# Course Syllabus

## Course information

Course number and title: **MQM 383 - Leading Organizational Change**

Course duration: 1/13/2023 - 4/30/2023

Course format: Hybrid

Time and location: 12:35am - 1:50pm, SFHB 368

Prerequisites: MQM220; MQM221

## Required Materials

- Kotter, J. Leading change. Boston: Harvard Business School Press. (ISBN 0875847471)

- Harvard Business Publishing course pack

Recommended textbook

- Deszca, G., Ingols, C., Atanassova, E., & Cawsey, T.F. (2025). Organizational change: An action-oriented toolkit. (5th Ed.) Sage. (ISBN: 9781071876312) (You may purchase the book via this link)

## Instructor Information

Instructor               Dr. Yongmei Bally

Office Hours              Tuesday 2:30-3:30pm, and by appointment

Phone                    630.877.6196 (Cell)

Email                    yliu2@ilstu.edu

## Course Description

The course examines forces behind organizational change, various forms of change, critical issues related to change implementation, and the role of leadership in the change process. The course readings and activities are aimed at expanding awareness and knowledge of the process through which organizations change, and factors that influence the success of organizational change efforts.

## Learning Objectives

Upon the completion of this course, you should be able to:

- Identify external and internal forces that drive an organizational change.

- Discuss reasons behind successful or failed organizational transformation efforts.

- Discuss factors leading to, symptoms associated with and ways to overcome resistance to change.

- Apply Kotter's 8-step model to identify key change leadership issues and offer suggestions to organizational change efforts.

- Discuss the critical role of leadership in creating change.

- Critically reflect on one's own change leadership skills and develop plans for personal and professional growth.

**Course Format**

This is a hybrid course, with both asynchronous and in-person sessions. Detailed information on the modality of each class meeting is available in the course schedule.

We will use a variety of learning tools, including textbook, articles, cases, simulations and discussion forums. There will be both individual and group activities and assignments. For each hour of class time, you should plan to spend at least 1.5 to 2 hours to read and reflect, as well as completing assignments. This means, to successfully complete the coursework, you should plan to spend at least 6 to 8 hours a week on this course.

**Canvas Access**

All students are required to gain access and visit the Canvas course website. This site will provide you with all course documents, including the syllabus, course schedule, assignments, course announcements, and grade information. Visiting this site regularly will be vital to your success in the course. To access Canvas, go to canvas.illinoisstate.edu and log in through Central Login. If you need assistance using Canvas, please click here for student resources. For technical assistance, Submit a Help Ticket or contact the Technology Support Center (TSC) at (309) 438-4357, by email at SupportCenter@IllinoisState.edu, or by Live Chat at Help.IllinoisState.edu.

**Technology Use and Electronic Communication**

Unless otherwise notified, all work must be submitted through Canvas Assignments. Submission of assignments via my ilstu email will not be graded. – **NO EXCEPTIONS**. Technological failures of any sort will not be considered legitimate reasons for late assignments. So, make sure you follow through the submission process to ensure that your work is indeed submitted.

**Evaluation of Performance**

In order to take into account various learning styles, your performance is evaluated as follows:

| Graded items | Possible points | Percentage |
|---|---|---|
| Quizzes | 70 | 23% |
| Discussion forums | 30 | 10% |
| Simulation 2 | 40 | 13% |
| Participation | 50 | 17% |
| Change leadership interview project | 100 | 33% |
| Peer evaluation | 10 | 3% |
| Total | 300 | 100% |

| Grade | Percentage |
|---|---|
| A | 90 – 100 |
| B | 80 – 89 |
| C | 70 – 79 |
| D | 60 – 69 |
| F | 0 – 59 |

Grades are based solely on performance and are non-negotiable. No personal problems will be taken into account in assigning grades.

**Late Assignment:** Unless otherwise specified, an assignment is to be turned in via Canvas before class on the due date. An assignment turned in later than the due date will be reduced by a letter grade for each calendar day that it is late.

**Grievance procedure.** If you have a challenge to a specific exam question, you must use the established Grievance Procedure. The Grievance Procedure requires you to present

your case to me in writing with the following information: (a) Student name, (b) Question or item number, (c) Your answer to the question, (d) The basis to support your alternative, such as text pages, with clear rationale. I will review any grievances and will make a judgment about whether additional points will be awarded for the item in question.

