

## SCHOOL OF BUSINESS

**Strategic Leadership and Management of Change: MGMT 637 (4 Units)**

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About your Instructor: I have been teaching at University of Redlands since 1992 in the undergraduate anf graduate program. My doctorate degree is in clinical psychology and I am an interdisciplinary thinker—enjoying the synthesis of philosophy, psychology and sociology to theorize about human behavior. I also teach Biopsychology and Clinical Psychology to Physician Assistant students at Southern California University of Health Sciences. I am the director of Founders Outreach, a nonprofit agency providing psychiatric rehabilitation services to mentally ill residents residing at Founders House of Hope, a 97 bed residential care community. The bulk of my clinical work has been in inpatient settings functioning in managerial and clinical positions. I have a consulting practice and train law enforcement officers on how to compassionately police the mentally ill. I have written a couple books, edited three books and helped produce a documentary on mental illness.

**CATALOG DESCRIPTION**

MGMT 637 (4 credits) Strategic Leadership and Management of change provides a macro view of organizations. The course takes a big picture view of organizations and walks a student through strategic thinking about their own organization. The course takes an application oriented perspective on organizational change, decision-making, organizational design, organizational culture and power and politics.

**COURSE GOAL**

Strategic leadership and management of change is a graduate level course that takes an application oriented approach to macro-organizational topics, typically found in a Organizational Theory class. Strategic thinking as applied to the student’s organization is practiced by the student throughout the course through a series of assignments. Using case based, discussion oriented lectures and class exercises students will learn how to lead and manage change in organizations, make more effective decisions, navigate organizational power and politics. The course will also equip students with an understanding of how the fundamentals of organizational design and culture and how these may be used to enhance organizational performance.

**COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

1. Improve their strategic thinking skills through an enhanced understanding of their own organization at a macro level.
2. Understand the process of making decisions and improve their own skills in decision making.
3. Enhance their ability to make changes happen in organizations.
4. Evaluate different kinds of organizational structures and understand the impact of design of the organization on its performance.
5. Understand the role of power and politics in organizations to increase their own effectiveness in organizations
6. Explain the role of organizational culture in the performance of an organization

**COURSE OBJECTIVES**

1. Strategic Thinking: Understand the challenges, opportunities and trends in the business environment of their organization, work through objectives, priorities, identify patterns and relationships and work through trade-offs to help become a more valuable employee.
2. Decision making: Understand frameworks of decision-making, biases and ways to overcome biases in decision-making to become a better decision maker.
3. Management of change: Learn theories and frameworks related to change in organizations. Develop skills to overcome resistance to change and help lead and manage successful change in organizations.
4. Organizational Structure and Design: Evaluate different kinds of organizational structures and understand the impact of design of the organization on its performance.
5. Power and Politics: Develop insights into managing power and politics in organizations to help become more effective.
6. Organizational culture: Explain the role of organizational culture in the performance of an organization and manage culture to enhance organizational performance.

**LEARNING MATERIALS AND RESOURCES**

**REQUIRED Coursepack**

Coursepack to be purchased from Harvard Publishing. Your instructor will send you an email on how to purchase this coursepack. The following will be in the coursepack:

1. Thinking Strategically. Harvard pocket mentor series # 12590-PDF-ENG
2. Organizational Behavior Reading: Decision making # 8383-PDF-ENG
3. Language and Globalization:”Englishinization” at Rakuten (A) **#:**412002-PDF-ENG
4. Leading and Managing Change **#:**415040-PDF-ENG
5. Katie Conboy: Leading Change at Simmons **#:**NA0452-PDF-ENG
6. Power and Influence: Achieving your objectives in Organizations **#:**801425-PDF-ENG
7. Strategy Execution Module 4: Organizing for Performance **#:**117104-PDF-ENG
8. The Leader’s Guide to Corporate Culture **#:**R1801B-PDF-ENG
9. Creating a Culture of Empowerment and Accountability at St. Martin de Porres High School (A) **#:**KEL514-PDF-ENG
10. Thomas Green: Power, Office Politics and a Career in Crisis **#:**2095-PDF-ENG

