

## Department of Leadership Education



**Course Number:** LDRS 614  
**Course Title:** Change Leadership  
**Instructor:** Steve Baule  
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**Office Phone:** 507-457-5375  
**Office Hours:** M, T, W, TH: 12:00 to 3:00 p.m.  
Call me anytime between 9:30 a.m. and 8:00 p.m., M to TH; 9:30 a.m. to Noon on Fridays. E-mail me anytime.  
**Department:** Leadership Education  
**Class Meetings:** Wednesdays 5:30 to 7:30  
**Location:**  
**Zoom:** <https://minnstate.zoom.us/j/94976512422>      **Zoom Password:** 501968

### Required Texts/Readings:

1. Bolman, L.G. & Deal, T.E. (2017). *Reframing organizations: Artistry, choice, and leadership*. (6<sup>th</sup> ed.) Jossey-Bass
2. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>.

**Course Description:** LDRS 614 Change Leadership – 3 hours. Basic theory and skills for the management and leadership of public and non-profit organizations (including schools) to impact the growth, sustainability, and integrity of organizations. Students will study problems and issues influencing individual and group behavior in organizations and develop collaborative practices and strategies to empower and advocate for others.

**Instructional Philosophy:** As this course is designed to help prepare future leaders, a certain level of ambiguity is essential. As a leader for nearly 40 years in the military and education, rarely if ever was I given entirely complete and thorough instructions on how to complete a task. It does not happen. Therefore, I do not often provide examples as I do provide a rubric, which is much more than you will usually be provided.

**Departmental Learning Outcomes:** Each Student will:

1. Use technology in learning, collaboration, and communication; (Academic Learning Outcome Competency 1.a).
2. Lead organizations (Academic Learning Outcome Competency 1.b).
3. Identify and apply theoretical frameworks and models to inform practice in their specific specialty area (Academic Learning Outcome Competency 2.b).
4. Compare and contrast leadership theories. (Academic Learning Outcome Competency 2.c).
5. Compare and contrast competing interests to ensure the mission of the organization is carried forward (Academic Learning Outcome Competency 2.d).
6. Communicate the importance of organizational ethics (Academic Learning Outcome Competency 2.e).

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7. Manage individual, group and organizational conflict (Academic Learning Outcome Competency 2.f).
8. Manage human resources (conflict management, decision makings, problem solving, team building, meeting facilitation, difficult people, recruiting, hiring, assessing performance,) (Academic Learning Outcome Competency 2.h).
9. Use leadership theory to inform practice (Academic Learning Outcome Competency 4.b)
10. Conduct program planning, evaluation, and assessment (Academic Learning Outcome Competency 4.a).
11. Assess the organizational environment to create positive group dynamics (Academic Learning Outcome Competency 5.e).
12. Plan and implement practitioner-scholar projects (Academic Learning Outcome Competency 6.e).
13. Identify and use academic resources (Academic Learning Outcome Competency 7.a).
14. Engage in reflective practice specifically as a practitioner-scholar (Academic Learning Outcome Competency 7.b).

**Course Competences:** Each student will:

1. Be able to use a range of different approaches to leadership.
2. Develop leadership skills through the study of specific organizational cases.
3. Utilize and improve skills in critical thinking, analysis, problem solving, and interpersonal communications.
4. Evaluate the role of leadership in organizational culture, organizational change, and conflict resolution.
5. Reflect on their individual and organizational strengths and weaknesses.
6. Communicate effectively in a variety of modalities.

**Assignments and Due Dates:**

Date Due	Assessment/Assignment	Learning Outcomes	Course Competencies
1/19 @ Noon	Introductory video	1 & 14	5 & 6
2/16 @ Noon	Case Study #1	3, 5, 6, 8, & 9	2, 3, 4, 5, & 6
3/2 @ Noon	Case Study #2	3, 5, 6, 8, & 9	2, 3, 4, 5, & 6
3/3 @ 9 p.m.	Midterm Quiz	1, 2, 3, 4, 6, 7, 8,	All
3/30 @ Noon	Book review presentation	1, 3, 4, 5, 10, 12, & 13	1, 2, 3, 4, 5, & 6
4/13 @ Noon	Book review critique	1, 8, 10, 13, & 14	3, 5, & 6
4/28 @ Noon	Strategic plan review	1, 2, 3, 5, 7, 8, 10, 11, & 12	1, 2, 3, 4, & 6
Continuous	D2L Discussions and Course participation	1, 3, 4, 5, & 6	3, 4, 5, & 6

**WSU Resources & Learner Support:** The following content can be accessed at:

[https://learn.winona.edu/WSU\\_Resources\\_%26\\_Learner\\_Support](https://learn.winona.edu/WSU_Resources_%26_Learner_Support). Please make sure to review the support available to you.

