



BUS 585: Strategies in Change Management

INSTRUCTOR

Dr. Teresa Martinelli
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TIME & LOCATION

La Verne Online **LVO**
Distance Learning

OFFICE HOURS

By appointment via WebEx or Skype | Best way to contact instructor is email

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CRN 2437

COURSE DESCRIPTION

At some time in our lives, we are all called to be change leaders. Current global conditions demand organizational leaders not only keep up with the times, but also have the ability to understand and seize new opportunities for growth and development. This course is intended to examine a range of change strategies and methodologies in various organizational settings.

The focus will be on the initial analysis of the dynamics driving change, the determination of what conditions are working well and what is not, and developing appropriate change strategies to position the enterprise for future success. Change strategies in small, mid-size and large, complex organizations will be examined as well as different levels of organization response. The emerging importance of globalization and the technology on driving change will provide opportunity for review and study.

COURSE OBJECTIVES

The objective of this course is to provide students with a strong conceptual framework for the study, understanding, and application of change management strategies and related methodologies. The intended result is for students to emerge with the knowledge and frameworks to understand the sources and drivers of change. Ability to develop an appropriate strategic response to change and implementation plans.

In addition, the objective of this course is to provide the student with an understanding of the change literature, encourage critical thinking through analysis, and appreciate the dynamics and necessity of whole systems change strategies.

More specifically, at the end of this course the student will be able to:

- Assess the sources of change and the potential impact on the enterprise.
- Formulate alternative change management strategies as an appropriate response to organization realignment.
- Apply change management strategy and methodologies to facilitate initiative implementation challenges.
- Support the rationale for change management strategies and methodologies as viable solutions to organization transformations.
- Explain the conceptual change management framework and the skills and strategies of a successful organization change manager.

LEARNING OBJECTIVES

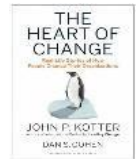
Each student will

- Develop an understanding of various change and conflict theories and theorists.
- Assess his/her personal and organizational responses to change and conflict.
- Become competent in the application of instruments/tools for assessing change/conflict.
- Develop observational and analytical skills in assessing their organization on topics related to change and conflict.
- Develop skills for planning and implementing change within organizations.




With these objectives, the student will be able to synthesize his/her knowledge of change management to aligning the strategy of the enterprise to organization design.

REQUIRED READINGS

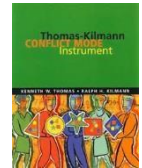
Kotter, J. P. & Cohen, D. S. (2002). *The heart of change. Real life stories of how people change their organizations*. Boston, MA: Harvard Business Press. ISBN 9781422187333



Plus, these instruments available through the bookstore:

-  The Change Style Indicator: Style Guide (Understanding Your Response to Change) 9780787939946
-  Thomas-Kilman Conflict Mode Instrument
-  ~~Harrison-Stokes Diagnosing Organizational Culture 9780883903162~~

Additional current and relevant readings may be assigned throughout the course



ADDITIONAL RESOURCES FOR REFERENCE


Bridges, W. & Bridges, S. (2009). *Managing transitions: Making the most of change* (3rd. ed.). Philadelphia, PA: Perseus Books Group.

Bonabeau, E., & Meyer, C. (2001). Swarm intelligence: A whole new way to think about business. *Harvard Business Review*, 79(5), 106-114.

Burke, W.W. (2011). *Organization change: Theory and practice* (3rd ed.). Washington, DC: Sage Publication.

Cloke, K., & Goldsmith, J. (2011). *Resolving conflicts at work: Ten strategies for everyone on the job* (3rd ed.) San Francisco, CA: Jossey-Bass. ISBN 9780470922248

Cameron, K. S. (2008). Paradox in positive organizational change. *Journal of Applied Behavioral Science*, 44, 724.

Capra, B. (1990). *Mindwalk: A film for passionate thinkers*, with Liv Ullmann, Sam Waterston, and John Heard, Hollywood CA [Available on YouTube <https://youtu.be/Uec1CX-6A38>]. 

Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. New York, NY: Little, Brown, & Company.

