Course Description

*Capstone for the M.A. in Organizational Leadership:* Learners create a leadership project with an applied context. As part of the capstone, learners also reflect and discuss how the individual's leadership lens informs his or her chosen career field. (Note: ORG 6900 should be taken during the last term of the M.A. program)

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Analyze the process of leading complex change.
2. Discuss the relationship among use of self and leadership for complex change.
3. Evaluate an organization's readiness for complex change.
4. Apply self as an instrument to identify how to leverage one's leadership talents to serve as an instrument for change.
5. Develop strategies for including people in the change process by inviting them to express their ideas and talents.
6. Develop strategies for reinforcing new behaviors and gathering interpersonal data during the change implementation process.
7. Develop strategies for creating respect and psychological safety during the change process.
8. Develop assertiveness for sharing one's own perspective and the empathy to understand others' perspectives.
9. Design a plan for leading a specific area of change within a specific team or organization using self as an instrument.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook or other resources. Suggested Readings are listed in the Unit III and V study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Readings.
4. **Discussion Boards**: Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.

5. **Unit Assignments**: Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each Unit Assignment. Specific information about accessing these rubrics is provided below.

6. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

7. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

### Unit Assignments

#### Unit I Reflection Paper

Submit a brief, reflective essay (minimum of 500 words) with the following three sections:

1. Write your personal thoughts about the main concepts of the Cheung-Judge (2012) article, and identify personal traits.
2. Relate these main concepts to your preliminary ideas for the Unit VIII Final Project (e.g., organizational need for change and type of organizational change).
3. What issues and strategies might you focus on and develop a plan for in the Final Project (due in Unit VIII)? How would you, as leader, play a role?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

#### Unit II Case Study

Review the case study, “Turnaround and Transformation at Duke University Children’s Hospital,” found on pages 25-26 of the course textbook. Write an APA-formatted essay with a minimum of 900 words that includes the following two sections:

Section 1: In a minimum of 300 words, describe how the three phases of Kurt Lewin’s field theory and process-driven change (Spector’s sequential model) apply to the Duke University case study.

Section 2: In a minimum of 500 words, describe how either Kurt Lewin’s field theory OR process-driven change (Spector’s sequential model) apply to your idea for the Unit VIII Final Project.

Prior to writing section two, spend some time planning out your ideas, considering your strategy options, and truly contemplating the characteristics of your organization and its people. Consider the following:

- How would you solve the issue using strategies to align people for the organizational change?
- How would you, as leader, strategize and, over time, create an organization culture that reinforces new behaviors?
- As leader, what strategies (from Spector, 2013) align with your preliminary ideas?
- Visualize the change implementation possibilities and the potential fall-out on each component of the organization.
- What would you do specifically in anticipation of employee-reactive behavior?

Include an introduction and conclusion specific to your findings.

All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit II Reflection Paper

Submit a brief and personal reflection of at least 250 words about the article “Managing Use of Self for Masterful Professional Practice” with respect to your preliminary ideas for the Unit VIII Final Project. Use the reference information below to locate the article in the Business Source Complete database in the Waldorf Online Library.


Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Essay

Phase 1: Unit VIII Final Project

Submit a 500-600 word essay describing your idea for the final project. Outline three main sub-topics (problem area, strategies, related theory) for your Unit VIII Final Project. Be sure to use proper APA style. Include an introduction, conclusion, and section headings unique to your paper.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Essay

Phase 2: Unit VIII Final Project

Submit an APA style, 600-900 word (two- to three-page) excerpt explaining which aspects of organizational design and redesign apply to your organization. Include how three to five strategies apply to and address your proposed change at your organization. Be sure to include the concept of self as an instrument to identify how to leverage one’s leadership talents to serve as an instrument for change. Cite ideas from Chapter 4 and other sources as applicable to your elected plan.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Case Study

Read the case study titled “Vineet Nayar Transforms HCL” on pages 119-122 in your textbook. Explain how the strategies for including people in the change process included employee ideas and talents. Conclude with a closing reflection paragraph and answer the following: How do these actions inform your thoughts as you develop plans for your Unit VIII Final Project?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Case Study

