



PARTNERSHIP FOR HIGHER EDUCATION REFORM – PHER





Sample Blended Course Syllabus






School of Business
Department of Leadership and Organizational Psychology
Master of Science in Organizational Psychology




Course Name	OPSY 534: Organizational Systems: Theories of Change
Description	This course will approach organizational change from a systems perspective and approach content through analysis of theory, praxis, and story. Practical application will be explored to explore how students can and will be equipped to serve as change agents in both an internal and external consultant role. Special attention will be given to the specific steps involved in identifying the need for change, engaging internal and external stakeholders in the change process, and implementing desired change initiatives.
Instructor	Mike Truong, PhD, Associate Professor, mtruong@apu.edu , 626-387-5854
Modality	This blended course meets 50% online (Tuesday class) and 50% in-person (Thursday). The online class will be conducted asynchronously (no online meeting; work at your own pace) with no students attending class on campus. Students must have the technology and internet access required to participate in the online sessions. The in-person class session will be held on campus in a physical classroom.
Technical Support	support@apu.edu , 626-815-5050, http://support.apu.edu
Required Textbook(s) & Resources	<ul style="list-style-type: none"> ● Kotter, J. P. (2012). <i>Leading change</i>. Harvard Business Review Press. ● Robertson, D.C. (2013). <i>Brick by brick: How LEGO rewrote the rules of innovation and conquered the global toy industry</i>. Crown Business ● Various Articles (located in Canvas LMS) ● Change Simulation \$15: https://hbsp.harvard.edu/import/1016815. Students will pay online when they register for the simulation, so no money will be collected by the instructor.
Optional Textbook	<ul style="list-style-type: none"> ● Burke, W. W. (2013). <i>Organization change: Theory and practice</i>. Sage Publications, Inc.







Student Learning Outcome	Assignments Used to Assess
The student is responsible for meeting each course objective and outcome. Student	



performance on/of these objectives and outcomes will be used as the basis for the course grade. <i>By the end of this course, students should be able to...</i>	
1. Define what organizational change is and why it is important	<ul style="list-style-type: none"> • Weekly readings, videos, and engagement activities
2. Understand organizational systems and how they relate to organizational change	<ul style="list-style-type: none"> • Weekly readings, videos, and engagement activities
3. Demonstrate advanced professional and educational capabilities using appropriate tools and techniques toward the facilitation of meaningful change processes	<ul style="list-style-type: none"> • Weekly readings, videos, and engagement activities • Organizational Diagnostic for Change Assignment
4. Apply practical change techniques and theories to specific areas where change is required	<ul style="list-style-type: none"> • Weekly readings, videos and engagement activities • Change Failure Analysis • Change Simulation • Organizational Diagnostic for Change Assignment
5. Describe different models of change and identify which models work best with specific change needs	<ul style="list-style-type: none"> • Change Failure Analysis • Organizational Diagnostic for Change Assignment








Unit #: 1		Topic: Foundation of Organizational Development and Systems Thinking
 Overview <i>Introductory text for students</i>		<ul style="list-style-type: none"> • This week, we will provide an overview of the course design and introduce key concepts related to the organizational life cycle, organizational systems, and systems thinking.
 Learning Outcomes <i>List the learning objectives for this unit.</i>		<ul style="list-style-type: none"> • SLO: Define what organizational change is and why it is important. <ul style="list-style-type: none"> ◦ WLO: Gain essential knowledge of the Organizational Life Cycle • SLO: Understand organizational systems and how they relate to organizational change. <ul style="list-style-type: none"> ◦ WLO: Gain a fundamental understanding of organizational systems and systems thinking
Tuesday (Online Class) (Focus on lower-level Bloom's Taxonomy: Remember, Understand, & Apply)	 Read <i>Textbooks, articles, etc.</i>	<ul style="list-style-type: none"> • Burke, W. , & Litwin, G., (1992). A Causal Model of Organizational Performance and Change (PDF)Download A Causal Model of Organizational Performance and Change (PDF) • Gilbert, J. (2016). An Empirical Vision for Organizational Renewal (PDF)Download An Empirical Vision for Organizational Renewal (PDF) • Kim, D. (1999). Introduction to Systems ThinkingLinks to an external site.
	 Watch <i>Recorded lectures,</i>	<ul style="list-style-type: none"> • Organizational Systems • Organizational Life Cycle


