



NOTICE: All information pertaining to this course, including course policies, is subject to being changed until the first day of the term. Last date modified: August 11, 2024

Course Syllabus

EDLD 730 – Leading the Organization

Fall 2024 – (3 Credit Hours)

August 19-December 6, 2024

Online course with synchronous online components

Class meets via Zoom from 10AM – Noon Central time on

Sept 7: <https://wku.zoom.us/j/96266706133>

Sept 28: <https://wku.zoom.us/j/99059007592>

Oct 26: <https://wku.zoom.us/j/99744142421>

(Zoom meeting links are also in Blackboard)

Instructor:

Tanja Bibbs, Ph.D.

Assistant Professor, School of Leadership and Professional Studies

Program Coordinator, Organizational Leadership

Gary Ransdell Hall, Rm. 2017

Western Kentucky University

Office Phone: (270) 745-5305

Email: bibbstn@wku.edu

Catalog description: Leadership for organizational improvement. Theory and application of systems, communication, culture, change and organizational design, and organizational development.

Course topics: Adaptive leadership applied to improvement science; other leadership theories applied to organizational change; power and political dimensions of organizational change; the role of culture and climate in organizational change; communication theory and strategy applied to organizational leadership.

Learning Targets: Student performance in this course will be assessed based on progress toward mastery of the following standards and indicators:

LEADERSHIP STANDARD 1 – FOUNDATIONAL KNOWLEDGE: The Ed.D. program candidate demonstrates an understanding of seminal and current theories, research, and key concepts of effective educational leadership.

Performance Indicators
LPI 1.1 Demonstrates an understanding of the strengths and limitations of viewing leadership as a process (<i>mastery demonstrated in this course</i>).
LPI 1.2 Demonstrates an understanding of the role and limitations of power in effective leadership (<i>mastery demonstrated in this course</i>).
LPI 1.3 Demonstrates knowledge of a variety of theoretical approaches to leadership, including trait, skills, behavioral, situational, path-goal, transformational, authentic, servant, and leader-member exchanges theories (<i>mastery demonstrated in this course</i>).
LPI 1.4 Demonstrates a knowledge of what empirical research has confirmed and not confirmed about effective leadership in educational contexts compared with leadership in other public, private, and non-profit sectors (<i>mastery demonstrated in this course</i>).

LEADERSHIP STANDARD 2 – ETHICS AND SELF-AWARENESS:

Performance Indicators
LPI 2.1 Demonstrates an understanding of various ethical approaches to leadership, including utilitarian, altruistic, and virtue-based theories (<i>mastery demonstrated in this course</i>).
LPI 2.2 Demonstrates an understanding of personal leadership strengths and areas for improvement (<i>mastery demonstrated in this course</i>).
LPI 2.3 Demonstrates an understanding that leadership development is an on-going process (<i>mastery demonstrated in this course</i>).

LPI 2.4 Demonstrates a personal philosophy of leadership and code of ethics (*mastery demonstrated in this course*).

LEADERSHIP STANDARD 3 – ADAPTIVE LEADERSHIP: The Ed.D. candidate demonstrates knowledge of the components of adaptive leadership and how to utilize adaptive approaches to effect organizational improvement.

Performance Indicators

LPI 3.1 Demonstrates an understanding of the various kinds of challenges (situational, technical, and adaptive) that constitute the foundation of adaptive change (*mastery demonstrated in this course*).

LPI 3.2 Demonstrates an understanding and ability to apply effective adaptive leadership behaviors (i.e., getting on the balcony, identifying adaptive challenges, regulating distress, maintain disciplined attention, giving the work back to the people, and protecting leadership voices from below). (*mastery demonstrated in this course*)

LPI 3.3 Demonstrates an ability to lead adaptive work through the application of improvement science (*mastery demonstrated in this course*).

LEADERSHIP STANDARD 4 – LEADING ORGANIZATIONAL IMPROVEMENT: The Ed.D. program candidate demonstrates knowledge and skill in methods of effectively leading organizational change and improvement.

Performance Indicators

LPI 4.1 Demonstrates an understanding of how leaders motivate individuals and groups to improve performance (*mastery demonstrated in this course*).

LPI 4.2 Demonstrates analytical and critical thinking skills to help communicate ideas effectively (*mastery demonstrated in this course*).

LPI 4.3 Demonstrates an understanding of how effective communication, conflict management, and group decision-making contribute to effective leadership (*developing in this course*).