Read the case study on pages 147-148, “Making the Problem Worse,” and write a unique 300-400 word position paper explaining strategies for gathering interpersonal data during change process. Which change implementation theories would have helped the administrators at Springfield General Hospital in the case study? Develop and explain at least two strategies for gathering interpersonal data through the change process by asking questions, listening, and observing. Use section headers to clearly mark the sub-topics and strategies you select to explain in your paper. Cite ideas from Chapter 6 and/or the required reading articles for this unit.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Case Study

Read the case study “Leading Change: Carlos Ghosn at Renault and Nissan” on pages 164-172 of the course textbook. Consider the outcomes of Renault-Nissan Alliance and the Nissan Rival Plan, and discuss strengths and weaknesses of Ghosn’s approach to leading change at Nissan.
Write a four-page (1100-1200 word) paper outlining the main issues and solutions for the case study. Cite ideas from Spector (2013) and at least two of the required reading articles for Unit VII. Format your paper in APA style, and include the following seven section headers:

- Issues
- Proposed Solutions
- Upward Communication
- Barriers to Change
- Emotional Bonds
- Personal Reflections
- Conclusion

In the Personal Reflections section, share what could be done in your Unit VIII Final Project concerning any related topics, (e.g., upward communication, barriers to change, and emotional bonds that help or hinder during change) as they are present in your chosen institution.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Essay**

**Performance Advantage of Sustainability**

Review Chapter 8 in your textbook (pages 181-185), “Performance Advantage of Sustainability.” What are your thoughts/reactions? In a 200-300 word essay, describe how leaders develop assertiveness for sharing one’s own perspective and empathy to understand others’ perspectives concerning the organization’s socially responsible behaviors (e.g., sustainability)?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Final Project**

Design and submit a detailed proposal for leading a specific area of change within a specific team or organization, using self as an instrument in a way that illustrates your assertiveness for sharing your own perspective as well as empathy to understand others’ perspectives.

Submit a 9-10 page (2700-3000 word) APA-formatted paper with nine APA (level-one) section headers as follows:

- Organization Description
- Area of Change
- The People Involved
- Desired Behaviors
- Change Strategies
- Use of Self
- Theoretical Support
- Social Responsibility of the Plan
- Conclusion

Note: Your work on the Final Project spanned the entire course term (i.e., Phase 1 and 2 preliminary documents were submitted during Units III and IV; you were also asked to note progress of this project in various Discussion Board questions and assignments). Be sure to include these past excerpts in the appropriate sections as you compile and develop the context of each section in this project.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

APA Guidelines

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-
public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

- Discussion Boards (8 @ 2%) = 16%
- Reflection Papers (2 @ 6%) = 12%
- Case Studies (4 @ 8%) = 32%
- Essays (3 @ 6%) = 18%
- Unit VIII Final Project = 22%
**Total** = 100%

**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
### ORG 6900, Leading Complex Change

**Course Schedule**

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

#### Unit I  Examination of Self and Organizational Change

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<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Chapter 1: Organizational Change</td>
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<td>Additional Reading Assignment(s): See Study Guide</td>
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<tr>
<td>Discuss:</td>
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<td>Submit:</td>
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**Notes/Goals:**

#### Unit II  Examination of Self and Organizational Change

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<td>Read:</td>
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<td>Submit:</td>
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<td>Reflection Paper by Tuesday, 11:59 p.m. (Central Time)</td>
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**Notes/Goals:**

#### Unit III  Organizational Readiness for Change

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**Notes/Goals:**
## Course Schedule

### Unit IV: Organizational Redesign

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| Discuss  | ✔️ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
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### Unit V: People Alignment in Organizations

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| Read     | ✔️ Chapter 5: People Alignment  
☐ Suggested Reading: See Study Guide |
| Discuss  | ✔️ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit   | ✔️ Case Study by Tuesday, 11:59 p.m. (Central Time) |

### Unit VI: Reinforcing New Organizational Behaviors

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| Read     | ✔️ Chapter 6: Reinforcing New Behaviors  
☐ Additional Reading Assignment(s): See Study Guide |
| Discuss  | ✔️ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit   | ✔️ Case Study by Tuesday, 11:59 p.m. (Central Time) |

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<td><strong>Submit:</strong></td>
<td>Essay by Tuesday, 11:59 p.m. (Central Time), Final Project by Tuesday, 11:59 p.m. (Central Time)</td>
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