



MGMT 571 Leading Change in Organizations

Moravian College Economics and Business Department

Spring 2016

Instructor Information

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This syllabus is distributed for your information at the beginning of the semester. Check the course Blackboard shell frequently for updates and changes to this information and schedules.

Syllabus Updated 01/04/2016

This course will focus on your role as a leader in managing change in organizations and the relationship of innovation and change management. Innovation is of strategic importance to organizations; change management is of tactical importance to innovation. Anyone leading innovation must plan for its success often overcoming significant obstacles in structure, culture, and politics. No innovation can be successful without accounting for the human aspects of change. Competencies in both innovation and change management are necessary for organizational success, and in many cases, survival.

We will look closely at change management, what it is, how it happens, what it means to organization success, and how leaders can make it happen. We will also examine change management as a tool for implementing innovation to assure the success of that process but also as a process itself.

During this semester you will listen, read, view, and think as we use multiple methods, including audio, video, online lecture, reading, and in class activity to cover course related knowledge. We will initially focus on the general concepts behind innovation and change management so that you will be grounded in the basics. But we won't ignore the role of practice to learn. Your team project and activities in class will give you time to practice the ideas of innovation and change management, as well as the competencies you've developed from other courses.

Course Description

Organizations are facing many environmental challenges including new technologies, new methods of organizing, diverse consumer demands, new competitors, and diverse employee skills and backgrounds. The common denominator is change. This course looks at organizational change from a strategic and operational perspective. It builds students' knowledge and skills on understanding how change affects organizations' strategies, on determining the changes that are needed in strategy and within organizations to master dynamic environments, and implementing change to achieve organizational goals. Reflective analysis of workplace experience, class discussions, and case analyses form the basis of the learning experience in this course. Applied projects with small businesses and not-for-profit organizations allow students to apply their knowledge of change management in the real world.

Course learning objectives for students

1. Understanding the concepts of innovation and change management, how innovation comes about, and how change needs to be managed for strategic success.

2. Understanding the role of leaders in creating and supporting change within organizations.
3. Using tools to diagnose organizations and understand how to better implement change.
4. Evaluating concepts of leadership, team practice, innovation, and change management through reflective practice.

Related Program Learning Objectives

See Appendix 3.

Required Information Sources

Required Texts

de Caluwé, L. & Vermaak, H. (2003). *Learning to change: A guide for organization change agents*. Thousand Oaks, CA: Sage Publications.

Optional Texts

Berkun, S. (2010). *The myths of innovation*. O'Reilly Media. ISBN-13: 978-1449389628.

Harrison, M. I. (2005). *Diagnosing organizations: Methods, models, and processes* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Puccio, G. J., Murdock, M. C., & Mance, M. (2007). *Creative leadership: Skills that drive change*. Thousand Oaks, CA: Sage Publications. ISBN: 4129-1380-2. This book has many valuable techniques for use in teams and for creative decision-making.

Articles

Various chapters and articles will be assigned for reading each week of the course. Articles are available for downloading through the Reeves Library's databases or Blackboard. Each assigned chapter and article is noted on the assignment schedule in the appendix. Articles can be retrieved through links published in the 'Assignments' folder of the class Blackboard.

We will operate in a seminar format. In this format you are expected to take responsibility for contributing to discussions in class and online. Everyone is expected to read every assigned article or video to facilitate discussions.

Optional Information Sources

The Wall Street Journal, or similar business publication. The world changes daily; the business world as quickly. You should keep up-to-date with the business world by reading or listening to respectable business journalism outlets. In addition to The Wall Street Journal, the daily MarketPlace on NPR is a superior source of business news, as is The Nightly Business Report on PBS. MarketPlace can be accessed via the Internet. I will also be posting various optional related readings in Blackboard and via Twitter.

Assignments

Service Learning Project

See also Appendix 2: Strategic Project.

The purpose of the project is to allow you to engage the knowledge and skills you have developed in your program of study in a project that has real importance to and impact on an organization. You will have to exercise skills and knowledge in team processes, leadership, economics, operations, finance, etc. – those skill sets developed in your program of study. You are expected to use the competencies you developed from experiences in your workplaces, too.

The project will be graded in multiple parts and is worth 50% of your grade. You are expected to actively participate on your assigned project team in a manner that furthers the goals of the team. A peer assessment tool will be used to gather information about your participation and contribution to the team project; results will be factored into your individual project grade. Feedback from that tool will be included as part of your grade for the project. Project sponsors will provide feedback to the team; that feedback will be included in the calculation of the project grade. Finally, the instructor will assess the presentation and project report using the rubric available to you in Blackboard. That assessment will become part of your project grade along with the sponsor's feedback.

