

# Syllabus

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**Leadership of Organizational Change MLS:5326**

**College of Liberal Arts**

**University of Texas El Paso**

**Hybrid Spring 2026**

**Class Meets Tuesday's at Ft. Bliss from 5:00-8:00pm**

**Ft. Bliss Classroom 308**

**Instructor Information:**

Mari Noopila, Ph.D.

Office Location: Miners Hall Room 309

Phone: 575-571-7300

Email: [mynoopila@utep.edu](mailto:mynoopila@utep.edu)

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

**Course Description:** Organizational change is the process by which an organization changes its structures, strategies, operational methods, technologies, or organizational culture to initiate change within and on the organization. Further Organizational Change can be continuous or incremental. The study of Organizational Change is interdisciplinary. Leadership of organizational change is the study of leadership behaviors that initiate, implement, and sustain organizational change, innovation and improvement. Understanding the dynamics promotes stronger leadership training and

development. This course will focus on strategic organizational change, analysis of organizational structures, and leadership practices that lead to successful organizational change. Students will explore theoretical perspectives that frame change and practical leadership strategies.

\*The "CEL" designation for this course stands for "Community Engagement & Leadership" and is part of a new certificate program in the College of Liberal Arts (full details to be provided in class). The purpose of this CEL course is to strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Please also note that course assignments and assessments are developed in line with UTEP's "Edge Advantages" goals.

### **Textbooks:**

#### **Required**

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

#### **Supplemental Reading- Provided for you, you do not need to purchase the below books.**

\*\*Supplemental reading and articles are provided for you

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

\*\*Please bring laptop computer, or mobile phone with access to the internet with you to each class. Let me know if you do not have a laptop or mobile phone that can log on to the internet. During class I will ask you to access presentation software, articles, podcasts, videos, and take part in class activities etc.

#### **Supplemental Reading Sources:**

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

#### **Required Readings:**

Throughout the semester you will be required to read the text book and various articles that will help you understand the course content and will assist you with the weekly writing activities. The professor will provide you with the articles or links to the articles that will be used in class. All materials should be read before attending class for the week. You should be familiar enough with the reading material that you are able to participate in the in-class activities/review.

**Online Videos:** In addition to the above resources I may ask that you view assigned videos or pod casts that will be discussed in class and that will help you with the weekly writing activities.\* To truly understand the concepts discussed in class it is necessary to go beyond the textbook in a more practical level. Therefore, instruction will include in-class discussions and will require students to participate in a variety of activities.\*\*Read the assigned material BEFORE class and be prepared to discuss the material in-class.

### **Course Learning Objectives:**

Develop Understanding and Knowledge. Identify and understand multiple leadership and change perspectives, theories and concepts. Articulate how these concepts and theories are applicable to the bigger picture. Identify, analyze, and describe effective leadership and change concepts. Know and practice principles, guidelines, and professional ethical standards regarding collegial and professional collaborations. Grow and strengthen communication, team-work, interpersonal, and community-based research skills and knowledge and further advance self-driven and change making skills. Develop and demonstrate knowledge of and the ability to critically review, examine, and present, orally and in writing, professional and research literature and apply the body of research in leadership studies.

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

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

Community Engagement & Leadership (CEL) Course Definition: These are courses with integrated, structured community-based (direct and indirect outside of the classroom) projects and activities connected to course learning objectives where engagement with community partners is equally beneficial to the student and community partners. Participation involves reciprocal teaching-learning experiences over the course of the academic semester and students may gain additional leadership and interpersonal skills while applying their knowledge in the community-setting.

### **Course Assignments\*\*See Blackboard for Instructions for each Assignment**

#### **In Class Weekly Presentations (100pts.):**

Over the course of the semester students will work in teams to present on chapters from the textbook and supplemental readings. Each week we will have a different team present on the chapter that they signed up for. Please sign up for a date to present.

Instructions: Your team is to prepare a presentation for the class based on the chapters from the book which you are assigned.

### **Participation Grade (10pts):**

Students will earn up to 10 points for participation in class, per session. If the student is absent for the class they will not earn the up to 20 points for that session.

