**HRM6033 Leading Organizational Change – CRN 5346– Summer 2008**

| COURSE TITLE | HRM6033 – Leading Organizational Change  
http://my.ltu.edu and select CRN5346 |
|--------------|--------------------------------------------------------------------------------------|
| INSTRUCTOR   | Name: Dr. Gina Hinrichs  
Title: Adjunct Faculty  
Phone: (309) 721-3848  
Email: hinrichs@geneseo.net  
Online Chat Office Hours: Available via e-mail; responses within 48 hours; Discussion Board Forum (Course Questions & Answers) also available for student posts and professor responses  
Telephone Office Hours: By appointment |
| SCHEDULE     | On-line modules and exam period (College of Management schedule):  
See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information. |
| LEVEL / HOURS| MBA Degree / 3 semester credit hours  
It is assumed that the course participant will have a working knowledge of leadership and organizational practices through acquired experience as well as academic graduate standing. |
| PREREQUISITE | Texts:  
Reference:  
Learning Goals

As a learning community, we will discover the conceptual framework and tools to lead and deal with organizational change. It also examines both social and organizational level change that provides the foundation to lead a change initiative. Strategies and tactics used at a high level in sense-making and organizational development (OD) are presented. Students will learn several leading theories and approaches to change. The course will also provide a set of worksheets, questionnaires, templates, and guidelines that can serve as tools to assist leaders and managers in guiding change initiatives to integrate the fields of OD, leadership, change management, and multiple approaches from Managing Organizational Change – (2005) (MOC) and The Change Handbook – 2006 (TCH).

Objectives

Describe and apply methods of assessing and measuring change efforts
Describe and discuss the processes of initiating, sustaining, and redesigning organizational change
Understand and apply various strategies and models of organizational change to real-life situations
Complete a change leadership self-assessment on your change leadership skills and strategies to facilitate change within your organization
Describe and develop a change project for your organization
Appreciate the complexities of individual, organizational, national and global change and human systems.

These objectives will be evaluated via participation in discussions and assignments.

Instructional Methods and Course Organization

A variety of instructional methodologies are used in this course which include but are
not limited to the Blackboard (Bb) learning environment. Bb at my.ltu.edu contains the syllabus, reading materials, discussion forums, assignments, streaming videos, narrated PowerPoint mini-lectures, pod casts, and written lecture notes.

You will submit all assignments via Bb, and are expected to participate actively in discussion topics. This means that you are required to post an initial response to each discussion. You are also required to REPLY to at least one initial response of a fellow student per discussion question. You also need to read all initial posts and a majority of response posts.

Please take time to familiarize yourself with the organization of the Bb site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor primarily via email messages. If needed, students can keep in touch via telephone conference calls, and IM conversations.

Self-assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required readings – Text chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Course Grading: Assignments & Discussions:**

Assignments

Submit assignments directly to Bb Assignment area (Submit Assignments & Projects Here folder). When submitting online assignments, place your name, course number (HRM6033), and a project identifier in the Subject Line. For example: Hinrichs HRM6033 – C-LSA. There may be assignments that are also posted in the discussion area in order to share the knowledge in our learning community. Do not consider posting in the discussion area as a submission.

As professionals, it is expected that assignments are completed per the due date schedule. Late work will be reduced in value.

If you have an assignment that is a Group (G) project, designate a lead member to submit to Assignment area but clearly identify the other members of the group.

Feedback on assignments will be provided to submitting/lead member. For (G)roup projects, the lead member should pass on the information.

It is a good practice to submit a backup to the instructor at hinrichs@geneseo.net in case there is a technical issue with Bb.

Change Leadership Self Assessment (C-LSA): 60 total points

There are four parts to this assignment each making up part of the total points: Values Exercise(10pts), List of Interviewees(10pts), FFC Assessment(10pts), and the final paper(30pts).

The course focuses on the leadership skill as a change agent. You will do a self-
assessment on your potential effectiveness as a change leader utilizing the text change images, Kotter’s work in leadership & management, course lecturettes, course discussions, 360 interviews, and personal reflection. This exercise has been found to be invaluable for your future professional and personal development.

