Leadership of Organizational Change is a study of leadership behaviors that initiate, implement, and sustain transformational organizational change as well as incremental innovations. Almost all leadership theory advocates for organizational change, innovation, and improvement, and understanding these systemic and contextual dynamics allows for 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 a variety of theoretical perspectives that frame change as well as practical leadership strategies.

COURSE LEARNING GOALS

Learning Goal 1, 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).

Learning Goal 2, 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.

TEXTBOOK


Supplemental Reading Sources


* Note: All other course readings have bibliographic information in the article.

**STUDENT'S LEARNING OBJECTIVES/RESPONSIBILITIES**

Please read the materials covering a particular subject prior to class. Your active participation in class discussions is expected as a demonstration of your grasp of the material and is part of your grade. The success of this class is dependent upon the preparation of its members. Please contact me if you have any concerns about the material, the format or environment of the class.

**INSTRUCTOR’S OBJECTIVES/RESPONSIBILITIES**

As your instructor I am responsible for clearly and explicitly establishing the parameters of the class. I will discuss material relevant to a broader understanding of the assigned readings, but I will not routinely summarize them for you. I will grade your work promptly and with attention to both specific performance and demonstrated improvement. All late assignments will be penalized one letter grade per day late because it is not fair to other students who did not have extra time. I will be available to assist you with the material and discuss any course-related issues. I will do my utmost to provide information about leadership change in a form that will do justice to this field.

**Important:** Distance education demands a great deal of self-discipline and motivation. There is flexibility in when you study and work on the course, but you must meet deadlines. If you require the structure of the classroom in order to stay engaged, the online courses are not for you. You must set up dedicated times to focus on the course materials in order to succeed in the course. Do not wait until the end of the section to do your work as discussion occurs all throughout the section. You balance many issues in your life and can fit distance learning to your individual circumstances.

**Time Management:** The general rule of thumb for a course is that you need approximately 3 hours of your time for each section for every credit hour enrolled. Since there are no hours in the classroom, you will need to dedicate 3 hours per section online combined with 9 hours of study and prep time per section. There will be times when you will not need 12 hours, but there will be times when you need more than 12 hours, so plan accordingly and get caught up or ahead in slow times. Being that the entire course only covers 3 weeks, you need to do as much as you can early and keep up on assignments.

**Relevant Websites:** All the course content will be delivered via Blackboard course management system, accessed from the https://my.utep.edu homepage. You can view all materials related to this course except the textbook on Blackboard. You can also send e-mails to your fellow classmates or to your instructor; always remember to include an appropriate subject line to prevent your e-mail from going into the junk mail folder. You must get into the habit of checking Blackboard at least once a day to ensure that you
do not miss any important announcements. All students are required to read all discussion postings in each section.

** NOTE: I will be checking Blackboard and my gmail.com e-mail regularly each day and on weekends. **

** ASSIGNMENTS **
Course assignments consist of readings, study analyses/discussions, three short papers, and a final PowerPoint presentation. Some of the assigned readings can be complex and detailed, including academic journal articles. Careful reading and study is required. Please see the section on writing and academic honesty for a more specific discussion of expectations on the analyses and the papers.

** DISCUSSIONS AND ANALYSES **
Throughout the class we will discuss issues and course readings on leadership. Each analysis/discussion must demonstrate a mastery of the details as well as the literature on the topic. Each student writes up his/her own analysis/discussion. A general gestalt analysis for discussion section assessment will include the quality of the discussion, outside research, professional writing (no errors) and the ability to participate in the discussion of the topic. Below please read through the grading rubric for this assignment.

