

## Instructors

Beth Hoag, Ph.D.  
Associate Director, Illinois Leadership Center  
290 Illini Union  
bhoag2@illinois.edu

Gayle Spencer, Ph.D.  
Director, Illinois Leadership Center  
290 Illini Union  
gspencer@illinois.edu

*Class Schedule:* Mondays and Wednesdays, 4:00 to 5:15 pm  
*Location:* 1131 Siebel Center for Computing Science  
*Office Hours:* By appointment

## Course Overview

This course covers various models and frameworks for organizational and personal change. You will learn systems thinking concerning change consequences; building coalitions and communities to support change; and understand resistance to change. Processes to plan, implement, manage, and sustain change with an organization through alignment of change strategies with organizational and individual concerns.

## Learning Objectives

1. Understand, identify, predict, and address individual reactions to change.
2. Differentiate between individual, organizational, and macro changes and intervene appropriately.
3. Understand the concepts of systems thinking and anticipate when changes in one organization variable will prompt changes in other organization variables.
4. Define the various roles in change dynamics and anticipate how those roles will differ in influence, power, and politics.
5. Analyze organizations through four frames (structural, human resources, political, and symbolic) and assess how a potential change will affect these frames.
6. Develop strategies for leading change initiatives and undergoing transition.
7. Analyze case studies of change initiatives.
8. Define the concept of sustainability. Identify and predict the factors that will increase the sustainability of change.
9. Apply the different theories and concepts in class to an organizational change effort reflecting on what was intended, what happened, and why event occurred.

## Course Requirements

**Short Papers/Reflections (150 points)** – There will be three short paper/reflections (2-4 pages double spaced, 12 pt. font, 1 inch margins) throughout the semester. Reflections will be graded on the following criteria: (a) Analysis and synthesis of reading and class material, (b) Required Components, (c) Connecting personal experiences to readings and class examples, (d) Quality of Writing (Grammar, Spelling, Organization). Submissions

- #1 Describe a significant change/transition in your life. What were your reactions and how did they change over time? Apply what you have learned in the class thus far to analyze the change/transition in your own life. **(Due Feb. 4th)**
- #2: Examine a system you are a part of (academic college, student organization, work/internship site, process). Who are the stakeholders? How do they interact? How can you apply the four frames to this organization? **(Due April 15th)**
- #3: Reflect on the various theories/frameworks we have explored about this semester (Social Change Model, Heath and Heath, Kotter, Bridges, Systems Thinking, etc.) Identify two that has informed your thinking and influenced how you perceive change in your own life. Provide examples to demonstrate your learning. **(Due April 24th)**

Review the “TE 498 Reflection Rubric”, in the Short Paper/Reflections tab on COMPASS for specific grading criteria.

**Chapter Presentation and Infographic Summary – (75 points total)** Each student will be assigned a chapter to read and create a 1-page summary of the chapter. **(Due Feb 11 or 13)**

- Chapter 1-page Infographic Summary (50 points) – The summary should address main points of the chapter and be visually appealing. We recommend programs such as Piktochart or Canva to create your design. For more information about how to create an infographic watch: <https://www.youtube.com/watch?v=nLxQAa5Sras>
- Chapter Summary Presentation (25 points) – In your pairs or triads, students will present their chapter to the class. The presentation should be approximately 8 minutes with at least two minutes reserved for questions.

