

Leadership of Organizational Change MLS:5326
College of Liberal Arts
University of Texas El Paso
Location: Online
Fall 2023

Instructor Information:

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Office Hours: By appointment (online, Skype and telephone office hours available).

Course Description: Organizational change is the process by which an organization changes its structures, strategies, operational methods, technologies, or organizational culture to initiate change within and on the organization. Further Organizational Change can be continuous or incremental. The study of Organizational Change is interdisciplinary. Leadership of organizational change is the study of leadership behaviors that initiate, implement, and sustain organizational change, innovation and improvement. Understanding the dynamics promotes stronger leadership training and development. This course will focus on strategic organizational change, analysis of organizational structures, and leadership practices that lead to successful organizational change. Students will explore theoretical perspectives that frame change and practical leadership strategies.

Textbooks:

Required

Hickman, G.R. (2010). *Leading Change in Multiple Contexts*. Los Angeles, CA: Sage Publications.
ISBN: 978-1-4129-2678-2

Noopila, Mari and Chacon Silva, Areli (2022). *Handbook of Leadership and Change: Through Lenses of Social Justice, Ethics and Community Engagement*. Ebook.

Purchase ebook at the following link:

https://he.kendallhunt.com/handbook_leadership_change

Supplemental readings will be provided to you through Blackboard

***For this class you will need a laptop computer, or mobile phone with access to the internet. During the course of the semester I may ask you to access presentation software, articles, podcasts, videos, and take part in class activities etc.

Necessary Technology:

Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary. I will be posting additional course materials online for students to access often times during class.

Required Readings: Throughout the semester you will be required to read the text book and various articles that will help you understand the course content and will assist you with the weekly writing activities. The professor will provide you with the articles or links to the articles that will be used in class.

All materials should be read before attending class for the week. You should be familiar enough with the reading material that you are able to participate in the in-class activities/review.

Online Videos: In addition to the above resources I may ask that you view assigned videos or pod casts that will be discussed in class and that will help you with the weekly writing activities.

* To truly understand the concepts discussed in class it is necessary to go beyond the textbook in a more practical level. Therefore, instruction will include in-class discussions and will require students to participate in a variety of activities.

**Read the assigned material BEFORE class and be prepared to discuss the material in-class.

Faculty Availability and Responsiveness:

Available by appointment, please contact me to arrange a meeting time. Any correspondence should be through email or Blackboard email. You can expect a response from me within 24-48 hours during the regular Monday-Friday week, please allow more time during the weekend for correspondence.

Teaching Philosophy:

My classroom is one of respect, competence, and forward thinking. As an educator-scholar my classroom, whether it be face-to-face, hybrid, or online is one that recognizes everyone brings a unique lived experience and knowledge to the table. I make sure that students feel comfortable with sharing their experiences, and I encourage that students let their voice be heard. By consideration of the diverse classroom dynamics that the environment consumes, I seek to establish a supportive, collaborative, encouraging places where all students have the opportunity and desire to thrive. In my classroom, students are in a safe space where they are encouraged to share, take risks, and reflectively learn from their experiences. Through innovative instruction, a commitment to diversity, equity, and inclusion, my classroom uses technology-enhanced learning, service learning and professional development, and a continuous dedication to rigorous research. My role in the classroom is that of an engaged facilitator who involves students in the experiential application of leadership concepts and theories.

Course Policies and Expectations:

All assignments and major projects are to be presented by the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should plan to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will be given a 0. For written assignments, I expect that students will consult APA style manuals for the guidelines required for college-level academic writing. I expect that the course's major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

Multiple submissions: All work submitted in class must be original work. Please do not submit work that you have submitted in another course.

Incomplete grades: An incomplete may be given if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the course.

Late work: There will be a 15-point deduction for any work that is submitted late. I will not accept any assignment that is over 1 week late.

Make-up work: No make-up work will be accepted. If you miss the deadline and do not submit your work within a week, you will receive a 0.

Grades: All work must be submitted on time and using APA style format. Excessive spelling and grammar errors and late papers will impact your grade.

Electronic Devices: Please do not use your mobile phones in the class. If you need to take or receive a call, please step outside of the class to do so. Absolutely no recording or photographing of the instructor or classmates is permitted in this classroom.