**Academic dishonesty.** You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. All violations will be reported to the Office of Student Conduct and Conflict Resolution for sanctions and will receive any grade modifications that the instructor sees fit.

Assignments Details

**Quizzes (70 points)**

There will be seven online quizzes (10 points each). The quizzes will be multiple-choice, true or false, or fill-in-the-blank questions. The questions will be based on assigned readings, not cases. Please make sure you complete all reading assignments before taking the quizzes.

**Discussion forums (30 points)**

Discussion forums are intended to be a place for peer learning. Three forums (10 points each) will be assigned for you to share and exchange thoughts on the assigned readings and Simulation 1.

**Change Simulation 2 (40 points)**

You will work in groups to run a change simulation in which you take steps to lead an organizational change process. You will conduct two runs – one individual run (un-graded trial run) and one group run (graded). After completing the group run, every group will submit a lessons-learned report (1-2 pages, single-spaced), in which you discuss the decisions you made in the simulation, your successful as well as failed moves, and what the experience taught you in terms of managing change. In the report, do not try to summarize your moves. Instead, discuss the overall strategies you deployed (e.g., what was your overall game plan? What were your decision factors in making certain moves first vs. later.), and relate your success or failure to topics we learned about leading change. Your grade will be based on both the results of the simulation (50%) and the quality of your report (both content and quality of writing - 50%).

**Participation (50 points)**

*Homework Assignments (60%)*

Various assignments, including readings, in-class exercises, individual and group case analysis worksheets, trial run of Simulation 2, etc. will be assigned. These assignments are graded solely on completion. However, the quality of your work will be considered when assigning letter grades when your grade points are marginal.

*In-class participation (40%)*

Your in-class participation is critical not only for your personal learning, but also for the learning of your classmates. Much of the value of the class comes from prepared, thoughtful, and informed dialogue between you and your classmates.

You will be evaluated on your contributions to class discussions (in terms of both quantity and quality). Quality comments include adding new insights to the readings, offering a unique and relevant perspective on the issues, contributing to moving the discussion and analysis forward, extending rather than repeating others' comments, and demonstrating reflective thinking.

Key criteria that will be used in evaluating contributions to class discussion include:

1. Participating in class discussions or activities in a manner that enables other students to understand and engage with the learning points;

2. Answering questions posed by the instructor or other students;

3. Discussing examples from one's own experience or from recent articles that either support or contradict ideas discussed in the text or those shared by others;

4. Providing insights to course readings, cases, or issues beyond simply reading and repeating what is already presented;

5. Clarity of argument and explanation;

6. Evidence of analysis and appropriate support for arguments as opposed to simply expression of opinion;

7. Extent to which your input fits into the preceding discussion (This doesn't necessarily mean agreeing with everything that has previously been said);

8. Extent to which your input helps further the understanding of particular topic/issue, synthesize different points of views, help resolve conflictive views on/ideas about the same issue, or otherwise further the discussion topic or issue at hand;

9. Succinctness of contribution as opposed to simply taking up class time.

In every class, I evaluate your level of participation using a scale from 0 (didn't participate/no contribution) to 4 (excellent contribution). Your final grade will be based on your accumulated points and how your points compare with those of the rest of the class. There will be no make-ups for missed in-class activities.

Feedback on your participation grade will be given roughly every 4 weeks. If you have questions or concerns about your participation, however, feel free to talk to me at any time.

Note: While attendance is not taken, and attendance alone does not contribute to your participation grade, missing classes is likely to have a negative impact on your grade due to missed in-class activities.

### Change Leadership Interview Project (100 points)

The success of any organizational change is often dependent upon the skill and knowledge of the change leader. Talking to that leader and discovering what drives them and what leads to success can be an exciting exploration into the field of organizational change. In this group assignment, you are to identify a leader who has been deeply involved in a change project and who will agree to be interviewed. Interview the leader, write an integration of what you learned, and make a presentation to the class. More details of this project can be found in Canvas Assignments.

### Peer evaluation (10 points)

To encourage teamwork, your performance as a team member throughout the semester will be evaluated by your peers. The peer evaluation is due on the last day of class. The form will be available on Canvas. Failure to complete and submit this evaluation in the required format by the due date will result in a grade of 0 for your own peer evaluation score.

