

COM402 - Organizational Leadership and Change Management Syllabus - Fall 2017

(If a syllabus change is needed, the change will be communicated via a class meeting and a Sakai announcement.)

Instructor: Mary M. Hills, ABC, Six Sigma, IABC Fellow
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219.613.8591 (text enabled)
Office Hours: Standard weekly hours will be thirty (30) minutes before and after class.
Meetings can also be arranged by appointment and done via Facetime or Skype.

Class Meetings

Class will meet on Monday from 7 – 9:30 p.m., beginning on Monday, August 28, and completing on Monday, December 11. There will be no class meeting on Monday, September 4, due to the Labor Day holiday and Monday, October 9, for Fall Break. Class meetings are held in Maguire Hall, Room 334.

Required Course Texts and Resources

- Northouse, Peter G. (2016). *Leadership Theory and Practice*, 7th Edition. Sage Publications, Inc. Thousand Oaks, CA.*
- Kotter, John, & Rathgeber, Holger. (2006). *Our Iceberg is Melting*. Macmillan. London. ISBN – 13:978-02300-1685-9
- Daywelt, Drew. (2013). *The Day the Crayons Quit*. The Penguin Group. New York, NY. ISBN978-0-399-25537-3 10

(*Readings are select excerpts. See Course Schedule.)

All books will be on Reserve at the Library. I would recommend purchasing the Northouse text and consider using Library Reserve for Kotter and Daywelt. Both the latter are “change” story books. You may also purchase Kotter and Daywelt if you prefer. They’re fun books.

Course Description: An organization’s ability to anticipate, plan for, manage, and navigate through mergers, acquisitions, downsizings and leadership changes and emerge stronger afterward is an important measure of the effectiveness of its leaders. Strategic communication plays a critical role in the change-management process, and students will examine best practices in organizational leadership and change management. Strategic communicators also need to understand organizations’ business goals, the motivations of their leaders, and the framework in which business decisions are made. Students will be introduced to major economic, financial and business principles and the terms, concepts and values that guide organizations. By learning how to read profit and loss reports, income statements, earnings reports and 10Ks and understanding proxy statements and proxy fights, students will gain insights that will enable them to work more effectively as communicators and organizational leaders.

(no prerequisite)

Course Expectations

Students are expected to

- Obtain the course text/book.
- Review the syllabus for weekly reading and assignments.

- Prepare for weekly class meetings by completing the reading assignment for the week prior to the class meeting and checking Sakai for supplemental resources/handouts (slide deck) to bring to class.
- Attend class and participate in class discussions and activities.
- Submit assignments to the instructor when due.
- Stay informed via course updates in the course announcements in Sakai.

Course Objectives (CO)

Students will be required to comprehend, apply and demonstrate through class discussions, assignments and exams their grasp of the following:

- A. Gain knowledge and leadership skills needed to help organizations chart a successful course through change.
- B. Understand the major drivers of organizational change.
- C. Understand the role leadership plays in anticipating, planning and navigating organizational change.
- D. Understand the importance of effective change management.
- E. Increase business literacy by learning essential business terms and concepts.
- F. Understand the motivation of business leaders.
- G. Gain foundational knowledge to help to make managerial decisions based on business data.

Course Schedule

| Week | Focus | Reading & Assignments |
|--|---|--|
| August 28 Week 1 CO A,E & G | Intro to Course, Economic Fundamentals and Value Discussion | Northouse, Chapter 1 pgs. 1-17 |
| Sept. 4 Labor Day | No Class | No Class |
| Sept. 11 Week 2 CO A,E & G | Business Fundamentals, Fundamentals and Role of Strategic Communication and the Communication Professional | Due in Sakai by class time: The Company Story (Situational Analysis) - Annual Report Assignment |
| Sept. 18 Week 3 CO A, E & G | Financial/accounting Fundamentals, Leadership Ethics and Information Literacy Guest Speaker: Greg Salvatore, Financial Consultant, AXA Advisors, LLC. | Northouse, Chapter 13 pgs. 329-349 Due in Sakai by class time: Course Project - Select Course Project Focus - Change Communication Plan for an Organization |
| Sept. 25 Week 4 | Trait & Skills Approach | Northouse pgs. 38-39 and 67-68. Review prior to reading each chapter. |

