Syllabus

AIT 697 Leading Organizations through Change

Details: AIT 697 (20161.12745 AIT-697-001-DL1), Spring 2019
Instructor: Dr. Steven P. Bucci, (Buccisp@gmail.com), 202-439-0365 (cell/text)
Office Hours: Text me directly to schedule an appointment in-person or virtually.

George Mason University Catalog, AIT 697, 3 credits:
“Introduces students to the critical tools for leading organizations through sustainable change. Through selected readings, discussions, team projects, in-class activities and guest appearances, students learn how to prepare the organization, plan the details, execute a change process across an organization and measure the plan’s effectiveness and the change it brings to achieve continuous improvement. Students practice and receive in-class coaching to hone their leadership skills.”

Objectives:

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

• Explain and provide examples of how effective leaders of integrity lead.
• Apply techniques of effective leaders of integrity to their own leader abilities and lives—to become leaders of integrity themselves.
• Explain the essential elements of leading organizations through sustainable change,
• Develop a plan to frame and sustain in an organization, a sense of urgency.
• Explain how to align all dimensions of an organization to create a culture of continuous, healthy change.

Required Texts:

Course Structure:

- The course will use the asynchronous, distance learning as a primary delivery mode. I expect you to have read the readings for the day and that you will be prepared to discuss them in the virtual, asynchronous discussion (using FORUM QUESTIONS and individual interest and/or clarification questions). We may also use guest speakers and case studies. **I expect you to be an active participant.**
- Assigned readings, outside, research and your personal experience – especially as it may differ from class presentations – are valuable building blocks for learning and should be used to answer questions as much as the readings.
- Team papers are opportunities to practice leadership, good followership, and effective communication—a hallmark of leaders of integrity. Team will present multiple papers; team effectiveness counts and each team member shares the team grade.

Students are expected to have prepared all materials for each class so they are able to actively and enthusiastically participate in the online discussion each week.

Grading:

<table>
<thead>
<tr>
<th>Weekly Forum Questions</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Projects</td>
<td>25%</td>
</tr>
<tr>
<td>Individual Paper</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

The numerical score translates to a letter grade using the following scale:

- A+ = 95 – 100
- A  = 90 – 94
- B+ = 85 – 89
- B  = 80 – 84
- B- = 75 – 79
- C  = 70 – 75 is Unsatisfactory, Passing
- F  = 0 – 69 is Unsatisfactory, Failing.

Attendance: Virtual class attendance is required and noted. **If you are unable to participate in a given week, or expect to be significantly delayed in your postings, please email the Instructor explaining the reason.** It would also be appropriate to email team mates if it involves one of the group projects.

Assignments: All assignments are posted on the class BlackBoard site (myMason.gmu.edu). Assignment deliverables must be delivered through this site by posting in the discussion section for the appropriate class. Papers must also be sent to me at my email (buccisp@gmail.com). That way I can give you feedback with confidentiality. If you have difficulty posting an assignment, please email me. If you are unable to otherwise contact me, please send me a message via text at 202-439-0365. All assignment products will be created using Microsoft Office, unless you and I agree to another software product.
Questions: All questions should be asked and resolved during the week of each class, especially those concerning upcoming class assignments. Those involving personal matters should be addressed in private by appointment with me.

Mason Policies and Resources for Students:
  a. Students must adhere to the guidelines of the George Mason University Honor Code (see: http://oai.gmu.edu/honor-code/).
  b. Students must follow the university policy for Responsible Use of Computing (see: http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
  c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
  d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance (see: http://caps.gmu.edu/).
  e. Students with disabilities who need accommodations in a course must register with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (see: http://ods.gmu.edu/).
  f. University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see: http://writingcenter.gmu.edu/).
  h. Student Privacy (https://registrar.gmu.edu/students/privacy/).
  i. University Libraries (http://library.gmu.edu/distance) and (http://infoguides.gmu.edu/distance_students).

Class Preparation: Students are expected to be prepared for each class discussion. Class format is asynchronous, distance learning delivery mode so your contribution is a vital ingredient in the class success. You must be prepared, be enthusiastic, volunteer; answer questions & ask questions. Your team participation will be key to your success in your learning. I want you to challenge each other. If you do not understand a classmate’s point, or flat out disagree with it, say so. No one’s grade will ever be hurt by a comment or question from a fellow student. If they have said something that incorrect, I will have seen it already!
Forum Questions:
Saturdays at approximately noon throughout the semester, one or more Forum Questions will be posted in the Discussion Board of the class Blackboard site (mymason.gmu.edu). Students will post responses to each of these Forum Questions. You are required to make:

- **One (1)** Initial Response for each Forum Question and
- **At least** two (2) responses to your classmates' posts for the Forum Questions. You can respond to as many of your classmates’ posts as you like, but must do at least two.
- **My questions tend to not have simple answers (some have none at all). My goal is to ascertain how you think, not to test for specific knowledge.** My responses acknowledge your posts and will hopefully provoke more discussion. I do not get into substantive comments until later in the week, when everyone has done their initial posts.
- Forum responses can be viewed by other students as well as by the instructor. Students are encouraged to express their point of view as well as to respect the points of view expressed by others. They should bring to bear the knowledge, expertise and practical experience they have gained outside the classroom, and they should always provide evidence to support the positions they take and / or the assertions they make. Expect me to be “quietly monitoring” your discussions.