** DISCUSSION RUBRIC AND GRADING GUIDELINES **

** Grading Criteria for Online Discussion Postings **
Weekly Discussions—there are 3 weeks of course discussions divided into Two Sections Per Week; you must post at least two answers to structured questions and two answers to other student posts PER SECTION (four per section; eight total posts per week minimum) to be considered in the B range (average) for grades. The total number of posts and quality of posts will be assessed in using a gestalt grading frame, but will generally follow the rubric guidelines below. The total number of points possible in week one discussions is 66, the total number for week two is 66, and the total number for week three is 67, for course total of 200 points (20% of the final grade)

** Discussion Grading Ruric **

** Minimal: 48 point or below (per week) **
- Prose and quality of writing: Language is unclear or non-specific, does not spell check or proofread, and offers only opinions for ideas;
- Intellectual engagement with readings: post does a poor or weak job of engaging ideas from readings, often with no or few examples or logic to support their ideas and arguments;
- Structure quality: post does not really have a main point or does not include a sound argument, and may only summarize material rather than critically analyze ideas in a clear statement or thesis;
• Overall discussion quality: student does not really engage the material in a significant way, posts are often one or two sentences rather than a longer discussion of key ideas from readings, and often responds to other posts with short and non-critical engagement.

**Average: 49-54 points (per week)**

• Prose and quality of writing: Language is often unclear or non-specific, may contain a few spelling and grammatical errors, does a minimal to average job of engaging course readings, and frequently offers opinions rather than knowledge-based comments;
• Intellectual engagement with readings: post does a moderate or average job of engaging ideas from readings, may include one example or question, support for a claim, position, or argument;
• Structure quality: post includes an argument that may not be as clear as needed, may tend to summarize more than offer sound critique of ideas, and provide average or modest support of the argument or claim;
• Overall discussion quality: student engages the material in a mostly significant way, posts might be three of four sentences in length rather than a longer discussion of key ideas from readings, and often responds to other posts with shorter and limited critical engagement.

**Above Average: 55-60 points (per week)**

• Prose and quality of writing: Language is clear or specific, does use spell check and proofreads all posts, and offers strong writing throughout the posts;
• Intellectual engagement with readings: post does a strong job of engaging ideas from readings, offers strong support of ideas through examples and sound arguments, uses sound logic, and is clearly engaged with readings at “deep” level;
• Structure quality: post contains a strong argument or main point, engages in critical analysis of textual readings and student comments, and engages other claims and arguments in significant ways;
• Overall discussion quality: student engages the material in a significant way, posts are often one paragraph or more, and responds to other posts with clarity, respect, sensetivity, and critical engagement.

**Excellent: 61-66 points per week**

• Prose and quality of writing: Language is excellent, spelling and grammar are nearly flawless, and offers detailed conceptual analysis of ideas;
• Intellectual engagement with readings: post does an excellent job engaging numerous ideas from course readings (that may extend or go beyond the answer to the chosen question), offers excellent logic and strong supportive materials and examples of ideas and arguments;
• Structure quality: post has a main point or central claim that is clearly linked to reading concepts, and does not summarize ideas but instead engages ideas or concepts critically and creatively (see ideas in course learning objectives);
• Overall discussion quality: student engages the material in a way that often stands above other student posts in terms of insights, critical analysis, and depth of engagement; posts are often one or more paragraphs in length, and provide extensive commentary on other student posts (conforming to all guidelines above).

**PAPERS**

The *three papers for the class will each be 4 to 5 pages in length*. Students should link to the specific paper requirements in blackboard. Please remember to use APA style (no abstract necessary for these short papers), and strong organizational structure (clear introduction with thesis and preview, main body with argument support, and summary conclusion). Each of the *specific paper requirements* is found in the [Assignments] section of the blackboard course menu.

**Students are restricted from using any publications from author and scholar John Kotter (unless a minor reference).**

Ideas and materials that are not your own must be properly cited. A reference page is required. The papers are opportunities to demonstrate your ability to synthesize the material presented in the relevant literature to the practical question of interest.

**Paper 1 Instructions:** Students will engage in a critical analysis of leadership theory and practice, based on readings from the first two weeks of class. 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), and third, students should feel free to explore a variety of ideas that relate to change (what does thinking outside the box really look like?).

Readings from the Sections I and II will be used for this paper.