Harvey, T. R., & Broyles, E. A. (2010). *Resistance to change: A guide to harnessing its positive power*. Lanham, MA: Rowman & Littlefield Education.

Jick, J. D. & Peiperl, M. A. (2011). *Managing change: Cases and concepts*. (3rd ed.). Boston, MA: McGraw Hill/Irwin.



Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill

O'Toole, J. (1995). *Leading change: Overcoming the ideology of comfort and the tyranny of custom*. San Francisco, CA: Jossey-Bass.

Shearouse, S. H. (2011). *Conflict 101: A manager's guide to resolving problems so everyone can get back to work*. Saranac Lake, US: AMACOM. Retrieved from <http://0-www.ebrary.com.leopac.ulv.edu>

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The dance of change The challenges to sustaining momentum in leading organizations*. New York, NY: Doubleday/Currency.

Students will be required to use the Wilson Library electronic source platforms to access scholarly journals as well as use the internet to research organizations that are analyzed as part of coursework.

ADDITIONAL WRITING AND APA RESOURCES:

Hayes, M. L. (1999). *Encouraging words: A source book of words and phrases for dissertation and report writing*.

Silver Springs, MD: The Beckham Publications Group, Inc. (available from <http://www.beckhamhouse.com/> and Amazon [note free for Kindle users]). (This resource is **VERY HIGHLY RECOMMENDED**)

Schwartz, B. M, Landrum, R. E., & Gurung, R. A. (2014). *An easy guide to APA style*. Thousand Oaks, CA: Sage.

LEARNING METHODOLOGY

This is a fully asynchronous online course being facilitated by the instructor. The learning methodology consists of individual literature searches on selected strategic change management topics, formal analysis, and synthesis of current change management thinking, assigned readings from the textbooks, and change management case analysis.

Critical to being successful in this class will require the student to read the assigned material, complete all assignments in strict accordance to the syllabus specifications, and submit all course deliverables within the posted deadlines.

This course is driven by the value of learning and designed on the assumption that adult learners play a critical role in the learning of their colleagues. Thoughtful preparation of assignments and meaningful honest feedback contribute to a rich learning environment. The success of this course is a collective effort where we each play an important role.

EXPECTATION/RESPONSIBILITY OF STUDENT

This course will be conducted as an engaging and demanding online seminar; all students are expected to be prepared, and to contribute *actively* to discussion in ways, which enrich the quality of learning for all of us. Frequent connection with the course Blackboard site, attention to faculty emailed messages, and timely submission of all assignments will contribute to course success.

Reading and assignments specified on the detailed Class Schedule are to be completed prior to the dates specified. Sunday at 11:59 pm California time is the customary due date and time for assignments unless otherwise indicated for example Discussion boards. **Late work does not receive credit/points** [unless prior arrangements have been made with me].



Regarding the instruments, please note: As scholars in the field of management, we frequently work with a variety of instrumentation to explore our organizations and to understand better others and ourselves. Skills in gathering and analyzing data are refined in such work, and a strong foundation established for additional academic work and professional responsibilities.

The university and the faculty carefully select these tools to meet course and program goals. Students who would prefer not to participate in data gathering related to themselves, or who do not want to share with faculty information generated by the use of instruments such as those included in the syllabus of this course, may prefer an alternative course. Please discuss any concerns with me prior to commencing assignment.

EXPECTATION OF FACULTY

To be prepared; to create a comfortable and safe environment conducive to learning; to ensure a partnership that promotes mutual (individual and class) respect, trust, integrity and rapport. I am committed to provide appropriate feedback and timely return of written assignments [typically within 2-weeks]; and to be available to meet/talk with students (by appointment in person when possible; otherwise by email, Skype, WebEx, Google Talk, or telephone). *As faculty, I am committed to each student's success in the course.*

EXPECTATIONS OF EVERYONE

Faculty and students <> together are responsible for creating and sustaining a safe environment that facilitates learning, openness, personal growth, and mutual trust and respect.

