NORTH PARK UNIVERSITY
School of Business and Non-Profit Management

Class #: SBNM 5990	**Fall Quad A 2013**
Course Title: Change Management	**Online (Section A12)**

Instructor:

Name: Pam Schilling
Office Phone: (773) 244-5505
Office Fax: (312) 264-0484
Email: pschilling@northpark.edu
Office Location: 5043 N. Spaulding, 2nd Floor (East of the bridge over the river)
Office Hours: Mondays, 10am-3:00pm (all Central Time) and by appointment
Online Hours: Generally, 9am-11am and 9pm-11pm most weekdays

Required Texts

- Senge, Peter, The Fifth Discipline, The Art and Practice of the Learning Organization, Crown Business. ISBN-13: 978-0-385-51725-6
- Anderson, D. and Ackerman Anderson, L., Beyond Change Management: How to Achieve Breakthrough Results Through Change Leadership, Second Edition, Pfeiffer. ISBN: 978-0-470-64808-7

Optional Texts

- Kim, D.H. and Anderson, V., System Archetype Basics: From Story to Structure, Pegasus Communications. ISBN 978-1-883823-04-7
- Bridges, W., Managing Transitions: Making the Most of Change, Third Edition, Da Capo Lifelong Books. ISBN-13: 978-0-738-21380-4
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., and Smith, B., The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations, Crown Business. ISBN-13: 978-0-385-49322-2

Course Description:

The single constant in today's world is change. This course addresses the application of leadership and management skills to handle change. The nature of change affecting the modern organization will be explored as well as individual and social responses to change. The course will explore forces that act as stimulants to change and identify sources of individual and organizational resistance to change. Techniques for overcoming the resistance to change and the characteristics of learning organizations will be examined, as will organizational development techniques for bringing change.

Course Objectives

IDEA Objectives:

- Explain fundamental principles, generalizations, or theories
- Learn to apply course material (to improve thinking, problem solving, and decisions)
- Learn to analyze and critically evaluation ideas, arguments, and points of view

During this course, the student will:

1. Describe types and drivers of change
2. Use system archetypes to explain the dynamics of an organization
3. Describe the change process and identify where his/her organization fits into that process
4. Articulate the need to build a shared organizational vision and identify techniques to accomplish that task
5. Describe characteristics of effective change leaders and learning organizations
6. Apply change principles to his/her organization

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Course Overview

Week	Date From To	Topics and Readings Chapter: Title	Assignments / Deliverables
1	Aug 26 to Sep 1	***Introduction to Change Management*** • Anderson, Ch 1-5 • Senge, Ch 1-3	**Review Syllabus and Moodle for course overview information, Moodle structure, and assignment instructions.** **Discussion Forum** **Assignment 1: Self Introduction** **Assignment 2: Analysis of Change Drivers**
2	Sep 2 to Sep 8	NOTE: Sep 3 is Labor Day, plan accordingly ***Systems Thinking*** • Senge Ch 4-7, Appendix 2 • Butter Battle Book (posted on Moodle) • Online Article: "System Archetypes as a Diagnostic Tool"	**Discussion Forum** **Quiz: Causal Loops** *Group Project: Introduction*
3	Sep 9 to Sep 15	***Mind Sets and Paradigms*** • Senge, Ch 8-9 • Anderson, Ch 6-8 • Online definitions of Paradigm Shift	**Discussion Forum** **Group Project: Situation Approval**
4	Sep 16 to Sep 22	***Change Process*** • Anderson, Ch 9-10 • Online Interview: William Bridges • Case Study: Managing Transitions: Making the Most of Change	**Discussion Forum** **Assignment 3: Transition Readiness Assessment** *Group Project*
5	Sep 23 to Sep 29	***Shared Vision*** • Senge, Ch 10-11 • Article: Taking Charge	**Discussion Forum** **Group Project: Final** **Group Project: Peer Evaluation** *Change Strategy Paper*
6	Sep 30 to Oct 6	***Leading Change*** • Senge, Ch 12-18 • Anderson, Ch 11 • Online Articles	**Discussion Forum** **Group Project: Response** *Change Strategy Paper*
7	Oct 7 to Oct 13		**Change Strategy Paper: Final**

Reference Moodle for additional assignment details, instructions, deadlines and to upload/post all assignments.

In some weeks, there are also additional reading materials posted in Moodle – please reference Moodle as your primary source.