	<p>YouTube videos, etc.</p>	
	 Discuss Forum discussions	<ul style="list-style-type: none"> • Tell us your name and a few interesting facts about yourself. • Find an object around your house or workspace (be creative yet don't be complicated) and talk to us about how it represents your view of organizational change • Tell us one thing you hope to learn in this course.
	 Assessment Quizzes, tests, performance tests	<ul style="list-style-type: none"> • Multiple Choice Quiz (based on readings and videos)
	 Reminders Upcoming due dates, major exams, etc.	<ul style="list-style-type: none"> • Review the syllabus and bring any questions to class • Complete the weekly discussion introducing yourself
Thursday (In-Person Class) (Focus on higher-level Bloom's Taxonomy: Apply, Analyze, Evaluate, & Create)	 Presentation Announcements, mini-lectures, etc.	<ul style="list-style-type: none"> • Announcement for Week 1 • Micro-lecture (10 min) to recap key concepts from readings and videos
	 In-Class Activities Group work, experiments, projects, etc.	<ul style="list-style-type: none"> • Activity 1 - Systems or Stockpile Activity • Activity 2 - Apply Organizational Life Cycle to Your Organization • Brainstorm potential organization for Organizational Change Project









Unit #: 2		Topic: Systems Thinking
 Overview Introductory text for students		<ul style="list-style-type: none"> • This week we will continue our learning around systems thinking.
 Learning Outcomes List the learning objectives for this unit.		<ul style="list-style-type: none"> • SLO 1: Understand Organizational systems and how they relate to organizational change <ul style="list-style-type: none"> ○ WLO: Further develop an understanding of systems thinking ○ WLO: Apply systems thinking to a current scenario in your own workplace. • SLO 4: Apply practical change techniques and theories to specific areas where change is required <ul style="list-style-type: none"> ○ WLO: Apply systems thinking to a current scenario in your own workplace.
Tuesday (Online Class) (Focus on lower-level Bloom's Taxonomy:	 Read Textbooks, articles, etc.	<ul style="list-style-type: none"> • Robertson, D.C. (2013). Brick by brick: How LEGO rewrote the rules of innovation and conquered the global toy industry. • Senge P., Hamilton, H., & Kania, J. (2015). The Dawn of System Leadership (PDF)Download The Dawn of System Leadership (PDF) • Judge, W.Q. (2011). Organizational Capacity for Change

Remember, Understand, & Apply)		Dimension 5: Systems Thinking
	 Watch <i>Recorded lectures, YouTube videos, etc.</i>	<ul style="list-style-type: none"> • Systems Thinking: A Cautionary Tale (Cats in Borneo) • The Story of Stuff
	 Discuss <i>Forum discussions</i>	<ul style="list-style-type: none"> • What key themes stood out to you in Ury's video the idea of taking a balcony perspective? • How did the videos and activity connect to a system's approach to thinking? What parallels do you see? • Think of a specific scenario (problem) in your workplace/home. How can you begin to think/act differently in order to shift the thinking of those around you?
	 Assessment <i>Quizzes, tests, performance tests</i>	<ul style="list-style-type: none"> • Multiple Choice Quiz (based on readings and videos)
	 Reminders <i>Upcoming due dates, major exams, etc.</i>	<ul style="list-style-type: none"> • Review Unit 1 materials and bring questions to class • Prepare to share potential organization for Organizational Change Project
Thursday (In-Person Class) (Focus on higher-level Bloom's Taxonomy: Apply, Analyze, Evaluate, & Create)	 Presentation <i>Announcements, mini-lectures, etc.</i>	<ul style="list-style-type: none"> • Announcement for Unit 2 • Micro-lecture (10 min) to recap key concepts from readings and videos
	 In-Class Activities <i>Group work, experiments, projects, etc.</i>	<ul style="list-style-type: none"> • Activity 1 - Four Doors Activity • Activity 2 - Apply Systems Thinking to Your Organization • Finalize organization for Organizational Change Project









Unit #: 3	Topic: Personal Change
 Overview <i>Introductory text for students</i>	<ul style="list-style-type: none"> • This week we will expand our understanding of personal change and its effect on our perspectives both individually and within the organization.
 Learning Outcomes <i>List the learning objectives for this unit.</i>	<ul style="list-style-type: none"> • SLO 3: Define what organizational change is and why it is important • SLO 5: Describe different models of change and identify which models work best with specific change needs <ul style="list-style-type: none"> ○ WLO: Understand what is meant by readiness for change ○ WLO: Unpack the process of transition from endings to beginnings ○ WLO: Gain clarity on the role of personal change and its effect on organizational change