Participation: Each student is expected to read assigned materials on the dates given and to come to class prepared to discuss the assigned content. Students are expected to actively and intently participate in the class discussions, critically engage with the readings, and work collaboratively in the weekly writing activities to learn and to support the learning of peers.

Plagiarism:

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. Never use another student's work. A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

Other Policies:

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office, also online <http://catalog.utep.edu/grad/welcome-to-utep/academic-calendar/>.

No competing audio/visual technology in class. Laptops and smart phones may be utilized during our course, but these moments are integrated into the curriculum. Usage of these devices, apart from the course design, will be considered competing.

Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

For direction about online course etiquette please visit UTEP's netiquette guide for online courses: <https://www.utep.edu/extendeduniversity/cid/Files/docs/netiquette-guide-for-online-courses.pdf>

Student Conduct:

Students should familiarize themselves with the UTEP Handbook of Operating Procedures <https://www.utep.edu/vpba/hoop/>. Violation of procedures will result in failure of the class.

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of social responsibility. Any student who engages in conduct that is prohibited by the Board of Regents' *Rules and Regulations* or University rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. All students are expected and required to obey the law, to show respect for properly constituted authority, and to observe correct standards of conduct.

The University of Texas at El Paso (UTEP) administers student discipline according to established procedures of due process. Procedures are defined and described in the Regents' *Rules and Regulations*, Rule 50101, and in the UTEP's [Handbook of Operating Procedures](#).

The Regents' Rules and Regulations

“All students at the University of El Paso are expected to have read and understood The Regents' *Rules and Regulations*.”

“The official copy of the Regents' *Rules and Regulations* is maintained by the Office of the Boards of Regents. The *Rules and Regulations* of the Board of Regents of The University of Texas System for the Government of The University of Texas System were reissued on December 10, 2004.”

Handbook of Operating Procedures

Students at the University of Texas at El Paso are encouraged to engage their campus in a positive way. By staying educated on policy and procedure, students can ensure a healthy and productive education at the University of Texas at El Paso.

The UTEP's [Handbook of Operating Procedures](#) contains official policies and procedures for the governance of UTEP. The rules and regulations constituting the HOP must not conflict with any rule or regulation in the Regents' Rules and Regulations.

If you have any questions, please contact the Office of Student Conduct and Conflict Resolution (OSCCR). [Avoiding Plagiarism \(PDF\)](#)

Academic Misconduct:

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

Students in need of accommodations and other support services:

If you have a documented disability that may influence your performance in this class, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Following the meeting, please make an appointment me during the first weeks of the class, in person, and provide documentation from Center. I will make any reasonable accommodations necessary to assure your success in this course. Please find contact information below.

The University of Texas at El Paso
The Center for Accommodations and Support Services (CASS)
Union East Bldg. Room 106
P.O. Box 609
El Paso, Texas 79968-0609

E: cass@utep.edu
P: (915) 747-5148
F: (915) 747-8712

Course Learning Objectives:

Learning Objective 1, Critical Thinking. “Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” Students will focus on the nature and scope of issues relevant to multiple leadership theories and practical application of leadership behaviors across a variety of contexts. Critical thinking in leadership reflects a thorough analysis of multiple leadership strategies as well as development of complex arguments and the nature and scope of organizational change(s).

Learning Objective 2, Creative Thinking. “Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.” Creative problem solving and innovative idea generation are critical elements of the principled leadership. Research in decision-making shows consistently that individuals are relatively weak in brainstorming competence and the development of creative options for effective decision outcomes. In all leadership contexts, we address issues of critical and creative approaches leadership excellence and organizational change

Assignments and Course Requirements:

Please Read Policy on written papers:

****There will be an automatic deduction of 10% to the grade for papers that have recurrent grammatical errors, do not adhere to APA formatting guidelines and or lack the minimum requirement for citations and references. This graduate course requires that you submit work of graduate level. If you need help with your writing or formatting of the papers please visit and make an appointment with the writing center at UTEP. The website for UTEP writing center is below:**

<https://www.utep.edu/uwc/>.

