LEAD 325: Leading Change

This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course begins.

Instructor

Dr. Rheanna Plemons

Email

Rheanna.Plemons@wku.edu

Phone/Voice Mail

270-745-2933

Office Hours and Communication

Office: GRH 3080
Tuesday: 12:00 pm – 2:00 pm
Wednesday and Thursday: 10:00 am – 2:00 pm
Note: Face masks are required during face-to-face office visits.

If you would prefer a virtual meeting via Zoom, schedule an appointment with me. I can schedule outside of my typical office hours.

Email is the preferred method of communication. My response time is within 24 hours Monday – Friday, and 48 hours on the weekends. Be sure to include the course number. Professional emails should have proper spelling and grammar and have greeting and salutation for each email.

Blackboard Help/WKU IT Service Desk

270-745-7000 or visit ITS - Service Desk | Western Kentucky University (wku.edu): https://www.wku.edu/its/service-desk/

COVID Statement

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Make Sure You Know How to Use Blackboard

Bb Student User Training: If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training… you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

WKU Student Resource Portal: Tools for Online Learners
You may also want to visit the WKU Student Resource Portal: https://www.wku.edu/online/srp/

Course Text (required)

Hickman, G. R. (2010). *Leading change in multiple contexts*. Los Angeles: Sage. ISBN: 978-1-4129-2678-2

Other Items Needed

- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- Microsoft Word or word processing software that saves files in .docx file format (All students have access to Office 365 through the Microsoft Student Advantage program (https://www.wku.edu/it/sms/microsoft_sa.php)
- I recommend Firefox or Chrome as the Internet browser you use.

Prerequisites

Lead 200 or Lead 300 or permission of instructor

Course Description

LEAD 325 will you with the knowledge and basic skills necessary to comprehend, analyze, synthesize, evaluate and apply organizational change concepts. Topics to be covered include: conceptual perspectives of leading change, leading change in an organization, leading change in the community, political and social change, and leading global change. This course also includes an emphasis on applied learning through group activities.

Learning Outcomes

Upon the conclusion of this course, students will gain the ability to:
- Categorize and apply the key elements and foundations of effective leading change.
- Analyze and apply concepts of organizational change in real world contexts.
- Analyze and compare leading social and political change in a global society
- Differentiate various techniques of change concepts within the organization

Course Policies

Use of Technology

This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online (see page 1).

Attendance Policy

Online attendance is monitored. **It is the student's responsibility to withdraw from the class if he/she/they does/do not wish to continue enrollment.** **Those who do not complete any work from Lesson 1 by the Sunday deadline will be dropped from the course.**

Inclement Weather Policy

Should WKU close campus for weather-related reasons, unless it is specifically stated that online classes should cease progress, this course will proceed as scheduled. If a weather event causes significant and extended power or internet outages that could delay our progress together, a new schedule may be announced and posted.

Student Email and Blackboard Announcements

All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note that Blackboard automatically emails all announcements.)

To be in compliance with FERPA, I will only respond to emails sent from a WKU email account.

Grading

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades); therefore, you should not email asking for your grade in the course. I will not discuss grades via email.

The letter grade for the course will be based on the following scale: A =100-89.5%, B =89.4-79.5%, C =79.4-69.5%%, D =69.4%-59.5%, and F =59.4-0%.

Course Activities and Your Grade

Satisfactory completion of the objectives will be measured as follows:
- Syllabus Quiz   5 points (ex credit)
- APA Quiz   5 points (ex credit)
- Introductions   10 points
- Chapter Quizzes (11 x 20 points)   220 points
- Discussion Boards (12 x15 points each)   180 points
- Case Study Analysis (2 x 100 points each)   200 points
- Organizational Change Topic and Outline   40 points

- Organizational Change Analysis   150points
- Change Context Analysis   200 points
                                                                        Total: 1000 points

Late Work

Coursework not submitted by the deadline will receive a 10% penalty on the grade earned and <u>will not</u> <u>be accepted more than 7 days late</u>. It is the <u>student's</u> responsibility to keep up with class assignments. The schedule of assignments has clear due dates for each assignment on it. If the schedule changes, a new schedule will be announced and distributed via email and Blackboard. *Note: Work not submitted by the deadline will receive a 0 in My Grades, but if submitted within 7 days WILL be graded and the 0 changed.*

A Word about Due Dates of Assignments

All official due dates are listed on the schedule of assignments. ***All assignments are due by 11:59pm Central Time on Sunday of the week that they are listed***. Due dates are listed on the schedule. These dates override any other date you see on Blackboard.