Review the “Chapter Presentation and Infographic Rubric”, in the Chapter Presentation and Infographic Rubric tab on COMPASS for specific grading criteria. (TO BE ADDED)

**Change Agent Paper (150 points) – Due February 27th:** Choose a current or historical change agent. Explore their efforts to make change within their organization, business, or society. This is considered a research paper and you are required to cite your sources both in-text and in a reference page. The 5-7 page paper (double spaced, excluding title page, reference page, and figures/tables) should include the following:

- Biography – General Information about the change agent (approx. 1 page)
- Description of the Change Initiative(s) - How it was enacted? What were the successes and barriers to change? (approx. 1 page)
- Analysis and Application of Readings/Theories – Apply the readings to highlight the approaches used by the change agent (Approx. 2 pages)
- Reflection – Why did you choose this person? What new or surprising insights did you learn from this research? How can you apply lessons from their life to yours? (Approx. 1 page)
- References- APA Style Formatting in a Reference Page and In-text citations, *If you would prefer to use another formatting style, please contact the instructors, prior to turning in*

Review the “Change Agent Paper Rubric”, in the Change Agent tab on COMPASS for specific grading criteria.

**Change Agent Pecha Kucha Presentation (150 points) - Due March 11 & 13:** PechaKucha is a presentation format where you show 20 slide images for 20 seconds each. The slides will advance automatically and the presenter talks alongside the images. To view examples of PechaKucha please visit [www.pechakucha.org](http://www.pechakucha.org). Review the “Change Agent Pecha Kucha Rubric”, in the Change Agent Pecha Kucha tab on COMPASS for specific grading criteria.

**Pop Reading Quizzes (100 points)** – Throughout the semester, we will have five pop quizzes based on the readings equaling 25 points each. At the end of the semester we will take the top four quiz scores.

**Team Project – Organizational Change Analysis** - This is your opportunity to apply the theories and concepts discussed in class to an organization of your choice. Consider your team as consultants that are charged with analyzing an organization and their recent change initiative. The organization can be a business, non-profit, internship site, student organization, or campus department. Similarly, the focus of the change initiative could also vary such as the introduction of a new technology, a new safety initiative, a change in organizational structure, impact of a legislated/policy change, continuous improvement strategy, expansion into a new market, etc.

**Team Contract and Project Proposal– Due March 6<sup>th</sup>**

- Refer to “TE 498 Team Contract & Proposal”, in the Team Project/Org Analysis tab on COMPASS
- Includes, Team Contract & Timeline, Organization Profile, Description of Change Initiative

**Stakeholder Analysis – Due April 3rd**

- Refer to “Stakeholder Analysis Worksheet”, in the Team Project/Org Analysis tab on COMPASS
- Includes a Stakeholder Map and Interview Questions

**Final Organizational Change Analysis Paper - Due April 30th**

- Refer to “TE 498 Organizational Change Paper Checklist\_Sp19”, in the Team Project/Org Analysis tab on COMPASS
- Organizational Profile and Overview of Change Initiative (Updated from Team Proposal)
- Organizational Frame Analysis: Structural Frame, HR Frame, Political Frame, Symbolic Frame
- Change Initiative Description and Analysis – Describe the change initiative and analyze the effectiveness through multiple theoretical constructs presented in class.
- Final Recommendations – What recommendations do you have for the organization on the change initiative? Any recommendations for how they will handle future change initiatives? If you could have re-done the change, what would you have done differently based on what you learned.
- Appendix - Include reference list (APA), List of Interview Questions and those interviewed, Stakeholder Mapping Exercise, Org Chart. May also include photos, diagrams, etc.

**Class Engagement and Attendance (100 points)** – Class engagement is a significant part of the learning experience. You will be required to participate in class discussions and activities. “Engagement,” however, looks different for different people. Therefore, you will NOT be graded on the number of times you speak in class, nor the length of your verbal responses. You WILL be graded on how physically and psychologically present you are in class, and how authentically you share your thoughts and reactions while in class. Our class is small in nature, and we should view ourselves as a working team. Your engagement in class is essential and shows respect for the learning environment and for your colleagues since we will all be co-learning with one another. “Showing up” means not only being physically present on time, but also discussing the assigned readings, paying attention, having honest dialogue, and interacting respectfully. All students will be allowed one free absence, point deductions will occur for additional absences.