An expectation exists that each of us will be open to new ideas, respectful, and tolerant of differing opinions. We have a contract as joint participant in the course: We are responsible for coming together as prepared professionals, with ownership of our time and a stake in ensuring that it is spent in ways valuable to us both individually and as a group.

ACADEMIC INTEGRITY

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity

- All tests (if any), term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable. (University of La Verne Catalog)

Plagiarism is a serious offense, and an illegal act. Failure to meet these standards for academic honesty will lead to course failure, and may result in dismissal from the University. See ULV Catalog for details.

ONLINE NETIQUETTE AND GROUND RULES

First and foremost, our online community must provide a safe and supportive learning environment for all. Normal professional rules of conduct that apply in a business setting apply to our on-line interaction. On-line courses require all of us to be sensitive to not only what we say, but also how we say it.

Since feedback to colleagues is a central part of the course, it is important that we consider using "I" message versus "you" messages. For example, "I believe, I feel, it is my opinion; I am having difficulty understanding, or I think," etc. This way we can respond to the idea and not to the person.

Other simple rules of courtesy I am sure come to mind that will help guide us as we proceed on this exciting learning experience. Finally, giving honest feedback is a most helpful means to learning.



TITLE IX OFFICE- TITLE IX

The University of La Verne policies prohibit discrimination based on race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the ULV Employee Relations & Title IX. You also may make an anonymous report online <https://sites.laverne.edu/studentaffairs/incident-report-wellness-referral-form/> or Students may also contact 909-448-4078 for confidential resource, advocacy, and other support.

The University of La Verne Mission Statement can be found at

<http://laverne.edu/inauguration/missionstatement/>

The **MBA program**, and all courses and activities in the College of Business and Public Management, are committed to the University of La Verne mission and core values:

Ethical Reasoning: The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity: The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.

Lifelong Learning: The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, to access, and integrate information to prepare them for continued personal and professional growth.

Community and Civic Engagement: The University asserts a commitment to improving and enhancing local, regional, and global communities.

COURSE ASSIGNMENTS

Important: ALL written assignments must be submitted on Bb using Word or be converted to Word. If you are using Mac Pages or Google Docs, then please convert to Word prior to submission, as presently Bb cannot open such files. The same holds true for PowerPoint presentations.

DO NOT submit any assignment in PDF unless instructed to do so because standard track-changes cannot be used in a PDF document. Of these assignments, STANDARD COVER PAGE is required. However, when posting on Bb, do please identify your e-document with your Last name for example Smith_LitReveiw.docx

Photo or Avatar Bb Profile (1 point)

Identifying yourself with a photo or an avatar is important because doing so helps to build community. Even with rampant social media, some may be weary of photos thus the avatar is a most suitable replacement. Coming from the Sanskrit word for “incarnation in human form,” avatar is an application to help students introduce themselves, express their personalities behind the mask of an image rather than upload a



personal photo. Thus, you have a choice photo or avatar as research in higher education and workplace training indicates such is becoming standard in e learning.

Team Theorist Video Presentation (20 points):

Student Teams [size TBD~ depending on class roster] students will select a theorist in the field of change or conflict, and will research through both print and electronic sources the key concepts addressed by that theorist and the relevance of those concepts for our work in developing action plans. A list will be provided from which to select.

Presentation will be in the form of a video format with details to be provided. Teams will present on their chosen theorist and post in the Db portal in Week 6, Week 7, and Week 8 [these weeks are subject to change]. You will be assigned to a team via a randomized method. Thus, engage with team members early on ensures a more professional presentation.

Your team is expected to create a **video that is a link i.e. You Tube or Vimeo, or similar, but a link not a downloaded Pp**, which captures your selected theorist and theory essence in terms of change and/or conflict. Video formats can vary depending on your skill and computer proficiency.

Desktop Apps include Windows Moviemaker; Amazon's VideoSpin or Avid FreeDv; VirtualDub; or for Mac iMovie, Website apps include Animoto.com; Commoncraft.com; Knewton.com and Vimeo. Among others that can be developed on the web.

