

School of Business and Nonprofit Management

Course Syllabus

Course: SBNM 5990 – Change Management

Academic Year: 2013/2014

Semester/Quad: Spring Quad B

Credit Hours: 2

Prerequisites: None

Instructor: Janet Borggren, adjunct instructor

Phone: 773-251-6634 (mobile)

Email: jborggren@northpark.edu

Availability:

I do not have regular office hours but am happy to meet by appointment. Email me to set up a time to talk...either in person or on the phone.

Course Description:

The single constant in today's world is change. This course will help you understand the nature of change in complex organizations and develop insights into how to bring about change.

Introductory Comments:

I have been a management and technology consultant for more than 15 years. During that time, I have seen many organizations introduce changes, with varying degrees of success. In some cases, it was a simple matter of upgrading to a new software version or updating a procedure, which required training. In other cases, the level of change was more significant – such as figuring out how deregulation would affect the culture and practices of a utility company or helping an insurance company become more customer-centric. Even if a change appears to be simple, management is often surprised by the level of resistance.

This course will give you an opportunity to read some of the acknowledged thought-leaders in the Change Management discipline. More importantly, it will give you a chance to reflect on the nature of change...from a personal and organizational perspective. I've taught this course many times of the years, and always gain new insights from the experiences of the students. I look forward to exploring the issues of change together.

Course Materials:

REQUIRED

Textbook(s):

- *The Fifth Discipline, The Art and Practice of the Learning Organization*, Peter Senge, New York, 2006 ISBN 978-0-385-51725-6
- *Beyond Change Management: How to Achieve Breakthrough Results Through Change Leadership*, 2nd Ed., Anderson, D and Anderson, LA, San Francisco: Pfeiffer, 2010. ISBN 978-0-470-64808-7
- *System Archetype Basics, From Story to Structure (ebook)*, Kim, D.H. and Anderson, V. (1998). Waltham, MA: Pegasus Communications, Inc. 1998. ISBN 978-1-883823-04-7.

Individual Development and Education Assessment (IDEA):

At the conclusion of the class you will be asked to evaluate the class on the basis of the following IDEA goals:

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.

Specific Course Objectives:

After this course, you should be able to:

Week 1

- Discuss organizational change in light of complex adaptive systems theory.
- Identify the three types of change and discuss examples of each.
- Discuss the drivers of change and distinguish between internal and external drivers.
- Identify situations in which a lack of attention to internal drivers blocked an organization from responding successfully to external drivers.

Week 2

- Discuss examples of the “Limits to Success” archetype.
- Identify reinforcing and balancing forces within an archetype.

Week 3

- Determine the role and impact of mindset on an individual’s ability to change.
- Determine the role and impact of culture on an organization’s ability to change.

Week 4

- Apply theories covered in class to the situations depicted in a film.

Week 5

- Examine the impact of shared vision and team learning on organizational learning.
- Work with peers to apply system archetypes to a “real world” situation.

Week 6

- Apply course concepts to analyze an organization in the news currently going through change.

Week 7

- Analyze change taking place in his/her workplace.
- Commit to the development of his/her personal change mastery.

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. feedback to you and your classmates. You are largely responsible for your own learning.

You are encouraged to speak frankly about challenges in your organization or personal life. *Remember that any material shared in the course should be considered confidential.*

The following elements will be used to explore the course content:

Readings

Weekly readings are typically chapters from the two assigned texts (Senge and Anderson). Supplemental material may be required from scholarly journals and/or online sources. Because this course is being taught in intensive format, it is very important for you to keep up with reading assignments. In some cases, readings may be divided into required and optional texts.

Papers and Projects

These assignments give you an opportunity to apply concepts to real-world situations. They are:

- Journal
- Team Projects
- Final Paper

The Journal

Without adequate reflection, real learning is cut short. Each student will keep a weekly journal (approximately 1000 words each week) in which he/she reflects on readings, classroom experiences and discussion, work on final team project, and observation of course concepts in the work place.

Journals should be created in Microsoft Word and emailed to the instructor by the beginning of class in Weeks 2, 3, 4, 5, and 7. No journal is due in Week 6. Journals will be graded by the beginning of the next class session.

Guidelines for journal writing:

- 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 relationship 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.
- Record your thoughts about change going on in your life that reflect the course concepts.
- Before turning in your journal, look for any patterns in your thinking and comment.
- Your journal is an opportunity for reflection, so does not need to be a polished paper. Introductions, conclusions, logical transitions, and formatting are not important.

The Project

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

The project will be due in Week 6. Each team will pick an organization in the news that is going through change. The team will analyze the situation and present that analysis. Presentation must include:

- A narrative of the current event chosen by the team.
- An explanation of the change using the iceberg diagram.
- An analysis of the drivers of change.
- A chart and explanation of change over time.
- A diagram and explanation of the archetype(s) that best explain the forces at play in the situation.
- A discussion on how the forces could be leveraged to effect transformational change.

The Paper

Each student will write a paper applying concepts of the course in the real work place. That work place will be the student's place of employment unless otherwise approved by the instructor. The paper will:

- Describe the organization as a complex living system.
- Analyze the drivers of change.
- Explain the current reality through the use of causal loops (archetypes) and a Change Over Time diagram.
- Apply Anderson's Change Process Models from Chapter 10 (Conscious Change Leader Accountability Model and Change Leader's Roadmap) to develop recommendations for the organization.
- Summarize and conclude.