**REQUIRED READINGS** (available from library database: Business Source Complete)

1. Kanter, R. M. (2011). Zoom in, zoom out. *Harvard business review*, *89*(3), 112-6.
2. Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. *Harvard business review*, *89*(6), 50-60.
3. Ford, J. D., Ford, L. W., & D'Amelio, A. (2008). Resistance to change: The rest of the story. *Academy of management Review*, *33*(2), 362-377.
4. Neilson, G.; Pasternack, B; Van Nuys, K (2005) [The Passive-Aggressive Organization.](javascript:__doLinkPostBack('','target~~fullText||args~~12','');) Harvard Business Review, 83 (10) 82-92.
5. McAllister, C. P., Ellen, B. P., Perrewé, P. L., Ferris, G. R., & Hirsch, D. J. (2015). Checkmate: Using political skill to recognize and capitalize on opportunities in the ‘game’of organizational life. *Business Horizons*, *58*(1), 25-34.

**ASSIGNMENTS**

1. Worksheets on Thinking Strategically:

There will be 6 worksheets to complete. These worksheets are available at the end of the book. Completing the worksheets may involve interviewing stakeholders in your organization, so please plan for that. Worksheets are due as described in the schedule of classes.

1. Written case assignments:

There are 4 cases that need to be analyzed. These cases are included in the Harvard coursepack.

You are encouraged to work in teams to analyze the cases and turn in the written analysis when we meet in class. Only one case needs to be turned in per group. No late cases will be accepted.

Questions that you need to answer on the cases are provided in the appendix to this syllabus. You are not expected to do a general case report, but to precisely answer the questions asked. Please do not use an essay format. I would like you to provide structured responses like a report (i.e., with subheadings, sections etc.) that are clear, precise and provide evidence for your statements.

Use of theory and concepts learned is essential for a good grade. The maximum page length for these assignments is **2 pages (single-spaced**). If needed, you can attach information in terms of figures, charts or tables as annexures. These will not count in the page limits. I encourage you to try to summarize your ideas into figures or charts and append them.

1. Participation and discussion of cases in class:

This class is designed to be participative and is critical to participate to benefit from the class. Learning to present your ideas well and to engage in meaningful discussion is a valuable skill that all managers need to learn. Our classroom will serve as a practice ground for that. Good participation is what enhances learning and insight for you and your classmates. There is no need for a computer during class. Please look at the following rubric that provides criteria used for determining participation points.

| **Unacceptable** | **Average** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| Comes unprepared with the assigned readings and other materials and barely participates in class discussion and activities.  Tuning out by using cell phone/tablet/computer, having side conversations, making flippant comments or derailing discussions | Comes prepared with the assigned readings and other materials but only occasionally contributes to class discussion and activities. OR  Participates frequently/dominates discussion without adding much value to the discussion. | Comes prepared with the assigned readings and other materials and frequently participates in class discussion and activities. | Comes well prepared with the assigned readings and other materials and actively participates in class discussion and activities by critically relating concepts, theories, and personal experiences to discussion and brings significant new insights into the classroom through participation. Critiquing ideas being discussed either by instructor or other students respectfully and providing additional insights. |

Unacceptable: 0%; Average: 75%; Good: 90% Excellent: 100%

Project report and presentation:

You are required to choose a topic that is discussed in class and come up with a research question. You need to explore that question with additional reading. You also need to come up with an application to a real world organization you are familiar with or a case written on a real life organization.

Details of the case will be provided on Moodle. Your instructor will let you know the length of the report, whether it is to be done in teams or alone and how long you have to make a presentation. The presentation will be on the last day of class.

Midterm & Final Exam:

You will have a mid-term and final exam.