Content and activities of the project will be developed throughout the semester.

Project Deliverables

1. Progress reports -- tracking the team's progress toward meeting their goals and milestones throughout the semester. Four (4) reports will be filed by each team with the facilitator throughout the semester.
2. Project report document – two (2) copies, one for the facilitator and one for the project sponsor.
3. Project presentation – a presentation, complete with slide shows and handouts, delivered to the project sponsor, guests, peers, and facilitator.

Case Report

Each student will prepare an individual case report on the TD Bank case that will be discussed in class on February 22nd. The written case must be completed and handed in by the beginning of class, 6:30 pm, on the 22nd. All research and readings, including the case document, are provided to you in Blackboard. Use the consulting report format template to prepare your paper and follow all instructions on that template. This will give you practice toward preparing your final report on your project with your client that is due at the end of the semester. You do not have to complete a cover page for your report on this case.

This is an individual assignment and is to be completed as your own individual work without consultation or collaboration with others.

This case report is worth 20% of your final course grade. A copy of the grading rubric is available to you in Blackboard.

Participation

You are expected to actively participate in classes, teams, Blackboard, and assignments. Participation is defined as working actively within your assigned team(s), adding to the discussion of in-class activities whether role play debriefing, case analysis, or learning opportunities in the classroom, and posting responses to and questions for discussion threads in Blackboard.

It is critical for you to note that participation required in any Blackboard discussion threads used in this class requires posting at least four days per week. What you post must be substantial in nature. That is, posting "I

agree" as a response to another's posting does not count as participation. You must post comments that are substantive in nature and that further the discussion being conducted. Posting questions that raise important issues in the thread or ask for clarification of a posting are equally valid.

Please note that any weekly assignments in discussion threads will be made unavailable after the close of the assignment. You cannot go back and retroactively add to the discussion.

Participation will be included as a part of the grade in this course; it will comprise 30% of your final grade. You will be assessed on your participation in the classroom (beyond just showing up to class) and your participation in discussion threads. Your participation grade will also include participation within the your project team. Participation in your team project will be assessed with input from yourself and your peers on the team.

Grading Summary

| Assignment Grading | | | Final Grade Scheme | |
|--------------------------|--|---------------------------|-----------------------|------------|
| Assignments | Quantity | Weight Toward Final Grade | Grades Scored Between | Will Equal |
| Case Report | 1 | 20% | 96% and 100% | A |
| Participation | Frequent in class, online, in teams | 30% | 90% and 95.99% | A- |
| Service Learning Project | Three parts 4 progress reports @ 10% 1 project presentation @ 10% 1 project report @ 30% each | 50% | 87% and 89.99% | B+ |
| | | | 84% and 86.99% | B |
| | | | 80% and 83.99% | B- |
| | | | 75% and 79.99% | C+ |
| | | | 70% and 74.99% | C |
| | | | 65% and 69.99% | C- |
| | | | 50% and 64.99% | D |
| | | | Less than 50% | F |

Other Important Information

Academic Honesty

Students are expected to comply with Moravian College's policy on academic honesty as found in the Moravian College Handbook for Students Enrolled in Graduate Level Programs and Courses (Handbook) when preparing assignments and reports, or taking quizzes and exams. Please make yourself familiar with that policy. If you do not have a copy of the Handbook you can download a copy of the Handbook from AMOS.

Discussing assigned materials with your peers prior to preparing a report is not cheating. These discussions can help you to gain a better understanding of the material being discussed online, in class, and in your team. You are encouraged to discuss assigned work with your peers UNLESS explicitly stated otherwise in an assignment.

However, submitting any report, quiz, examination, or the like which is not your individual work is cheating. Plagiarizing from published sources or from other students' work and copying or cheating on quizzes or exams will not be tolerated. Furthermore, stealing newspapers, journals, or books from Reeves Library, or defacing any of the same, is also a violation of the College's standards as discussed in the Handbook. You may use the work of others and not be accused of plagiarism if and only if you appropriately cite the work of others in your report, case, quiz, etc.

Please check the Handbook for further descriptions of violations of the academic honesty policy and for a statement of how suspected violations are dealt by the College. You are responsible for knowing and applying the policies.

Attendance

All students are expected to attend class each and every week. Class meetings are not only learning experiences but also team experiences in which you will be building working relationships with your team members, as well as getting team

work done. Attendance is important! There will be limited time to make up work in this course, thus, two absences is the maximum you can occur without incurring a penalty to your final grade. Unless excused by Dr. Kleintop, you will lose five (5) points from your participation grade for absences in number above two.