Change Engagement Method Paper: 40 Points

See syllabus for the specifics of this assignment.

Select a group change method from The Change Handbook. One method per student, please no duplicates. As soon as you have selected the method you want to study, please post it in the appropriate Bb. If someone has already posted that method for review, please select a second best choice.

Change Initiative Project Proposal: 100 points

There are three parts to this assignment each making up part of the total points: Statement of Purpose(10pts), Charter for Change (10pts) and the final paper(80pts).

Propose and design a change initiative for your department, unit, or organization that would address an organizational need. This project should bring together what you have learned in the course and demonstrate that you are capable of leading a change effort. This can be a group or individual project. If it is a group project, the length of the proposal would reflect the additional participation.

Discussion Participation: 150 points (10 pts per Discussion)

This course places a strong emphasis on creating a learning community. Attendance and contribution is key to creating our learning community. In an on-line environment, it is more evident who is participating and the quality of that participation. The instructor will serve as a guide to the discussion but NOT the lead. It is recognized that the students bring perspectives and experiences to make sense and apply the theory with which we will work. This is not a self-study course. Please be aware that Bb has a robust set of measurements to objectively capture participation.

Discussion Scoring

<table>
<thead>
<tr>
<th>Initial Post ~300 words</th>
<th>Points</th>
<th>Response Post~50 words</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of Theory from Readings</td>
<td>3</td>
<td>Builds upon fellow students point</td>
<td>2</td>
</tr>
<tr>
<td>Practical Application from experience</td>
<td>2</td>
<td>Socratic question posed</td>
<td>1</td>
</tr>
<tr>
<td>Citations &amp; References (APA)</td>
<td>2</td>
<td>Netiquette evident</td>
<td>1</td>
</tr>
</tbody>
</table>

Prepared, respectful, and constructive participation is expected. It is especially helpful to the learning community to share any related articles, books, or experiences that will increase the knowledge of the learning community. Again, participation is an integral part of this course.

**Working in the Course**

It is expected that you will spend 10-15 hours per week for the course work. A pattern of
time management and participation that has proved to be effective is as follows:

**Monday: Module Begins.** Continue the module readings – highlighting information that addresses the module discussion questions. Work on any long term assignment.

**Tuesday:** Complete the readings and begin to compose an initial response to the discussion questions (Word is a good place to compose since it will spell check.)

**Wednesday:** Post your initial response to the discussion question in the discussion area. Work on any long term assignment.

**Thursday:** Make sure you have posted your initial response. Read your fellow students responses. Enter into the online discussion with respectful questions, challenges to assumptions, and additional practical application of the theory.

**Friday:** Enjoy the end of the week. TGIF!

**Saturday:** Make sure that you have posted at least one response per discussion question to your fellow students. Contribute to a vibrant learning community discussion.

**Sunday: Module Ends.** Review the next module requirements and discussion questions. Begin the module readings. Submit any assignment due.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ</td>
<td>READ</td>
<td>WRITE</td>
<td>POST</td>
<td>TGIF</td>
<td>RESPOND</td>
<td>SUBMIT ASSIGNMENT</td>
</tr>
</tbody>
</table>

**Work on Assignments as Needed**

| Module Begins Read text | Complete Reading. | Formulate response | Complete Discussion questions. | Post Initial Response to Discussion question. | Read and respond to learning community posts. | Respond to fellow student’s discussion. | Module Ends Review week’s assignments. Begin reading |

**Expectations for the Instructor**

Availability: via e-mail and phone (see above). I’m committed to responding within 48 hours. If I do not respond within 48 hours, there could be a technical issue or an over zealous “junk mail” filter. Please make sure we have connected via e-mail by the end of Module 1 (M1).

Responsiveness to content: Bb course room content should be current. Please report immediately any content issues and I will resolve the issue.

Communication: Each module will have weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.