**Assessment Quiz (Individual Assignment, REQUIRED)**

A multiple-choice Assessment Quiz will be administered via Moodle at the end of the course to assess student learning. The deadline for this quiz is three days after your last class. This quiz is an individual open book, open notes assignment; students will be granted one attempt to complete 20 multiple-choice questions covering a range of topics in this course in 30 minutes. After that Moodle will automatically timeout. This assessment quiz is part of the University of Redlands School of Business continuous quality and process improvement efforts and is part of the activities for ACBSP accreditation.

**Course Assessment and Grading**

Your grade will be determined as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSIGNMENTS** | **Linkage of Assignment to Course Learning Outcome(s) #** | [**Linkage to MS-OL Program Learning Outcome(s)**](#MSOL_PLOs)**[[1]](#footnote-1)** | **WEIGHT** | **SESSION DUE** |
| Worksheets on strategic thinking (6 worksheets, 4 points each) | 1 | 1,2,3 | 24 | July 1 to August 5 |
| Case analysis (4 cases with written assignments, 5 points each) | 2-6 | 1-5 | 20 | July 8, 15, 29  August 5 |
| Mid term exam | 1-4 | 1,2 | 10 | July 22 |
| Final exam | 1-4 | 1,2 | 10 | August 12 |
| Final assessment quiz | 1-6 | 1,2 | 5 | Within 3 days of the end of August 12 |
| Project report | 1-6 | 1-5 | 16 | August 12 |
| Project presentation |  | 3 | 7 | August 12 |
| Class participation | 1-6 | 1-5 | 8 | Every Class |
|  |  |  |  |  |

Grades will be assigned according to the following scale

4.0 = A = 95-100

3.7 = A- = 90-94

3.3 = B+ = 87-89

3.0 = B = 83-86

2.7 = B- = 80-82

2.3 = C+ =77-79

2.0 = C = 73-76

1.7 =C- = 70-72

1.3 = D+ =67-69

1.0 = D = 63-66

0.7 = D- =60-62

0.0 = F = 0-59

The following is the University of Redlands grading criteria.

3.7, 4.0 A Outstanding

Student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

2.7, 3.0, 3.3 B Excellent

Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity, and with evidence of intellectual insight.

***For Graduate Courses Only***

***Credit for a course graded below 2.0 cannot be applied toward a graduate degree. See the “Graduate Grading Section” in the UR Catalog.***

1.7, 2.0, 2.3 C Acceptable

The quality of the work was acceptable, meeting minimal course standards, but not exceptional. Performance on the examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

0.7, 1.0, 1.3 D Poor

The quality of the work was not always satisfactory, but overall was passing. Assigned work was not always done, and when done was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulations of ideas, and thoroughness.

0 F Failing

A grade of "F" indicates that the student failed the course. The quality and quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.

# Grade of “Incomplete”

# An “incomplete” is not given for poor or neglected work. A grade of “incomplete” is to be granted only for very special reasons and should occur only after a discussion between faculty and student, initiated by the student. The decision of whether or not to grant an incomplete is dependent on an emergency situation that prevents the student from completing (on time) the work necessary for the course. An incomplete grade will be converted to a permanent grade within eight weeks from the last night of the course. This means that the instructor must turn in the grade to the Registrar no later than the eighth week. Any incomplete work must be submitted to the instructor with enough lead time for the instructor to evaluate the work and issue a grade change. See U of R catalog for further guidance.

**Citation Styles**

Faculty may choose any recognized style for the correct and consistent citation of resources and must provide students with links to books or websites that provide details concerning their preferred style. Faculty may also instruct students to use an appropriate style of their own choice. Examples of appropriate styles include American Psychological Association (APA), Chicago Manual of Style (CMS), Modern Humanities Research Association (MHRA), Modern Language Association (MLA), and Turabian.

**COURSE POLICIES**

1) Please attend *all* class sessions and participate in class discussions.

Management Science is difficult to learn from the text only. Lectures and class discussions are an integral part of your learning experience.