Should you be unable to attend for exceptional work or family reasons, you must notify Dr. Kleintop by phone at 610-625-7704, email at kleintopl@moravian.edu or if she is not available, contact the Economics and Business office at 610-861-1591. We will discuss the circumstances of your absence and how you might be able to manage the work you will miss.

Canceled Classes

Class may be canceled due to weather or some other reason. In the case of cancellation, Dr. Kleintop will post announcements in Blackboard and AMOS to inform students of the cancellation. It is your responsibility to check Blackboard prior to each class period to determine if class is canceled.

Contact Information

You are expected to maintain your contact information, especially your telephone number and email address, in the course Blackboard shell. To update this information click on "My Places" in the upper right corner of the browser window displaying Blackboard. Click on "Personal Information" under the avatar place holder on the pop-up screen and enter the Personal Information page. Click on "Edit Personal Information" to update your personal information.

Enter the email address to which you want any and all Moravian College information sent to you, as well as class information, as your preferred email address in "Personal Information". Similarly, list the telephone number at which you prefer to be contacted. Updating this information in one Blackboard shell updates it in all shells. The contact information will be used to communicate with you about class, including cancellations due to weather, as well as for information from the College.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Course Format

We will meet in a classroom (Wednesday evenings) for three hours. You are expected to participate in the class discussion, team work, assessment papers, and other activities in the classroom. Check the class web pages in Blackboard regularly throughout the week, read materials there, and submit assignments as required. You may also be required by the circumstances of the Strategic Project to meet with your team outside of the regularly scheduled class period.

The first five weeks of the course is offered in a flipped format. Online assignments, including discussions, quizzes, and others, will be posted to Blackboard. You are expected to complete those assignments prior to coming to class. Those assignments are the theory of the course with which you are expected to be familiar when you come to class. Class is practice. We will use class time for exercises of various sorts; exercises will improve your understanding of the theory by letting you apply it in a stress free, supportive environment.

Disabilities

Students who wish to request accommodations in this class for a disability contact the Academic Support Center located in the lower level of Monocacy Hall by calling 610-861-1401 (1401 on campus), or by emailing disabilitysupport@moravian.edu. Accommodations cannot be provided until authorization is received from the Academic Support Office.

Expectations of Students

You are expected to complete all assignments prior to class. Note that not all assigned materials will be covered in the weekly discussions, but you are still responsible for this material; if you are not clear on any of the ideas in the assigned

materials it is your responsibility to raise questions during class or in discussion threads. These materials are also meant to provoke questions and alternative opinions from you! Any and all well considered and thoughtful questions and opinions are valid and welcome. Speak up!

You are expected to ask questions and participate in discussions, in class and online. This is particularly true if you do not understand something in an assignment. No questions are stupid if you don't know the answer! Your peers and I can only assume you understand the material if you have no questions. Don't hesitate to ask!

You will be working throughout the semester in a self-governing work team. Each and every team member is expected to participate fully in the service learning project executed by the team – completing assigned work, participating actively in the team in various roles, including leadership, attending all team meetings, and the like.

You are expected to behave in and out of class in a manner worthy of a professional. Silence your cell and smartphone unless otherwise instructed. Do not surf the web for work or amusement during class. But, doing so for information to use in class is permissible.

Grading Judgment

It is within the purview of the facilitator/instructor to apply qualitative judgment in determining grades for an assignment or for the course.

Inclement Weather

In the case of inclement weather, an email and message through Blackboard will be posted to inform you if the class is canceled. It is your responsibility to check Blackboard prior to each class period for cancellations due to inclement weather. Cancellation information is also available through AMOS.

Inclusion

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients.

Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

| Behavior | Description |
|-----------------------------------|--|
| Listening to understand | Listening with an open mind to fully understand all aspects of a situation |
| Seeing multiple points of view | Understanding that our perspective is not the only one when looking at a situation, issue, or person |
| Giving and receiving feedback | Inviting and giving feedback |
| Enhancing inclusion | Helping others feel included and involved |
| Addressing inappropriate behavior | Acknowledging inappropriate behavior; communicating expectations and consequences for repeated behavior. |

Source: MIT Human Resources, Diversity & Inclusion, <http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/resources>

Learning

You and I have equal responsibilities for learning in this class. This is an active learning perspective. You must commit not only to attend class but also to complete assignments and participate in class activities, including the team project. I commit to providing you with materials, including assignments, and experiences from which you can learn. I am not responsible for making you read, view, or listen to assigned materials. That is your responsibility. I do not have to lecture on each article assigned to you to read, view, or listen to. Have questions? I'll answer them or guide you to an answer but only if you ask the questions. I think I have developed a good learning path for you; you are welcome to have other views and ideas and I will be happy to discuss them with you - I always want to improve the experiences I have with you. I have an interesting assignment for you to tackle for a team project. But you will only learn if you bring attitudes and behaviors to the class that support learning.

