COWLEY COLLEGE
& Area Vocational Technical School

COURSE PROCEDURE FOR

LEADING CHANGE
LED1457   3 Credit Hours

Student Level:
This course is open to students on the college level in either the freshman or sophomore year.

Catalog Description:

LED1457 - LEADING CHANGE (3 hrs)
The purpose of this course is to help the student increase his/her knowledge of effective leadership strategies to utilize in change situations. Upon completion of the course, the student will be able to utilize the eight-step change effort to facilitate powerful and large-scale organizational change.

Prerequisite:
None.

Controlling Purpose:
This course is designed to help the student increase his/her knowledge of effective leadership strategies to utilize in change situations.

Learner Outcomes:
Upon completion of the course, the student will be able to utilize the eight step change effort to facilitate powerful and large scale organizational change.

Units Outcomes and Criterion Based Evaluation Key for Core Content:
The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

A   =   All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.

B   =   All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.

C   =   All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person

who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.

F = Failing, will be computed in GPA and hours attempted.

N = No instruction or training in this area.

UNIT 1: INTRODUCTION TO CHANGE

Outcomes: The student will gain an understanding of the general concepts of leading large scale change.

A	B	C	D	F	N	Specific Competencies The student will demonstrate the ability to:
						Describe why people succeed at large scale change.
						Describe why people fail at large scale change.
						Define the eight step path to change success.
						List the primary challenges encountered at each stage of the change effort.
						Explain how people meet the challenge of change.
						Recall the distinction between the see-feel-change and analysis-think-change approaches to enacting change.

UNIT 2: URGENCY AND THE GUIDING TEAM

Outcomes: The student will gain an understanding of the need for urgency and a guiding team during change.

A	B	C	D	F	N	Specific Competencies The student will demonstrate the ability to:
						Describe the steps used to raise a feeling of change urgency.
						Explain what problems may be encountered when trying to establish urgency.
						Describe how opportunities may be used to establish urgency.
						Describe how to reduce fear, anger and complacency during the urgency step of the change effort.
						Describe the proper characteristics of the guiding team members.
						Define the power that must be given to the guiding team for successful change to occur.

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A	B	C	D	F	N	
						Explain how to assist the guiding team in building trust among each other and others in the organization.
						Describe the importance of emotional commitment for members of the guiding team.

UNIT 3: VISION AND COMMUNICATING FOR BUY-IN

Outcomes: The student will gain an understanding of getting the vision right and communicating for the purpose of buy-in.

A	B	C	D	F	N	Specific Competencies The student will demonstrate the ability to:
						Describe the importance of moving beyond traditional analytical and financial plans/budgets during the change effort.
						Explain the creation of a compelling vision to direct the change effort.
						Describe the development of bold strategies for making bold visions a reality.
						Describe the importance of sending clear, credible and heartfelt messages about the direction of change.
						Explain the importance of establishing genuine gut-level buy-in.
						Describe the use of words, deeds, and new technologies to unclog communication channels and overcome confusion and mistrust.

UNIT 4: EMPOWERMENT AND CREATING SHORT-TERM WINS

Outcomes: The student will gain an understanding of empowering actions and the creation of short-term wins.

A	B	C	D	F	N	Specific Competencies The student will demonstrate the ability to:
						Describe how to remove barriers that block those who have genuinely embraced the change vision and strategies.
						Explain how to remove sufficient obstacles in organizations so that others behave differently.
						Describe how to generate wins fast enough to diffuse cynicism, pessimism, and skepticism.
						Predict the importance of momentum in a change effort.
						Explain how to make that successes are visible and unambiguous to members of the organization.

UNIT 5: DON'T LET UP AND MAKING CHANGE STICK
Outcomes: The student will gain an understanding of conflict resolution and the development of professional presence.

A	B	C	D	F	N	Specific Competencies The student will demonstrate the ability to:
						Explain how to help people create wave after wave of change until the vision is a reality.
						Describe how to maintain urgency throughout the change effort.
						Describe how to not avoid the more difficult parts of the transformation, especially the bigger emotional barriers.
						Define how to eliminate needless work along the way to guard against exhaustion.
						Describe how to ensure that people continue to act in new ways, despite the pull of tradition, by rooting behavior in a reshaped organizational culture.
						Describe how to use the orientation process to enhance new group norms and shared values.
						Describe how to use the promotions process to enhance new group norms and shared values.
						Describe how to use the power of emotion to enhance new group norms and shared values.

Projects Required:
Projects may vary according to the instructor.

Textbook:
Contact Bookstore for current textbook.

Materials/Equipment Required:
Computers and printers.
Internet.

Attendance Policy:
Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:
The grading policy will be outlined by the instructor in the course syllabus.

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Maximum class size:
Based on classroom occupancy

Course Timeframe:
The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

402.00 Academic Code of Conduct
263.00 Student Appeal of Course Grades
403.00 Student Code of Conduct

Disability Services Program:
Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.