



Chaminade
University
OF HONOLULU

EDUC 851 Course Syllabus

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 851

Course Title: Leading Organizational Change

School/Division: School of Education and Behavioral Sciences

Term: Winter 2025 / January 6 – March 17

Credits: 3

Instructor Name: Dr. Glenn Medeiros

Email: glenn.medeiros@chaminade.edu

Office Hours: Available via appointment

University Course Catalog Description

Provides concepts and skills needed to lead change and development efforts at individual, team, and systems levels. Focus is given to diagnosis of organizational events and creation of interventions to improve them. Emphasis is on using consulting models and applying behavioral science knowledge and techniques to improve performance of people and organizations. This course includes structural process and human resource interventions.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

Marianist Values

1. Educate for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, peace, and the integrity of creation
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Course Learning Outcomes (CLO)

1. Interpret change through development efforts at individual, team, and systems levels. (PLO 3)
2. Identify advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness. (PLO 2)
3. Illustrate consulting models and applying behavioral science knowledge and techniques to improve performance of people and organizations. (PLO 3)

Learning Materials

- Textbook - Beyond the Lines: Creating a Leadership Culture to Achieve Extraordinary Results (Rusty Komori)
- Textbook – Beyond the Game: Coaching for Peak Performance in Business, Sports and Life (Rusty Komori)
- Other learning materials/instruction will be provided on Canvas

Assessments

Assignments	Max Points
Weekly Read and Respond (1 to 2 paragraphs per question with five questions weekly) – 10 points each week, Week 1 through 8	80 points
Feedback on Rough Draft of Signature Assignment (Week 9)	20 points
Signature Assignment (5 slide presentation with 25 points per slide – not counting first slide that is given)	100 Points
Total	200 Points

Late Assignments

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Rubrics

Weekly Read and Respond Rubric	Points
<ul style="list-style-type: none">• Answer all five weekly questions using one to two paragraphs consisting of five to seven sentences	1 point
<ul style="list-style-type: none">• Use proper grammar, punctuation and capitalization	1 point
<ul style="list-style-type: none">• Start each paragraph with a strong topic sentence followed by data to support your assertions	2 points
<ul style="list-style-type: none">• Provide an analysis on the information you shared using concepts found in your readings but also your own personal experiences.	2 Points
<ul style="list-style-type: none">• Write a strong concluding sentence summarizing your answer to the question	2 Points
TOTAL POINTS	10 Points

Feedback on Rough Draft of Signature Assignment	Points
<ul style="list-style-type: none">• Provide feedback in the form of a paragraph for at least five Signature Assignment Presentations (5 points each)	20 points

Signature Assignment Rubric (5 slides in all)	Points
<p>Opening Slide: You are hired as a change agent as President of a private school in Hawaii. How will you address each of these challenges in each year of a three-year plan?</p> <ul style="list-style-type: none">• Debt is approximately at 10 million dollars. In the last ten years, budget was in the red nearly 1 million dollars per year.• Enrollment at 500, but capacity is 900 students. Currently a Middle and High School.	0 point

<ul style="list-style-type: none"> • Endowment for tuition/scholarships aid is at 1 million, but it needs to be at least 10 million • Building in bad need of renovations. Many dilapidated rooms are being used by employees for personal storage • There is evidence of stealing taking place with deals being made to rent rooms/property, etc. for cash • Culture is one where expectations are minimal. Making sure people don't work too hard is the focus of administrators. This leads to hiring more people than the school can afford • There is very little diversity at administrative levels with mostly graduates of the school in leadership roles • The school has very little communication with its alumni other than a couple of major fundraising events each school year • A 20-million dollar project was started to create a new gymnasium that is to start in a few months, but there is still 10 million dollars to raise to pay for it • The three major entities that run the school have different interests: The school board wants the school to become financially healthy. The religious order that owns the land the school is on wants the same, but their most important goal is to bring people to discover the Catholic faith. Finally, the alumni association that is a separate entity of the school, but is currently using its clubhouse as collateral for the school's debt wants the power to make decisions about finances, who is hired, and how much they are paid. 	
<ul style="list-style-type: none"> • How will you address each of the 10 aforementioned points in the opening slide of the presentation in the <u>First year/2nd Slide</u> of your plan to make change at this K-12 private Catholic school. 	25 points
<ul style="list-style-type: none"> • How will you address each of the 10 aforementioned points in the opening slide of the presentation in the <u>Second year/3rd Slide</u> of your plan to make change at this K-12 private Catholic school. 	25 points
<ul style="list-style-type: none"> • How will you address each of the 10 aforementioned points in the opening slide of the presentation in the <u>Third year/4th Slide</u> of your plan to make change at this K-12 private Catholic school. 	25 points
<ul style="list-style-type: none"> • For each of the 10 areas for growth, show the end result after three years in the form of a video presentation. 	25 Points
TOTAL POINTS	100 Points