LPI 4.4 Demonstrates an understanding of how to lead and institutionalize organizational change and improvement (*developing in this course*).

Required Text (Highly recommended that you purchase this book to keep as it will be referenced again in future Ed.D. courses).

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

Owens, R. G., & Valesky, T. C. (2022). *Organizational behavior in education: Leadership and school reform*. (12th edition). Pearson.

Additional Readings (provided via Blackboard)

Churchill, W. (2024). Consistency in politics. In Burtka, J. A. (Ed.). *Gateway to statesmanship: Selections from Xenophon to Churchill*. Regnery Gateway.

Corman, R. J. (2019). Leveraging improvement science to include culture shift. In Crow, R., Hinnant-Crawford, B. N., & Spaulding, D. T. *The educational leader's guide to improvement science: Data, design, and cases for reflection*. Myers Education Press.

Hackman, M. Z., & Johnson, C. E. (1995). Leadership communication skills. In Wren, T. J. (Ed.). *The leader's companion: Insights on leadership through the ages*. The Free Press.

Hawkins, J., Henry, G. A., Jones, S. J., Santi, K., L., & Butcher, K. A. (2019). Implementing professional learning communities: Improvement required. In Crow, R., Hinnant-Crawford, B. N., & Spaulding, D. T. *The educational leader's guide to improvement science: Data, design, and cases for reflection*. Myers Education Press.

Han Fei. (2024). The difficulties of persuasion. In Burtka, J. A. (Ed.). *Gateway to statesmanship: Selections from Xenophon to Churchill*. Regnery Gateway.

Heinrichs, J. (2007). *Thank you for arguing: What Aristotle, Lincoln, and Homer Simpson can teach us about the art of persuasion*. Three Rivers Press.

Hilton, A. B., & Cruz, L. (2019). Crossing the streams: Improvement science, educational development, and systems theory in higher education. In Crow, R., Hinnant-Crawford, B.

N., & Spaulding, D. T. *The educational leader's guide to improvement science: Data, design, and cases for reflection*. Myers Education Press.

O'Conner, T. (2020). *Summary of After Virtue by Alisdair MacIntyre*. The Metasophist.
<https://www.themetasophist.com/chapter/on-after-virtue-by-alasdair-macintyre>

Starratt, R. J. (2013). Presence. In Grogan, M. (Ed.). *The Jossey-Bass reader on educational leadership*. Jossey-Bass.

Course Assignments:

Course assignments include the following. Rubrics and guidelines for each will be posted in Blackboard.

- a) **Discussion assignment and Zoom class participation.** Students will be expected to read assignments/watch presentations, engage in meaningful discussion, and apply course concepts to their own leadership practice and context. (10 points each; 5 discussion board assignments, 3 zoom classes = 80 points total)
- b) **Individual reflection assignments.** In these short (2-3 page maximum) papers, students will reflect on readings and apply them to their own leadership practice, context, and problems of practice (25 points each; 5 reflection papers = 125 points).
- c) **Adaptive leadership/Deploy yourself.** In this culminating course task, students will write a paper (estimated 6-10 pages) reflecting on Part Five (Deploy Yourself) of the Heifetz et al. text and how the concepts apply to their own individual leadership and professional context (100 points).

Grading and Evaluation Summary:

Final grades for the course will be assessed back on the following point accumulations (305 points total):

- A = 274-305 points
- B = 244-273 points
- C = 213-243 points
- D = 183-212 points
- F = 211 points and below

Course Schedule (subject to change with prior notice)

Abbreviations: OV = Owens & Valesky text

Week #	Week of...	Topics	Readings	Assignment (except for zoom classes, all due Sunday nights at 11:59 p.m. Central time)
1	Aug 19	Ethics, power, and political dimensions of organizational change	Churchill excerpt O'Conner article	Individual reflection assignment

