to-imagine results in uncertain and volatile times*. Hoboken, NJ: John Wiley & Sons, Inc.
3. Please get a [student digital subscription to the Wall Street Journal](#).
4. [Publication Manual of the American Psychological Association, Seventh Edition \(2020\)](#)

### ASSESSMENT AND GRADING

Assignment distribution by percentage:	Grade scale:	
Assignment distribution by percentage/points:	A=93-100	C=73-76
<ul style="list-style-type: none"> <li>• Discussions = 36% or 360 points</li> <li>• Weekly Homework for IRP = 34% or 345 points</li> <li>• Strengths Finders Essay = 10% or 100 points</li> <li>• Class Participation = 12% or 120 points</li> <li>• Final Presentation = 8% or 75 points</li> </ul>	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

### INCOMPLETES AND LATE ASSIGNMENTS

All Discussion initial posts are to be submitted/turned in the night before the class session when they are due (Sunday evening). Homework, sections on the IRP, are due the day after class (Tuesday). 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.

## **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 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 the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

---

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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 assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

---

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

## **USE OF TECHNOLOGY**

---

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 for any online or hybrid classes. Please note that any course with online proctored exams require 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**. No requests for early examinations or alternative days will be approved.

## **COURSE SCHEDULE AND ASSIGNMENTS**

---

**For BUS6060, each student will be required to:**

### **Assignments:**

Part of any successful course is the willingness of the student to fully engage in the learning opportunities presented. 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 later in the semester.

### **Clifton Strength Finders (50 points): *(two-part)***

#### **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.

*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.*

### **Discussion Posts:**

While there are two options for weekly discussion questions, only ONE needs to be completed. The initial post needs to be completed Sunday evening, the night before class. Response to classmates will take place in class, not in Canvas, and will count toward your class participation points. The discussions are worth 20 points for your initial post and 20 points toward class participation.

### **Homework Assignments – Individual Research Paper:**

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 in an APA formatted.

**Final Presentation:**

Create a five-minute presentation to share your IRP as a short summary. The presentation and feedback to classmates is the final for the course.

120 points is reserved for class participation and contribution.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
<p><b>Week 1</b> <b>NO CLASS – work in Canvas</b></p>	<ul style="list-style-type: none"> <li>• Class Overview and Assignments: Video</li> <li>• Read Bolman and Deal Ch 1-2</li> <li>• Choice of Firm and Change Initiative for Individual Research Project Homework Due September</li> </ul>	<p><b>Homework</b> – Due by Friday of week 1 <b>DQ Initial</b> – Due by Friday <b>Video Introduction</b> – Due by Friday</p>
<p><b>Labor Day</b></p>	<p><b>No Class</b></p>	
<p><b>Week 2</b></p>	<ul style="list-style-type: none"> <li>• Strength Finders</li> <li>• Read Bolman and Deal Ch 3-5 Structure</li> <li>• Discussion Question (DQ)</li> <li>• Reframing Summary Homework</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm) <b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<p><b>Week 3</b></p>	<ul style="list-style-type: none"> <li>• Read Bolman and Deal Chapter 6</li> <li>• 7-S Model Link on Canvas</li> <li>• Customer-Centricity – Link on Canvas</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Structural Frame Summary</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm) <b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<p><b>Week 4</b></p>	<ul style="list-style-type: none"> <li>• Read Bolman and Deal Chapter 7-8</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Structural Frame Application for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm) <b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<p><b>Week 5</b></p>	<ul style="list-style-type: none"> <li>• Read Bolman and Deal Chapter 9-11</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Human Resource Frame</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm) <b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>

<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Read Bolman and Deal Chapter 12-14</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Human Resource Frame Application for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm)</p> <p><b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Read Bolman and Deal Chapter 15-17</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Political Frame</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm)</p> <p><b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Read Bolman and Deal Chapter 18-19</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Political Frame Application for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm)</p> <p><b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>• Read Bolman and Deal Chapter 20-21</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Symbolic Frame</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm)</p> <p><b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• Kotter Chapter 1-2</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Symbolic Frame Application for IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm)</p> <p><b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• Kotter Chapter 3-6</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Summary of Kotter’s Stages 1-8</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm)</p> <p><b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• Kotter Chapter 7-9</li> <li>• Discussion Question (DQ)</li> <li>• Homework – Application of Kotter’s Stages to IRP</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm)</p> <p><b>Homework</b> – day after class (Tuesday by 11:59 pm)</p>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>• Kotter Chapter 10-11</li> <li>• Discussion Question (DQ)</li> </ul>	<p><b>DQ Initial</b> – prior to class (Sunday by 11:59pm)</p> <p>Strengths Paper Due</p>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>• No reading</li> </ul>	
<b>Week 15</b>	<ul style="list-style-type: none"> <li>• Final Presentation of IRP</li> <li>• Final Submission of IRP</li> </ul>	