2) If you have to miss a meeting, check with the instructor and classmates for missed information (see page 6: School of Business Policy on Attendance).

3) Please try to keep up with your assignments. This is a subject that cannot be learned merely by listening to lectures. You should work through examples and get involved in discussions.

4) Please type all your weekly assignments (questions, problems, and case analysis) and present them professionally.

5) Do not duplicate copyrighted software. This is software piracy.

**Time Management**

Each 4-unit (Carnegie Unit) graduate course is the equivalent of 180 hours. Thus an 8-week accelerated course is equivalent to 22.5 hours per week. Four hours are spent in class each week; the course has been designed with the expectation that homework will take about 18 hours per week. Although the amount of time that you spend studying may depend upon the subject matter, a student should expect to spend an average of 18 hours each week.

**Disability Services**

A student with a documented disability who wishes to request an accommodation should contact the School of Business Director of Student Services at (909) 748-8743 or SBStudentServices@redlands.edu for assistance.

**Policy for Cell Phones and Laptops in the Classroom**

Cell phones will be off or on vibrate during all class sessions (excluding the dinner break) to avoid distractions. Students should refrain from making or taking non-critical personal or business cell phone calls during class sessions. If a phone call must be taken, the student will exit the classroom.

Laptop use during class is limited to taking notes related to the lecture or class discussions and/or researching material directly requested by the instructor. Internet searches will not be used to support discussions or interaction during class time unless specifically requested by the instructor. Students will not use cell phones and/or laptops to surf the web, play games, read or generate personal or business email, or text others in class or outside of class for any reason during class time.

**Academic Honesty**

##### ***The University of Redlands Policy on Academic Honesty will be strictly adhered to and applied. The Procedures for Addressing Academic Honesty are set forth in the University of Redlands Catalog. It is expected that all students read and understand the Policy and the provisions outlined in the Catalog.***

The highest standards of academic conduct are required. This is particularly true for the proper citation of course and research material in *all* written assignments. If you did not actually collect the data or independent­ly arrive at the idea presented, then a proper citation must be used. Citations (in the form of parenthetical notes, endnotes or footnotes) must be used for quoted or paraphrased text and any time you borrow an idea from an author, the instructor, or your peers. Using someone else’s sentence or organizational structure, pattern of argument and word choice, even if not exactly similar in every respect, warrants citation. It is students’ responsibility to make sure that their citations and quotation marks **unambiguously** highlight the ideas, words, sentences, and arguments that they borrow from other sources. Paraphrasing is not simply changing one or two words in a sentence; it **completely** reconstructs someone else’s idea in your own words. For guidelines on appropriate citation, quotation, paraphrasing, and plagiarism, see materials provided by the Indiana University’s Writing Tutorial Center at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> or by the Purdue Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/resource/560/01/>

Discussion with the instructor and your peers is encouraged before the composition of written work; however, all written work, unless specified by the instructor, is to reflect independent composition and revision. Students working on group or collaborative assignments are expected to contribute equally to all tasks necessary for completion of the assignment.

Students are expected to follow all written and verbal instructions provided by the instructor with regard to written assignments, quizzes and/or exams. In addition to plagiarism, other impermissible academic behavior includes, but is not limited to, collaboration without instructor consent, falsifying research data, illicit possession of exams, using study aids during exams, unauthorized communication about an assignment or exam, handing in others’ work as your own, reusing assignments or papers from other courses, and impeding equal access to educational resources by other students.

**Time constraints, the demands of work and family, failing to read the University’s Policy on Academic Honesty, unintentional misuse of sources, or a lack of preparation do not excuse academic dishonesty or otherwise mitigate the appropriate penalty. Penalty for a first offense is at the discretion of the instructor.**

If a student is uncertain about appropriate methods of citation or has a question about the academic honesty policy, it is his or her responsibility to seek guidance from the instructor, a University official, or another reputable source.

