

Meeting days: Monday	Instructor: Dr. Jamie Brownlee-Turgeon
Meeting times: 5.:30 – 8:30 pm	Phone: 626.806.3153 (Cell/text)
Meeting location: Mission Valley 316	E-mail: jbrownle@pointloma.edu
Final Exam: N/A	Office location and hours: Mission Valley/Zoom as requested
Linked In: Profile	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

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

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

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

COURSE DESCRIPTION

This course 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* (6th 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

<p>Assignment distribution by percentage/points:</p> <ul style="list-style-type: none"> • Discussions = 48% or 480 points • Weekly Homework for IRP = 28% or 280 points • Strengths Finders Essay = 5% or 50 points • Class Participation = 10% or 100 points • Final Case Analysis = 9% or 90 points 	<p><u>Sample grade 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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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session or when they are due—including assignments posted in Canvas. 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 or 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

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 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 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

Face-to-Face MBA Courses:

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 (one completed individually on Canvas and one completed as a group in-class), 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 1000 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 weekly discussion questions, only ONE needs to be completed in Canvas. The second discussion, as identified as “in-class” will be completed as a group, with the group submitting in Canvas together during class. For the individual discussion post, the initial post needs to be completed Thursday, with a second post as a response to at least one classmate by Sunday evening. Each discussion is worth 20 points.

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 three-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>Week 1 Short Zoom CLASS – work in Canvas</p>	<ul style="list-style-type: none"> • Class Overview and Assignments: Video • Read Bolman and Deal Ch 1-2 • 	<p>Homework – Due by Friday of week 1 DQ Initial – Due by Sunday Video Introduction – Optional</p>
<p>Week 2 Labor Day</p>	<p>No Class</p>	
<p>Week 3</p>	<ul style="list-style-type: none"> • Choice of Firm and Change Initiative for Individual Research Project Homework Due • Read Bolman and Deal Ch 3-5 Structure • Discussion Question (DQ) • 	<p>DQ – initial Thursday & Response Sunday Homework – day after class</p>
<p>Week 4</p>	<ul style="list-style-type: none"> • Read Bolman and Deal Chapter 6 • 7-S Model Link on Canvas • Customer-Centricity – Link on Canvas • Discussion Question (DQ) 	<p>DQ – initial Thursday & Response Sunday Homework – day after class</p>

	<ul style="list-style-type: none"> • Reframing Summary Homework 	
Week 5	<ul style="list-style-type: none"> • Read Bolman and Deal Chapter 7-8 • Discussion Question (DQ) • Homework – Structural Frame Summary 	DQ – initial Thursday & Response Sunday Homework – day after class
Week 6	<ul style="list-style-type: none"> • Read Bolman and Deal Chapter 9-11 • Discussion Question (DQ) • Homework – Structural Frame Application for IRP 	DQ – initial Thursday & Response Sunday Homework – day after class
Week 7	<ul style="list-style-type: none"> • Read Bolman and Deal Chapter 12-14 • Discussion Question (DQ) • Homework – Human Resource Frame 	DQ – initial Thursday & Response Sunday Homework – day after class
Week 8	<ul style="list-style-type: none"> • Read Bolman and Deal Chapter 15-17 • Discussion Question (DQ) • Homework – Human Resource Frame Application for IRP 	DQ – initial Thursday & Response Sunday Homework – day after class
Week 8	<ul style="list-style-type: none"> • Read Bolman and Deal Chapter 18-19 • Discussion Question (DQ) • Homework – Political Frame 	DQ – initial Thursday & Response Sunday Homework – day after class
Week 10	<ul style="list-style-type: none"> • Read Bolman and Deal Chapter 20-21 • Discussion Question (DQ) • Homework – Political Frame Application for IRP 	DQ – initial Thursday & Response Sunday Homework – day after class
Week 11	<ul style="list-style-type: none"> • Kotter Chapter 1-2 • Discussion Question (DQ) • Homework – Symbolic Frame 	DQ – initial Thursday & Response Sunday Homework – day after class
Week 12	<ul style="list-style-type: none"> • Kotter Chapter 3-6 • Discussion Question (DQ) • Homework – Symbolic Frame Application for IRP • Strengths Paper Due 	DQ – initial Thursday & Response Sunday Homework – day after class Strengths Paper – night of class
Week 13	<ul style="list-style-type: none"> • Kotter Chapter 7-9 • Discussion Question (DQ) 	DQ – initial Thursday & Response Sunday

	<ul style="list-style-type: none"> • Homework – Summary of Kotter’s Stages 1-8 	Homework – day after class
Week 14	<ul style="list-style-type: none"> • Kotter Chapter 10-11 • Discussion Question (DQ) • Homework – Application of Kotter’s Stages to IRP (1-4) 	DQ – initial Thursday & Response Sunday Homework – day after class
Week 15	<ul style="list-style-type: none"> • No reading • Homework – Application of Kotter’s Stages (5-6) to IRP 	Homework – day after class
Week 16	<ul style="list-style-type: none"> • Final Presentation of IRP • Final Submission of IRP 	