### **Mini Analysis 1 (150 points): Analysis of Organizational Leadership Theory and Practice**

\*\*\*Please see instructions in Blackboard.

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

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

### **Mini Analysis 2 (150 points): Analysis of Community, Political and Social Change**

\*\*\*Please see instructions in Blackboard.

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

Questions to help generate ideas include:

- How do we know when change is working well?
- What kinds of barriers exist across organizations?

- What sorts of measurements might indicate that how well change initiatives are working.

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

**CEL Course Specific Assignments Requirements:**

**Final Paper (300pts.)**

- Throughout the semester you will learn that organizations change at a rapid pace, it is necessary to change in response to internal and external factors. Being prepared for change and navigating the environment to meet challenges is required to stay afloat. In this course you learned about leadership, organizational leadership, and organizational change. For the final project you will select a community issue or organization and analyze it in terms of organizational change and leadership. There will be a 8-10 page (approximate) paper due. \*\*\*\*Please see Blackboard for final paper instructions.

**Grade Breakdown:**

| <b>Assignments</b>                         | <b>Points</b> |
|--|---------------|
| <b>Participation</b>                       | <b>80</b>     |
| <b>In-Class Chapter Presentations</b>      | <b>100</b>    |
| <b>Mini Analysis 1</b>                     | <b>150</b>    |
| <b>Mini Analysis 2</b>                     | <b>150</b>    |
| <b>Final Leadership &amp; Change Paper</b> | <b>300</b>    |
| <b>Total</b>                               | <b>780</b>    |

**Faculty Availability and Responsiveness:**

Available by appointment, please contact me to arrange a meeting time. I will typically be on post at the learning resource center, 2<sup>nd</sup> floor of the library before class. Any correspondence should be through email or Blackboard email. You can expect a response from me within 24-48 hours during the regular Monday-Friday week, please allow more time during the weekend for correspondence.

## **Teaching Philosophy:**

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

## **Course Policies and Expectations:**

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

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

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

**Make-up work:** No make-up work will be accepted. If you miss the deadline for a submission you will receive a 0 for that assignment.

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

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

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

### **Plagiarism:**

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

### **Other Policies:**

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

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

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

For direction about online course etiquette please visit UTEP's netiquette guide for online courses: [https://www.utep.edu/extendeduniversity/cid/\\_Files/docs/netiquette-guide-for-online-courses.pdf](https://www.utep.edu/extendeduniversity/cid/_Files/docs/netiquette-guide-for-online-courses.pdf) ([https://www.utep.edu/extendeduniversity/cid/\\_Files/docs/netiquette-guide-for-online-courses.pdf](https://www.utep.edu/extendeduniversity/cid/_Files/docs/netiquette-guide-for-online-courses.pdf))

### **Student Conduct:**

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

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of social responsibility. Any student who engages in conduct that is prohibited by the Board of

Regents' *Rules and Regulations* or University rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. All students are expected and required to obey the law, to show respect for properly constituted authority, and to observe correct standards of conduct.

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

The Regents' Rules and Regulations

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

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

Handbook of Operating Procedures

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

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

If you have any questions, please contact the Office of Student Conduct and Conflict Resolution (OSCCR). [Avoiding Plagiarism \(PDF\)](https://www.utep.edu/student-affairs/osccr/_Files/docs/Avoiding-Plagiarism.pdf) ([https://www.utep.edu/student-affairs/osccr/\\_Files/docs/Avoiding-Plagiarism.pdf](https://www.utep.edu/student-affairs/osccr/_Files/docs/Avoiding-Plagiarism.pdf))

### **Academic Misconduct:**

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

### **Attendance:**

Attendance is required. **\*\*Students who miss two classes will earn a failure in the course.**

**Students in need of accommodations and other support services:**

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

The University of Texas at El Paso

The Center for Accommodations and Support Services (CASS)

Union East Bldg. Room 106

P.O. Box 609

El Paso, Texas 79968-0609

E: [cass@utep.edu](mailto:cass@utep.edu) (mailto:cass@utep.edu)

P: (915) 747-5148

F: (915) 747-8712