<p>Tuesday (Online Class)</p> <p>(Focus on lower-level Bloom's Taxonomy: Remember, Understand, & Apply)</p>	 Read <i>Textbooks, articles, etc.</i>	<ul style="list-style-type: none"> Robertson, D.C. (2013). Brick by brick: How LEGO rewrote the rules of innovation and conquered the global toy industry. Part II: Mastering the Seven Truths of Innovation and Transforming LEGO CCMC, Inc. (n.d.). The Change Cycle OverviewLinks to an external site. Salerno, A. & Brock, L. (n.d.). The Change Cycle ExcerptDownload The Change Cycle Excerpt Bridges, W. (1986). Managing Organizational Transitions
	 Watch <i>Recorded lectures, YouTube videos, etc.</i>	<ul style="list-style-type: none"> Embracing Change Change Readiness with Kevin Sewell The Backwards Brain Bicycle Managing Transitions
	 Discuss <i>Forum discussions</i>	<ul style="list-style-type: none"> Identify a current change you're experiencing in your personal life. Where do you place yourself on the change cycle right now and why? What is one thing you can do now in your current circumstance to advance closer to Stage 5 (Understanding) or Stage 6 (Integration).
	 Assessment <i>Quizzes, tests, performance tests</i>	<ul style="list-style-type: none"> Multiple Choice Quiz (based on readings and videos)
	 Reminders <i>Upcoming due dates, major exams, etc.</i>	<ul style="list-style-type: none"> Review Unit 2 materials and bring questions to class Prepare to share potential organization for Organizational Change Project
<p>Thursday (In-Person Class)</p> <p>(Focus on higher-level Bloom's Taxonomy: Apply, Analyze, Evaluate, & Create)</p>	 Presentation <i>Announcements, mini-lectures, etc.</i>	<ul style="list-style-type: none"> Announcement for Unit 3 Micro-lecture (10 min) to recap key concepts from readings and videos
	 In-Class Activities <i>Group work, experiments, projects, etc.</i>	<ul style="list-style-type: none"> Activity 1 - Change Cycle Activity Activity 2 - Four Door Exercises Activity 3 - Work on Organizational Change Project






Unit #: 4	Topic: Organizational Change
 Overview <i>Introductory text for students</i>	<ul style="list-style-type: none"> Last week we explored personal change and its effect on our mindset and emotions. This week we will transition to exploring the two more dominant organizational change models utilized to plan change. These change models will help to supplement our understanding of how to view and communicate change within the workplace.





 <p>Learning Outcomes List the learning objectives for this unit.</p>		<ul style="list-style-type: none"> SLO 1: Define what organizational change is and why it is important SLO 4: Apply practical change techniques and theories to specific areas where change is required SLO 5: Describe different models of change and identify which models work best with specific change needs <ul style="list-style-type: none"> WLO: Learn about the two predominant change models used in organizational change. WLO: Discuss the ways in which these models impact the change process and leading change.
<p>Tuesday (Online Class)</p> <p>(Focus on lower-level Bloom's Taxonomy: Remember, Understand, & Apply)</p>	 <p>Read Textbooks, articles, etc.</p>	<ul style="list-style-type: none"> Kotter, J. P. (2012). Leading change. Harvard Business Review Press. Read entire book. Burnes, B. (2004). Kurt Lewin and the Planned Approach to Change: A Re-appraisal
	 <p>Watch Recorded lectures, YouTube videos, etc.</p>	<ul style="list-style-type: none"> Change Readiness with Kevin Sewell Our Iceberg is Melting The Heart of Change Stage Model of Change McKinsey on Change Management Change Readiness Assessment
	 <p>Discuss Forum discussions</p>	<ul style="list-style-type: none"> Given the change scenario, what do you need to personally acknowledge and/or actively do for yourself? (Refer to the Change Cycle) After you've honestly addressed Question 1, use Kotter's 8-Step Model to think through and craft a strategic plan for this change. Instead of addressing all 8 steps, focus on 2 or 3 steps that are the most relevant to your role.
	 <p>Assessment Quizzes, tests, performance tests</p>	<ul style="list-style-type: none"> Multiple Choice Quiz (based on readings and videos)
	 <p>Reminders Upcoming due dates, major exams, etc.</p>	<ul style="list-style-type: none"> Review Unit 3 materials and bring questions to class Complete draft of Organization Project before class
<p>Thursday (In-Person Class)</p> <p>(Focus on higher-level Bloom's Taxonomy: Apply, Analyze, Evaluate, & Create)</p>	 <p>Presentation Announcements, mini-lectures, etc.</p>	<ul style="list-style-type: none"> Announcement for Unit 4 Micro-lecture (10 min) to recap key concepts from readings and videos
	 <p>In-Class Activities Group work, experiments, projects, etc.</p>	<ul style="list-style-type: none"> Activity 1 - Case Study Discussion Activity 2 - Peer Feedback on Organization Project Report (Part 1)