Samples will be shown later in the term. The recommendation is that your video includes the following components:

- An overview of the key theoretical concept
- Include a brief summary of the key theorist including their background, history, and reasoning or motivation for the theoretical developments. Include as applicable any scholarly citations or quotes
- If applicable, provide a sample or specific organization that can be used to explain the theory with more relevance. Cite scholarly support to validate context:
 - ✓ Identify any specific leadership and/or management issues you identified as significant for leaders to address to sustain performance with an organization given the specific theory
 - ✓ Cite some additional concepts of organizational issues and challenges related to the theory
 - ✓ Identify specific recommendations your team believes are necessary based on your analysis as it relates to the reality of the theory
- Provide concluding thoughts and insights
- The time length will depend on you but should be minimum 6-8 minutes but no more than 15 minutes
- Every team members' voice must be on the video and be identified at least initially.
- The video **must be a link** either to You Tube or Vimeo or similar rather than be a version requiring download.

Instrument Completion and Reflection (2 x 10 points =20 points):

Each student will complete the two (2) assigned instruments [✂ see noted] and incorporate the results into a Reflection Paper no more than 3 pages using first person and focusing and evaluating your results using the SAR (summarize, assess, and reflect) approach.

- ① 1- The Change Style Indicator and Style Guide Instrument
- ② 2- Thomas-Kilman Conflict Mode Instrument (TKI)

The synthetization of these two (2) assignments is part of a 360-degree self-assessment to encourage your development and understanding toward personal competency regarding one's personal and organizational responses to change and conflict. The progression meets the course's Learning Objectives and benefits analytical skill building.



Structured Discussion Board (Db) Activities (7 Db x 5 Points = 35 points)

You will participate in six (6) graded Blackboard (Bb) discussion activities to reinforce fundamental concepts and enhance student-student learning experience throughout the term.

Each discussion activity is worth 5-points and consists of *your* initial post posted by Thursday, plus a set of response posted by Sunday. To ensure effective discussions and depending on number of students registered, students may be assigned into smaller groups. The number per group will depend on class size.

The discussions among other topics *may* include (these are *examples*)

- 1) Ted Talks motivation;
- 2) Identity and Service Matters Strategy in the Spotlight (British Airways);
- 3) Cross Cultural Change Activities;
- 4) Positive Employee Change – Mindfulness;
- 5) Forms of Rivalry: Porter's 5-forces to Kotter's 8-steps;
- 6) Organizational Change and Conflict at the Movies
- 7) Team Theorist Peer Review

During the discussion weeks, (see Course Schedule), students must respond to the posted question(s) or tasks posed by the instructor and submit the answers **no later than 11:59 pm (P/DST), Thursday of the week assigned or sooner**. In addition, students must then provide comments to at least/minimum two classmate posts **no later than 11:59 pm (PST), Sunday of the same week**.

While students should read most classmates' contributions, you need to actively engage in only those discussions or dialog most relevant to your needs or interests. Missing this final part of the assignment will result in partial or no credit depending on how much was completed. The weekly Db will close automatically at 11:59 pm (PD/ST) at the end of week without further access.

Each threaded discussion requires a minimum of 3 posts by each student (1 your own + 2 responses) --- **although more postings are strongly encouraged for full credit grade**. Each student is expected to respond at a minimum to two postings offering a speculative rejoinder. Db will be reviewed and graded for content, analysis, quality, and use of scholarship (i.e. proper use of APA citations when necessary). All threaded discussions are graded based on the **quantity** and **quality** of each student's postings --- with emphasis on quality.

►Keep in mind that "minimum" by definition signifies "the least possible quantity" to receive a passing grade, which for me is a B. While this may be an online course - you are still in a Graduate Level course, thus a certain level of quality and quantity is expected. Additional Conversational Dbs will be required and will count toward your participation grade.

Action Plan (20 points):

The action plan must include a model for change, which is customized to the particular organizational setting.

