

## **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**

Ms. Joy Haave

### **Email**

Joy.Haave@wku.edu

### **Phone/Voice Mail**

(270) 745-4890 reaches the office for School of Leadership and Professional Studies.

### **Office Hours and Communication**

Email is the best way to reach me. Please put the course number in the Subject line. I typically reply within one business day; however, a question sent to me during the weekend will be answered as my personal life's schedule allows.

If more than one student poses the same question, I will likely make an announcement or send an email to the whole class to clear up any confusion. So, please look for fresh announcements from me if I seem slow in responding to a particular question.

### **Blackboard Help/WKU IT Service Desk**

The IT staff is a terrific resource! If you need guidance, don't hesitate to call: (270) 745-7000 or visit [ITS - Service Desk | Western Kentucky University \(wku.edu\)](https://www.wku.edu/its/service-desk/): <https://www.wku.edu/its/service-desk/>

### **Make Sure You Know How to Use Blackboard**

Blackboard's Student User Training: If you have not used Blackboard much or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. There are topical modules that guide you through useful features; the tutorials are brief and beneficial - even for those who are more familiar with Blackboard .

To sign up for this training, log into Blackboard and look for an IT TRAINING tab (try looking for that tab at the top, toward the right, black with white writing). Next, look for IT Blackboard Student User Training...you will gain instant access upon signing up. While this training is not required, it is recommended because it makes navigating through an online class a smoother experience.

### **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/): <https://www.wku.edu/online/srp/>

### **Course Text (required)**

Our textbook is available in e-text format. It is required for all activities in this course.

Palmer, I., Dunford, R., Buchanan, D.A. (2022). *Managing organizational change: A multiple perspectives approach*. 4 ed. Sage. ISBN: 978-1260043716

### **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) ([https://www.wku.edu/it/sms/microsoft\\_sa.php](https://www.wku.edu/it/sms/microsoft_sa.php)))
- IT recommends Firefox or Chrome as the Internet browser you use.

### **Prerequisites**

Lead 200 or Lead 300 or permission of instructor.

### **Expectations**

I look forward to getting to know you through your contributions to the class. I encourage you to offer meaningful dialogue on the topics we study. The goal is to explore concepts that support the definition of true leadership and to ultimately hone skills, such as professional writing, with each student.

### **Course Description**

LEAD 325 will teach you 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**

WKU provides each student with access to Blackboard as well as an individual Toppermail account for official use. Students, especially those enrolled in online courses, must check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in.

## **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). As assignments are graded, your results will be posted in Blackboard (try clicking on the My Grades tab). I strive to offer constructive feedback on written assignments, such as Discussion Board posts, essays, and research papers. Those remarks will also be available in Blackboard.

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:

• Chapter Quizzes (12 x 20 points)	240 points
• Application-Based Activities (ABA) (3 x 20 points each)	60 points
• Discussion Boards (5 x 20 points each)	100 points
• Video Analysis Mini-Case Studies (6 x 5 points each)	30 points
• Case Study Exercises (4 x 30 points each)	120 points
• Organizational Change Analysis	150 points
• Advocating for Change Plan and Presentation	150 points
• Final Exam	150 points
<b>Total: 1000 points</b>	

## **Late Work**

***Coursework not submitted by the deadline will receive a 5% penalty per day until the assignment is submitted.*** It is the student's 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.

## **Plagiarism Policy**

Leaders excel at getting their point across. Therefore, this course will push you to articulate your thoughts and beliefs regarding leadership. Also, WKU prides itself on the caliber of its graduates. That is why anti-plagiarism software automatically scans assignments uploaded into Blackboard. Students are expected to earn – not borrow – each and every grade. If writing is a challenge to you, then let's approach it as an opportunity to grow professionally. It would be better to submit work that is authentically yours than to submit work that doesn't belong to you and the software ends up detecting that lie. Please remember that we are here to develop ourselves. No short cuts.

## **Recycled Writing**

That anti-plagiarism software mentioned above will also flag old assignments that a student re-submits as work for a current class. Students who wish to pass this course must duly submit work that has been written specifically for LEAD 325 unless permission is granted by the instructor. 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 7<sup>th</sup> edition style. There are tools online which show proper formatting of the APA style. Work must be submitted in the space provided for it on Blackboard.

- Discussion board postings should be typed directly into the textboxes; no attachments
- 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](http://www.wku.edu/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](mailto: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. See instructions and how-to videos on the website ([www.wku.edu/writingcenter](http://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 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](http://www.wku.edu/tlc).