2	Aug 26	Models and theories of organizational change	OV, Ch. 3	Discussion assignment
3	Sept 2	Systems Theory and Change	OV, Ch. 4 Hilton & Cruz chapter	Reading for Sept 7 Zoom class
	Sept 7 Zoom Class 10 am – Noon Central	Course overview and expectations Systems Theory and Change	Review syllabus OV, Ch. 4 Hilton & Cruz chapter	In class activities
4	Sept 9	Culture and Climate	Ov, Ch. 6-7 Corman chapter	Individual reflection assignment
5	Sept 16	Organizational change	OV, Ch. 8 Hawkins et al. chapter	Discussion assignment
6	Sept 23	Adaptive Leadership and Communication	Review Heifetz et al., Ch. 1-6, 8, 10-17 Hackman & Johnson chapter Starratt chapter	Read for Sept 28 Zoom class
	Step 28 Zoom Class 10 am – Noon Central	Adaptive Leadership and Communication	Review Heifetz et al., Ch. 1-6, 8, 10-17 Hackman & Johnson chapter Starratt chapter	In class activities
7	Sept 30	Rhetoric and persuasion	Han Fei excerpt Heinrich chapters	Discussion assignment
8	Oct 7	WKU Fall Break	N/A	N/A
9	Oct 14	Qualities of an adaptive organization	Heifetz et al., Ch. 7	Individual reflection assignment
10	Oct 21	Design effective interventions with adaptive leadership	Heifetz et al., Ch. 9	Read for Oct 26 zoom class
	Oct 26 Zoom Class 10 am – Noon Central	Design effective interventions with adaptive leadership	Heifetz et al., Ch 7, 9	In class activities
11	Oct 28	Stay connected to your purposes	Heifetz et al., Ch. 19	Individual reflection assignment
12	Nov 4	Engage courageously	Heifetz et al., Ch. 20	Discussion board

13	Nov 11	Inspire people	Heifetz et al., Ch. 21	Individual reflection assignment
14	Nov 18	Run experiments, Thrive	Heifetz et al., Ch. 22-23	Discussion board
15	Nov 25	Thanksgiving Week	N/A	N/A
16	Dec 2	Final project: Deploy yourself	Work on final project	Final projects due Dec 6

Course, Program, and University Policies

Academic Integrity Policy

The School of Leadership & Professional Studies expects all undergraduate, graduate, and doctoral students to demonstrate academic integrity and not participate in academic misconduct as defined by the University (<https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>). The SLPS has developed two tiers for academic misconduct. Examples of academic offenses include (but are not limited to) any act of plagiarism, cheating, or falsification or misuse of academic records.

Tier 1 Violations

Acts of plagiarism that involve not citing all sources and/or using papers previously written and submitted in other courses are considered a Tier 1 violation. Students committing violations in Tier 1 will meet with the instructor to discuss the incident and work toward a resolution. Students may receive a zero on the submitted work with feedback stating the issue; students are responsible for checking grades and reading feedback. Instructors will follow the policy for Tier 2 violations for additional Tier 1 violations.

Tier 2 Violations

Tier 2 violations include but are not limited to using artificial intelligence programs, content generators or websites to complete an assignment in ways not allowed by the instructor as described by the course syllabus, sharing passwords and login information with individuals not enrolled in the course, failing to cite any sources in submitted work when outside sources were obviously used, cheating on an assignment or test, employing a person to complete an assignment, and/or committing a second Tier 1 violation. Students committing violations in Tier 2 will meet with the instructor to discuss the incident and review evidential materials. If the

instructor determines a Tier 2 violation has occurred, the instructor should report the student to the Office of Student Conduct and request that the Office of the Registrar issue a failing grade for the course. If the academic misconduct is severe and flagrant, the student may be dismissed from the program. Students who wish to dispute the allegation, dismissal, or grade should follow the Student Complaint Policy (<https://www.wku.edu/handbook/academic-complaint.php>).

SLPS Faculty Procedures for Student Academic Misconduct

Tier 1 Violations (Using work from previous courses; Plagiarism – Failing to Cite all Sources)

- After collecting evidence, schedule a time to meet privately with the student (in-person or virtually) to discuss the incident. Refer the student to the syllabus statement concerning Academic Integrity. Suggestions resolutions are:
 - Fail the student on the assignment (if warranted).
 - Request the student resubmit the assignment.
 - Provide additional APA assistance to help the student accurately cite sources.

Remind the student that not complying with the request will result in Tier 2 actions, which are severe.

- Send an email to the student providing a summary of the discussion and decision on action. Blind copy yourself as documentation.