These somewhat broad instructions for paper one are intended to give students great latitude in how they approach the assignment: critical analysis structure, compare and contrast dominate theories, development of an innovative leadership approach, etc. **However, without detailed and consistent references to readings from this class, the paper will not receive a passing grade. Too many papers from students in the past have been “recycled” from previous classes in this program.**

Make sure that the paper has a well-developed structure and engages reading materials from this class. One of the biggest challenges for students is creating their own analytic structure with a clear purpose or goal. The structure or organization of the paper should include:

1. Introduction that: a) establishes interest, b) establishes the topic of focus, c) provides a clear thesis statement (goal or purpose followed by a brief justification of its importance), and d) a preview of central points or organization of the body of the paper.
2. In the body of the paper, students should think of each first sentence of a paragraph as a "mini-thesis" that establishes the goal or direction of the paragraph. This first sentence is often an argument, position, or strong "stand alone" statement. By stand-alone statement I mean an idea that makes sense on its own.

3. Conclusion--summarized key ideas (sometimes this is a summary of key points learned, or suggests directions for future analysis). Be sure to look at the grading rubric because it provides very clear ideas about structure for writing--clear introduction and statement of purpose, strong organizational structure of key ideas/key arguments, and strong use of supporting evidence (quotes, extended examples, and limited personal experience materials).

The first analysis paper is due October 09 by 11:59 pm.

Paper 2 Instructions: For the second paper, students are required to write about leadership effectiveness and change within broader social and political arenas. 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. Reading materials from Sections III and IV 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.

Students may also decide to do a critical analysis of leadership in community, political, and social structures and change initiatives. A critical analysis will involve the identification of strengths and weakness of ideas/concepts from chapters 5-8. As one example of how a student might use material from this week's readings, consider the discussion of community leadership. A student might take concepts of change and empowerment (visible, hidden, invisible, and power over, to, with, and within) as a conceptual structure for analyzing leadership effectiveness in their organization. Thus, an analysis generally, or specific to an organization, can develop similar goals--in this example, the goal or thesis of the paper might be to "explore the extent to which Organization X seeks to promote collaborative leadership. In particular, this analysis will explore two dimensions of leadership effectiveness and change, which are the utilization of social capital and empowerment." The point here is to use a conceptual scheme that helps frame but also provide an analytic structure for the paper analysis.

The second analysis paper is due October 16 by 11:59 pm.

As with Paper #1, please follow these organizational directions:

Make sure that the paper has a well-developed structure and engages reading materials from this class. One of the biggest challenges for students is creating their
own analytic structure with a clear purpose or goal. The structure or organization of the paper should include:
1. **Introduction** that: a) establishes interest, b) establishes the topic of focus, c) provides a clear thesis statement (goal or purpose followed by a brief justification of its importance, and d) a preview of central points or organization of the body of the paper.
2. In the body of the paper, students should think of each first sentence of a paragraph as a "mini-thesis" that establishes the goal or direction of the paragraph. This first sentence is often an argument, position, or strong "stand alone" statement. By stand-alone statement I mean an idea that makes sense on its own.
3. **Conclusion**—summarized key ideas (sometimes this is a summary of key points learned, or suggests directions for future analysis).

**Paper 3 Instructions:** For the final paper I would like to students to utilize their knowledge of leadership and change, and develop their own unique and new theory of leadership and change. This assignment requires an integration of key leadership ideas that are based in your knowledge and education of leadership, as well as personal experiences. The structure of this paper will include:

1. An introduction that establishes the primary and key focus of your theory (including the name of your theory)
2. A clear thesis statement that argues for the new theory's relevance and importance to study and practice of leadership and change.
3. A body that articulates:
   a. 4-6 assumptions you make about leadership and change--these assumptions constitute what you believe to be true about leadership and change based on your academic learning and personal experiences.
   b. Elaboration of your theory's key concepts--define and explain each of the key concepts within your theory
   c. Explain and provide examples of the theoretical richness and practical utility of your new theory
   d. Identify possible limitations and challenges with your theory (can it be tested, is it falsifiable, etc.)
4. Summarize the value or importance of the theory to learning from this class.

Remember that engagement with ideas from chapter materials and course readings throughout the three-week course. The ban on Kotter material remains in effect--thank you!