### **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.

## Description of Assignments

### **Quizzes (240 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.

### **Discussion Boards (100 points)**

*Each discussion question is worth 20 points.* To receive 15 of the 20 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 15 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!***

### **Application-Based Activities (60 points)**

Students will complete three Application-Based Activities aligned with the content in your textbook. ABAs are worth 20 points each. You will be guided through scenarios and asked various questions. It is helpful to complete the Orientation activity in Week 0 to ensure you understand how these activities work prior to completing the first activity.

### **Case Study Exercises (120 points)**

Students will read the four assigned case study exercises, then answer the questions at the beginning 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 30 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 2-3 pages in length. Each question should have answers that are 1-2 paragraphs. Remember to cite your textbook.

### **Video Analysis Mini-Case Studies (30 points)**

Students will watch six short videos that pertain to change leadership and management. At the conclusion of the videos, students will answer questions based on the case studies presented. Questions are multiple choice. Each mini-case study is worth five points.

### **Organizational Change Analysis (150 points)**

You might notice that there is no midterm exam. This paper should be considered as your midterm—take the chance to demonstrate what you have learned so far this semester and apply your knowledge to this paper. Each student will identify an organization that was created to make a change or an

organization that was revamped because of a triggered change. Note that your book is full of case studies that discuss organizations that had to make a change. You can skim through all of the case studies in the book to pick an organization to spotlight in more detail or pick one on your own. Then, you will write a paper that addresses the following:

### **Context & Explanation of Change**

Discuss the context for the change (as discussed in Lesson 1). What prompted the change and identify the type of change that occurred? (Chapter 3 and Chapter 5) Who was involved in the change? Who was impacted by the change? Who had the authority for the change?

### **Images of Change**

Which of the six images of change management best illustrates the change? What is the theory associated with that image of change? How does it apply to the organization you chose? (Chapter 2)

### **Diagnostic Model**

Based on your research, what diagnostic model did the organization use to make the change? (Chapter 4). Explain and support your ideas.

**Vision/Mission Connection:** Discuss whether the change met or failed the organization's purpose and vision (Chapter 6).

You are required to have 4 sources; **one source must be your textbook**. The paper must be in APA format and should be a minimum of 6 pages not including the title page and references page.

## **Advocating for Change Plan and Video Presentation (150 points)**

The Advocating for Change plan and video presentation assignment serves as a final project in the course and should include your comprehensive knowledge of the course. Students are encouraged to "begin with the end in mind" and brainstorm a topic early in the semester. Then, think about how each chapter applies to the plan for change. Students must complete this project to earn a grade in the course.

### **Part I: The Plan (100 points)**

Students will use their knowledge from this course to develop a plan to propose a change that will solve a problem either at Western Kentucky University or at their workplace. A template worksheet is available to students guide their thoughts. Students should incorporate the material learned from the entire course to build an executable plan. Students are encouraged to interview individuals that would be directly affected by the change to get their thoughts. Your research should also include sources that show how your change will bring forth a positive impact.

You are required to cite your textbook and a minimum of 4 other sources in your presentation.

### **Part II: The Video Presentation (50 points)**

After building the plan, students will submit their video presentation through a designated discussion board. The presentation must include a video in which the student presents the plan to classmates.



Presentations must be visually pleasing, and the audio needs to be clear. Students will provide feedback to other classmates on their plans to help make them better. The presentation should be no longer than 5 minutes.

Instructions for using Zoom to record your presentation are available at <https://www.wku.edu/citl/services/tools/zoom/zoom-faculty/recordingyourmeeting-cloud.php>.

### **Final Exam (150 points)**

Students will take a comprehensive final in the course. The final is worth 150 points, and students must complete it to receive a grade in the course. The final will consist of 50 multiple choice questions with 3 points each. The applied knowledge portion of the final is the Advocating for Change Plan and Video Presentation.

### **Extra Credit**

Students will have the option of completing Week 0 assignments for extra credit. Other opportunities may arise where the instructor offers extra credit; however, students should not depend on those opportunities to boost their grades. Also, students should not contact the instructor to ask for individual extra credit opportunities. That is unfair to other classmates.

