



**Fermanian School of Business**

**BUS6060/LDR 6060**

**3 Units**

**Managing in a Changing Environment**

**Spring 25**

**SP25Q1 Jan 13-March 9th**

<b>Meeting days:</b> Online	<b>Instructor title and name:</b> Dr. Randall Waynick
<b>Meeting times:</b> Variable	<b>Phone:</b> 612-910-9353
<b>Meeting location:</b> Online	<b>E-mail:</b> rwaynick@pointloma.edu
<b>Final Exam:</b> Online March 8th	<b>Office location and hours:</b> ZOOM
<b>Additional info:</b> SP25Q1 Jan 13-March 9th	<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**

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**

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 114 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

---

### **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. If you buy a physical copy please ensure you get the 6<sup>th</sup> edition.
2. Kotter, J. P., Akhtar, V. & Gupta, G. (2021). *Change*. Hoboken NJ: Wiley and Sons. This book must be purchased, it is not available in the Library: [https://www.amazon.com/Change-Organizations-Hard-Imagine-Uncertain/dp/1119815843?ref\\_ast\\_sto\\_dp](https://www.amazon.com/Change-Organizations-Hard-Imagine-Uncertain/dp/1119815843?ref_ast_sto_dp)
3. Please get a student digital subscription to the Wall Street Journal.
5. Publication Manual of the American Psychological Association, Seventh Edition (2020)- Recommended
6. Supplemental and if interested in a professional certification: Hiatt, J.M. (2006). *Adkar: A model for change in business, government and our community*. Fort Collins, CO: Prosci Research. At <https://www.amazon.com/ADKAR-Change-Business-Government-Community/dp/1930885504>

---

### **ASSESSMENT AND GRADING**

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 LDR6060, each student will be required to:

### **BUS/LDR6060 Managing in a Changing Environment**

As part of your LDR6060, we will be using the MBTI assessment. Your assessments results provide the opportunity to:

- Increase awareness of your personal MBTI Type communication preference.
- Gain appreciation of how other MBTI Types contribute to the communication process.
- Develop strategies to increase communication effectiveness during problem solving and decision making.
- Understand how MBTI Type can help you better understand your preferences for managing change.

**IMPORTANT:**

- You will receive the MBTI assessment link to your Point Loma email address. It will be coming from [no-reply@themyersbriggs.net](mailto:no-reply@themyersbriggs.net).
- You will receive your MBTI results during business hours (Monday-Friday 8am-5pm Central)
- Plan to complete your assessment no later than one week prior to the class date scheduled to apply MBTI.
- If you have any questions about the assessment process, please email: [info@profileassessments.com](mailto:info@profileassessments.com).

## PAPER – Self Awareness/Management

As a result of the MBTI assessment, you will write a brief self- awareness/management reflection paper. In the paper, you must interpret your MBTI 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 MBTI profile to achieve the goals that you set for yourself in the MBA/MAOL. 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.

### Assignments:

- MBTI – 50 Points
- 5 short case assignments – 400 Points.
- Midterm essay covering structural and human resource frames from Bolman and Deal – 150 Points or 15%
- Final essay covering political, symbolic, and leadership from Kotter, Bolman and Deal – 200 Points).
- Canvas Video Discussion Board 104 points. Bolman And Diehl posts 1 post a week for 8 weeks 13 pts each
- Canvas Video Discussion Board 96 points. Kotter posts 1 post a week for 8 weeks 12 pts each

#### Sample grade scale:

A=93-100	C=73-76
A-=90-92.	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 assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

---

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) 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.

[APA Style: How to Cite ChatGPT](#)

---

### **CONTENT WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Change Management, and I will support you throughout your learning in this course.

---

### **TRIGGER WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

---

### **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 who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at [scortezm@pointloma.edu](mailto:scortezm@pointloma.edu).

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.

## **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 other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

---

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix) or as shown in the PLNU Spiritual Care section of this syllabus.

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](http://www.pointloma.edu/bias)

## **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.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

## 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."

### **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](mailto: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 assure 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.

## **COURSE MODALITY DEFINITIONS**

---

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

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

---

### Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

## **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

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT		ASSIGNMENT DUE DATE	
1	<p><b><i>Week 1 is a Light Week</i></b></p> <p><b><i>Introduction to Course</i></b></p>	<p>1. Bolman and Diehl CH 1 and</p> <p>2.Video overview</p>	<p>1.Video chapter lecture</p>	
2	Structural	<p>1. Bolman and Duhl Ch 3,4,5</p> <p>2.Kotter Ch 1, 2</p>	<p>1. Video chapter lectures (separate videos for each book)</p> <p>2</p>	<p>1.Short Case assessment</p>
3	Human Resources	<p>1. Bolman and Diehl Ch 6,7,8</p> <p>2 Kotter Ch 3 .</p>	<p>1.Video chapter lectures (separate videos for each book)</p>	<p>1.Short Case assessment</p>
4	Political	<p>1.Bolman and Diehl Ch 9,10, 11</p> <p>2 Kotter Ch 4 .</p>	<p>1.Video chapter lectures (separate videos for each book)</p>	<p>1.MBTI assessment</p> <p>2. Short Case assessment</p>
5	Symbolic	<p>1. Bolman and Diehl Ch 12,13,14</p> <p>2 Kotter Ch 5</p>	<p>1.Video chapter lectures (separate videos for each book)</p>	<p>1.Mid term Essay on B and D readings Structural and human resources</p>
6	Integrating for effective practice and Opportunities and Perils	<p>1. Bolman and Diehl Ch 15,16</p> <p>2 Kotter Ch 6</p>	<p>1.Video chapter lectures (separate videos for each book)</p>	<p>1. Short Case assessment</p>

7	Leadership and Change in Orgs	1. Bolman and Diehl Ch 17,18 2 Kotter Ch 7	1.Video chapter lectures (separate videos for each book)	1.Short Case assessment
8	. Ethics and Wrapping it up	Bolman and Diehl Ch 19,20 2 Kotter Ch 8,9	1.Video chapter lectures (separate videos for each book)	1.Final Essay Political, symbolic, and leadership