Sign Ons

You can now use your network sign on (stxxxxx) and password to sign into Blackboard, the library, AMOS, and the campus-wide network. Change your password in AMOS!

Spam Filters

Are you using your workplace email for school? Is your workplace email your default address in Blackboard? If so, you might want to check with your IT department to make sure there will not be any issues with your spam filters! Please note that your Moravian email account is a Gmail account.

Style Guide

The style guide designated for this course is the *Publication Manual of the American Psychological Association (APA)*, sixth edition. Check Blackboard for links to online resources for APA style. You are expected to use the style guide to direct your use of citations, reference lists, and format beyond that specified here in the syllabus.

Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor.

Tweeting

Yes, you read that correctly. Tweeting. As in using Twitter. You are encouraged to follow the @LeadingOrgChg Twitter feed during and after this semester. Any web sites, articles, etc. found that are of value to you and your peers will be Tweeted throughout the semester.

Workload

You can expect to work five hours outside of class in reading, preparation, and project activities for each hour of class time. Class time will be made available for project work. However, don't expect that the time made available will be sufficient to complete your project!

Appendix 1: Weekly Activities (Assignments)

Note: All reading assignments are required unless otherwise noted. Assignments may be changed during the semester to reflect requirements of the strategic project. Class time will be set aside for teams to work on projects; outside class time will be required for that work, too. Links to videos and audio files, as well as non-text book articles, are online in the class Blackboard shell.

I. Concepts and Tools

Details of each assignment are provided in the course Blackboard shell in the ASSIGNMENTS folder.

Additional assignments beyond the readings shown for each week below will be posted in Blackboard.

January 18 -- Change and Action Research

Theme

Introductions, course overview, syllabus review, accessing materials, review of reflective practice and reflective blog postings, discussion of service learning projects, and more. You will meet your team members!

Reading

de Caluwé & Vermaak, Chaps 1 & 2.

Video: Riel, M. (2013, Sep. 12). Overview of Action Research

January 25 – Thinking about Change

Theme

The complexities of organizations. How those complexities require thinking about change in multiple dimensions or frames. A broad framework for managing planned change.

Readings

de Caluwé & Vermaak, Chaps 3, 4, & 5.

See the course Blackboard shell for additional assigned readings.

February 1 – Diagnostic Models

Theme

Diagnosing organizations as an approach and method for managing change; using different approaches and frames in diagnosis.

Readings

de Caluwé & Vermaak, Chap 6 & 7

Additional readings posted in Blackboard

February 8 – Data, Analysis, and Reporting Change

Theme

Data collection, analysis, and writing the consulting report

Readings

Links to readings are provided in Blackboard

February 15 – Diversity as Change

Theme

The business case for diversity in organizations.

Readings

Links to readings are provided in Blackboard

February 22 – Being the Change Agent

Theme

The challenges of change and role of the change agent in leading change.

Readings

de Caluwé & Vermaak, Chaps 8 & 9.

Case Assignment DUE

Download and read the attached case. Prepare the case for discussion prior to attending class. Read it. Define the problem. Examine the case in light of your knowledge of de Caluwé & Vermaak and action research. Prepare your own, individual report on the case prior to class and bring two (2) copies with you to class. One copy you submit to Dr. Kleintop. The second is for your own use in your team discussion. You will be given the time in class to discuss the reports within your team and prepare a single team report on the case. Check syllabus for instructions on paper format and contents.

The readings from February 8 and those provided in this week's Blackboard assignment should be sufficient for your research for this paper. You may, of course, do more research should you desire.

Use the consulting report format template to prepare your paper. This will give you practice toward preparing your final report on your project with your client that is due at the end of the semester.

February 29 – Projects Start

Online

Familiarize yourself with project related documents and procedures posted in the 'Strategic Projects' folder in Blackboard.

In Class

Project teams will meet project sponsors

The rest of the semester is given over to working on the assigned team project. You are expected to attend class, though the class will be given over to working on your team project. Class time is the opportunity to review progress, identify issues in the project, assign tasks to team members, consult with Dr. Kleintop, and the like. Do not expect that this will be the only time you need to work on the project. You may need to meet on weekends. You may need to meet at your client's physical location.