Unit #: 5	Topic: Change Simulation
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 <p>Overview Introductory text for students</p>	<ul style="list-style-type: none"> In order to continue to engage and understand the complexity of change, this week each of you will participate in a change simulation in which you are asked to promote and lead change in an organization. This simulation will draw on principles of Kotter while also considering the human component to the change process. This is a fun but challenging simulation. Make sure to engage in the simulation between Monday and Wednesday so you can participate in the Discussion. Have Fun! 	
 <p>Learning Outcomes List the learning objectives for this unit.</p>	<ul style="list-style-type: none"> SLO 4: Apply practical change techniques and theories to specific areas where change is required <ul style="list-style-type: none"> WLO: Learn the realities of change through playing an online simulation WLO: Discover the challenges when theory meets practice 	
<p>Tuesday (Online Class)</p> <p>(Focus on lower-level Bloom's Taxonomy: Remember, Understand, & Apply)</p>	 <p>Read Textbooks, articles, etc.</p>	<ul style="list-style-type: none"> Change Simulation: Materials and Directions
	 <p>Watch Recorded lectures, YouTube videos, etc.</p>	<ul style="list-style-type: none"> Three Myths of Behavior Change How Change Feels The Tale of the Elephant Change is Good...You Go First Where Do You Have to Start a Culture Change?
	 <p>Discuss Forum discussions</p>	<ul style="list-style-type: none"> After participation in the Change Simulation, create a video post in response to the following questions: Did you receive adoption of the change? Describe the process/strategy that you used to obtain your result? What was surprising to you? What obstacles did you encounter? What would you consider doing differently next time? Briefly compare and contrast the theory of Kotter's 8 step change model with the practical experience you encountered during the simulation? Do the theory and practice align? Is there a disconnect?
	 <p>Assessment Quizzes, tests, performance tests</p>	<ul style="list-style-type: none"> Multiple Choice Quiz (based on readings and videos)
	 <p>Reminders Upcoming due dates, major exams, etc.</p>	<ul style="list-style-type: none"> Review Unit 4 materials and bring questions to class Complete Simulation before class
<p>Thursday (In-Person Class)</p> <p>(Focus on higher-level Bloom's</p>	 <p>Presentation Announcements, mini-lectures, etc.</p>	<ul style="list-style-type: none"> Announcement for Unit 5 Micro-lecture (10 min) to recap key concepts from readings and videos



Taxonomy: Apply, Analyze, Evaluate, & Create)	 In-Class Activities <i>Group work, experiments, projects, etc.</i>	<ul style="list-style-type: none"> • Activity 1 - Change Simulation Activity • Activity 2 - Work on Organizational Change Project Part 2
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Unit #: 6		Topic: Leading Change and Change Failure
 Overview <i>Introductory text for students</i>		<ul style="list-style-type: none"> • An area of change that is often not discussed as much as it should be is failure. Yet, it is in reflection on failure that some of the most significant learning can happen. This week, we will engage in understanding how change failure can help individuals and organizations to adjust their mindset and prepare for future decisions.
 Learning Outcomes <i>List the learning objectives for this unit.</i>		<ul style="list-style-type: none"> • SLO 4: Apply practical change techniques and theories to specific areas where change is required <ul style="list-style-type: none"> ◦ WLO: Analyze a real life organizational change failure (and resurrection) ◦ WLO: Participate in a personal change failure exercise ◦ WLO: Understand the role of deep change and its impact on leadership and the personal and organizational overall health
Tuesday (Online Class) (Focus on lower-level Bloom's Taxonomy: Remember, Understand, & Apply)	 Read <i>Textbooks, articles, etc.</i>	<ul style="list-style-type: none"> • Robertson, D.C. (2013). Brick by brick: How LEGO rewrote the rules of innovation and conquered the global toy industry. Crown Business [entire book] • MudaMasters (2018). Deep Change Summary Links to an external site. • Kotter, J.P. (1995). Leading Change: Why Transformation Efforts Fail (PDF)Download Leading Change: Why Transformation Efforts Fail (PDF) • Smith, W.K., Lewis, M.W., & Tushman, M.L. (2016). Both /And Leadership. • Access via PDFDownload Access via PDF • Access via APU Library • Kegan, R., & Lahey, L., (2016). The Real Reason People Won't Change.
	 Watch <i>Recorded lectures, YouTube videos, etc.</i>	<ul style="list-style-type: none"> • The Story of Lego • Change Failure Ted Talk
	 Discuss <i>Forum discussions</i>	<ul style="list-style-type: none"> • After completing the Failure CV Activity, post your Failure CV in the forum and make an initial post reflecting on the the following: • What did it feel like to create the CV? • Describe one particular "lesson learned" and share how that impacted future decisions that you made. • How does failure and your personal view of failure impact your mindset regarding change? (Utilize your readings from this week to inform this.)