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-0%	F

Schedule

Week	Weekly Readings	Assignment Expectations/Possible Points
(Week 1) 1-6 to 1-12	Beyond the Lines (Chapters 1 to 3)	<p>1. As a leader, what are three choices you can make, personally and professionally, that will help you achieve your goals while striving to live a more balanced, healthy life?</p> <p>2. What are two examples of people in leadership positions you observed leading in unfavorable ways and what effects did it have on the team members?</p> <p>3. What are two examples of people in leadership positions you observed leading in favorable ways and how did those actions affect the team members?</p> <p>4. As a leader, what are your top three priorities to ensure you lead your team in a positive, effective way?</p> <p>5. Establishing the Four Ps is necessary for success. What are three examples of various ways you would show empathy to connect with your people?</p>
(Week 2) 1-13 to 1-19	Beyond the Lines (Chapters 4 to 6)	<p>1. As a leader, what are three important character traits you would want your team members to possess, and why?</p> <p>2. What is your leadership philosophy and how do you get your team members to buy into it?</p> <p>3. What are three examples of actions that disciplined leaders do and why are these necessary to build effective teams?</p> <p>4. What are three examples of situations that you have no control of, and what are three situations that you completely control?</p> <p>5. The greatest leaders are proactive and prepare their teams for various scenarios. As a leader, what are two examples you anticipate and would prepare your team for?</p>

Week	Weekly Readings	Assignment Expectations/Possible Points
(Week 3) 1-20 to 1-26	Beyond the Lines (Chapters 7 to 9)	1. Share an example of a team experiencing dysfunction or low morale, and what would you do as the leader to correct this deficiency? 2. Why is taking calculated risks necessary for success, and share two examples of risks you would encourage your team members to take? 3. Communication is critical in building successful teams. As a leader, what are three reasons why it's important to listen first and speak last? 4. What are three examples you would do to create and foster a positive working environment for your team? 5. Striving for excellence requires self-discipline. What are three examples of the two daily dilemmas you face every day?
(Week 4) 1-27 to 2-2	Beyond the Lines (Chapters 10 -Epilogue)	1. What are two examples of adversities and challenges you experienced, and how did those situations affect you in a positive way? 2. We have all experienced feelings of excitement and nervousness. What are two examples of you instilling the right mindset with your team to feel excited? 3. What is your definition of success, and what are two examples of what "real" winning means to you? 4. Little victories lead to big victories. As a leader, what are three examples of little victories you would help your team with? 5. Once your team achieves success, what are two situations you would focus on to sustain success?
(Week 5) 2-3 to 2-9	Beyond the Game (Chapters 1 and 2)	1. As a leader, what are three examples you can do to make your team members feel appreciated, and what effects would these actions have on them? 2. What are three actions you can do to know the vibe and pulse of your team? 3. The leader's words and actions matter. As a leader, what are the effects on your team members if your words don't match your actions? 4. Why is it vital to build strong foundations and solid fundamentals with your team? 5. Confidence leads to empowerment. What are three examples of ways you can improve the confidence of your team members?