Each team will file four bi-weekly project update reports with Dr. Kleintop. The required form for the report is available in Blackboard.

Each individual student will keep a record of time spent on the project, both in class and outside of class. The primary purpose of this record is to document time spent on the project to demonstrate that state education department regulations are met. The required form is downloadable from Blackboard.

Other Notable Dates in the Semester

March 11

Spring Break -- No class meeting this week, though you may continue to work on your project.

April 22

Team Project Presentation Dress Rehearsals

Each project team will present its project and results in a dress rehearsal. Presentations shall be complete and as they will be delivered to the client, including all documentation. The purpose of spending class time in this manner is to allow teams to practice their delivery to insure that all presentation materials, including PowerPoint shows, are ready. Expect the dress rehearsals to identify problems that will be fixed in the intervening week prior to presentation to the client. Previous years' students entered the dress rehearsals with a great deal of skepticism. But, they found the rehearsals to pay off as they identified areas that needed correction, additional information, and clarification. They also found the dress rehearsals valuable for managing the process of the presentation itself. The dress rehearsal audience will be delivered to your facilitator. The teams not involved in the dress rehearsal can be off working on their project.

April 29

Team Project Presentations and Discussions

May 6Team Project Presentations and Discussions. This is the last class meeting for the semester.

Project Deliverables Due Dates

| Deliverable | Due Date | Deliver to |
|-----------------------------------|-------------------|-----------------------|
| Confidentiality Agreements | February 25 | Client & Dr. Kleintop |
| Letters of Agreement with Clients | March 4 | Client & Dr. Kleintop |
| First Project Update Report | March 11 | Dr. Kleintop |
| Second Project Update Report | March 25 | Dr. Kleintop |
| Third Project Update Report | April 8 | Dr. Kleintop |
| Fourth Project Update Report | April 22 | Dr. Kleintop |
| Project Presentation | April 29 or May 6 | Client & Dr. Kleintop |
| Final Project Report | May 6 | Client & Dr. Kleintop |

Appendix 2: Strategic Projects

Strategic learning experiences bring graduate students and businesses together in projects that test students' competencies in business and assist organizations in meeting their strategic goals. Students get hands on experience in a supportive setting that allows them to experiment with ideas and explore concepts they otherwise only see in class rooms and books. Participating organizations get input to their pressing problems from an outside perspective that can help them achieve their goals.

Strategic learning experiences have been part of the Moravian MBA curriculum since the spring 2006 semester as part of their capstone course, MGMT 571 Leading Change in Organizations, a course focused on innovation and change management. Leading Change in Organizations is also a required course for students in the Master of Health Administration, and Master of Science in Human Resource Management (MSHRM) programs.

Overview

Students in the course Leading Change in Organizations are assigned to self-governing teams to act as consultants to real world organizations. Designated individuals within organizations act as sponsors of a strategic project and work closely with students who act as consultants to the sponsoring organization. The project culminates with a presentation by the students of their findings and recommendations and the handing over of a project report to the sponsor. The following pages provide information about the goals and guidelines students work with while participating in these projects and the responsibilities of sponsors and students.

Who are the students?

Students involved in these experiences are graduate business students at Moravian College in either the MBA, MHA, or MSHRM programs. The students are working adults representing a wide spectrum of industries and organizations, for-profit and not-for-profit in the Lehigh Valley. Most students have five or more years of working experience. Students are employed in a variety of different roles, including accounting, finance, marketing, sales, supply chain management, information technology, product development, and more. Many of the students hold responsible positions in their employer organizations, including project management and supervisory roles.

The students are at the culmination of their graduate education having completed most of their coursework in leadership, economics, finance, and operations. Students specialize in various business disciplines, including human resource management, supply chain management, healthcare management, and IT management, as well as general business management, in their programs of study. These diverse specializations are represented on the project teams.

Who are the faculty?

Moravian College's graduate business faculty have both broad educational and work experience backgrounds. The instructor for Leading Change in Organizations, Dr. Lizabeth K. Kleintop, holds a Ph.D. in business administration from Temple University, an M.P.A. from The Pennsylvania State University, and a B.A. from Muhlenberg College. She has taught at Moravian College for eleven years and previously taught at Seton Hall University and the Philadelphia College of Textiles and Science (now Philadelphia University). Dr. Kleintop's experience includes work in the public and not-for-profit sectors in general management, IT management, and strategic management. Faculty in economics, finance, supply chain management, marketing, and other fields consult with project teams as they are needed.