Tier 2 Violations (Cheating, Password Sharing, Plagiarism, 2nd Tier 1 Violation)

- After collecting evidence, schedule a time to meet privately with the student (in-person or virtually) to discuss the incident. Inform the student about the Student Complaint Procedure located in the Undergraduate and Graduate Catalog.
- Send an email to the student providing a summary of the discussion and ramifications. Blind copy yourself as documentation.
- *For Course Removal:* Immediately contact the Office of the Registrar (registrar@wku.edu) to request the student be withdrawn from the course pending a failing grade due to academic misconduct. It is important to note that: (1) the Office of

Student Conduct WILL NOT do this for you; and (2) the student can drop the course without any penalty if action is not taken immediately. After the Registrar's Office is notified make sure the student:

- Is no longer on your course roster.
- No longer appears in the Blackboard course list.
- *For Program Dismissal:* Discuss the violation with the School Director. The School Director will work with the Office of the Registrar, Office of Academic Affairs, and/or The Graduate School to develop a plan to formally dismiss the student from the program.
- Report the incident to the School Director.
- Report the incident to the Dean of Students AND initiate the Student Conduct notification process using the directions on this page:
<https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>. When completing the notification, you must share or upload:
 - Your contact information.
 - The student's WKU ID and email address.
 - The penalty for the student.
 - A copy of the syllabus showing the definition of academic integrity and the consequences as defined by the department.
 - A copy of the evidence including previous work samples or meeting notes (if applicable).
- Save documentation of all correspondence and evidence to use if the student complaint procedure is initiated.

University Definitions

- **Academic Misconduct (2022 University Catalogs):** The University expects students to operate with the highest standards of integrity in all facets of the collegiate experience. Broadly defined, academic misconduct is any unethical self-serving action in the performance of academic work, deliberate or unintentional, that affords a student an unfair, unearned, or undeserved advantage.

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts will be held accountable for violation of the Code of Student Conduct.

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct.

For more information on Academic Misconduct, visit www.wku.edu/studentconduct.

- **Dishonesty (WKU Student Conduct website):** Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.
- **Cheating (WKU Student Conduct website):** No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.
- **Plagiarism (WKU Student Conduct website):** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious act. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.
- **WKU Password Security (WKU ITS Policy 5.5033):** Accounts and credentials are issued to University employees, students, and authorized affiliates for use accessing and utilizing information technology systems, services, applications, and information. Authorized University constituents (users) may retain and utilize such accounts as long as

they remain in a status or relationship with the University that warrants access to relevant resources. Users are required to manage their accounts securely, maintain appropriate passwords, and protect their account credentials at all times. Any inappropriate use of technology accounts may result in immediate revocation of a user's account privileges and disabling of the account. Sharing any WKU provided or affiliated account credentials is expressly prohibited.

Any violation of this policy may lead to suspension of access to information technology resources, with the possibility of revocation of privileges, or other action as provided by disciplinary provisions applicable to faculty, staff, or students. Confirmed or suspected violations of local, state or federal laws will be turned over to the University General Counsel and/or the appropriate law enforcement agency.

Attendance and Participation Policy: Graduate students should be able and willing to share information and ideas; regular attendance and productive participation using the virtual format and on Blackboard are essential for success in the course. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in class discussions and activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Any behavior which is disruptive or interferes with other students' learning is not acceptable and may result in loss of points for class participation credit. A student's final grade for the course will be adversely affected by lack of attendance (including coming in late and/or leaving early), lack of participation in class activities and/or failure to complete graded/non-graded assignments. Students may have personal and professional conflicts with scheduled class meetings. Students must prioritize and make decisions related to scheduling conflicts. Absences from virtual class or anticipated lapses from online participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Late Work Policy

WKU doctoral students are expected to exhibit the highest levels of professionalism in their communication and completion of assignments. If you know in advance that you may have trouble completing an assignment by the established due date, contact me **before the assignment deadline**, explain your circumstances, and **request** an extension. In your request, please state a date and time by which you believe you can complete the assignment. **If your request is granted**, and you submit your work by the new, agreed upon date, you may still receive points for the work. **If any assignment is not received by the due date and a request for extension is not requested in advance, or is not granted by me, the grade for the assignment will be recorded as zero with no opportunity for makeup.**

Technology Usage: I will utilize WKU email and Blackboard Announcements as the primary methods to contact you outside of class. Students are expected to check their official University email and Blackboard on regular business days (Monday-Friday) to receive information or notices about the course.

Technology Requirements

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

Statement of Diversity

The School of Leadership and Professional Studies believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Student Accessibility Resource Center (SARC)

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, 1074. 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.

WKU's Policy on Sexual Misconduct/Assault & Discrimination/Harassment

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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

Regular and Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Three synchronous zoom class sessions,
- Instructor participation in discussion boards,
- Weekly announcements,
- Timely and detailed feedback on assignments provided within one week of assignment due date,
- Instructor is available for virtual or face-to-face meetings to clarify expectations, explain assignments, give feedback, and provide other support.