## Course Schedule LEAD 325

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

### **Lesson 0: How to be Successful in LEAD Courses**

**(To receive extra credit, this work must be completed by September 4 at 11:59pm.)**

#### To Read, Watch, and Review:

- Read the Syllabus
- Review the APA Presentation.
- Complete the SmartBook 2.0 Orientation
- Complete the Application-Based Activity Orientation

#### What Is Due:

- Learning Contract (3 extra credit points)
- Introduction (1 extra credit point)
- SmartBook 2.0 Orientation (up to 7 extra credit points)
- Application-Based Activity Orientation (up to 4 extra credit points)

### **Lesson 1: Leadership in Multiple Contexts (August 22 – August 28)**

#### To Read and Watch:

- Read the Article on Change Contexts:  
<https://scholarship.richmond.edu/cgi/viewcontent.cgi?article=1014&context=bookshelf>
- View the Example Videos on Different Change Contexts
  - Social Change (MADD): <https://www.youtube.com/watch?v=YCgIIVxDUck>
  - Political Change (Love Canal): <https://www.youtube.com/watch?v=Kjobz14i8kM>
  - Organizational Change (British Airways):  
<https://www.youtube.com/watch?v=IpkGPKlOV4w>
  - Global Change (Air Pollution): <https://www.youtube.com/watch?v=P5ueN93QYJ8>
  - Community Change (Tiny Homes for Homeless):  
<https://www.youtube.com/watch?v=utoU6e90EFk>

#### What Is Due:

- Discussion Board 1

### **Lesson 2: Managing Change – Stories and Paradoxes (August 29 – September 4)**

#### To Read and Watch:

- SmartBook Chapter 1 (Be sure to take advantage of all the extra links and stories available in your textbook.)

#### What Is Due:

- Discussion Board 2
- Chapter 1 Quiz

### **Lesson 3: Images of Change Management (September 6 – 11)**

#### To Read:

- SmartBook Chapter 2 (Be sure to take advantage of all the extra links and stories available in your textbook.)

#### What Is Due:

- ABA: Leadership & Change Activity
- Quiz 2

### **Lesson 4: Why Change? Contemporary Pressures & Drivers (September 12 –18)**

#### To Read:

- Smartbook Chapter 3

#### What Is Due:

- Case Study (Exercise 3.3 – The Netflix Story)
- Quiz 3

### **Lesson 5: What to Change? A Diagnostic Approach (September 19 –25)**

#### To Read:

- Smartbook Chapter 4

#### What Is Due:

- Discussion Board 3
- MHS Video: Org Models and Structure
- Quiz 4

### **Lesson 6: What Changes? (September 26 – October 2)**

#### To Read:

- Smartbook Chapter 5

#### What is Due:

- Case Study (Exercise 5.1 – The Mattel Toy Story)
- MHS Video: Organizational Culture
- Quiz 5

### **Lesson 7: Purpose and Vision (October 3 – 9)**

#### To Read and Do:

- Smartbook Chapter 6

#### What is Due:

- MHS Video: Vision & Direction
- Quiz 6

## **Lesson 8: Change Communication Strategies (October 10 – 16)**

### To Read:

- Smartbook Chapter 7

### What is Due:

- Organizational Change Analysis Paper
- Quiz 7

## **FALL BREAK: (October 13-14)**

## **Lesson 9: Resistance to Change (October 17 – 23)**

### To Read:

- Smartbook Chapter 8

### What is Due:

- MHS Video: Innovation in Aisle 9
- Discussion Board 4
- Quiz 8

## **Lesson 10: Organization Development & Sense-Making Approaches (October 24 – 30)**

### To Read:

- Smartbook Chapter 9

### What is Due:

- ABA: Change Management – A Fresh New Idea
- Quiz 9

## **Lesson 11: Change Management Perspectives (October 31 – November 6)**

### To Read:

- Smartbook Chapter 10

### What is Due:

- Case Study (Exercise 10.2 – Getting Boeing Back in the Air)
- Quiz 10

## **Lesson 12: Sustaining & the Effective Change Manager (November 7 – 13)**

### To Read and Watch:

- Smartbook Chapter 11

### What is Due:

- Case Study (Exercise 11.3 – The Challenger and Columbia Shuttle Disasters)
- Quiz 11

## **Lesson 13: The Effective Change Manager – What Does it Take? (November 14 – 22)**

### To Read and Watch:

- Smartbook Chapter 12
- Watch the Leading Change Video: <https://www.youtube.com/watch?v=1US3mH7WUhU>

### What is Due:

- ABA: Farming Organizational Development
- MHS Video: Power & Influence – Riding the Policy Wave
- Quiz 12

## **Thanksgiving Break (November 23-25)**

## **Lesson 14: Finishing Up (November 28 – December 4)**

### What is Due:

- Advocating for Change Plan and Presentation
- Discussion Board 5

## **Finals Week (December 5 – 9)**