*The third analysis paper is due October 23 by 11:59 pm.*
PAPER GRADING RUBRIC

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<tbody>
<tr>
<td>1. Quality of Analysis</td>
<td>Great job! The analysis is interesting, coherent, and well-developed. Excellent consideration of key terms</td>
<td>Good work! Analysis is clear and generally well-developed; might be one or two limitations of the reasoning</td>
<td>Somewhat difficult to determine the reasoning; needed to broaden or strengthen the analysis</td>
</tr>
<tr>
<td>2. Structure and Quality of Writing</td>
<td>Clear thesis—established purpose and answers “why” Document is error free (grammar &amp; spelling), demonstrates polish and clarity; excellent prose</td>
<td>Clear purpose with a strong justification for why—error free, strong prose and writing</td>
<td>Thesis is somewhat unclear or unfocused, a couple of errors; writing may needs work—clarity and focus</td>
</tr>
<tr>
<td>3. Supporting Material</td>
<td>Strong throughout! Great job integrating course readings and concepts into the analysis; fulfilled assignment criteria fully. Outstanding use of examples!</td>
<td>Good connections to course material. Key terms are generally well defined and integrated into examples</td>
<td>Support was okay, but more needed to be done to define and integrate key concepts, examples were limited or confusing</td>
</tr>
<tr>
<td>4. Originality and Independent thought</td>
<td>Incredible work!! Ideas and concepts transcended text materials and readings about the issues/ theories/applications</td>
<td>Good work, some promising lines of reasoning; somewhat insightful</td>
<td>Paper/ideas failed to capture the key issues; summarized or repeated concepts and ideas from class/text</td>
</tr>
<tr>
<td>5. Overall Impression</td>
<td>Overall great job in all the above categories</td>
<td>Generally a strong paper, could be improved with a somewhat minor revision</td>
<td>Average paper, could use a strong revision</td>
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</table>

Total Points __________ 200 points possible

PowerPoint—Final Content “Exam”

For the final assignment in class students will be required to prepare a PowerPoint presentation. The presentation will be the culmination of learning from class, and students should treat the assignment as if they were presenting to Master’s Level participants in a workshop on “Leadership and Organizational Change.” Students should include a strong structure, relevant ideas from text and students’ own learning, and notes that supplement the slides. This assignment is also a way for me to assess how much of the course material was covered in the class. Although there are no absolute slide requirements, students will have anywhere from 20-30 slides with relevant notes. See Assignments section in blackboard for final PowerPoint due date.

Tips for PowerPoint:
1. Be sure to create strong visual interest (graphics, photos, etc.)
2. Each slide contains a structure or outline of key ideas—ineffective use of PowerPoint slides occurs when individuals place large amounts of text in each slide.
3. Create an outline or structure for the slide, and put detailed information in the “notes” section. Doing so allows for elaboration of key ideas and links to important concepts from readings.
4. Imagine that the presentation might actually be given to some group in the future—pay attention to text size, use of color and graphics, etc. For military students, DO NOT USE THE STANDARD MILITARY GREY TEMPLATE.

**PowerPoint Evaluation Criteria**

<table>
<thead>
<tr>
<th>Measure</th>
<th>“C” Range</th>
<th>“B” Range</th>
<th>“A” Range</th>
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<tbody>
<tr>
<td>Needs Improvement</td>
<td>20-29 points</td>
<td>30-34 points</td>
<td>35-40 points</td>
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<tr>
<td>Meet Expectations</td>
<td>30-34 points</td>
<td>9-10 points</td>
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<tr>
<td>Exceptional Work</td>
<td>35-40 points</td>
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<tr>
<td>1. Depth of Immersion in Content Analysis</td>
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<tr>
<td>2. Structure and Grammar—use of clarity in Notes section of Presentation</td>
<td>5-6 points</td>
<td>7-8 points</td>
<td>9-10 points</td>
</tr>
<tr>
<td>3. Overall Quality of Answer—Overall Presentation Quality</td>
<td>30-39 points</td>
<td>40-44 points</td>
<td>45-50 points</td>
</tr>
</tbody>
</table>

_________ 100 points x 2 _____________200 total points possible

*The powerpoint final is due October 24 by 11:59 pm.*

**COURSE GRADING**

Weekly Discussions 20% (200 Points)  
Papers 20% each (600 Points)  
PowerPoint 20% (200 points)