	 Assessment <i>Quizzes, tests, performance tests</i>	<ul style="list-style-type: none"> Multiple Choice Quiz (based on readings and videos)
	 Reminders <i>Upcoming due dates, major exams, etc.</i>	<ul style="list-style-type: none"> Review Unit 5 materials and bring questions to class Prepare to Organizational Project Part 2 for peer feedback during class
Thursday (In-Person Class) (Focus on higher-level Bloom's Taxonomy: Apply, Analyze, Evaluate, & Create)	 Presentation <i>Announcements, mini-lectures, etc.</i>	<ul style="list-style-type: none"> Announcement for Unit 6 Micro-lecture (10 min) to recap key concepts from readings and videos
	 In-Class Activities <i>Group work, experiments, projects, etc.</i>	<ul style="list-style-type: none"> Activity 1 - Failure CV Activity Activity 2 - Peer feedback of Organization Project Part 2

Unit #: 7	Topic: Practical Change Interventions Using Storytelling or Design Thinking	
 Overview <i>Introductory text for students</i>	<ul style="list-style-type: none"> We have unpacked many different aspects of systems and change in this course. We want to introduce to two more practical methods that can have a profound effect on the way an organization understands and processes change. This week you will have the opportunity to choose one of two options both of which are alternative methods for promoting and leading change in the organization: Option A: Storytelling for Change or Option B: Design Thinking 	
 Learning Outcomes <i>List the learning objectives for this unit.</i>	<ul style="list-style-type: none"> SLO 3: Demonstrate advanced professional and educational capabilities using appropriate tools and techniques toward the facilitation of meaningful change processes SLO 4: Apply practical change techniques and theories to specific areas where change is required <ul style="list-style-type: none"> WLO: Introduce two practical tools (Storytelling or Design Thinking) to engage and lead change in the organization. Students will choose one tool to engage with WLO: Practice using this alternative method to promote organizational change 	
Tuesday (Online Class) (Focus on lower-level Bloom's Taxonomy:	 Read <i>Textbooks, articles, etc.</i>	<ul style="list-style-type: none"> Review previous readings if needed
	 Watch <i>Recorded lectures,</i>	<ul style="list-style-type: none"> Storytelling Design Thinking

Remember, Understand, & Apply)	YouTube videos, etc.	
	 Discuss Forum discussions	<ul style="list-style-type: none"> • What was the change the storyteller was trying to persuade you to respond to? • What drew you into the story? • If you were in the organization and heard this story, what would you do next? • Make sure to use constructive, empathic, and appreciative listening skills to promote discussion and dialogue following each narrative. <p>OR</p> <ul style="list-style-type: none"> • What was the problem/struggle identified from the interview? • What prototype was developed to address the problem/struggle? • What feedback was given about the prototype? • What was the value/lessons learned about of rapid prototyping in the problem solving process?
	Reminders Upcoming due dates, major exams, etc.	<ul style="list-style-type: none"> • Review Unit 6 materials and bring questions to class • Prepare Organizational Change Project Part 3 before class
Thursday (In-Person Class) (Focus on higher-level Bloom's Taxonomy: Apply, Analyze, Evaluate, & Create)	 Presentation Announcements, mini-lectures, etc.	<ul style="list-style-type: none"> • Announcement for Unit 7 • Micro-lecture (10 min) to recap key concepts from readings and videos
	 In-Class Activities Group work, experiments, projects, etc.	<ul style="list-style-type: none"> • Activity 1 - Storytelling or Design Thinking Activity • Activity 2 - Peer feedback of Organization Project Part 3

Unit #: 8	Topic: Final Presentation
 Overview Introductory text for students	<ul style="list-style-type: none"> • This week will be the culminating point of the course. Each group will upload their final Group Organizational Change Project presentation in the discussion section for this week. We will engage each other as we learn about the various organizations and change initiatives we have developed over the course of the term.
 Learning Outcomes List the learning objectives for this unit.	<ul style="list-style-type: none"> • SLO 3: Demonstrate advanced professional and educational capabilities using appropriate tools and techniques toward the facilitation of meaningful change processes • SLO 4: Apply practical change techniques and theories to specific areas where change is required • SLO 5: Describe different models of change and identify which models work best with specific change needs <ul style="list-style-type: none"> ◦ WLO: Engage classmates with final Diagnostic Change project presentations