The action plan must

- Identify the type of organization within which change will be implemented
- Discuss the need for change (what problem, gap, etc. exists that warrants change), including a stakeholder analysis (i.e. key decision makers and those affected by/ having a stake in the proposed change).
- Clearly articulate the proposed change, which must demonstrate congruence with stated need for change
- Identify the organizational readiness for change
- Identify the change agent and his or her role in the change plan/process
- Include a model for change that is customized to the particular organizational setting. (Identify the model – Kotter, etc., if a hybrid model is used, discuss which aspects were incorporated from which models and why)
- Describe the steps of the change process (as per the model selected) with adequate examples.



- Validate the change process by identifying an associative theory or theorist

The action plan format, which should include the standard CBPM cover page, will be composed of the following sections:

Student sample papers are posted under Course Documents in Bb that you may inspect for format, style, and general expectations for this assignment

Section 1	Section2	Section 3	References
<ul style="list-style-type: none"> ✓ Change Target ✓ Vision for Change ✓ Who needs to be Involved ✓ Likely Conflicts ✓ Sources of Support 	<ul style="list-style-type: none"> ✓ Leadership ✓ Communication ✓ Feedback ✓ Conflict Strategies ✓ Resources ✓ Measurement ✓ Strengths ✓ Opportunities 	<ul style="list-style-type: none"> ✓ My Change and Conflict Strengths ✓ Change Agent ✓ Attributes ✓ Final Reflection 	<ul style="list-style-type: none"> ✓ APA formatted ✓ Alphabetical order Minimum of three (3) scholarly resources

Reflection | Epilogue Journal (4 points) – DUE AT END OF TERM

This final assignment is written in first person. The purpose is to illustrate your experience, yet it should not be an overview of course discussions; rather this journal is intended to illuminate students' ability to analyze their experience. This reflection serves to answer the following three questions

- ✓ What new insights did you learn? (what new idea can you pocket or treasure)
- ✓ What did you unlearn? (implies an explicit shift in your understanding)
- ✓ What insight you learned that may have changed your worldview/perspective
- ✓ What surprised you or did you enjoy something fun as an assignment the class?

Requirements for full points include minimum of two (2) full pages being double space with 1" margins using either Times New Roman 12 or Arial 11 font *only*. A standard cover page is required (found under Course Documents on Bb). Follow standard APA protocol if direct quotes are used. Anything less than two (2) full pages will receive fewer points

This journal will not be shared with classmates and will be seen only by your professor.

GRADING CRITERIA

Final credit/no credit will be determined by computation of the following

Assignment	Points
Photo or Avatar	1
Team theorist presentation	20
Instrument Completion & Reflection (2 x10 points)	20
Structured Discussion Boards (Db) (7x5 points)	35
Action Plan	20
Reflection Epilogue	4
Total	100

Scale	
A	94-100
A-	90-93
B+	87-89
B	82-86
B-	79-81
C+	77-78
C	72-76



- According to the current University of La Verne online catalog (Grading Policy –Graduate) - an A or A- "demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication."
- Assignments submitted late will be given a lower grade or a zero (unless prior arrangements have been made with instructor).
- Documents are to be submitted electronically to Blackboard and **must be identified with student's last name** followed by document title.
- A standard CBPM cover page is required for all electronic submissions
- Papers, citations, and References must be in APA format using 1" margins, Arial 11, or Times or Times New Roman 12-point font. (*Instructor prefers Arial 11 font*).
- Assignments will be graded, returned, and posted on Blackboard two (2) weeks or sooner.

A- to A Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication

B- to B+ Exhibits professional competence in the subject matter and in all written and oral communication

C to C+ Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication (University of La Verne Catalog)

The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. This also implies that the C- or below grades are unacceptable in graduate work; therefore, there are no C- or below grades for graduate students.

WRITING RUBRIC: ORGANIZATION AND MECHANICS/LANGUAGE

Excellent	Very well organized; main ideas are clear and vivid; effective smooth sequencing. Writing displays consistent facility with language; variety of sentence structures (simple and complex); sophisticated and precise word choice; appropriate use of idioms; no detectable grammatical or mechanical errors. Paper submitted in APA format.
Good	Organized; clearly stated main ideas with only minor problems in cohesiveness; ideas appropriately sequenced. Displays facility with language; competence with most sentence structures; good word choice; may have minor errors in grammar, mechanics, idiom usage, but meaning is not obscured. Paper submitted in APA format.
Unsatisfactory	Not clearly organized; may wander or lack appropriate transitions, but thought can be followed. Displays competence with simple sentence structure, although may have problems with complex sentences; lacks variety of sentences; occasional errors in grammar, mechanics, word choice or idiom usage, that confuses the meaning. Mistakes in APA formatting not caught and corrected by the student.