**ONLINE SUCCESS:** You must participate to be successful. It is every student’s responsibility to fully participate, so that everyone can get the most from the experience. Some simple rules to follow for full participation and engagement in learning:

Ask questions: If you do not know an answer, someone else will. The HELP board is a forum for asking questions related to content or any problems you are having in the course. Ensure that you clearly indicate the subject of your message. Reach out to others: Offer a fact, article link or other item that can help others to learn something in the course. Be appropriate: The online course is not the place for insults, insensitive comments, attacks, or venting. In appropriate behavior will be subject to disciplinary action as well as grade reduction. Be diplomatic: Tolerance and respect for the opinions of others should always be upheld, even when strong differences of opinion exist. When sending messages on emotionally charged issues, make sure to pause after writing the message and reread the message before sending it. Always be constructive, never destructive. Remember, there is a person at the other end. Stay focused and stay on topic to increase your learning.
EFFECTIVE ONLINE COMMUNICATION: A few pointers to help in effective communication. Identify yourself and clearly summarize the contents of your message in the subject line of your email and your discussion board postings. Avoid sarcasm in your postings and emails. Sarcasm does not translate well online and can start word wars. Avoid using all capital letters. USING ALL CAPS MAKES IT SEEM LIKE YOU ARE SHOUTING AND IT’S DIFFICULT TO READ.

GUIDELINES FOR WRITING: Please use a standard term paper format including 1" margins; page numbering, standard 12 cpi, Times New Roman font and proper citation procedures (APA or MLA). A style guideline is available at the following web site: https://www.google.com/#q=purdue+owl

REQUIRED SOFTWARE: You will need the following software on your computers to efficiently work in this course. If you are using a lab on campus, they will probably already have the necessary software. All of the needed programs are free downloads and can be downloaded from the URLs provided here. In many cases your computer may already have some of these programs installed.
Adobe Acrobat Reader. You can get the program by going to http://www.adobe.com and then clicking on the icon on the center of the screen, which says “Get Adobe Reader.” Follow the instructions to install the reader.
Adobe Flash Player. You can get the player by going to http://www.adobe.com and then clicking on “Get Adobe Flash Player.” Follow the instructions to install the player.
Apple Quick Time Player, Windows Media Player or Real Player.
Microsoft Office. I recommend buying this if you do not have any word processing software or presentation software. I recommend it because all the labs on campus have it and it is pretty cheap. As students you can generally buy this whole package for under $50 at the campus bookstore.
The bottom line is if I cannot open your documents, they will not be graded, so don’t use some obscure software that won’t convert.

OTHER REQUIREMENTS: If you do not have a UTEP e-mail account, get one immediately. Go to https://getmail.utep.edu. After you create your account, you must wait 48 hours, the go back to the site and click on “Check on existing account.” Enter your student ID# and date of birth and you will get your login name and password.

CONDUCT OF COURSE: Your success in this course is important to me. I will be available to assist. Please feel free to email me. Students are responsible for all material covered and all announcements made. Reading the assigned material is essential to achieving maximum benefit from discussions. It is important that each student do his/her own work. Constructive class participation and questions are encouraged.

ACADEMIC DISHONESTY: Per Regents’ Rules, Ch. 6, cheating is an academic offense, penalty for which may be suspension or dismissal. It does not detail all behaviors, which constitute cheating. The following are some of the activities that are considered cheating:
Plagiarism of another’s work, including copying another’s writing without quotation marks and sourcing. Copying from another student’s exam. Allowing someone to copy from your exam. Copying from another student’s homework. Allowing someone to copy your homework. Working in groups on an individual assignment. Buying solutions to homework or research papers. ‘Cheat’ sheets used during an exam. Stealing an exam. Studying off of old (prior) exams other than your own. Copying homework from a solution manual or dormitory, fraternity, sorority, and/or ‘other’ file. Changing graded exam or homework answers and asking for ‘regrades.’ Taking an exam for someone else. Allowing someone to take an exam for you. Incidents involving academic dishonesty will be addressed on an individual basis and forwarded with documentation to the Office of the Dean of Students. Penalties are detailed in section 3.6, Ch. 6 of the Regents’ Rules and include suspension or dismissal.