

Syllabus for LCO-6100

LEADING CHANGE IN COMPLEX ORGANIZATIONS

COURSE DESCRIPTION

This course focuses on organizational change and examines the importance of change, how change agents can work with others to affect meaningful change in organizations, and why change will become increasingly significant to organizations in the future. Students will examine and apply a change process that provides them with an opportunity to think about change, to reflect on stories of individuals who have changed their organizations, and to put learning into practice in current organizational settings.

COURSE OBJECTIVES

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

1. Analyze the importance of change for organizations.
2. Evaluate why change efforts succeed or fail.
3. Apply an eight-step model for change that includes establishing urgency, forming a coalition, developing and communicating a vision, empowering others, generating short-term wins, consolidating gains, and anchoring change in corporate culture.
4. Analyze the relative contributions of leadership and management skills to the facilitation of change.
5. Explain ways that systems, structures, practices, and culture either encourage or impede change.
6. Discuss the ways individuals have led change successfully.
7. Present a plan for change in an organization.

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

Required Textbooks

- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.
ISBN-13: 978-0875847474

- Kotter, J. P., & Cohen, D. S. (2002). *The heart of change: Real-life stories of how people change their organizations*. Boston: Harvard Business School Press.
ISBN-13: 978-1578512546

COURSE STRUCTURE

Leading Change in Complex Organizations is a three-credit online course, consisting of **four (4)** modules. Modules include topics, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Succeeding or Failing at Organizational Change**
- **Module 2: Leading Change, First Steps**
- **Module 3: Leading Change, Next Steps**
- **Module 4: Leading Change in Contemporary Organizations**

Consult the course Calendar for assignment due dates.

ASSESSMENT METHODS

For your formal work in the course, you are required to participate in online discussion forums, complete written activities, and complete a final project. See below for more details.

Consult the course Calendar for assignment due dates.

Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).

Discussion Forums

Within each module you will participate in one or more online class discussion forums. All discussion forums take place asynchronously on the class Discussion Board.

Online discussions provide an opportunity for you to interact with your classmates. During this aspect of the course, you respond to prompts that assist you in developing your ideas, you share those ideas with

your classmates, and you comment on their posts. Discussion board interactions promote development of a community of learners, critical thinking, and exploratory learning.

Please participate in online discussions as you would in constructive face-to-face discussions. You are expected to post well-reasoned and thoughtful reflections for each item, making reference, as appropriate, to your readings. You are also expected to reply to your classmates' posts in a respectful, professional, and courteous manner. You may, of course, post questions asking for clarification or further elucidation on a topic.

Click link for an [Online Discussion Evaluation Rubric](#).



Written Assignments

Modules 1 through 3 contain three types of written assignments:

- Reflection Exercises and Written Assignments: Both of these types of assignments require a relatively brief reflection on a question (two to five paragraphs).
- Module Papers: These assignments require the writing of a three- to four-page paper on a particular topic.

The fourth module contains a reflection exercise as well the instructions for the final paper (see below).

Click the appropriate link for the evaluation rubrics for these assignments:

- [Reflection Question Evaluation Rubric](#)
- [Written Assignment Evaluation Rubric](#)
- [Module Paper Evaluation Rubric](#)



Final Project

Your final assessment will be a paper that allows you to synthesize and demonstrate what you have learned in this course. Your paper should be 10 to 15 pages in length and should follow the guidelines provided in the activity. Be sure to follow accepted research approaches and citation format (APA). A full description of the project and its requirements is found in Module 4.

Click link for an [Final Paper Evaluation Rubric](#).

A Note about Research

The use of Wikipedia or other online encyclopedias for graduate-level papers is inappropriate. Aside from the uneven quality of the information that may be found in these sources, the real issue is that the information presented in these sources is "already digested." Use of such sources is an unacceptable

shortcut for the graduate student. Students gathering information from these sites are essentially obtaining analyses done by someone else, not doing the work themselves. Rather than exploring the literature on a subject, such students are merely using the words of others who have already taken this vital step in academic research. It is imperative that graduate students be able to search the more academically-oriented literature, sift through useful (and not so useful) information, analyze, synthesize, and report the results of their activities. All of these steps are bypassed if information is cited from an online site such as Wikipedia. To sum up: Using information summarized or annotated by someone else is an unacceptable shortcut for a graduate student.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Online discussions (4)**—12%
- **Written assignments**—14%
- **Reflection exercises**—14%
- **Module papers**—20%
- **Final project**—40%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

A	=	93–100	B	=	83–87
A–	=	90–92	C	=	73–82
B+	=	88–89	F	=	Below 73

To receive credit for the course, you must earn a letter grade of C or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects, etc.). Graduate students must maintain a B average overall to remain in good academic standing.

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take the time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course and how to get the most from your

educational experience at Thomas Edison State University.

- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with Web-based learning be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the course Calendar. The Calendar provides an overview of the course and indicates due dates for submitting assignments, and posting discussions.
- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process—not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) webpage and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)