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| CO C & F | | Northouse, Chapter 2 pgs. 19-32; Chapter 3 pgs.43-60 Due in Sakai by class time: Organizational Context – Audit Assignment |
| Oct. 2 Week 5 CO C & F | Behavioral & Situational Approach | Northouse pgs. 88-89 and 109-111. Review prior to reading each chapter. Northouse, Chapter 4 pgs. 71-82; Chapter 5 pgs. 93-103 |
| Oct. 9 | Fall Break | Fall Break – No Class |
| Oct. 16 Week 6 CO C & F | Path-Goal Theory & Leader-Member Exchange Theory | Northouse pgs. 132-134 and 154-156. Review prior to reading each chapter. Northouse, Chapter 6 pgs. 115-125; Chapter 7 pgs. 137-149 |
| Oct. 23 Week 7 CO C & F | Transformational, Authentic & Servant Leadership | Northouse pgs. 187-189, 217-219 & 249-252. Review prior to reading each chapter. Northouse, Chapter 8 pgs. 161-181; Chapter 9 pgs. 195-209; Northouse, Chapter 10 pgs. 225-242 Due in Sakai by class time: You're the Leader Assignment – Case Study |
| Oct. 30 Week 8 CO C & F | 2/1 (Team) Meetings on Course Project | Faculty Offices – Lewis Towers Due at meeting: Course Project DRAFT – Situational Summary and Stakeholder Analysis |
| Nov. 6 Week 9 CO C & F | Psychodynamic Approach, Adaptive & Team Leadership | Northouse pgs. 286-291, 317-323 and 389-392. Review prior to reading the chapter. Northouse, Chapter 11 pgs. 257-279; Chapter 12 pgs. 295-313; Chapter 14 pgs. 363-385 In-class Activity: Update classmates on project and ask for input. |
| Nov. 13 Week 10 CO C | Gender/Culture and Leadership | Northouse pgs. 415-418 and 458-463. Review prior to reading the chapter. Northouse, Chapter 15 pgs. 397-411; Chapter 16 pgs. 427-452 |
| Nov. 20 Week 11 CO B, C & D | Change Process Leading Change | Kotter & Rathgeber <i>Our Iceberg is Melting</i> Due in Sakai by class time: Why change? Assignment |
| Nov. 27 Week 12 CO A & B | Guiding Team Change Communication | Kotter & Rathgeber <i>Our Iceberg is Melting</i> Daywalt <i>The Day the Crayons Quit</i> |
| Dec. 4 Week 13 CO B, D & G | Changing Culture Role of Thinking & Feeling in Change Behavior | Kotter & Rathgeber <i>Our Iceberg is Melting</i> Daywalt <i>The Day the Crayons Quit</i> Assigned Readings |

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| Dec. 11 Week 14 CO B, D & G | Paper/Presentations | Due in Sakai 24 hours before class time: written plan & slide deck for presentation. Give 8 min. presentation in class on the change plan. |
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Grading

All course requirements will be graded on point values. Total point value for the course is 1,000 points. The points/weight of each requirement is:

| Assignments/Due Date | Points | Weighting |
|--|---------------|------------------|
| The Company Story – Annual Report Assignment (Week 2) | 100 | 10% |
| Course Project – Course Project Focus (Week 3) | 50 | 5% |
| Organizational Context – Audit Assignment (Week 4) | 100 | 10% |
| You’re the Leader – Case Study (Week 7) | 100 | 10% |
| 2/1 Meeting/Course Project: (Week 8) | | |
| Meeting Prep | 30 | 3% |
| Draft – Situational Analysis | 100 | 10% |
| Why Change? (Week 11) | 100 | 10% |
| Course Project (Week 15) | | |
| Communication Plan Report for “Senior Management” | 200 | 20% |
| Presentation to “Senior Management” | 100 | 10% |
| In-class Participation (10 pts./week for 12 weeks) | 120 | 12% |
| Total | 1000 | 100% |

At the end of the course a letter grade will be assigned based on total points gained using the table below.

| Letter Grade | Points | Percentage |
|---------------------|---------------|-------------------|
| A | 93 - 100 | 93% - 100% |
| A- | 90 - 92 | 90% - 92% |
| B+ | 87 - 89 | 87% - 89% |
| B | 83 - 86 | 83% - 86% |
| B- | 80 - 82 | 80% - 82% |
| C+ | 77 - 79 | 77% - 79% |
| C | 73 - 76 | 73% - 76% |
| C- | 70 - 72 | 70% - 72% |
| D+ | 67 - 69 | 67% - 69% |
| D- | 61 - 66 | 61% - 66% |
| F | 60 or below | 60% and below |

Written Assignments

Students will receive an assignment outline that includes a description and requirements for each assignment one week prior to its due date. All assignments listed on the syllabus are due at the

beginning of class in the week they appear on the syllabus. Instructor approval for a late assignment must be gained prior to its due date. The course paper/presentation assignment, a team project, will be handed out in week one (1).

In-Class Participation

To gain full points for in-class participation, students must interact with the in-class discussion at least once. Participation can be

- Providing additional information to the topic being discussed
- Sharing a personal experience on the topic being discussed
- Enhancing comments made by other students on the topic under discussion
- Clarifying/paraphrasing the topic under discussion to support understanding, or
- Presenting a brief critical assessment of the topic under discussion.

Technology HELP Desk

Access issues or questions on Sakai should be directed to the Help Desk at:

- Campus Phone: X84487
- Off-campus Phone: 773.508.4487
- Email: helpdesk@luc.edu or sakai@luc.edu

School of Communication Academic Integrity (Taken directly from the Handbook.)

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or

- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
 - Submitting as one's own another person's unpublished work or examination material;
 - Allowing another or paying another to write or research a paper for one's own benefit;
- or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Students with Disabilities

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.