

LDRS 5554 – Leading Social Change (CRN 21291)

Spring, 2021

Time: Virtually non-stop learning!

Place: At the touch of your fingertips!



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Email or call me at any time.

Course Description: An examination of theories, processes and strategies employed to facilitate social and organizational change. Students will explore the role of the change agent with respect to institutional structures, adaption, innovation, and the progression of change. Emphasis will be placed on problem solving, social entrepreneurship, and contemporary issues.

This course is one of four courses required for the graduate certificate in Problem Solving for Leading Change: <http://www.alce.vt.edu/student-info/graduate/leadchange/leading-change-index.html>. Let me know if you would like to discuss the graduate certificate more.

Course Expectations:

- ▶ Active participation is required. Because there is no set class time, you will need to be disciplined in staying current with the course.
- ▶ As contributing members of the class, each student is expected to be prompt, responsible for class assignments, follow the honor code, participate in class discussion, and demonstrate respect for all.
- ▶ ***Meet with the instructor*** if you have questions (I am best reached via email).
- ▶ Demonstrate positive reflection, respectful interaction, and develop self-awareness.

Course Objectives: As a result of successfully completing this course, students will be able to:

- ◆ Identify his/her personal way of solving problems with respect to implementing change.
- ◆ Describe principles of problem solving associated with contemporary change theories.
- ◆ Apply change theories common to social change and social entrepreneurship.
- ◆ Evaluate the research literature regarding social change in light of existing change theories.
- ◆ Evaluate the significant contributions Kirton's Adaption-Innovation theory provides in better understanding components of leadership and social change.

Instructional Techniques: The course will be taught using an inquiry-based approach of teaching; relying heavily on readings, current events, review of the literature, and Canvas discussion. Activities associated with this approach include: paired learning, online discussions, critical thinking exercises, and reflective writing. Students are expected to be organized and prepared. **Class begins at the end of the reading!**

Course Website: Canvas – <http://canvas.vt.edu>

Course Materials (required):

Deszca, G., Ingols, C. A. & Cawsey, T., (2019). *Organizational change: An action oriented toolkit (4th Ed.)*. Thousand Oaks, CA. Sage Publications. **ISBN: 978-1544351407**

Goldsmith, S. (2010). *The power of social innovation: How civic entrepreneurs ignite community networks for good*. San Francisco: Jossey-Bass. **ISBN: 0470576847 (will be provided in Canvas)**

Kirton, M. J. (2003). *Adaption-innovation in the context of diversity and change*. New York: Taylor & Francis Group. **ISBN: 0-41-5298504**

Assignments:

Canvas Discussion

For each lesson, you will discuss the reading and observations you have made for the assigned topic. This discussion will help students identify key concepts and reflect on application of theories and practices of managing change. Specific questions will be used in Canvas Discussion for prompting this conversation.

Grading on this assignment will be contingent on the following: 1) Content: did you cover the major concepts in depth, provide examples, or consider alternative thoughts, 2) Organization: content is provided in an organized and logical fashion, 3) Contribution to the group: How many times did you add to discussion, and 4) Accuracy: Is the information correct, with no misspellings or grammatical errors. Each item will be rated on a 1-5 scale. Students are encouraged to respond and make comments to discussion threads. An answer to a fellow student's question also counts as a response.

Independent Research

You will prepare two (2) critiques of research conducted in social change as it relates to your interests as a practitioner and researcher. The article chosen must be from a peer-reviewed journal and be approved by the instructor before being critiqued.

The critiques must be one page in length (single spaced, 10-point Times New Roman font). The critique will include: 1) a BRIEF description of the article, 2) a paragraph explaining connections that to class discourse (readings, assignments, discussions, etc.) 3) a detailed critique based upon your knowledge of the theory underlying the research, (does the article support or contest what we know) and 4) *a plan for implementing what you have learned from the study as a professional*. The header of the article critique should include the specific article information (journal, volume, issue, pages, etc. in APA format).

Case Studies

There will be two (2) case studies found in Canvas, which were written to support the course. You will be asked to answer the questions found in the Assignments section of Canvas, which is where you will upload your response to case study questions. Due dates are posted in the subsequent table.

Final Paper

Your final assignment for the course will include: 1) conducting a 45-60 minute interview with a person leading social change, and 2) analyzing your profile of this individual by referring to course themes and literature. The interview should be conducted with someone who is leading change in the social sector. More instruction for the Final Paper can be found in Canvas Assignments.

Graded Course Assignments: All assignments are due at the beginning of the class period on the date indicated. Letter grades will be assigned based on the following:

Assignment	Due Date	Possible Points	Your Points
Discussions in Canvas	Continuous	288	_____
Independent Research Articles (x 2)	March 15, 29	200	_____
Case Studies (x2)	Feb 15, March 1	200	_____
Final Paper (social change agent interview)	May 3	312	_____
	Total	1000	_____

Grading Scale: A = 94.0-100.0%, A- = 90.0-93.9%, B+ = 87.0-89.9%, B = 83.0-86.9%, B- = 80.0-82.9%, C+ = 77.0-79.9%, C = 73.0-76.9%, C- = 70.0-72.9%, D+ = 67.0-69.9%, D = 63.0-66.9%, D- = 60.0-62.9%, F = <59.9%.

Late Assignments: All assignments are due in class, on the date indicated and submitted via Canvas. If extenuating circumstances prevent you from submitting on time, contact the instructor in advance. **It is at the instructor's discretion to accept late assignments. If accepted, late assignments will be penalized by 10% before being graded. If accepted, late assignments beyond 7 days late will be penalized by 50% before being graded.**

Accommodations for Students with Special Needs:

If you have special needs for learning addressed by the American Disabilities Act (ADA) and need assistance, please notify the Services for Students with Disabilities (SSD) located in 310 Lavery Hall, or online at <http://www.ssd.vt.edu>. Once been confirmed by the University as having special need for learning, please notify your instructor. Reasonable efforts will be made to accommodate students with special needs according to the accommodations plan created for student through SSD.