Week	Weekly Readings	Assignment Expectations/Possible Points
<p>(Week 6) 2-10 to 2-16</p>	<p>Beyond the Game (Chapters 3 to 5)</p>	<ol style="list-style-type: none"> 1. What are the three main categories of life choices, and how does each impact your ability to develop your potential as a leader? 2. What are the “4 Misses,” and what are the possible effects each can have among your team members? 3. Regarding communication, what are three examples of ways to find and make a connection with someone? 4. When there’s a change in management, what are three situations your team members might be thinking, and how would you inspire them to buy into your philosophy? 5. When building your team’s superior culture of excellence, what standard of excellence and which qualities do you want your team members to possess?
<p>(Week 7) 2-17 to 2-23</p>	<p>Beyond the Game (Chapters 6 to 9)</p>	<ol style="list-style-type: none"> 1. What would you do to ensure your team members can go from one task to the next, starting and finishing strong, without getting fatigued? 2. What is the definition of mental toughness, and what can you do to instill the right mindset to welcome adversity with your team members? 3. What are three questions you should ask yourself every morning, and what’s the best way to prioritize your priorities to accomplish your most important goals? 4. How does attitude affect moods, and why is it imperative to have emotional awareness? 5. As a leader, what’s an example of committing your team to a strategy you believe will succeed, and another example of when it’s time to go to Plan B?
<p>(Week 8) 2-24 to 3-2</p>	<p>Beyond the Game (Chapters 10 to 13)</p>	<ol style="list-style-type: none"> 1. The greatest leaders focus on the strengths of their team. Why is it important to adapt your strategy and tactics to complement your team’s strengths? 2. What’s a setback you experienced, what did you do to overcome it, and how did it make you a better person? 3. As a leader, what are two examples you can do to create an environment that fosters collaboration and cohesion with your team members? 4. Problems are inevitable. What are two examples you can do to condition your team to expect the unexpected? 5. Regarding the 1% Principle, what are four examples you can do to improve yourself, and why is it important to push your limits and explore new possibilities?

Week	Weekly Readings	Assignment Expectations/Possible Points
(Week 9) 3-3 to 3-9		<ol style="list-style-type: none"> 1. Turn in rough draft of Signature Assignment (See Rubric in syllabus and on Canvas) UPLOAD SLIDES ONLY 2. Post one-paragraph feedback on at least five rough drafts of the signature assignment made up of slides (See Rubric in syllabus and on Canvas) 20 points in all
(Week 10) 3-10 to 3-17		<ol style="list-style-type: none"> 1. Turn in Final Draft of Signature Assignment in the form of a video-taped presentation (See Rubric in syllabus and on Canvas) 100 points in all. <ol style="list-style-type: none"> a. Click on the icon directly above (when reading this on Canvas) with the musical notes to upload your video. If your video is too long, try filming your video with your phone and then upload it to Google Drive. Afterwards, provide the link to share with all.

May be subject to change based on the dynamics of current events. Other learning materials are provided in the course modules on Canvas.

Online Course Guidelines

- Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a response that is relevant and contributes to moving the discussion forward, transcends simply stating “I agree,” and demonstrates in-depth thinking.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

While AI technologies can be useful tools for research and learning, the Academic Honesty policies apply when using these technologies. The use of AI is not permitted to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.

Title IX Compliance and Nondiscrimination Policy

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Disability Access

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990,

and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 30 hours on reading materials, 75 hours on the weekly read and respond assignments, and 30 hours on the signature assignment.

Attendance Policy

Students are expected to actively engage and participate in their registered courses. In case of illness or other extenuating circumstances preventing attendance, students should notify their instructors and arrange to complete any missed assignments. Failure to meet attendance requirements may lead to a grade reduction, withdrawal from the course, or course failure. Instructors will specify and enforce expectations for online participation and submission of assignments according to the course design.

Excused absences are granted only in exceptional circumstances, supported by evidence provided by the student to the instructor. Students should notify their instructors when a situation prevents class participation and make arrangements to complete missed assignments. Notifying the instructor about an absence is courteous, but does not guarantee the absence will be excused.

Unexcused non-participation in a course, equivalent to more than one week of the term, may result in a grade reduction.