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### Class Schedule (subject to modification):

Week	Date	Topics	Readings	Assignments	Percent
1	1/13	Course overview		Introductory video & Bolman's leadership orientations tool Due 1/19	5%
2	1/20	Leadership frames	Bolman & Deal, 1-42		
3	1/27	Basic leadership theories	Bolman & Deal, 43-112		
4	2/3	Human resources framework	Bolman & Deal, 113-178		
5	2/10	Political frameworks	Bolman & Deal, 179-234	Case Study #1 Due 2/16	10%
6	2/17	Organizational culture and symbolic leadership	Bolman & Deal, 235-294		
7	2/24	Knowing the organization	Bolman & Deal, 295-324	Case Study #2 Due 3/2	10%
8	3/3	No class (Quiz)		Midterm Quiz Due 3/3 by 9:00 p.m.	20%
9	3/10	Implementing change leadership	Bolman & Deal, 325-418		
10	3/17	Determining an organizational mission and core values			
11	3/24	Developing vision		Book review presentation Due 3/30	20%
12	3/31	No class	Lessons from Books		
13	4/7	Planning strategically		Book review critique Due 4/13	5%
14	4/14	Planning continued			
15	4/21	Current leadership challenges		Strategic plan review Due 4/28	20%
16	4/28	Finals Week – No class		Final Project Due 4/28 at noon	

### Grading Scale:

<b>A – Excellent</b>	<b>90 to 100%</b>	<b>D - Below Average</b>	<b>60 to 69.9%</b>
<b>B - Very Good</b>	<b>80 to 89.9%</b>	<b>F - Failing</b>	<b>Below 60%</b>
<b>C- Average</b>	<b>70 to 79.9%</b>		

**Attendance and Late Work:**

Late assignments where prior arrangements with the instructor have not been made, will be downgraded a full letter grade for each day they are late. After four days they will no longer be accepted.

Students are expected to attend all course meetings and fully participate.

**Academic Integrity:**

Please ensure you have reviewed and understand the WSU academic integrity policy. It is available at <https://www.winona.edu/sld/academicintegrity.asp>.

**Course Assignments and Weights:**

**Introductory Video:** Please complete Bohman's leadership orientations tool available at <http://www.leebolman.com/Leadership%20Orientations.pdf> as a paper and pencil assessment or electronically at <https://fs25.formsite.com/josseybass/form29/index.html>. Then please develop a short (less than 5 minutes) video sharing your view of your results as part of an overall introduction to the rest of class including your goals for being part of the program, what your leadership goals are, and any other information you care to share. Please post the video to the introduction discussion thread. 5% of the Final Grade.

**Case Study #1 & #2** Select one of the case studies for each assignment, available among the course resources or from another source (approved by the instructor), then in a paper of less than eight pages excluding title page and any references, outline the issues that the case presents, including the key players if identified, provide one or more potential solutions to the problem(s) identified and then provide a rationale for your recommended course(s) of action. See the rubric for more detail. This will be 20% of the Final Grade.

**Book Review Presentation:** You will make a five to ten minute presentation (video or another format, if you wish) to the class covering the key points of a leadership or management book that you choose to read. The instructor needs to pre-approve the book you will use. You will be expected to cover the following items:

- The key points or ideas that the author(s) presented
- Your impressions of those ideas
- Your thoughts regarding how the author(s)'s ideas fit into organizational leadership
- Your assessment of the overall quality of the book.
- Provide a one-page summary of key points as a handout.

This will be 20% of the Final Grade.

**Critique of a Peer's Book Review Presentation:** Using the same rubric provided for the Book Review Presentation provide thoughtful constructive feedback to your peer. See the rubric in D2L that will be used to evaluate your critique. This will be 5% of the Final Grade.

**Strategic Plan Review:** For this assignment, you are asked to identify an organization with a strategic plan and then review the plan. Critique the plan along the following facets:

- Does it align with the organization's stated, mission, vision, and goals?
- Is the plan reasonable in scope?
- Are the goals and objectives measurable and reasonably obtainable?
- Is it effectively presented and communicated to appropriate stakeholders?

See the rubric for more detail. Please include a copy or a public link to the plan you critique. This will be 20% of the Final Grade.

**Discussions and Participation:** will constitute 10% of the Final Grade.

**Additional Resources:**

**WSU College of Education Core Beliefs:**

We exist to prepare professionals to continuously improve student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content, pedagogical, and dispositional expertise to demonstrably improve students' learning by: (1) actively engaging in a culture of reflective practice and continuous improvement (2) demonstrating awareness of – and an ability to respond to— broader psychosocial and globally responsive contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, & critical thinking.

**Commitment to Inclusive Excellence:**

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

For formatting written assignments, I highly suggest using the WSU\_APA\_2021\_Template.doc available in D2L. This should help eliminate formatting issues for you.

**References**

Bolman, L. (2020). Leadership orientations instrument. Retrieved from <https://fs25.formsite.com/josseybass/form29/index.html>