**Armacost Library Services**

Any time you see the word “research” or related concepts in your syllabus or on an assignment, there is a good chance that you will be required to locate, read, and incorporate information into your coursework from someplace other than Google. The University uses part of your tuition to pay for access to a wide variety of tools and resources located beyond firewalls on the web, undiscoverable or inaccessible to the casual searcher. Please visit library.redlands.edu/business in order to browse the many resources available to you. All links requesting a login can be accessed by entering your myRedlands ID (firstname\_lastname) and the same, case-sensitive password you use for all other University applications.

Feel free to use the navigation on the webpage to explore the resources provided for many other disciplinary areas you may be interested in exploring. There are descriptions of which databases contain various types of information, and pictures and demos on how to most effectively use them. If you have a question regarding the research process or gaining access to or using a source, please contact your librarian, Janelle Julagay, by email at janelle\_julagay@redlands.edu or by phone at 909.213.8736 anytime. Drop-in office hours are listed on the website, and she is generally in the library at the main campus Monday-Friday during normal business hours.

**Code of Student Conduct**

At the time of new-student orientation, all School of Business students were directed to read the University’s Code of Student Conduct on the University’s website. If you need access to the Code of Student Conduct at this time, please visit the University’s website

Schedule

June 24 - - Thinking Strategically about organizations

# Critical Thinking: Nourishing the Curious Mind (ppt on Moodle)

# Critical Thinking for Business (ppt on Moodle)

# Emotional Intelligence for Leaders (ppt on Moodle)

# What is Strategy and Why it’s Important (ppt on Moodle)

# Thinking Strategically (HBS Coursepack)

# Kanter, R. M. (2011). Zoom in, zoom out. *Harvard business review*, *89*(3), 112-6. (Library – Database: Business Source Complete)

# In class: Self assessment exercise (in the Thinking Strategically handbook) – discussion in class. Worksheet on “The Big Picture” work through preliminary responses.

July 1 -- Making effective decisions

# Decision-making (HBS Coursepack)

* Decision Making (ppt on Moodle)

# Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. *Harvard business review*, *89*(6), 50-60. (optional) (Library – Database: Business Source Complete)

# Assignment: Thinking Strategically: Big Picture worksheet Parts I – III (written assignment)

# Initial discussion of project for presentation

* Optional: A decision making exercise of your choice for in class use

July 8 -- Organizational Change – Fundamentals

# Leading and managing change (HBS Coursepack)

* Organizational Change (word document on Moodle)

# Organizational Culture (ppt on Moodle)

# Assignment: Case analysis: Language and Globalization: “Englishnization” at Rakuten (A) (HBS coursepack) followed by class discussion

# Assignment: Thinking Strategically: Identifying Relationships, Patterns and Trends (HBS coursepack). (written assignment) and class discussion

July 15 -- Managing stakeholders in change

* Ford, J. D., Ford, L. W., & D'Amelio, A. (2008). Resistance to change: The rest of the story. *Academy of management Review*, *33*(2), 362-377.
* Assignment Case analysis: Katie Conboy: Leading change at Simmons College (HBS coursepack)
* Assignment: Thinking Strategically: Thinking Creatively (written assignment) (HBS coursepack).
* Corporate Governance/Stakeholders (ppt on Moodle)

July 22 -- Designing organizations

* Strategy Execution Module 4: Organizing for Performance (HBS Coursepack)
* Organizational Structure and Design (ppt on Moodle)
* Bring your company’s organizational structure – in class discussion
* Assignment: Thinking Strategically: Analysing Information (HBS coursepack) (written assignment)
* Midterm exam
* Project updates – class discussion

July 29 -- Organization culture

* The Leader’s Guide to Corporate Culture (HBS Coursepack)
* Neilson, G.; Pasternack, B; Van Nuys, K (2005) [The Passive-Aggressive Organization.](javascript:__doLinkPostBack('','target~~fullText||args~~12','');) Harvard Business Review, 83 (10) 82-92.
* Organizational Culture (ppt on Moodle)
* Assignment: Thinking Strategically: Prioritizing your actions (HBS coursepack).
* Assignment: Case analysis: Creating a culture of Empowerment and Accountability at St. Martin de Porres high school. (HBS coursepack)