In addition to formal faculty, alumni of the Moravian MBA program, which first offered classes in 1985, may act as mentors to the project teams. Mentors help teams work through problems of process and other issues that they may confront in the projects.

Guidelines

The purpose of the strategic learning experience is to provide students with the opportunity to apply the knowledge and skills they developed in their graduate studies to real organizational problems. Students are required to operate as consultants and are responsible for meeting the defined needs of their client, the sponsoring organization.

Goals for Students

1. To move from theory to application – students learn by applying concepts from readings and the classroom throughout their graduate business experience to an organization while working within the relative safety of the classroom.
2. To address challenging, complex problems in an environment of uncertainty that can be solved through teamwork using students' accumulated knowledge and skills.
3. To develop students' knowledge and their ethical compass through reflective practice.
4. To encourage students in productive civic engagement by exposing them to the array of issues and problems faced by others in their community and to the knowledge and skills they can bring to the task of meeting those issues and solving those problems.

Goals for Sponsoring Organizations

1. To complete a significant strategic effort that will have lasting value to the organization.
2. To educate students about the organization's services or products, market, and activities.

Deliverables

For purposes of the sponsoring organization: written project report, as defined in the project plan.

For purposes of the course: a written project report and presentation.

Projects

Projects can have varied content and focus. They are, however, strategic in nature and significant to the sponsoring organization, whether a business or a not-for-profit organization. Execution of a project requires significant effort from sponsors, students, and faculty. In general, the projects must meet the following criteria (Papamarcos, 2005):

1. Projects must be narrowly described, with a beginning, an end, and clear boundaries with respect to scope.
2. Projects must have clear and substantial importance for the sponsoring organization.
3. Projects must be attractive and interesting, particularly in the early stages, so as to motivate students.
4. Projects, or at least a discrete deliverable, must be completed within the academic semester, usually a 14 week period.
5. The sponsoring organization's leadership must have a sense of importance of the project, be committed to the success of the project, and feel a sense of urgency about the project.
6. The sponsoring organization must assign an individual to the project who can attend meetings with the team or its members as necessary, arrange tours, interviews, or other information gathering activities for the team members, provide information necessary to meet the project goals, present the project to the class on a designated evening, and attend the final project presentation. This individual is the primary communication point for the team.

Process

- Fall semester projects start at the end of August and end in mid-December. Spring semester projects start in mid-January and end the first week of May.
- Sponsoring organizations (businesses or not-for-profit organizations) provide an indication of interest in participating in a strategic learning experience by completing a Program Participation Agreement (see appendix B).
- Students are organized into self-governing work teams comprised of from five to seven members, depending on class size. Diversity, experience, and knowledge will be key criteria for assigning students to teams.
- Sponsors will present themselves, their organization, and their project to the class. When possible, teams will select the project on which they wish to work from among those presented.
- Each team will designate a project manager responsible for liaising between the team and the organization sponsor; other team members will assume management of various tasks created for completing the project the semester.
- The sponsors and teams together will develop a project statement and plan, including milestones, in the form of a letter of agreement (see appendix C for a template).
- Each student will review and sign a confidentially agreement (see appendix D) pledging to keep in confidence information and data provided to the team by the sponsoring organization.

- Each team will be responsible for providing the instructor with weekly progress updates, including team activities and issues encountered. Team members are also responsible for regularly communicating with sponsors about progress on the project.
- The teams will hold a dress rehearsal of final presentations.
- The teams will present their project and its outcomes in class with the sponsor present.

References

Papamarcos, S. D. (2005). Giving traction to management theory: Today's service-learning. *Academy of Management Learning & Education*, 4: 325-335.

List of Clients in Previous Strategic Learning Experiences

Graduate students have worked with the following organizations in strategic learning experiences:

| Sponsoring Organization | Year | Project Type |
|--|------|--|
| Adoptions From the Heart | 2006 | New Service Assessment and Development |
| Turning Point of Lehigh Valley | 2006 | Stakeholder Analysis |
| Victory House | 2006 | Strategic Marketing |
| Coalition for Appropriate Transportation | 2007 | Board Development & Strategic Planning |
| | | Business Development |
| | 2009 | |
| COPS In Schools | 2007 | Strategic Marketing |
| Lehigh Valley Velodrome (Valley Preferred Cycling Center) | 2007 | Strategic Marketing and Financial Management |
| Community Action Committee of the Lehigh Valley | 2008 | Community Problem Assessment |
| Historic Bethlehem Partnership | 2008 | Community Perception Analysis and Strategic Planning |
| National Association of Purchasing Managers, Lehigh Valley Chapter | 2009 | Strategic Marketing and Membership Development |
| Big Brothers Big Sisters of Bucks and Lehigh Valley | 2009 | Merger & Acquisition |
| ArtsQuest | 2010 | Organization Structure |
| Priority Bracelet | 2011 | Start-up Retail Business |
| The Sun Inn Preservation Association, Inc. | 2011 | Strategic Planning |
| Mosaic Interactive | 2011 | Strategic HR Planning |
| Integrity Business Services | 2012 | Strategic Planning |
| Element ID | 2012 | Strategic Marketing |
| Boaz Surgical | 2013 | Strategic Marketing, HR |
| NeatCap LLC | 2013 | Strategic Marketing, Projected P&L |
| MyNetwork | 2014 | Strategic Marketing |
| Skaffl | 2014 | Strategic Marketing |
| Map Decisions | 2014 | Strategic Marketing |
| Harbor Light Software | 2015 | Strategic Planning |
| LiveHelp | 2015 | New Business Development |



Program Participation Agreement, 2016

I am interested in participating in a Strategic Learning Experience, a service learning program of the Graduate Business Program of the Economics and Business Department of Moravian College.

I am submitting a project herewith for consideration. Should this project be approved and selected for inclusion in the program, I agree to the following terms and conditions:

1. To attend a briefing with the students involved in my project on *date to be determined*, and to meet with the student team throughout the spring semester as necessary to discuss the project in a free and open manner and address any questions and issues which may arise, to the best of my ability.
2. To provide and make freely available to the student team any and all data, information, and other materials which I may have already gathered or have in my possession, or which I may acquire, pertaining to the project.
3. To familiarize the students with my organization and its activities and capabilities by providing service, marketing, production, financial, performance, and other relevant information insofar as this is required or useful for completion of the project and providing realistic recommendations.
4. To provide access to other individuals, inside my organization, or to refer students to others outside my organization who can provide the students with information and data necessary to the project.
5. To attend a presentation on the Moravian College campus of the students' project results bringing as I am able members of the staff and board with me. The presentation is expected to occur at the end of the semester at a date and time yet to be determined.

I understand that submission of this agreement and project neither assures that it will be undertaken nor places Moravian College under any obligation to do so. However, if my project is not chosen for the academic term for which it is submitted, I understand that it will be given priority in a subsequent semester.

I understand further that any project undertaken on my behalf will be performed under the confidentiality and ethical standards indicated in the Confidentiality Agreement, a copy of which will be executed and furnished to me prior to engagement by each member of the student team. I agree that these standards and terms are acceptable.

Organization Name _____

Authorized Signature

____/____/____
Date

Return this form to the Dr. Lizabeth K. Kleintop, Associate Chair of Graduate Programming and Accreditation, Economics and Business Department, Moravian College, 1200 Main Street, Bethlehem, PA 18018

Appendix C

Template for the Letter of Agreement

Each student team is required to complete a letter of agreement with their sponsoring organization after the first meeting with representatives of the sponsor.

Date

Client Name

Title

Organization

Address

Dear M :

The purpose of this letter is to:

1. Verify that we intend to pursue the consulting project we discussed with you on *date*.
2. Explain our understanding of the tasks we are expected to accomplish.
3. Advise you of the information and material we expect to need in order to accomplish our assignment, and
4. To submit our confidentiality agreements to you.

Based on our discussion with you, we intend to accomplish the following objectives while completing this consulting assignment:

1. Objectives one and projected completion date
2. Objectives two and projected completion date
3. Objectives three (list others as needed) and projected completion date

These tasks are more fully described in the enclosed Statement of Work. We expect to generate useful recommendations as a result of our efforts and hope that these will be of value and assistance to you in achieving your organization's objectives. Whereas additional tasks may be undertaken (time allowing), our emphasis will be on completing the tasks listed. Our goal is to provide a final written report and oral briefing for you, your board and staff by the week of *date*.

In order to accomplish our work, we will need the following material and/or information:

1. Relevant contacts
2. Current competitors
3. Current alliances
4. Etc.

Please inform us if you have any questions concerning our interpretation of the work to be accomplished, please contact *name of team member* of our team at *email* and/or *telephone*. If you are in agreement with the objectives and tasks listed in our Statement of Work, please so indicate by signing and returning the copy of this letter enclosed for this purpose to us in care of

Dr. Elizabeth K. Kleintop

Associate Chair of Graduate Programming and Accreditation

Economics and Business Department

Moravian College

1200 Main Street

Bethlehem, PA 18018

kleintopl@moravian.edu

Fax 610-625-7919

Thank you for giving us the opportunity to apply our knowledge and skills to the problem(s) you brought to us. We are looking forward to this interesting and challenging assignment.