- **Initial Responses are due 7:00PM each Wednesday** to allow time for your colleagues to consider and adequately respond. If I post more than one question, one paragraph containing four to five well-crafted sentences is usually sufficient to answer all of the Initial Response questions. Follow-Up posts are more free form and conversational than the Initial Responses. Conciseness is valued but they must be substantive and edited to avoid superfluity. **Posts should not be in “text speak”**.

- **Follow-up comments to your other teammates’ responses are due 7:00 PM each Friday following the date of assignment.**
- Blackboard’s Discussion Board permits fellow classmates to engage in a virtual dialogue – to discuss the readings and the content of the postings, to respond to previous postings, to pose additional questions, and to request clarification or further information about the responses others have given. This virtual dialog is an essential component of the course. All times listed are Eastern Time.

- Regular participation with the Forum Questions is required. Regular attendance means that students visit the course Blackboard site frequently through the week and post relevant comments and observations on a regular basis. Attendance and active participation are the key components of the final grade. This is by far the majority of the grade.

Your participation in this course is contingent upon your compliance in keeping all discussions, class materials and class related activities class confidential. Posts that are
made in the Discussion Board or chats are not to be discussed with anyone else outside of the class.

Format for all Projects (individual and team) deliverables:

- Top Left: **Author(s) Name(s), deliverable Title, below it**; Top right, **AIT 697, Spring 2019**.
- Single spaced; Indent paragraphs, number pages
- Use parenthetical citations, (for example “O’Brien, p. 197”), with the full citation for the source in a bibliography on a separate page at the end of the paper (listed alphabetically by author’s last name). The bibliography is not included in the page count.
- Write in short concise sentences; - Double check your spelling, grammar and syntax (DO NOT depend solely on Spell / Grammar Check). If your writing skill is not at a graduate student level, I strongly recommend you first submit your drafts to Mason’s Writing Center for review/comment.
- Generally, have an introduction that says what you want to communicate and sets the stage. Have a conclusion that ties it all together at the end; a “therefore…” **It is fine to state your opinions but, you must show the evidence that leads you to that point.**

**Graded Projects:** Each written project is due **7PM, Thursday both posted in BlackBoard and sent to me directly by email** (to my **buccisp@gmail.com** account please).

(1) **Individual Paper:** “**Who am I? What has shaped me into the LEADER that I am today?**” Length: 2 pages.
   - A. State the situation: State the kind of leader that you believe you are today. List knowledge, skills, attitudes, and attributes that you think you possess.
   - B. Identify the Problems: This is where I think that my leader abilities fall short today.
   - C. Identify Alternative actions: Here is where I might want to get better in the future.
   - D. Conclusion: Of the leader knowledge, skills, attributes, and attitudes that you believe that you possess, what would you like to improve and/or develop (you do not have now, but want to possess in the future)?

   **GRADING RUBRIC:** For a Grade of “B”, paper has answered all four points; “B+” has earned a “B” and--no spelling, grammar or syntax errors; an “A” has done all of the above in a manner that is at a highly professional level, and “A+” has “A” work and excellent paper organization.

**Team Work:** The final two of three Projects are done in teams. Your participation in the team’s work is a critical factor of your grade and your team’s success. Conflicts
should be resolved quickly through team leadership (and me, if necessary). This is a leadership course, use these opportunities to lead!

(2) **Team Paper – “Leadership Challenges In History”**: Read the sections of Forbes & Prevas assigned to your team and produce a 4-page Team Paper that answers the following questions:

- What were the keys to success (or failure) of the historic figure? Give examples from the readings or from your own research.
- Elaborate on at least one business example that makes your point. (Use one of the examples given in the readings or, chose your own.)

a. Section assignments are:
   - **Team 1**: pp 13 – 47; Chap 1-2, Persian Empire & Cyrus
   - **Team 2**: pp 51 – 99, Chap 3-4, Greece & Xenophon
   - **Team 3**: pp 51 – 63, 100 – 140; Chap 3, 5, Greece & Alexander
   - **Team 4**: pp 143 – 189; Chap 6-7, Carthage & Hannibal
   - **Team 5**: pp 193 – 251; Chap 8-9, Rome & Julius Caesar

**GRADING RUBRIC:** For a Grade of “B”, paper has answered both points; “B+” has earned a “B” and--no spelling, grammar or syntax errors; an “A” has done all of the above in a manner that is at a highly professional level, and “A+” has “A” work and excellent paper organization.