My Plagiarism Policy

I do not tolerate plagiarism or academic dishonesty of any kind. Students who choose to be involved with academic dishonesty WILL be withdrawn from the course pending a failing grade. Your papers are submitted to plagiarism detection software, as well, as are any suspect discussion board and blog postings. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on discussions, blogs, papers, peer reviews—on all work!

Recycled Writing

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for LEAD 325, unless permission is granted by the instructor. All writing submitted for LEAD 325 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 325 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 325 or for other courses WILL be withdrawn from the course pending a failing grade. If you have questions about recycled writing, please contact me.

Intellectual Property

It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the student's by right of creation unless the student gives proper credit via APA citations. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law.

Work Submission

All work is to be typed and formatted according to APA 7th edition style. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard.

- Discussion board postings should be typed directly into the textboxes; <u>no attachments</u>

- Papers and Case Studies must be submitted as attachments in Word (.docx) file format

Emailed assignments will not be accepted unless I specifically ask you to submit that way.

Corrupted Files
Uploading a corrupted file may result in a reduced grade. After uploading your assignments, make sure you are able to open the file. If you are not able to open the file, email a copy to me (within minutes of your original submission) and state that your file would not open after submission.

If you submit the wrong file….
If you submit a file and realize that it was a draft or just not the right file in any way, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! I will email you to confirm that I will be grading the emailed copy instead of the one posted to Blackboard. Emailed copies may be submitted to plagiarism detection software (SafeAssign).

If Blackboard locks or is down when you need to submit….
If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then *when you next are able* (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard issues.

Failure of Technology

We will be using Blackboard and the Internet for work in this course. *Problems with Blackboard should be directed toward the IT Service Desk.* Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather.

If you have a problem and call the IT Service Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve the issue immediately.

Withdrawal Policy

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Lesson 1. The final withdrawal date is **notated in the Registration Guide on the Office of the Registrar's website.**

Incompletes (Grades of "X")

Incompletes (grades of "X") are given only for documented, extreme circumstances when only a couple (no more than 2) assignments remain to be completed.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook for additional guidance, available at http://www.wku.edu/handbook.

ADA Notice: Disability and Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

The WKU Writing Center

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at https://www.wku.edu/startcenter/.

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Respectful Behavior and General Civility

In my classes, I like to have free and open discussions of what we think and feel about class topics. So that we all feel comfortable expressing opinions freely, I ask that everyone be respectful of each other, even if we don't agree about everything. We can disagree and still be respectful. If someone chooses to use hateful, bigoted, or inappropriate language, I will report him/her to the Office of Student Conduct for further action, possibly even removal from class, or alternative work may be assigned.

Privacy Matters

The Internet may change or challenge notions of what is private and what is not. As your instructor, I prefer to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password, but no one can guarantee privacy online. Part of the privacy for every student depends on the actions of each individual student.
- Blackboard enables your instructor to know if/when you have logged in, where in the course you have visited, and how long you have stayed. The IT Service Desk also has access this information.

- Course Security: In the event you use a public terminal (e.g., a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from time to time at the Create/Reset my Net ID Password page (http://www.wku.edu/it/accounts/netid/password.php)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

My Pledges to You

✓ To be available to you either in a real or virtual environment to help you as you need it.

✓ To do my best to have work graded and posted back to you within 7-10 days after their due dates

✓ To answer reasonable questions in person or by phone at my office during office hours or by e-mail within 24 hours.