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Course Grading

Assignment Point Allocation

Deliverable	***Points***
Assignments:	
Self-Introduction	10
Change Drivers	20
Transitional Readiness	20
Group Project:	
Applying System Archetypes	75
Group Member Evaluation	5
Response to Group Presentation	10
Quiz	20
Final Paper – Change Strategy	125
Discussion Forum / Weekly Summary (15 pts/week – 6 weeks)	90
Overall	***375***

Overall Course Grade

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of the School of Business and Nonprofit Management. The final course grade will be computed according to the total number of points earned for all assignments as shown below:

Final Grade	% Low	% High	Low Pts	High Pts
A	93.0%	100.0%	348.8	375.0
A-	90.0%	92.9%	337.5	348.4
B+	87.0%	89.9%	326.3	337.1
B	84.0%	86.9%	315.0	325.9
B-	80.0%	83.9%	300.0	314.6
C+	77.0%	79.9%	288.8	299.6
C	74.0%	76.9%	277.5	288.4
C-	70.0%	73.9%	262.5	277.1
D+	67.0%	69.9%	251.3	262.1
D	64.0%	66.9%	240.0	250.9
D-	60.0%	63.9%	225.0	239.6

I do not accept late submissions of any assignments for any reason whatsoever.
A late submission will be recorded as 0 points.
All grades are final and not subject to debate.

The detailed components of your grade will always be posted to Moodle. It is your responsibility to audit regularly for accuracy and to request any required corrections. Final grades will be made available within a week upon the completion of the course and are found in Moodle and WebAdvisor.

Assignments – Deadlines

- PLEASE READ THE SYLLABUS AND ONLINE INFORMATION THROUGHTLY TO ENSURE DUE DATES ARE CLEAR.
- **No late assignments will be accepted.**
- High level assignment due dates and times:

Assignment	Due Date	Time Due (Central Time)
Discussion Forum	Initial Post: Tues Dialogue Post: Fri	Initial: Midnight Dialogue: Midnight
Weekly Summary	Mon	Midnight
Quiz	Week 2, Sun	Midnight
Assignments: Self-Introduction Change Drivers Transitional Readiness	Sun	Midnight
Group Project: Situation	Week 3, Sun	Midnight
Group Project: Final	Week 5, Sun	Midnight
Group Project: Response Group Project: Peer Evaluation	Week 6, Tues	Midnight
Final Paper	Week 7, Sun	Midnight

Assignments – Overview / Instructions

In addition to the overview of assignments below, instructions and a grading rubric are posted on Moodle. Please reference each week and for each assignment.

Discussion Forum / Weekly Summary

Weekly Points	15
Total Points	90

- The Discussion Forum and Weekly Summary are used in place of in-class discussion in the online format. Please keep this in mind as your posts should be robust and thorough, as would be comments/answers made in a face-to-face class.
- Discussion Forum: 2 types of posts are required – each type has 5 points allocated (for the weekly total of 10):
  1. Initial Post: Based on the discussion questions posted for the week, you provide a response. The goal of the question is to stimulate discussion. Therefore, your post should be substantive and respond directly to the question. As a guideline, roughly 75-100 words is generally appropriate. You should reference readings and personal observations.

2. Dialogue Post to Classmates and Instructor: During the course of the week, you should read of the postings of your classmates and Instructor and respond MINIMALLY to 2 of the postings with thoughtful and meaningful responses. Dialogue posts must further the conversation, challenge peer assumptions, and/or in some manner, contribute to the discussion by adding new or related information in a meaningful way.
   - You are welcome to respond to more than two peer posts, but, if you do, please ensure that all additional responses are as well developed as the primary two.
   - If a classmate presents a question related to a comment you have made, it is important to respond.
   - Note: The Discussion Forum is "closed" at midnight on Friday for the purposes of evaluating the week's participation. At this point, grading will take place. The class is welcome to add additional comments after Friday, but, recognize they will not be reflected in the points earned for the week's forum.

- What a Dialogue Post is NOT:
  - A question posed to an original post (only)
  - An answer to a question posted by another class member
  - A second post to clarify an original post
  - Stating "I agree/disagree" or "good perspectives" only
- Weekly Summary: At the conclusion of the Discussion Forum, each student must post a summary of approximately 200-300 words describing what was learned from the readings, responses to posted questions, and interaction by the class members on the week's Discussion Forum, and personal experiences which demonstrate a comprehensive understanding of the week's topic(s).
  - The summary should be crafted carefully to succinctly express your thoughts.
  - Do not cite long passages from the reading and/or other sources.
  - If you want to interact with a specific section of the reading, direct our attention to the passage by an author and page number reference (e.g., Senge, p. 55).
  - NOTE: The Summary Post will be submitted as an Assignment in the weekly Moodle folder, not in the Discussion Forum.

<u>Papers and Projects</u>

- The details/requirements of the various papers and projects are found in Moodle. The overall purpose of these assignments is to apply concepts from the reading to real-world situations.
- Rubrics for each assignment are posted in Moodle. Read and reference these thoroughly as you develop your analysis.
- Some of the papers and projects will be posted on-line for class members to read and comment. This approach allows for you to learn from the experiences of your peers. You are encouraged to speak frankly about challenges in your organization or personal life. ***All participants are reminded that any material shared in the course should be considered confidential.*** If you are uncomfortable with any material being seen by other students, please contact the Instructor to discuss a process to submit your assignment(s) privately.