Technical Support and Requirements:

If you need technical assistance, please call 4HELP. Software used in the course will include MS Word for submitting assignments, MS PowerPoint, YouTube for watching videos, and Flash Player for watching narrated PowerPoint presentations using Camtasia.

Instructor Response Time:

Questions sent via the Discussions, Canvas, and email will be checked each day, and responded to within a minimum of 24 hours. Grades to assignments and forums will be provided within seven days.

Counseling Services:

Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

- Career Services: at corner of Washington Street & West Campus Drive, Ph: 231-6241, <http://www.career.vt.edu/>
- Schiffert Health Center, (including mental health & sexual assault services): at intersection of Washington Street and West Campus Drive, Ph: 231-6444, <http://www.healthcenter.vt.edu/>
- Student Success Center, (for tutoring and study skills): 110 Femoyer Hall, Ph: 231-5499, <http://www.studentsuccess.vt.edu>
- Writing Center: Second Floor Newman Library, Ph: 231-5436 (check website for Open Hours) <http://www.composition.english.vt.edu/writing-center/index.html>

Absences and Excuses:

There may be times a student may be unable to participate due to prolonged illness, personal emergency, or professional/academic conferences/meetings. Please let the instructor know in

advance of your absence should you need to miss a class deadline for any reason. The student will be responsible for contacting the instructor to determine how to proceed with completion of assignments during a prolonged absence. It is preferred if assignments are completed in advance.

Academic Integrity:

Academic integrity is fundamental to the activities and principles of any university. Members of the academic community must be confident that each person's work has been honorably acquired, developed, and presented. The academic community regards academic dishonesty as an extremely serious matter, with consequences that range from probation to expulsion.

Academic misconduct includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. This includes, but is not limited to the submission of essentially the same written assignment for two courses without the prior permission of the instructors, or providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz or other assignment.

Professionalism Statement: Leaders are professionals guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact your instructor **PRIOR TO** the scheduled class time; otherwise, your attendance and participation are firm expectations.

Virginia Tech Principles of Community:

In this course, as in all courses at Virginia Tech, we value and adhere to the VT Principles of Community. Please familiarize yourself with the VT Principles of Community described below:

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

- ⇒ We affirm the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- ⇒ We affirm the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- ⇒ We affirm the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
- ⇒ We reject all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

- ⇒ We pledge our collective commitment to these principles in the spirit of the Virginia Tech motto of Ut Prosim (That I May Serve).

Honor Code Statement: (Please see <http://ghs.graduateschool.vt.edu/constitution>)

The Honor Code is the University policy which expressly forbids the following academic violations:

- Cheating: Cheating is defined as the giving or receiving of any unauthorized aid, assistance, or unfair advantage in any form of academic work.
- Plagiarism: Plagiarism is a specific form of cheating, and is defined as the copying of the language, structure, idea, and/or thoughts of another and claiming or attempting to imply that it is one's own original work.
- Falsification: Students who falsify, orally, in writing, or via electronic media, any circumstance relevant to their academic work shall be guilty of a violation of this Code.
- Academic Sabotage: Academic sabotage is purposeful vandalism directed against any academic endeavor or equipment.

Nondiscrimination Statement:

The classroom environment should encourage student respect for others and their opinions, regardless of race, color, religion, national origin, ancestry, gender, age, veteran status, and sexual orientation. Faculty and staff at Virginia Tech are committed to cultural diversity and nondiscrimination towards all students.

Course Schedule:

Lesson	Date	Topic	Reading Due on Date Indicated
Intro	Jan 25 Monday	Syllabus, Expectations, and Introductions	Friedel (2014)
1	Feb 1 Monday	Our Complex World Igniting Civic Progress	Deszca, Chapter 1 Goldsmith, Chapter 1
2	Feb 8 Monday	Adaption and Innovation as Catalytic Ingredients Problem Solving for the 21 st Century	Goldsmith, Chapter 2 Jablokow (2005), Friedel (2014)
3	Feb 15 Monday	Change Frameworks: How and What	Deszca, Chapters 2 & 3
4	Feb 22 Monday	Open Source Social Innovation The Separation of Process, Style, and Level.	Goldsmith, Chapter 3 Kirton, Chapter 7
5	March 1 Monday	Building the Need for Change Trading Good Deeds for Measurable Results	Deszca, Chapter 4 Goldsmith, Chapter 4
6	March 8 Monday	Navigating Structures and Systems Paradox of Structure	Deszca, Chapter 5 Kirton, p. Chapter 5
7	March 15 Monday	Navigating Power and Culture Managing Cognitive Gap	Deszca, Chapter 6 Kirton, Chapter 10
8	March 22 Monday	Managing Recipients & Influencing Stakeholders Animating and Trusting the Citizen	Deszca, Chapter 7 Goldsmith, Chapter 5
9	March 29 Monday	Turning Risk into Reward Becoming a Master Change Agent	Goldsmith, Chapter 6 Deszca, Chapter 8
10	April 5 Monday	Management of Change Action Planning and Implementation	Kirton, Chapter 11 Deszca, Chapter 9
11	April 12 Monday	Measuring Change The Fertile Community	Deszca, Chapter 10 Goldsmith, Chapter 7
12	April 19 Monday	What Have We Learned?	Deszca, Chapter 11
13	April 26 Monday	Spring Break – No Class	
Final	May 3 Monday	Final Paper Due	