COURSE EVALUATION

Students are asked to evaluate this course online. You will receive from the Office of Institutional Research instructions via email later in the term.

MODIFICATION to this syllabus may be made at any time at the discretion of the professor.



OTHER COURSE POLICIES AND EXPECTATIONS

All class work should utilize APA formatting. An APA workshop PowerPoint is posted in the Course Documents button. Please refer to *An easy guide to APA style* or the *Publication Manual of American Psychological Association* (6th edition). Students are also encouraged to take the APA style tutorial at <http://www.apastyle.org/learn/tutorials/index.aspx>. Additional information can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Instructor requests all writing assignments be in or converted to MS Word documents as in .doc or .docx format rather than Mac “pages”, Google docs, or PDF formats as these do not permit track-changes and are often not downloadable on Bb.

Kindly identify ALL file attachments submission with your Last name, Name of Assignment, and any other identifier you like.

Here is an example → Martin, T_ActionPlan_BUS585_F16.docx

Detailed instructions and grading rubrics for the assignments are available in the Blackboard. **Detailed instructions and grading rubrics for the assignments are available in Blackboard.** *Late submission of any form of course assignments (e.g., discussion posts, summaries, team assignments, and the final paper) will not be accepted.*

Assignments will be graded, and feedback given to students within two weeks of submission (sooner if possible).

COMPUTER/INFORMATION LITERACY

Basic information and computer literacy is required in one of the computer formats (Windows, Macintosh, or GNU/Linux). Students must have a ULV-mail account and be able to use Blackboard. Students must also be able to:

- ✓ Use a word processing program for writing assignments (e.g., Microsoft Word);
- ✓ Create a PowerPoint presentation;
- ✓ Choose appropriate library and other scholarly sources of information;
- ✓ Search for and find relevant scholarly information effectively through the internet; and ✓ Utilize and share relevant information without plagiarizing.

Hardware requirements include multimedia capable computer with Internet connection. Fast Internet connection such as broadband Internet (DSL, cable modem, etc.) is recommended.

Software requirements: Microsoft Word, Excel, and PowerPoint 2010 or newer; Adobe Acrobat; Web browsing software (e.g., Google Chrome, Firefox/Mozilla, Safari), antivirus program (e.g., Norton, McAfee, Windows Defender, Zone Alarm etc.)

For additional information about computing on campus, including tutorials, link to: <http://sites.laverne.edu/technology/>

ACADEMIC INTEGRITY AND PLAGIARISM

Academic dishonesty (e.g., cheating, fabrication, and plagiarism) will NOT be tolerated in this course. Instances of plagiarism and cheating will result in an “F” for the course as well as further disciplinary action in accordance with the University policy. For further information, refer to the University Catalog on academic integrity.



STATEMENT ON DISABLED STUDENT SERVICES

ULV adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with temporary and permanent disabilities. All disclosures of disabilities will be kept strictly confidential. No accommodation can be made unless you register with the Disabled Student Services (DSS) department. For information call (909) 448-4441.

COMMUNICATIONS

The most efficient way to reach me is through the Course Mail tool or standard ULV email. I will respond as soon as I can (usually within 48 business hours). To ensure effective email communications, pay attention to appropriate email etiquette, such as including a meaningful subject line (indicating the course number, group number, assignment, etc.), opening your email with a greeting, signing off with your name, and using standard spelling, punctuation, and capitalization.

Students may also schedule appointments with the instructor for online meetings. My Skype account is **DrLadyT.edu** | My Google Talk is **DrTMartinelli.edu@gmail.com**

Students are expected to check the course Blackboard regularly (**at least once per week**) for announcements or course updates. Students are also responsible to check their university emails regularly as the instructor may communicate with students regarding class matters via ULV mail as well.