Tuesday (Online Class) (Focus on lower-level Bloom's Taxonomy: Remember, Understand, & Apply)	 Read <i>Textbooks, articles, etc.</i>	<ul style="list-style-type: none"> Review previous readings if needed
	 Watch <i>Recorded lectures, YouTube videos, etc.</i>	<ul style="list-style-type: none"> Review previous videos if needed
	 Reminders <i>Upcoming due dates, major exams, etc.</i>	<ul style="list-style-type: none"> Prepare to present your Organizational Change Project during class
Thursday (In-Person Class) (Focus on higher-level Bloom's Taxonomy: Apply, Analyze, Evaluate, & Create)	 Presentation <i>Announcements, mini-lectures, etc.</i>	<ul style="list-style-type: none"> Announcement for Unit 8 Micro-lecture (10 min) to recap key concepts from readings and videos
	 In-Class Activities <i>Group work, experiments, projects, etc.</i>	<ul style="list-style-type: none"> Activity 1 - Group presentations of Organizational Change Project Activity 2 - Complete Course Evaluation Activity 3 - Course Debrief

Evaluation/Assessment Rationale for Grade Determination

Assignments/Factors contributing to the Final Grade:

Graded Activity	Weight
Discussions (total 9 assignments; 5 points each)	30%
Four Doors Exercise (5 points)	5%
Change Simulation Activity (5 points)	5%
Change Failure Analysis Paper (15 points)	10%
Failure CV (10 points)	5%
Storytelling or Design Thinking Activity (5 points)	5%
Organizational Change Project: Part 1 (10 points)	10%
Organizational Change Project: Part 2 (30 points) <ul style="list-style-type: none"> Paper (20 points) Presentation (10 points) 	30%
Total	100%

Course Policies

Grading Scale

In general basic proficiency at the graduate level is considered “B” work. Work that is exceptionally crafted in its writing, depth of knowledge, and ability to apply that knowledge will receive an “A.” Work that demonstrates minimal proficiency will earn a “C.” While a “C- (minus)” is the lowest passing grade, you cannot graduate from the program if your GPA falls below a 3.0. NB: More important at the master level is the reflection of professionalism, intellectual curiosity, and indicators that engaged learning has occurred through fulfillment of the course assignments. Accordingly, evidence of taking the various assignments seriously and desiring to engage them fully may be weighed in determining the final course grade.

The grading scale is as follows:

- A 95-100%
- A- 92-94%
- B+ 89-91%
- B 84-88%
- B- 81-83%
- C+ 78-80%
- C 73-77%
- C- 70-72%
- F Below 70%

Assignment Completion

To pass the course, students must complete ALL assignments. All assignments are due no later than 11:59pm (PT) on the last night of the week that they are noted as due. ***Late assignments will not be accepted.*** Permission for late work may be granted by special request to the professor. In order to request permission for late work submission students must submit an e-mail to the professor beforehand. Incompletes are rare and are available only in “special or unusual circumstances” as negotiated by the professor prior to the end of term. See the graduate catalog policies regarding withdrawals and grade record permanence. All papers are to be formatted in APA 7th Edition Format (unless noted by your instructor).

Blended Course Engagement and Attendance

This blended course is designed to be delivered 50% online asynchronously and 50% in-person in a classroom. Students must manage their time to complete the work assigned to the online asynchronous session. Students should plan to login to the online class at least one time per day in order to check messages, view course updates, and/or interact with classmates and the instructor. Students are expected to attend the in-person class session.

Preparation and Participation

Students learn from each other and it is expected that each student will engage in class discussions in the Discussions area of the online course. Students must prepare for each discussion by completing all reading and watching all assigned media. Students are responsible for knowing the information provided in the online course via the weekly instructions, messages tool, or announcements.

Advance Assistance

Sometimes the best way to know how you are doing between assignments is to seek feedback through submission of drafts. If you wish feedback (comments, no grade) from the instructor regarding initial drafts of papers/presentations please schedule such well in advance and no later than the week prior to the due dates to enable review, discussion, and subsequent refinement (as necessary).

Extra Credit

No extra credit work will be given in this course.

Academic Integrity

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student. Work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is a serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy can be found on the [APU Academic Integrity Policy](#) website.

All work submitted by students – all discussion posts, papers, and other submissions – will be generated by the students themselves, working individually or in groups. This means that the following would be considered violations of academic integrity:

1. If a student has another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write essays and drafts and/or other assignments, research-based or otherwise, and using artificial intelligence affordances like ChatGPT.
2. If a student submits the same work for more than one class without consulting with the instructors.