### Expectations of Class Members

I expect all students to show respect and consideration for the instructor and other students. The ability to show respect and consideration is essential to creating an effective learning environment. Furthermore, it prepares you for appropriate behaviors in the workplace. If you do not behave professionally in the classroom, your grade will be negatively impacted.

There will not be enough time to cover all of the course materials in class, so our meetings will focus on understanding the big picture and applying the concepts to real business situations. You should prepare the assignments prior to class so that you are ready to discuss and apply management concepts. Plan to spend 1 to 2 hours working on your own for each classroom hour. If you have trouble understanding the readings, ask questions. I

expect class members to participate as equal partners in the class learning experience. As a partner, I welcome your feedback and suggestions about how to improve the learning environment.

All class members are expected to:

- Show respect and consideration for other students, the instructor, and any class visitors,

- Attend Zoom meetings and sign in before class begins,

- Prepare for class by reading all assigned material and preparing assigned homework,

- Participate in class discussions and exercises,

- Treat others as you would wish to be treated,

- Contribute to the learning of other class members,

- Ask questions when you do not understand material, assignments, or anything else.

- Follow the ISU Code of Student Conduct and refrain from all forms of academic dishonesty.

**Academic Integrity**

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to Student Conduct and Community Responsibilities, a unit of the Dean of Students Office, for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied.

Generative AI use

In this course, students may use generative AI tools (such as ChatGPT or Adobe Firefly) to complete assigned work, so long as you properly disclose its use when required.

**Technological Support**

All students are encouraged to take the Introduction to Technology Quickstart Orientation, found here: IllinoisState.edu/Quickstart.

Additionally, technology support can be found at Help.IllinoisState.edu/Technology, which includes hundreds of help articles on ISU technology, including Canvas, My.IllinoisState.edu, email, and WiFi. Phone and live chat support with the Technology Support Center is available through that site as well. Walk-up support, computer repair, and tech purchases are available at TechZone, located on the first floor of the Bone Student Center, as well as at TechZone.IllinoisState.edu.

Two software packages are available at no additional charge: Microsoft 365 (Word, Excel, PowerPoint, etc.) and Adobe Creative Cloud. Students can install these programs on their personal computers.

Students who do not have access to the technology they need to be successful in their coursework should contact the Technology Support Center at Help.IllinoisState.edu/Technology or (309) 438-HELP (4357) to discuss options.

**Video or Audio Recording**

The University wants to make students aware that a course may be recorded by the faculty member for later use. Please understand that each faculty member makes an individual decision on whether recording and/or sharing their class materials is warranted. Any recordings that a faculty member makes available are for use by students enrolled in the class and are for the purpose of individual or group study only. The recordings may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Please do not independently record the course without prior authorization from the faculty member or an approved accommodation from Student Access and Accommodations Services office.

Students may not use audio or video devices to record classroom lectures or discussions. Students with disabilities who need to record classroom lectures or discussions must contact the Student Access and Accommodation Services. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's Code of Student Conduct.

**Student Basic Needs**

It's hard to learn if you're hungry or couch surfing. If you are having difficulty accessing sufficient food to eat every day, affording required course materials/technology, or securing

a safe and stable place to live, help may be available. I urge you to contact the [Dean of Students Office](#) to learn more.

**Student Wellbeing and Mental Health Resources**

Life at college can get complicated. If you're feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit [Student Counseling Services](#) (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, [(309) 438-3655](#).

If you are worried about a friend and don't know how to help, you can call SCS and ask to speak to a counselor. The [Kognito simulation](#), available through SCS's webpage, can also help you learn how to assist your friend in connecting to services.

**Retention of Student Work**

The instructor reserves the right to retain for pedagogical reasons either the original, or a copy, of any student's test, written assignment, paper, or other submissions by the student/student groups for this class. The Students' names will be deleted from any retained items unless arranged otherwise.

**Syllabus Changes**

Dates and assignments documented in this syllabus are subject to change at the discretion of the instructor. Every effort will be made to provide any changes to the class in writing. Verbal notification at a class meeting, however, will constitute sufficient notice.