August 5 -- Navigating power and politics

* Power and influence: Achieving your objectives in the workplace (HBS coursepack)
* Power and Politics (ppt on Moodle)
* McAllister, C. P., Ellen, B. P., Perrewé, P. L., Ferris, G. R., & Hirsch, D. J. (2015). Checkmate: Using political skill to recognize and capitalize on opportunities in the ‘game’of organizational life. *Business Horizons*, *58*(1), 25-34. (Library – Database: Business Source Complete)
* Assignment: Case: Thomas Green (HBS coursepack) (written assignment) in-class discussion
* Assignment: Thinking Strategically: Making Tradeoffs (HBS coursepack).

August 12 -- Review and presentations

Final Exam

Summing Up

Review of Thinking Strategically (Optional)

Student presentations

**NOTE: TAKE ONLINE ASSESSMENT QUIZ WITHIN 3 DAYS OF LAST CLASS.**

**MS-OL Program Learning Outcomes**

**Upon successful completion of the program, graduates will be able to:**

1. Integrate knowledge from organizational behavior and leadership theory to effectively address issues related to human resources in organizational settings.

2. Utilize principles, theories and methods of leadership and management to effectively address issues related to increasing organizational effectiveness.

3. Use written, oral, and analytical expression to illustrate persuasive communication in an organizational context.

4. Assess, practice, and apply managerial and leadership skills to collaborate and lead effectively.

5. Integrate ethical concepts, principles, and theories to generate effective managerial decisions.

**Appendix**

**Questions for cases**

**Case: Language and Globalization: “Englishnization” at Rakuten (A)**

1. Was “Englishnization” a good idea for Rakuten? What are the costs/benefits of such a policy?
2. What are Mikitani’s motivations for issuing the “Englishnizationa” policy?
3. Analyze the survey results of Exhibit 3. How are employees experiencing the mandate? What differences do you see?
4. What determines whether employees embrace or reject the language stipulation?
5. Should Mikitani continue with “Englishnization”? If he does continue, what suggestions do you have for him moving forward?

**Case: Katie Conboy: Leading change at Simmons College**

1. Describe and assess the external factors that were driving Simmons to change and the internal strengths and weaknesses that would impact Simmons’ ability to respond.
2. What did Conboy do to establish her credibility in the organization?
3. Identify the key actions that Conboy took to implement change in the organization. Use Kotter’s 8 step model described in your reading to guide you (she might not have used all the steps). (Hint: the eight steps include “Create a sense of urgency”
4. What implications does a yes or no vote have for Convoy as a leader in the organization?
5. If a yes vote, what do you recommend she needs to do from that point to institutionalize the changes?

**Case: Creating a culture of Empowerment and Accountability at St. Martin de Porres high school**

1. How would you describe the culture at SMdP before the arrival of Odiotti and Seiberlich?
2. Was the school’s culture aligned with its mission?
3. Given the situation, what specific challenges did Odiotti and Seiberlich face? How are these challenges related?
4. What would you do if you were Odiotti and Seiberlich? How would you “fix” SMdP? Where would you start if you wanted to build a new culture? How would you integrate the different elements of your solution?

**Case: Thomas Green**

1. What are the work styles and personalities of Thomas Green and Frank Davis?
2. How do the actions of Thomas Green differ from the expectations of Frank Davis?
3. What is your analysis of Thomas Green’s actions and job performance in his first five months? What mistakes has he made?
4. What are the possible underlying agendas of Davis and McDonald?
5. Make recommendations to help Thomas Green

1. MS-OL Program-level Learning Outcomes (PLOs) are in the last page of this document. [↑](#footnote-ref-1)