LDR610 Leadership Behavior and Change Dynamics
(3 credit hours)
Course Syllabus

Course Description

This course utilizes organizational theory to develop an understanding of how individual and group behavior develops leadership and transforms change. This course will include an exploration of the technical, economic, and social dynamics associated with the change process; and, the role of the leader as a change agent. Students will build skills to alter behaviors through negotiation, assessment and diagnosis, action-planning, implementation and evaluation.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Define organizational theory and the impact of the individual and group behavior
2. Analyze the necessity for change in an organization using one of diagnostic frameworks
3. Develop the ability to understand stakeholders
4. Identify processes for organizational transformation
5. Create action planning and communication documents to lead change efforts
6. Understand the roles of the change igniter, change agent, and others involved in change processes

Prerequisites/Corequisites

LDR 531

Required Textbook(s) and Resources

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Cawsey, T. F., Deszca, G., & Ingols, C. (2018). *Organizational change: An action-oriented toolkit* (4th ed.). Sage Publications. ISBN: 9781544351391

In addition, the following free, web resource will be used:

Need Help? Get Help!
24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu

Black, S. J., & Bright, D. S. S. (2019). *Organizational Behavior*. OpenStax. https://openstax.org/books/organizational-behavior/pages/1-introduction

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

   o The final Course Action Plan Presentation will be due on **Thursday**.

Learning Activities

In this course, you will participate in several types of activities to demonstrate your understanding of the course learning outcomes. You will have the opportunity to participate in discussion forums, projects, and assignments that help you develop the competencies in this course. In week one, you will select an organization and create a Change Action Plan. You will then submit the full plan and accompanying presentation in weeks 6 and 7. These assignments will give you the opportunity to build on the course competencies and be prepared to assess, analyze, create, and present a Change Action Plan at some point in your own career.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Blog Post Activity 1.1 (n/a) Activity 1.2 (50)	**Blog Post** Activity 2.1 (50)	**Blog Post** Activity 3.1 (50)	**Blog Post** Activity 4.1 (50)	**Blog Post** Activity 5.1 (50)	**Blog Post** Activity 6.1 (50)	**Blog Post** Activity 7.1 (n/a)	**300**
Assignments Activity 1.3 (80)	**Assignments** Activity 2.2 (80)	**Assignments** Activity 3.2 (80)	**Assignments** Activity 4.2 (80)	**Assignments** Activity 5.2 (80)			**400**
					Change Action Plan Activity 6.2 (200)	**PPT Presentation** Activity 7.2 (100)	**300**
130	**130**	**130**	**130**	**130**	**250**	**100**	**1000**

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70

Please see the Academic Bulletin for grade appeal information.

Need Help? Get Help!
24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	❏ MON: Activity 1.1: Meet Your Peers - Initial Post
Week 1: The Change Process Who contributes to the change process? Factors that Impact the change process	❏ WED: Activity 1.1: Meet Your Peers - Secondary Post ❏ WED: Activity 1.2: Effective Change Management ❏ SAT: Activity 1.2: Effective Change Management ❏ SUN: Activity 1.3: Preparing for the Change Action Plan (CAP)
Week 2: Perceptions and Attitudes related to change Learning how to process through and implement change Framing change for effective change management	❏ WED: Activity 2.1: Blog Post – CAP Checkpoint ❏ SAT: Activity 2.1: Blog Post – CAP Checkpoint ❏ SUN: Activity 2.2: CAP Section I: Organization Overview/Executive Summary and Parts A-B
Week 3: Managing the change process through resistance Organizational politics and its influence on change management Individual Differences and their impact on organizational change	❏ WED: Activity 3.1: Blog Post - Change Research ❏ SAT: Activity 3.1: Blog Post - Change Research ❏ SUN: Activity 3.2: CAP Section I: Parts C-D
Week 4: Producing change	❏ WED: Activity 4.1: Blog Post - The Change Process ❏ SAT: Activity 4.1: Blog Post - The Change Process

Need Help? Get Help!
24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu

The role of communication in the change process Action Planning and change implementation	❏ SUN: Activity 4.2: CAP Section I: Parts E-F
Week 5: Experiencing Change Internal and external factors that impact change outcomes Leveraging Human Resources in Change Management and Organizational Learning	❏ WED: Activity 5.1: Blog Post - Change Agents ❏ SAT: Activity 5.1: Blog Post - Change Agents ❏ SUN: Activity 5.2: CAP Section II: Intro and Parts A-B-C
Week 6: Using Data to support organizational change Action planning and implementation for long term change management	❏ WED: Activity 6.1: Blog Post - Measuring Change ❏ SAT: Activity 6.1: Blog Post - Measuring Change ❏ SUN: Activity 6.2: Submit Final Change Action Plan
Week 7: Factors that influence Organizational Change Influencing stakeholders in the organizational change process. Creating an action plan to inform, influence, and guide organizational transformation.	❏ WED: Activity 7.1: Final Reflections Discussion ❏ **THU**: Activity 7.2: CAP PowerPoint Presentation ❏ SAT: Activity 7.1: Final Reflections Discussion

Need Help? Get Help!
24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

  o Fully participate in all learning activities.

  o Complete assignments as described in rubrics or other instructions.

  o Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.

  o Utilize and incorporate instructor provided feedback to improve your work.

  o Ask questions so you can better understand course material or assignments.

  o Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).

  o Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

Need Help? Get Help!
24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:
    - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
    - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
    - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.

Need Help? Get Help!
24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu