UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
ORGD 6360 LEADING CHANGE
COURSE OUTLINE

See Instructor Section of Blackboard Course for More Information

Overview of the Course
This course presents different frameworks for understanding, implementing and leading organizational change efforts. Key challenges and common mistakes in the change process are highlighted, with best practices introduced to provide the student with the tools to lead small and large change initiatives.

Study Topics:
- Organizational Change
- Theories of Effective Change Implementation
- Mutual Engagement and Shared Diagnosis
- Organizational Redesign
- People Alignment
- Reinforcing New Behaviors
- Leading Change
- Going Green

Description of the course:
The purpose of this course is to familiarize students with the unifying principles of biology and develop the skills of scientific thinking. The student will examine the origins and requirements of living systems and diverse solutions that living things employ to solve the problems of sustaining life.

This course is part of: General Education Core Course This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
1. Explain the forces leading to strategic renewal and organizational change. 2. Analyze theories of effective change implementation. 3. Appreciate the challenges of "going green." 4. Describe mutual engagement and shared diagnosis. 5. Analyze concepts of people alignment and behavioral change.	Written and/or oral discussion, class exercises, case studies, presentations (individual) and/or formal research based paper

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Chapter 1 Organizational Change	Homework (1) Course Materials Review and Discussion (3) Writing Assignment and Critique (2)
Week #2	Chapter 2 Theories of Effective Change Implementation	Homework (1) Course Materials Review and Discussion (3) Writing Assignment and Critique (2)
Week #3	Chapter 3 Mutual Engagement and Shared Diagnosis	Homework (1) Course Materials Review and Discussion (3) Writing Assignment and Critique (2)
Week #4	Chapter 4 Organizational Design Chapter 5 People Alignment	Homework (2) Course Materials Review and Discussion (3) Writing Assignment and Critique (2)
Week #5	Chapter 6 Reinforcing New Behaviors	Homework (1) Course Materials Review and Discussion (3) Writing Assignment and Critique (2)
Week #6	Chapter 7 Leading Change	Homework (1) Course Materials Review and Discussion (3) Writing Assignment and Critique (2)
Week #7	Chapter 8 Going Green	Homework (1) Course Materials Review and Discussion (3) Writing Assignment (1)
Week #8	Presentation & Group Collaboration	Paper/Project Development (1) Discussion/Critique (2)

Total 45 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation.

Grading Activities Criteria and Guidelines

Grading Standards:

Weekly Discussion Questions	30%
Narratives and Discussion	35%
Final Presentation	35%
Total	**100%**

Grading Scale:

This class will include a variety of instructional methods and learning activities intended to engage the student in the learning process. This may include, but not be limited to: video lecture, written assignments, group discussion and problem solving exercises, case analysis, student presentation, and documentation of planned application. Class will be participative and each student must be prepared for each class.

Grading Scale:
A 93-100
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C 70-79
F 69 and below

A and **A-** indicate a superior grasp of the subject matter of the course, initiative and originality in assessing problems and ability to relate knowledge to new situations.
B+ and **B** indicate satisfactory performance in control of the subject matter and ability to apply principles with intelligence.
B- and **C** indicate less than satisfactory performance and may disqualify the student for further study.
F indicates failure in the course or withdrawal without following proper procedures.

Discussion:
Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes
- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog:
  https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of home works, tests, exams, and e-mail communication: Save for your records
- Assignments and Home works with due dates: Expected to be turned-in on time

Homework Rubric:
Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70%

				Poor
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation

Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments,

		improvement in terms of critically examining course content.	critically examines arguments, alternatives, and analyses.	alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class.

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