Feedback: Assignments will be returned within the week submitted and will include

DRAFT June 2, 2008 11:27 AM DRAFT

Page 5
individualized comments and suggestions as a coach to improve your written
communications.

Confidentiality. Any personal written or verbal communications will be held in
confidence. I will not post any of your assignments for viewing by the class without
requesting your approval in advance.

Email or call for any clarification, or when special circumstances arise that requires my
assistance. Please make contact so that we can discuss the matter personally.

Although I intend to operate as a servant leader for our learning community, I can bring
20+ years as a practitioner/scholar. I will support your interest and learning by providing
foundational and personal knowledge, research work, insights and contacts from a
career and research in organization development, change management, leadership,
and strategy. Please ask and we can collaborate on specific interests that you have.

Miscellaneous Expectations for the Student

As stated before, discussion participation and written assignments must be completed
according to the class schedule (see below). If there is a situation that might impact
your ability to meet the scheduled dates, you must proactively communicate with me. I
tend to be understanding when you tell me before the due date. I’m not very
understanding after the fact.

Email Account: Each student has an automatic email account in the LTU Bb system. If
there is another email address you prefer, your email address can be changed in the Bb
Course Management System under Student Tools. Please send an e-mail to
hinrichs@geneseo.net so I can store your address in my e-mail directory.

Your assignments must use Microsoft Office-compatible software. Please do not
submit .docx files yet (2007 or Vista). Late work will be reduced in value.

Requirements for each assignment are detailed in this syllabus and on the LTU Online
web site.

At the end of the course, you will be invited to participate in a University evaluation of
this course. Your feedback is important to the University, to LTU Online, and to me as
an instructor, and I encourage you to participate in the evaluation process. However,
please do not wait until the end of the course to address something that would help our
learning community. I would rather have the feedback when I can make a change that
will help our learning community.

Academic Integrity Guidelines: Academic honesty is an important character trait for all
students. Working together is encouraged for Group (G) assignment. Personal (P)
assignments are just that – personal. It should reflect your work. This means that it is
wrong to submit work done by someone else, or to utilize work that a student has done
in a prior course, or from a website. Bb has robust tools that monitor plagiarism.
Citations and references are required and encouraged. Students must cite their sources
using the publication manual of the American Psychological Association (APA) 5.0.
Sanctions: Academic dishonesty includes plagiarism, cheating, forgery, or other acts that deceive or defraud in regard to a student's own academic work or that of others. The Dean of the College responsible for the courses in which they occur reviews questions of academic dishonesty. When necessary, cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty is failure in the course on the first offense, and expulsion from the University on the second offense.

Performance Appraisal: Each student will receive a grade based upon a learning agreement established with the professor.