Description of Assignments

Discussion Boards (180 points)

Each discussion question is worth 15 points. To receive 10 of the 15 points for each discussion board question, students' must 1) answer the question; 2) apply an appropriate leadership theory/aspect/practice from the lesson's assigned readings to the answer; and 3) provide an example (can be personal) that illustrates your answer. Providing these three aspects earn students 10 points. Students earn the other 5 points by their active participation regarding the question by posting responses to other student posts within your group.

Online discussion is generally looser and more free-flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free-flowing and somewhat informal, students *MUST use correct grammar, spelling, and punctuation during the postings!*

Case Study Analysis (100 points x 2)

Students will read the assigned case studies then answer the questions at the end of the case study. When answering the questions, students should incorporate key aspects of the lesson into answers and not just answer the question. Each case study is worth 100 points. Analyses that do not cite key aspects and ideas from the lesson/textbook will not be eligible for an A grade. Analyses are to adhere to APA guidelines and are generally 3-4 pages in length; it is a paper not a Q&A.

Quizzes (220 points)

Quiz dates are posted on Blackboard and in your course schedule. Quizzes may not be completed late except in case of an emergency or with prior communication with me. All material presented in the class, discussed on Blackboard, and within the text are subject to examination.

Organizational Change Analysis (190 points)

You'll notice there is no midterm exam. This paper should be considered your midterm—take the chance to show off what you have learned so far this semester and you apply your knowledge to this paper.

Each student will select an organization that has gone through a change, and your analysis will include:
  I. A summary of the key aspects of the organization and the change it went through (who are they, what do the do/make, etc.)
 II. An analysis of the concepts of change (Chapter 2)
III. An analysis of the concepts of leadership used for the change process (Chapter 3)
IV. An analysis of the leading change practices that the organization utilized (Chapter 4)
 V. A summary of the change (was it successful, what could they have done better, etc.?)

You are required to cite your textbook, and a minimum of 4 other sources are required. The paper should be a minimum of 6 pages not including the title page nor the References page. Be sure the title is creative and thought-provoking to get readers interested in what your paper will say.

Total: 190 points (40 points = topic + outline, 150 points = paper)

Change Context Analysis (200 points)

You'll notice there is no final exam. This paper should be considered your final exam—take the chance to show off what you have learned this term when you apply your knowledge to this paper.

The Change Context Analysis will focus on one of the following areas of change:
• Community (Chapter 5)
• Political (Chapter 7)
• Social (Chapter 8)
• Global (Chapter 10)

AND choose one change that you feel exemplifies this change context.

In this paper, you will analyze this change in light of its context and analyze it by doing the following and citing the text and other sources as appropriate in support of your ideas.

I.   introduce the change and key ideas related to it (assume your reader knows nothing) *1-2 paragraphs with a thesis that argues if the change is an exemplary, good, fair, or poor example of the context in which you will analyze it*

II.   state its context and discuss how you know this change is an example of that context (*see Purpose; 1-2 paragraphs*)

III. discuss the concepts of change within the context and how your change does or does not demonstrate them *(1 paragraph per concept discussed)*

IV.   discuss the concepts of leadership demonstrated by the change *(1 paragraph per concept discussed)*

V.   discuss desired change practices demonstrated by the change *(1 paragraph per practice discussed)*

VI.   discuss outcomes and impact of the change *(1-2 paragraphs)*

You are required to cite your textbook and a minimum of 4 other sources. The paper should be a minimum of 6 pages not including the title page nor the References page. Be sure the title is creative and thought-provoking to get readers interested in what your paper will say.

Extra Credit

Students will have the chance to complete the syllabus quiz and APA quiz for up to 5 points of extra credit each during Lesson 1. There is also an extra credit discussion in Lesson 2 for up to 15 points.

Other extra credit opportunities might arise over the course of the term, and if they do, they will be offered to the entire class. Please do NOT request individual extra credit opportunities; that would not be fair to everyone else.

Course Schedule LEAD 325

All work is due on Sunday at 11:59pm CT of the week listed unless otherwise noted.

