North Park University
School of Business and Nonprofit Management
SBNM 5990 - Change Management
Spring Quad A 2013-14
Monday 6:30-9:50 PM

Course Purpose:
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 about change.

Individual Development and Education Assessment:

At the conclusion of class you will be asked to evaluate the class on the basis of the IDEA goals.
The three IDEA goals are:
1. Comprehend fundamental principles, generalizations, or theories.
2. Apply course material to improve thinking, problem solving, and decisions.
3. Analyze and critically evaluate ideas, arguments, and points of view.

Student Learning Objectives:

Upon completion of this course the students will have:

Week 1
- Discussed organizational change in light of complex adaptive systems theory.
- Identified the three types of change and discussed examples of each.
- Discussed the drivers of change and distinguished between internal and external drives.
- Identified situations in which a lack of attention to internal drivers blocked an organization from responding successfully to external drivers.

Week 2
- Discussed examples of the "Limits to Success" Archetype.
- Participated in a learning simulation in which they identify reinforcing and balancing forces within an archetype.

Week 3
- Determined the role and impact of mindset upon an individual's ability to change.
- Determined the role and impact of culture on an organization's ability to change.

Week 4

- Viewed a film on change.
- Applied theory covered in class to the situations depicted in the film.

Week 5

- Examined the impact of shared vision and team learning on organizational learning.
- Worked in teams to finalize team project.

Week 6

- Demonstrated team learning of course concepts through the presentation of their analysis of an organization in the news currently going through change.

Week 7

- Made commitments to the development of their personal change mastery
- Written a paper in which they analyze change taking place in their workplaces.

Course Methodology:
Lectures will be brief and contextual. The primary learning will take place through the use of group discussion and hands-on exercises. Students will use their own work experience as the basis for reflection and the development of knowledge around concepts presented in class. The students will be expected to keep a journal in which they record reflections on readings, class exercises and experiences in their real work environments.

Instructor:
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Office hours: Tuesday and Thursday afternoon or by appointment.

Text & Supplements:
The Fifth Discipline, The Art and Practice of the Learning Organization, Peter Senge, New York, 2006. ISBN:0385517254

Beyond Change Management, Advanced Strategies for Today's Transformational Leaders, Dean and Linda Ackerman Anderson, San Francisco, 2010. ISBN-10: 0470648082

Systems Archetype Basics, Daniel H. Kim and Virginia Anderson, Waltham, MA, 1998. ISBN10: 1883823048 (Will be provided on Moodle).

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/Information-Technology/Network/Minimum-Requirements for information on computer requirements.

Technical Skills Required:
The orientation in Moodle should be completed before beginning this course. Other than having the ability to function in Moodle, students should be able to write papers using MS Word. Additionally, PowerPoint will be needed to access slides that are posted as resources for the week.

Grading will be based on the following:
Class Participation: 10%
Journal: 25%
Team Project – Learning from Causal Loops: 25%
Team Member Evaluation: 10%
Final Paper: 30%
Written Assignments:

The Journal

Without adequate reflection real learning is cut short. Students will keep a weekly journal (approximately 1000 words each week) in which they reflect on readings, classroom experiences and discussion, work on final team project and observation of course concepts in the work place. No journal is due Week 6. The journals will be turned in via Moodle at the beginning of class Weeks 2,3,4,5,& 7 and graded by the beginning of the next class session. Guidelines for journal writing are as follows:

- After each class period summarize the main points of the class lecture or discussion and write down your immediate reactions (in the form of comments, questions, illustrations..)
  - Write in complete sentences and paragraphs, as this focuses your attention on the all-important relationships among main ideas. Record your responses. What makes sense based on your experience? What appears vague or puzzling or imbalanced?
- Follow the same process as outlined above for writing after you read each chapter.
- Additionally, record your thoughts about changes going on in your life that reflect the course concepts.
- Before turning in your journal look for any patterns in your thinking and comment.

The Project

The students will form and work as teams to complete a series of exercises with a variety of Causal Loop Diagrams. Understanding Causal Loops, and their role in

understanding conscious change leadership, is fundamental to the concepts taught in class.