(3) **Team Paper – “You Are Now In-Charge”**: Plan a Merger using Kotter’s principles as a guide. Produce a 5-page Team Paper. Pick two companies that could realistically merge (same industry, size comparison, complimentary skills, etc.)

a) Chose these companies as ones that (based on your research) are likely candidates to merge. Use your imagination; it makes it more fun.

b) Introduction of the two companies – culture, purpose, etc. (~ 1-page)

c) Design a plan on how you will walk through Kotter’s 8 Steps to bring about a successful merger (~ 3 pages), and write your conclusion on the usefulness of Kotter’s model in the real world. (~ 1 page).

**GRADING RUBRIC:** For a Grade of “B”, paper has answered all three points; “B+” has earned a “B” and--no spelling, grammar or syntax errors; an "A" has done all of the above in a manner that is at a highly professional level, and “A+” has “A” work and excellent paper organization.
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<thead>
<tr>
<th>Week</th>
<th>TOPICS</th>
<th>NOTES</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>22-27 Jan</td>
<td>Introductions</td>
<td>Read Syllabus</td>
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<td>Get your text books</td>
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<td>2</td>
<td>28 Jan – 3 Feb</td>
<td>Leader Development and Assessment</td>
<td>What is leadership? How is it developed?</td>
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<td>Hughes: Read Foreword, Preface, Review Table of Contents, &amp; Chapters (Ch) 1, 2, 3</td>
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<td>Sullivan: Ch 1, 2, 3</td>
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<td>3</td>
<td>4 – 10 Feb</td>
<td>First, Leaders; Know Yourself</td>
<td>What Kind of Leader Are You?</td>
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<td></td>
<td>Hughes: Read Foreword, Preface, Review Table of Contents, &amp; Chapters (Ch) 1, 2, 3</td>
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<td></td>
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<td>Sullivan: Ch 1, 2, 3</td>
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<td>4</td>
<td>11 – 17 Feb</td>
<td>Power and Influence</td>
<td>What is power? How does power relate to influence? Where does power come from?</td>
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<td>Hughes, Ch 4</td>
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<td>5</td>
<td>18 – 24 Feb</td>
<td>Ethics and Values</td>
<td>What are your personal values? Where do they come from? What is an ethical dilemma? How will you resolve an ethical dilemma?</td>
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<td>Hughes: Ch 5</td>
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<td>Sullivan: Ch 4</td>
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<td>6</td>
<td>25 Feb – 3 Mar</td>
<td>Leader Traits and Types</td>
<td>Do these readings before finalizing Paper #1.</td>
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<td>Hughes: Ch 6 &amp; 7</td>
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<td>Sullivan: Ch 5</td>
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<td>INDIVIDUAL PAPER #1 DUE NOT LATER THAN 7:00 PM, Thursday 28 Feb 2019</td>
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<td>7</td>
<td>4 – 10 Mar</td>
<td>Leading Teams &amp; Motivation</td>
<td>Why is leadership so difficult?</td>
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<td>Hughes: PART THREE---Focus on Followers (pp 317-330) and Ch 9</td>
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<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading/Assignments</td>
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<td>8</td>
<td>11 – 17 Mar</td>
<td>GMU Spring Break</td>
<td>None</td>
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<td>9</td>
<td>18 – 24 Mar</td>
<td>Kotter’s Elements of Change: Why is leading “Change” so difficult?</td>
<td>Overview Kotter’s Change Focus on Overview, Why Change fails, Urgency and Guiding Coalitions</td>
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<td>10</td>
<td>25 – 31 Mar</td>
<td>Change Leadership in Popular Culture</td>
<td>Does this ring your Leadership bell?</td>
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<td>11</td>
<td>1 – 7 Apr</td>
<td>Vision &amp; Strategy / Communicating the Vision</td>
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<td>12</td>
<td>8 – 14 Apr</td>
<td>Empowerment &amp; Short Term Goals</td>
<td>May choose to read all of Forbes &amp; Prevas; specific sections will be assigned to each team.</td>
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<td>13</td>
<td>15 – 21 Apr</td>
<td>Consolidating Gains &amp; Using Culture</td>
<td>How do we keep change from regressing to “the good old days”? Who leads this?</td>
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<tr>
<td>14</td>
<td>22 – 28 Apr</td>
<td>The Future</td>
<td>What is leadership for your future? How will you lead change?</td>
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