Papers should be written according to APA guidelines (including title page, abstract, and reference list). Proof your papers carefully. I expect graduate level work and misspellings, poor grammar, and bad syntax can lower your grade. The body of the paper (not including title page, abstract, and reference list) should be 8 – 10 pages and emailed to the instructor by the due date.

1. All papers must be submitted in Microsoft Word or a format readable by MS Word. The University has loaded Microsoft Office 2007 on my computer and other software (i.e., Corel Word Perfect, Apple, etc.) may not be readable. If I cannot open your file I cannot evaluate it.
2. 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 your learning by:

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

If you are unfamiliar with the requirements of the APA Publication Manual, I 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.**

Attendance Policy:

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 you within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but you will not earn any discussion points for that week. Missing a second class session is allowed only in unusual circumstances by prior arrangement with me, the instructor. Since this represents almost 30% of the engagement time for the course, you run 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 (www.northpark.edu).

Schedule of Weekly Assignments:

[In the table below, enter weekly assignment information (.e.g., reading assignments, papers or projects due, discussion forums, etc.). For quad courses, delete unnecessary rows.]

Week	Dates	Topics	Assignment(s)
1	March 19	Introduction to Transformational Change and Complex Adaptive Systems	Readings: <ul style="list-style-type: none"> • Anderson, Ch 1-3 • Senge, Part II (Ch 4-7)
2	March 26	How Our Actions Create Our Reality Introductions to Causal Loops & Archetypes	Journal: <ul style="list-style-type: none"> • Before class, email Week 1 journal Readings: <ul style="list-style-type: none"> • Senge, Part I (Ch 1-3) • Anderson, Ch 4-6 • <i>System Archetype Basics</i>, Introduction
3	April 2	The Role of Mindsets and Culture	Journal: <ul style="list-style-type: none"> • Before class, email Week 2 journal Readings: <ul style="list-style-type: none"> • Anderson, Ch 7-8 Group Project: <ul style="list-style-type: none"> • Decide on your topic
4	April 9	A Shift of Paradigms	Journal: <ul style="list-style-type: none"> • Before class, email Week 3 journal Reading: <ul style="list-style-type: none"> • Senge, Part III (Ch 8-11) Group Project: <ul style="list-style-type: none"> • Submit topic for your project. Begin work.
5	April 16	Creating Shared Vision The Impact of Team Learning Team Meetings	Journal: <ul style="list-style-type: none"> • Before class, email Week 4 journal Group Project: <ul style="list-style-type: none"> • Work on project, to be presented next week. <p>Note that Easter occurs this week, so factor family/vacation plans into your schedule.</p>
6	April 23	Presentations	Group Project Due!
7	April 30	Change Process Models	Final Journal Due! Readings: <ul style="list-style-type: none"> • Senge, Part IV (Ch 12-17) • Anderson, Ch 9-10
	Midnight, May 5		Final Paper Due!

Grading:

Assignment	Points	Grade %
Class Participation	20	10%
Journal	50	25%
Team Project – Learning from Causal Loops	50	25%
Team Member Evaluation	20	10%
Final Paper	60	30%
Total	200	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
190 - 200	A (95-100%)	160 - 165	B- (80-82%)	134 - 139	D+ (67-70%)
180 - 189	A- (90-94%)	154 - 159	C+ (77-79%)	126 - 133	D (63-66%)
174 - 179	B+ (87-89%)	146 - 153	C (73-76%)	120 - 125	D- (60-63%)
166 - 173	B (83-86%)	140 - 145	C- (70-72%)	Below 120	F (<60%)

Assignment Grading Policies:

In rare occasions (such as a serious illness), I may grant an extension. If you need an extension, make sure to contact me before the deadline. Note that asking for an extension does not guarantee that you will receive it. Note that all the syllabus contains information about all class assignments. If you know that you have many work or family obligations in a given week, feel free to read ahead and start writing any papers early.

Work must be submitted on or before the deadline. **Late assignments** will be accepted with a penalty of 10 percent for each 24-hour period, or fraction thereof. (e.g., a paper was worth 40 points and would have earned full credit but was turned in four days late it would earn 24 points – a loss of 4 points x 4 days). If a paper is more than one week late, it will not receive any credit.

Student Responsibilities:

1. Keep up with readings. Feel free to read ahead.
2. Participate fully in class discussions. If you have a question about the readings, or would like to discuss how course concepts relate to a specific situation, speak up.
3. Reflect on course concepts and their application in your journal.
4. Be a good teammate. Group projects can be challenging, but they are an important element of today's workplace.
5. Respect confidentiality. If your organization's information is extremely sensitive, feel free to change (or simply not mention) the name. Make sure not to discuss any private information outside of class.
6. Submit all assignments on time. The weekly schedule is laid out in the syllabus, which should allow you to plan ahead.

Instructor Responsibilities:

I will present information, activities, and discussion questions to stimulate your thinking around course concepts.

Wherever possible, I will adjust class discussions to the specific needs and interests of the class, as well as any relevant current events.

I will share relevant examples from my own personal and work experiences.

I will grade assignments within one week, including comments.

Like many of you, I work full-time. Thus, any activities outside of our class sessions typically occur in the evenings and on weekends. If you need to reach me, feel free to contact me by email or phone, at any time. If I'm not available when you call, I will respond within 24 hours.

POLICY STATEMENTS

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.

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 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 policy outlined in the University Catalog (found on the NPU website).

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) **prior to** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

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Students with 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>