Blackboard Discussions (25 Points Each):

Each week, I will be posting a discussion topic to Blackboard with an invitation to offer your thoughts on an issue. I will give students one week to respond to the Discussion Board. Please check Blackboard for discussion posting and due dates. Each response should address the initial prompt, as well as two responses to colleague’s discussion posts. Please make sure to include references in your original post, at

minimum you need to reference your textbook in which you will use to answer the discussion post. If you used any other sources please make sure that you reference it. I will be looking for you to contribute with ideas from the readings and or external resources, as well as your personal experience with leadership. Responses should be thoughtful and thought provoking. Credit will not be given for incomplete discussions. **Discussions should at minimum consist of a paragraph and have in depth information. There will be a 5-point deduction for posts or responses that are short and without substance.**

Mini Analysis 1 (100 points): Analysis of Organizational Leadership Theory and Practice

***Please see instructions in Blackboard.

Students will engage in a critical analysis of leadership theory and practice, based on readings from Part I and Part II of the text-Hickman, G.R. (2010). *Leading Change in Multiple Contexts*. Los Angeles, CA: Sage Publications. ISBN: 978-1-4129-2678-2. My primary concern with this analysis paper is that students engage materials in ways that demonstrate at least three dimensions:

- First, students should demonstrate strong engagement with theories and concepts from the book chapters and readings
- Second, students should engage these materials critically (what is working, what is not; what are strengths and what are limitations).
- Third, students should feel free to explore a variety of ideas that relate to change (what does thinking outside the box really look like?).

Mini Analysis 2 (100 points): Analysis of Community, Political and Social Change

***Please see instructions in Blackboard.

For the second paper, students are required to write about leadership effectiveness and change within broader social and political arenas. Reading materials from Sections III and IV of the text-Hickman, G.R. (2010). *Leading Change in Multiple Contexts*. Los Angeles, CA: Sage Publications. ISBN: 978-1-4129-2678-2 must be central to this paper (although not all content applies directly). However, be sure to engage issues of community, political, and social change in your analysis of change in organizations. Knowledge of non-profits and other types of organizations that function outside the government and profit sections always make for interesting case studies.

Questions to help generate ideas include:

- How do we know when change is working well?
- What kinds of barriers exist across organizations?
- What sorts of measurements might indicate that how well change initiatives are working.

My concern here is not with finding some right answer(s) but exploring leadership and change effectiveness broadly construed. Students may use personal experiences, reading materials, and class discussion ideas. Students have a great deal of latitude in the focus and scope of the paper--"play" a bit in the writing and idea development.

Final Project-Case Study Paper (400 Points):

***Please see instructions in Blackboard.

About this Assignment:

Organizations change at a rapid pace, it is necessary to change in response to internal and external factors. Being prepared for change and navigating the environment to meet challenges is required to stay afloat. In this course you learned about leadership, organizational leadership, and organizational change. For the final project you will select an organization and analyze it in terms of organizational change. There will be a 10 page (approximately) paper due. **I am not so concerned with the page count as long as you provide a quality, scholarly paper. That being said I cannot see how anything under 7 pages would adequately present all of the necessary points required.

For this project you will select an organization and analyze it in terms of organizational change. Please check with me that the company/organization you select is suitable.

A company may go through organizational change at various stages in its life cycle for a variety of reasons. Reasons can include, a change in ownership, a change in the competitive framework, business expansion, or business contraction, among others. The business sections of papers every day discuss instances of organizational change.

Please select from the following topics:

- A business where the company has been taken over by a larger organization in an unrelated field
- A business where the leadership has been changed because the CEO has been forced to resign
- A business where the company has decided to expand outside of the United States and open operations in another country
- A business where a major new competitor has entered the field and is taking away business and/or employees
- A business where the company has been sued by current/former employees for discrimination

Research the organization and analyze the organizational change. In your paper address all the following:

- Describe the company/organization you have chosen
- Explain the external and internal factors that are driving the need for change
- Evaluate the organizational barriers and issues, including corporate culture, vision, and mission that currently exist
- Recommend appropriate strategies for leading the change
- Please tie the concepts of change from your text back to the company/organization that you have chosen. View change through your specific organization.
- Additionally, bring in at minimum 3 citations/references from a peer reviewed/refereed journal.
- Please adhere to APA formatting 7th edition

Assignments	Points
Blackboard Discussion (25x7)	175
Mini-Analysis 1	150
Mini-Analysis 2	150
Final Case Study Paper	300
Total	775