Course Schedule Assignment Due-Date Sheet

#	Week of	Topic / Agenda / Activities	Readings	Assignment Due
1	3.26— 4.1	<ul style="list-style-type: none"> Course Introduction <ul style="list-style-type: none"> ✓ Getting to know you ✓ Syllabus review ✓ Assignment review Overview of CCL –Center for Creative Leadership as a source for course assignments <ul style="list-style-type: none"> ✓ http://www.ccl.org/leadership/index.aspx (search change or change management) Criteria for Theory Video Presentations 	□◆◆□	<ul style="list-style-type: none"> Questions Only ~Whose Line You Tube https://www.youtube.com/watch?v=E93XPggEPaA DUE: Db1 – Padlet intro
2	4.2— 4.8	<ul style="list-style-type: none"> Review of MBTI results <ul style="list-style-type: none"> ✓ http://www.myersbriggs.org/my-mbtipersonality-type/mbti-basics/ ✓ What is your 4 letter style? Change Style Indicator Review and reflection on readings and concepts Behavioral Practices linked to Values = The significance of congruence to facilitate change and reduce dysfunctional conflicts 	Kotter & Cohen Introduction and Step 1	<ul style="list-style-type: none"> DUE: Db2 DUE: 🌀1Change Style Indicator Instrument & Reflection paper

3	4.9— 4.15	Review and reflection on readings and concepts Change and Conflict Simulation: □ Four frames: Structure; HR – inclusion and involvement; Political: power and influence; Symbolic: the culture of the team?	Kotter & Cohen Step 2 & 3	<ul style="list-style-type: none"> • DUE: 2 Thomas-Kilman Conflict Mode Instrument <i>Reflection</i> paper • DUE: Db3
4	4.16— 4.22	<ul style="list-style-type: none"> • Positive Organizational Transformation: • Six Signs of positive change 	Kotter & Cohen Step 4	<ul style="list-style-type: none"> • DUE: Db4
5	4.23— 4.29	<ul style="list-style-type: none"> • Review and synthesis of change models and processes 	Kotter & Cohen Step 5	<ul style="list-style-type: none"> • DUE: Db5
6	4.30— 5.6	<ul style="list-style-type: none"> • Resistance and Resistance Based Models • Emotional Intelligence: Acknowledge and Reframe Emotions • Integration of the EI of the leader and followers on the implementation of change 	Kotter & Cohen Step 6	<ul style="list-style-type: none"> • DUE: Monday 6 PM TEAM 1 ~Theory Video Presentation • Conversational Db
7	5.7— 5.13	Use of social capital and building relationships to influence positive change and minimize dysfunctional conflict	Kotter & Cohen Step 7	<ul style="list-style-type: none"> • DUE: Monday 6 PM TEAM 2 ~Theory Video Presentation • Conversational Db
8	5.14— 5.20	<ul style="list-style-type: none"> • Integration of change models and approaches • Clarifying the vision for change (future) • Understand gap analysis: Current vs. Ideal Future state • Mobilizing commitment and sustaining motivation • Integrating multiple processes to ensure congruence 	Kotter & Cohen Step 8	<ul style="list-style-type: none"> • DUE: Monday 6 PM TEAM 3 ~Theory Video Presentation • Conversational Db
9	5.21— 5.27	Sustaining Change and the Tipping Point Sharing of Change Plans: <ul style="list-style-type: none"> • Live cases – examples of principles of effective change and conflict resolution strategies 	Kotter & Cohen Conclusion	<ul style="list-style-type: none"> • DUE: Action Plan paper on Bb • DUE: Db6 • Reminder complete Course evaluation
10	5.28— 6.3	The most effective change management strategies are those that focus on the human behavior element. Why? Concluding discussions.		<ul style="list-style-type: none"> • DUE: Db7 • DUE: Reflection Paper

Except for Discussion Boards, AND videos and unless otherwise noted, all assignments are due and to be posted on Bb due by Sunday 11:59 pm PST

Disclaimer Statement

Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.