Generative AI Use Policy

The use of any artificial intelligence (AI)-powered programs such as ChatGPT to produce content that is submitted for grading is strictly prohibited in this class. Any use of AI-generated work to write, create, or edit your assignments will be considered an academic integrity violation and will be reported to the Academic Integrity Office. Using AI-powered programs to complete assignments does not serve your development as a learner. In fact, reliance on AI-writing can hinder your development of critical thinking, problem-solving, and writing skills that employers highly value. In this course you will learn valuable skills from generating and editing your own ideas and work. If you have any questions about this policy or are not sure if a resource you have found will violate this policy, please ask.

Netiquette Policy

Online classes provide a valuable opportunity to engage in dynamic exchanges of ideas. To foster a positive learning experience, students are expected to adhere to the following Netiquette policy. Here are some Student Guidelines for the class:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.

- Use correct spelling and grammar. No text language or slang.
- Keep an “open-mind.”
- Be willing to express your opinion, even if others don’t share it.
- Be aware that the [University’s Academic Honesty Policy](#) also applies to Discussion posts.
- Think about your message and proofread before you push the “Send” button.

Credit Hour Policy

Following the APU Credit Hour policy, this 3-unit course, delivered over an 8 week term, will approximate 5.625 hours/week of direct faculty instruction. Out-of-class student work will approximate 16.875 hours/week. The following chart approximates weekly hourly distributions.

Instruction / Activities	Hourly Distribution
Direct Faculty Instruction Hours	
Faculty interacts with students by asynchronous online discussions, assignment feedback, email, video chat and/or phone meetings.	5.625 hours/week (45 hours entire course) facilitated by faculty
Out-of-Class Student Hours	
Student engages with faculty-created content, readings, multimedia, lessons, etc.	4.5 hours/week (36 hours entire course) engaged by student
Student engages in out-of-class assignments, collaboration, projects, exams and/or assessments.	12.375 hours/week (99 hours entire course) engaged by student
Total:	180 hours

University and Department Policies

The [Department of Leadership and Organizational Psychology: Policies and Statements](#) includes many policies and statements that are required to be included in this syllabus by Azusa Pacific University, the Department, and its accreditors. These policies and statements are provided for transparency and for your benefit. Please read them and communicate with your instructor as soon as possible if you have any questions.

APU Writing Center and APA (7th Edition) Formatting Resources

Assistance is available through the University’s Writing Center:

- [APU Writing Center](#)
- Online appointments can be made here: [Online Writing Appointments](#)

APU Library Guide to Formatting:

- [APU Guide to Citing Print Resources in APA Format](#)
- [APU Guide to Citing Electronic Sources in APA Format](#)

APA Style:

- [Common Reference Examples Guide](#)

- [Reference Guide for Journal Articles, Books, and Edited Book Chapters](#)
- [In-Text Citations](#)
- [Student Paper Setup Guide](#)

With advance permission of the professor, a student can work with an editor for feedback on improving their writing but cannot have someone edit their academic work for them. And, in certain circumstances, professors can give early feedback on drafts of assignments; consult your professor for additional information.

Additional Scholarly Resources

Books:

- Allan, J., Fairtlough, G., & Heinzen, B. (2001). *The power of the tale: Using narratives for organizational success*. John Wiley & Sons.
- Anderson, D. L. (2011). *Cases and exercises in organization development & change*. Sage Publications, Inc.
- Anderson, D. L. (2011). *Organization development: The process of leading organizational change*. Sage Publications, Inc.
- Bridges, W. (2004). *Transitions: Making sense of life's changes*. Da Capo Press.
- Burke, W. W. (2008). *Organization change: A comprehensive reader*. Jossey-Bass.
- Burke, W. W. & Noumair, D. (2014). *Organizational development: Exploring the models, processes, and applications for learning and changing*. FT Press.
- Cameron, K. S. & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework*. Jossey-Bass.
- Hutchens, D. (2007). *Outlearning the wolves: Surviving and thriving in a learning organization*. Pegasus Communications
- Kotter, J. P. (2006). *Our iceberg is melting: Changing and succeeding under any conditions*. St. Martin's Press.
- Meadows, D. (2008). *Thinking in systems: A primer*. Chelsea Green.
- O'Connor, J. and McDermott, I. (1997). *The art of systems thinking: Essential skills for creativity and problem solving*. Thorsons.
- Oreg, S. Michel, A., & Todnem By, R. (Eds.). (2014). *The psychology of organizational change: Viewing change from the employee's perspective*. Cambridge University Press.
- Quinn, R. (1996) *Deep Change*. Jossey Bass.
- Salerno, A. & Brock, L. (2008) *The change cycle: How people can survive and thrive in organizational change*. Berrett-Koehler Publishers, Inc.
- Schon, D. (1983). *The reflective practitioner: How professionals think in action*. Ashgate.
- Senge, P. (1990, 2006). *The fifth discipline: The art and practice of the learning organization*. Currency.
- Senge, P. (1996). *Leading learning organizations; the bold, the powerful, and the invisible*. Goldsmith and Hesselbein (Ed.), *The Leader of the Future*. San Francisco; Jossey-Bass. (Reprinted from *Leading Learning Organizations*, by P. Senge, 1995, MIT Center for Organizational Learning.)
- Simmons, A. (2001, 2006). *The story factor: Inspiration, influence and persuasion through the art of storytelling*. Basic Books.
- Sloan, J. (2006). *Learning to think strategically*. Elsevier.
- Sweeney, L.B. & Meadows, D. (2010) *The systems thinking playbook: Exercises to stretch and build learning and systems thinking capabilities*. Chelsea Green.
- Wilson, T. D. (2011). *Redirect: The surprising new science of psychological change*. Little, Brown and Company.

Articles:

- Adamson, G., Pine, J., Van Steenhoven, T., and Kroupa, J. (2006). How storytelling can drive strategic change. *Strategy and Leadership*, v. 34(1), p. 36-41.
- Bartunek, J. M. and Woodman, R. W. (2015). Beyond Lewin: Toward a temporal approximation of organization development and change. *The Annual Review of Organizational Psychology and Organizational Behavior*. Retrieved from: orgpsych.annualreviews.org
- Judge, W. Q. (2011) Organizational capacity for change dimension 5: Systems thinking. *Organizational capacity for change*. Retrieved from: <https://cb.hbsp.harvard.edu/cbmp/pages/home>
- Kegan, R. and Lahey, L.L. (2001). The real reason people won't change. *Harvard Business Review*. Harvard Business Review Press
- Kim, D. (1999). *Introduction to systems thinking*. Pegasus Communications
- Kotter, J. (1998). Leading change: Why transformation efforts fail. *Harvard Business Review on Change*. Harvard Business School Publishing.
- Leon, J. P. (2008). Systems thinking: The key for the creation of truly desired futures. *International Journal of Reality Therapy*, v. XXVIII (1), pgs. 15-20.
- Meadows, D. (2004) Dancing with systems. *Thinking in systems*. Retrieved from: <http://globalcommunity.org/timeline/74/index.shtml#1>
- Meadows, D. (1999). *Leverage points: Places to intervene in a system*. Hartland: The Sustainability Institute.
- Senge, P. (1996). Leading learning organizations: The bold, the powerful, and the invisible. In Goldsmith and F. Hesselbein, (Eds). *The leader of the future*. Retrieved from: [https://c.ymcdn.com/sites/www.solonline.org/resource/collection/0D48369E-E380-4F77-87DF-F37B4BB3D44E/Senge_\(1996\)_Leading_Learning_Organization.pdf](https://c.ymcdn.com/sites/www.solonline.org/resource/collection/0D48369E-E380-4F77-87DF-F37B4BB3D44E/Senge_(1996)_Leading_Learning_Organization.pdf)
- Senge, P., Hamilton, H., and Kania, J. (2015) The dawn of system leadership. *Stanford Social Innovation Review*, v. 19, pgs. 1-16.
- Smith, M. K. (2001). Peter Senge and the learning organization. *The Encyclopedia of Informal Education*. Retrieved from: <http://infed.org/mobi/peter-senge-and-the-learning-organization>.
- Van de Ven, A. H. and Poole, M.S. (1985). Explaining development and change in organizations. *Academy of Management Review*, v. 20(3), p. 510-540.

Websites:

- <http://www.solonline.org> (Society of Organizational Learning)
- <http://www.thesystemsthinker.com> (newsletter from Pegasus)
- <http://www.thinkinginsystems.org> (linked to Donella Meadow's book)
- <http://www.lindaboothsweeney.net/> (co-author of *The Systems Thinking Playbook*)
- <http://www.fieldbook.com/> (Click on "The Fifth Discipline Fieldbook", then "Resource Links")

Videos:

- Premi, A. (1994, October). *Donella Meadows: Down to earth*. Retrieved from: <https://www.youtube.com/watch?v=bxowxs22jFk>