Course Schedule

This fully online course begins with a partial week (Module 0, “M0”) online period to familiarize yourself with the online learning environment and to meet online or via phone with your instructor.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Topics / Readings</th>
<th>Special Discussions &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Semester Start and Week of May 14 – 18</td>
<td>Module 0</td>
<td>Learning Community Introductions&lt;br&gt;Syllabus Review Assignments &amp; Projects</td>
<td>Complete Student Introduction Exercise</td>
</tr>
<tr>
<td>Week of May 19 – May 25</td>
<td>Module 1</td>
<td>Management of Change (MOC): Chapters 1 &amp; 3&lt;br&gt;Group (G) - Complete Exercise 1.1 – Option 2 (MOC)</td>
<td>Group (G) - Complete Exercise 1.1 – Option 2 (MOC)</td>
</tr>
<tr>
<td>Week of May 26 – June 1</td>
<td>Module 2</td>
<td>MOC: Chapters 4&lt;br&gt;Force for Change (FFC) Chp1&amp;2&lt;br&gt;G – Exercise 4.1 (MOC)&lt;br&gt;Optional but highly recommended: Wimba Conference</td>
<td>G – Complete Exercise 2.1 (MOC)&lt;br&gt;P - C-LSA Values Exercise&lt;br&gt;E.C. Daniel Lecturette 1-Questions</td>
</tr>
<tr>
<td>Week of June 2 – June 8</td>
<td>Module 3</td>
<td>MOC: Chapter 2&lt;br&gt;FFC: Chapters 3-5&lt;br&gt;Optional: Daniel Lecturette 1&lt;br&gt;G – Complete Exercise 2.1 (MOC)&lt;br&gt;P - C-LSA Values Exercise&lt;br&gt;E.C. Daniel Lecturette 1-Questions</td>
<td>G – Complete Exercise 2.1 (MOC)&lt;br&gt;P - C-LSA Values Exercise&lt;br&gt;E.C. Daniel Lecturette 1-Questions</td>
</tr>
<tr>
<td>Week of Module 4</td>
<td>Module 4</td>
<td>MOC: Chp 5&lt;br&gt;P – C-LSA List of 5 People to</td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td>Modules</td>
<td>Topics / Readings</td>
<td>Special Discussions &amp; Assignments Due</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>June 9 – June 15</td>
<td></td>
<td>FFC: Chapter 8 Prepare for Interviews (Schedule &amp; Design the Interview Questions)</td>
<td>Interview E.C. Daniel Lecturette 2 Core Competency Exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Daniel Lecturette 2 / Core Competencies</td>
<td></td>
</tr>
<tr>
<td>Week of June 16 – June 22</td>
<td>Module 5</td>
<td>MOC: Chp 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MOC: Chp 10 Complete C-LSA Paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Daniel Lecturette 3</td>
<td></td>
</tr>
<tr>
<td>Week of June 23 – June 29</td>
<td>Module 6</td>
<td>Read Intro &amp; Chp 1- The Change Handbook (TCH).to identify a potential Group Engagement Method for your CIP.</td>
<td>(P)–Complete Statement of Purpose for Change Initiative Project (CIP) and Charter document</td>
</tr>
<tr>
<td>Week of June 30 – July 6</td>
<td>Module 7</td>
<td>MOC: Chp7&amp;8 TCH: GEM Approach Chapter of your choice</td>
<td></td>
</tr>
<tr>
<td>Week of July 7 – July 13</td>
<td>Module 8</td>
<td>MOC: Chp7&amp;8 TCH: GEM Approach Chapter of your choice</td>
<td>M8 D1(P or G) Exercise 7.2 M8 A1: Group Engagement Method Review</td>
</tr>
<tr>
<td>Week of July 14 – July 20</td>
<td>Module 9</td>
<td>TCH: Chapters 5 or 14 TCH: Chapter 38 - SOAR</td>
<td>M9 D – SOAR v. SWOT</td>
</tr>
<tr>
<td>Week of July 21 – July 24</td>
<td>Module 10</td>
<td>MOC: Chp 12 End of Course</td>
<td>(P) Change Initiative Project (CIP) Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Evaluation

The course has regular and special Discussion and three major assignments totaling 300 points (left column). Letter grades are awarded based on the total number of points achieved (right column). Points are deducted for late assignments.

<table>
<thead>
<tr>
<th>Sub &amp; Final Assignments</th>
<th>Points</th>
<th>Class Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Leadership Self Assessment (C-LSA)</td>
<td>60</td>
<td>285 and above</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>270 – 284</td>
<td>A-</td>
</tr>
<tr>
<td>Group Engagement Methods Paper</td>
<td>40</td>
<td>261 – 270</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>252 – 260</td>
<td>B</td>
</tr>
<tr>
<td>Change Initiative Project (Individual or Group)</td>
<td>100</td>
<td>240 – 251</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>231 – 239</td>
<td>C+</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>150</td>
<td>219 – 230</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>210– 219</td>
<td>C-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>183– 209</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>182 and below</td>
<td>E</td>
</tr>
</tbody>
</table>

* The above assignments have components assignments as noted in the Course Grading above

Note: Grades lower than “B” fall below the LTU graduate standard

Extra credit has been noted in the course schedule. Late papers will be marked down five points per day.