The Project will be due Week 6. The project will include:

1. A narrative of the current event chosen by the team.
2. An explanation of the change using the iceberg diagram.
3. An analysis of the drivers of change.
4. A chart and explanation of change over time.
5. A diagram and explanation of the archetype (s) that best explain the forces at play in the situation
6. A discussion on how through the analysis leverage was found that could lead to transformational change.

The Paper

Each student will write a paper, due no later than midnight on Saturday, March 8, in which he or she analyzes and evaluates the readiness for change and writes a proposal for transformational change within the context of the real work place. The real work place will be the student's place of employment unless otherwise approved by the instructor. The student will:

1. Describe their organization as a complex living system.
2. Analyze the Drivers of Change.
3. Explain current reality through the use of Causal Loops (Archetypes) and Change over time diagram.
4. Apply Anderson's Change Process Models from Chapter 10 (Conscious Change Leader Accountability Model and the Change Leader's Roadmap) as the backbone of a proposal for change within their organization.
5. Summarize and close with your recommendations including leverage for change.

Papers should be written according to APA Guidelines. **Proof your papers carefully**. I expect graduate level work and misspellings, poor grammar, and bad syntax can lower your grade. The body of each paper, not including the title page, abstract and reference list, is to be between 8 and 10 pages.

Papers submitted via Moodle.

Schedule of Readings and Assignments

Session	Subject – and Written	Reading Assignment

	Assignments	
1 Jan. 13	Introduction to Transformational Change and Complex Adaptive Systems	Senge, Part II (all chapters) Anderson, Chapters 1-2 (2001 edition) Chapters 1-3 (2010 edition)
Jan. 20	Dr. Martin Luther King, Jr. Day	NO CLASS
2 Jan. 27	How Our Actions Create Our Reality Introduction to Causal Loops (Archetype Diagrams)	**Journal Due** Senge, Part I (all chapters) Anderson, Chapters 4-6(2010) Systems Archetype Basics, Introduction
3 Feb. 3	The Role and Impact of Mindset The Role and Impact of Culture	**Journal Due** Anderson, Chapters 7-8 (2010)
4 Feb. 10	A Shift of Paradigms	**Journal Due** Senge, Part III (all chapters)
5 Feb. 17	Creating Shared Vision The Impact of Team Learning Team Meetings	**Journal Due** Final Project Work
6 Feb. 24	Presentations	**Team Archetype Analysis Due**
7 Mar. 3	Change Process Models	**Final Journal Due** Senge, Part IV Anderson, Chapters 9-10 (2010)

Mar. 8	Paper due no later than midnight on Saturday, Mar 8	Final Paper Due

Disabilities:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 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/Campus-Life-and-Services/Disability-Resources

Attendance Policy for Graduate Courses :

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

Academic Honesty:

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management 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:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the Internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. 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 online catalog.

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.

APA Guidelines:

Effective August 2009, the School of Business and Nonprofit Management (SBNM) will adopt 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 students' 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 Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources below. ***It is your responsibility to learn the specifics of the APA Manual and to ensure that all written work is formatted accordingly.***

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (http://owl.english.purdue.edu/owl/resource/560/01/). In particular, we are strongly encouraging you to download and review a general orientation to APA basics entitled "APA PowerPoint Slide Presentation" that can be found via the below link. In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below link.

APA Interactive presentation that walks you through the process of setting up your APA paper
http://www.peakwriting.com/aiu/apa6th/apa6th.html

APA PowerPoint Slide Presentation:
http://owl.english.purdue.edu/owl/resource/560/17/
Sample APA Paper:
http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Suggested Online Resources
North Park University Writing Center

www.npuwritingcenter.com

The Purdue Online Writing Lab
http://owl.english.purdue.edu/owl/resource/560/01/

APA Online
www.apastyle.org

Suggested Print Resources

Hacker, D. (2009). *Rules for writers*. Boston: Bedford/St. Martin's.

Barnet, S., Bellanca, P., & Stubbs, M. (2008). *A short guide to college writing.* New York: Pearson Longman.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington D.C.: American Psychological Association.