Sincerely,

(Consultant name)

(Consultant name)

Approved: Date ____/____/201__

(Consultant name)

(Consultant name)

Client

(Consultant name)

(Consultant name)

Enclosed: Confidentiality Agreements

cc: Dr. Lizabeth K. Kleintop, Ph.D.



Confidentiality Agreement

IN CONSIDERATION OF my being required to participate in a service learning project while a student in MGMT 571 Leading Change in Organizations, part of the course work of the Graduate Business Program of the Economics and Business Department of Moravian College, for the provision of advice and assistance to an established organization and thus to receive the educational experience that will result:

I AGREE AND CERTIFY as follows:

1. I will treat in strict and absolute confidence all data, information, and other materials received by me, in writing, orally, electronically, or by any other means, from any organization or person requesting assistance during this project (my client organization). The only exceptions to this commitment will be my faculty supervisor, project advisor (if any), and the other members of my project team.
2. I will not recommend to my client the purchase of goods or services from sources in which I or other members of my project team may be interested in any way whatsoever, nor will I accept fees, commissions, gratuities or other benefits if any such purchase should occur directly or indirectly as a result of any information I or other members of my project team may provide to my client.
3. I am not currently involved in any way in any business that competes with my client in any way whatsoever and I will not be involved in any such business during the course of this consulting project nor during the period immediately subsequent to its completion.
4. I will maintain, permanently, the confidentiality of any information or data concerning my client, and I will in no case use or discuss any such material outside the classroom environment, except with my client, or with the express permission of my client.
5. I will not accept any fees, commissions, gifts, or gratuities from any client, serve on its advisory or governing board, nor seek or entertain any offers of employment during the term of the project, and I will avoid any other appearance of any conflict of interest.

GIVEN at Bethlehem, Pennsylvania, this _____ day of _____, 201__.

Name of Student Consultant

Signature

Appendix 3: Student Learning Objectives Linked to Program Learning Objectives

1. Understanding the concepts of innovation, how innovation comes about and the impact innovation has on organizations.
 - MBA
 - 1 Understands the business
 - 3 Recognizes business priorities
 - 21 Recognizes and acts on emerging opportunities
 - 22 Creates a value proposition
 - MSHRM
 - 2 understand business strategies and how to devise HR human capital strategies and practices that support them.
 - MHA
 - Domain #4 B Prepare projects that are credible to governmental, regulatory, professional and accreditation agencies.
2. Understanding the role of leaders in creating and supporting innovation within organizations.
 - MBA
 - 30 Facilitates strategic planning for change
 - 31 Establish sponsorship and ownership of change
 - MSHRM
 - 14 demonstrate an ability to direct, lead, and inspire others in a shared vision by fostering an environment within the organization that encourages risk-taking, recognition and rewards, and empowerment.
 - MHA
 - Domain #2 A explain potential impacts and consequences of decision making in situations both internal and external
 - Domain #2 B Encourage a high-level of commitment to the mission, and values of the organization
 - Domain #2 C Gain physician buy-in to accept risk and support new business ventures
 - Domain #2 D Accurately assess individual strengths and weaknesses
3. Using tools to diagnose organizations and understand how to better implement change.
 - MBA
 - 5 Conducts diagnostic assessments
 - 26 Operates from a systems perspective
 - 27 Understands business operations
 - MSHRM
 - 4 demonstrate an ability to develop a planned approach to help employees adjust to changes within an organization
 - MHA
 - Domain #4 C Use marketing and needs assessment techniques in support of healthcare program development and implementation
 - Domain #5 A Integrate information from various sources to make decisions and recommendations
 - Domain #5 B Demonstrate critical thinking, analysis, and problem solving
 - Domain #6 C Apply basic financial management and analysis principles
 - Domain #6 E Apply principles of operating, project, and capital budgeting
 - Domain #6 G Use statistical and analytic tools to measure and improve performance

4. Evaluating concepts of leadership, team practice, innovation, and change management through reflective practice.

MBA 4 Gathers information

23 Generates multiple alternatives

24 Searches for innovative solutions

24 Proposes solution(s)

MSHRM 6 demonstrate an ability to recognize organizational norms, values, and standards of the organization when making decisions that influence people and processes to achieve organizational goals.

MHA Domain #3 C Demonstrate professional norms and behaviors

Domain #3 D Engage in continued professional development including reflection and self-directed learning

Domain #4 A Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community

Domain #6 F Use project management techniques