Lesson 1: Causality, Change, and Leadership (January 18-23)

To Read, Watch, and Review:
- Read the Syllabus
- Watch the video on How to Use SafeAssign
- Review the APA Guide PPT
- Review Chapter 1 PPT from LEAD 200 text
- Reach Chapter 1, Causality, change, and leadership

What Is Due:
- Syllabus Quiz (extra credit)
- APA Quiz (extra credit)
- Quiz 1
- Introductions
- Lesson 1 Discussion

Lesson 2: Concepts of Organizational Change (January 24-30)

To Read and Watch:
- Watch "Who Moved My Cheese?"
- Read Chapter 2, Concepts of organizational Change

What Is Due:
- Quiz 2
- Lesson 2 Discussion
- Lesson 2 Extra Credit Discussion

Lesson 3: Concepts of Leadership in Org. Change (January 31-February 6)

To Read:
- Read Chapter 3, Concepts of leadership in organizational change

What Is Due:
- Quiz 3
- Lesson 3 Discussion

Lesson 4: Organizational Change Practices (February 7-13)

To Read:
- Read Chapter 4, Organizational change practices

What Is Due:
- Quiz 4
- Lesson 4 Discussion

Lesson 5: Community Change Context (February 14-20)

To Read:
- Read Chapter 5, Community Change Context

What Is Due:
- Quiz 5
- Case Study 1: The Inner Practice of Community Development

Lesson 6: Crossing Organizational & Community Contexts (February 21-27)

To Read:
- Read Chapter 6, Crossing Organizational & Community Contexts

What is Due:
- Lesson 6 Discussion Board
- Lesson 6 Quiz

Lesson 7: Political Change Context (February 28-March 6)

To Read and Do:
- Read Chapter 7, Political Change Context

What is Due:
- Organizational Change Analysis Topic and Outline
- Lesson 7 Discussion Board
- Lesson 7 Quiz

Lesson 8: Social Change Context (March 7-13)

<u>To Read:</u>
- Read Chapter 8, Social Change Context

<u>What is Due:</u>
- Lesson 8 Discussion Board
- Lesson 8 Quiz
- Organizational Change Analysis

SPRING BREAK (March 14-20)

Lesson 9: Crossing Political and Social Contexts (March 21-27)

<u>To Read:</u>
- Read Chapter 9, Crossing Political and Social Contexts

<u>What is Due:</u>
- Lesson 9 Discussion Board
- Lesson 9 Quiz

Lesson 10: Global Change Context (March 28-April 3)

<u>To Read:</u>
- Read Chapter 10, Global Change Context

<u>What is Due:</u>
- Case Study 2: *Sumak Kawsay* among indigenous women leaders of Ecuador
- Lesson 10 Quiz

Lesson 11: Crossing Global and Social Contexts (April 4-10)

<u>To Read:</u>
- Read Chapter 11, Crossing Global and Social Contexts

<u>What is Due:</u>
- Lesson 11 Discussion Board
- Lesson 11 Quiz
- Change Context Analysis Topic

Lesson 12: Conclusion Connection Concepts & Practices (April 11-17)

<u>To Read and Watch:</u>
- Read "Appreciative Inquiry: A tool for organizational, programmatic, and project-focused change"
- Watch "Change Is Good: You Go First!"

<u>What is Due:</u>
- Lesson 12 Discussion Board

Lesson 13: Resistance to Change (April 18-24)

<u>To Read and Watch:</u>
- Read Chapter 12, Conclusion: Connecting concepts and practices in multiple contexts
- Watch "Overcoming Resistance to Change—Isn't it Obvious?"
- Watch "Rethinking the organization; Leadership for game-changing innovation"

<u>What is Due:</u>
- Lesson 13 Discussion

Lesson 14: Finishing Up (April 25-May 1)

<u>To Read and Review:</u>
- Read the Introduction to your text
- Read "The St Luke's Penny Savings Bank"

<u>What is Due:</u>
- Lesson 14 Discussion Board
- Change Context Analysis