Throughout the course, students are encouraged to ask questions and engage the Instructor for clarification and feedback. A forum has been setup to address General Course Questions and Assignment Questions. You are also welcome to contact the Instructor with questions (see Communication Expectations below).

Course Teaching and Learning Methods

This course is being taught in intensive online format; therefore, it is very important for students to keep up with readings, assignments, and online discussions. There are a number of requirements each week and it is each student's responsibility to ensure the assignments, requirements, and deadlines are understood.

The learning process in the online environment is not solely instructor-led. Students must create learning opportunities with one another. We are all instructors, students, and supporters in this learning environment.

The course uses individual and group assignments. It will be necessary to do group work and do so in our virtual environment, working by phone, Skype, and email. This is very typical in business settings today, particularly global organizations that are geographically distributed. Pay attention to this and raise your level of communication with your classmates to ensure that you get the most from this learning environment and the course's assignments.

A key item for success in this course: If you have questions – ASK!!! The instructor can arrange individual or group discussions to clarify topics or assignments, post information, and adjust the overall management of the course. But, if students do not convey this need, it is not known. Two online forums have also been provided for questions.

Learning is best facilitated when we work together – do not work persistently on assignments where you are confused or not making progress. Ask a class member or instructor for guidance and help (per the guidelines established above with the overview of assignments).

Overall Expectations

1. It is important to complete all readings, post assignments on-time, and participate in the Discussion Forums each week.
2. If you encounter a problem with an assignment, ask questions. It is preferred that you post questions in the appropriate discussion forum that has been set up for that purpose. You may however contact the instructor with your question and you will receive a private response.

Participant Responsibilities

1. Engagement and full participation are required for this class. You cannot successfully complete this online course without completing the weekly readings and assignments. You are expected to read the text as assigned and complete the assigned problems based on the assigned deadlines.
2. Some assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time, noting the office hours I am available.
4. Use proper "netiquette" (see A Guide to Netiquette in Course Information book on Moodle).
5. I normally advise participants to plan on spending 10-15 hours per week on course responsibilities (e.g. reading, assignments, Discussion Forums, case study analysis, paper research/analysis, etc.).

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Course Facilitator (Instructor) Responsibilities

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. The course facilitator will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The course facilitator will provide opportunities for group work that will include discussion as well as hands-on exercises.
4. The course facilitator will provide updated information on relevant resources for the various topics of interest.
5. The course facilitator will read and critically assess students' assignments and provide feedback within 3-5 days of receipt.
6. The course facilitator will respond to all student e-mails within 48 hours of receipt.
7. The course facilitator will respond to all student phone calls within 48 hours.

Communication Expectations

Communication skills are a major part of your academic and professional development. As this course is in the School of Business and Nonprofit Management, we will assume that I am an executive and you are an employee on my team. Therefore, every communication you send should be highly professional. This means formatted and edited for 100% accuracy in spelling, grammar, punctuation, and word choice. Your question or inquiry should be specific and clear. I will be able to respond more promptly if this is the case.

Also, I will not respond to any email that is not accurate or does not have a clear request. I check email regularly and late into the evening. If I do not respond within one business day, please apply proper diligence and follow-up, and resend your communication (assume that I've overlooked your message in error).

When authoring an email, please use an appropriate subject which is indicative of the contents of the message. For example: "Clarification question – Case 1." Your primary point of reference is this syllabus. Please review in detail before approaching me with questions about the course structure and content contained in this syllabus. Do not be surprised if I refer you to the syllabus or Moodle as an answer.

My preference for contacting me is as follows:

1. Email (at any time)
2. Office hours / Appointment to speak via telephone/Skype – arrange via email
3. Voicemail message (recognize I am seldom in my office and check messages infrequently)

Technology Tools Expectations

Understanding technology tools in today's business environment is critical. As such, I require all work be done in Microsoft Wordor Powerpoint (or equivalent) and specify the appropriate tool for each assignment.

Computer Requirements: In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Computer-Services/Network/Minimum-Requirements for information on computer requirements and network access.

Moodle: All students are expected to access Moodle. All grades and critical directions for assignments are posted on Moodle. This is also the official record for all grade-related issues. Check and audit grades regularly.

Email: All students are expected to check your North Park emails regularly (NOTE: Outside accounts like Yahoo and Hotmail often forwards class emails to your spam folder). I send significant information via email and expect all students to have read the information sent. If you do not use your North Park email address, please make sure email is being forwarded properly.

Software Tools: All students are expected to use the appropriate software for the course. This course relies heavily on Microsoft Word, use of the internet, and many online research resources.

Policy on Ethics

PLEASE READ THIS SECTION THOROUGHLY

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the Internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's Catalog (available at www.northpark.edu). In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Student with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada.

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Use of APA Publication Manual

The School of Business and Nonprofit Management (SBNM) has adopted the Publication Manual of the American Psychological Association (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the APA Manual is to enhance student learning by:

1. Improving student's writing skills.
2. Standardizing the required format of all written assignments in all SBNM courses.
3. Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4. Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the APA Publication Manual, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.