# Course Calendar

\*Subject to change based on the discretion of the instructors

Session	Date	Topic	Readings	Assignment Due
1	Monday, January 14	Introduction – Syllabus Review Expectations		
2	Wednesday, January 16	Change Overview	Wagner (2017) in Komives, Wager, et al. Chapter 10 – p. 201- 232 [COMPASS]	
	Monday, Jan 21		No CLASS – MLK	
3	Wednesday, Jan 23	The Elephant, the Rider, & the Path	Heath (2010)– Chapter 1: Three Surprises about Change  Listen to podcast: How to be More Productive, Freakonomics	Complete ILI Organization – Bring to class
4	Monday, Jan. 28	Change vs. Transition	Bridges (2016) - Chapters 1, 2 p. 3-20 [COMPASS]	
5	Wednesday, Jan. 30	Transition Timeline	Bridges (2003) Chapter 3: How to Get People to Let Go, p.23-38	Bring a photo of yourself to class from your teen years
6	Monday, Feb. 4	Reactions to Change	Conner (1992) - <i>Resistance to Change</i> p. 125-145 [COMPASS]	<b>Reflection #1 Due</b>
7	Wednesday, Feb 6	Leading through Neutral Zone and New Beginnings	Bridges (2016) Chapters 4-5	
8	Monday, Feb. 11	Elephant & Rider Teams with Chapters 2 - 6		<b>In-Class Presentations and 1-page Summary Due</b>
9	Wed. Feb 13	Path Teams with Chapters 7 – 10, plus Bridges,6		<b>In-Class Presentations and 1-page Summary Due</b>
10	Monday, Feb. 18	Introduction to KAI		
11	Wednesday, Feb. 20	KAI cont. and Team Contract		
12	Monday, Feb. 25	Adaptive Leadership	Heifetz & Laurie-The Work of Leadership (p 57-78) [COMPASS]	
13	Wednesday, Feb. 27	Adaptive Leadership		<b>Change Agent Paper Due</b>
14	Monday, March 4	Guest Speaker: Steve Merkin	Kotter (1996) – Chapters 1 and 2 [COMPASS]	
15	Wednesday, March 6	Vision, Stakeholders, Planning		<b>Team Contract &amp; Proposal, and Timeline Due</b>

16	Monday, March 11	Pecha Kucha		<b>Pecha Kucha Presentations</b>
17	Wednesday, March 13	Pecha Kucha		<b>Pecha Kucha Presentations</b>
	<b>SPRING BREAK: 16-24</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>
18	Monday, March 25	Understanding Organizations: Structural Lens:	Bolman and Deal (2010) – <i>Chapter 3: Getting Organized</i> , p. 45-69	
19	Wednesday, March 27	Understanding Organizations: Human Resource Frame	Bolman and Deal (2010) – <i>Chapter 8: Interpersonal and Group Dynamics</i> , p. 165 - 187	
20	Monday, April 1	Political Frame	Bolman and Deal (2010) – <i>Chapter 9: Power, Conflict, and Coalitions</i> , p. 191-210	
21	Wednesday, April 3	Symbolic Frame	Bolman and Deal (2010) – <i>Chapter 12: Organizational Culture and Symbols</i> , p. 251-278	<b>Stakeholder Analysis Due</b>
22	Monday, April 8	Social Change Model	Skendall (2017) <i>Chapter 2</i> - p. 17-42 [COMPASS]	
23	Wednesday, April 10	Systems Thinking	Senge (1990), Chapter 5 [COMPASS]	
24	Monday, April 15	Grit & Growth Mindset	Listen to podcast “The Power and Problem of Grit”	<b>Reflection #2 Due</b>
25	Wednesday, April 17	Communicating Change	Made to Stick – <i>Chapter 1</i> , p. 3-22 [COMPASS]	
26	Monday, April 22	Chaos and Non-Stop Change	Bridges (2003): <i>Chapter 7: How to Deal with Nonstop Change</i> , p. 99-120	
27	Wednesday, April 24	Guest Speaker: Amy Glenn (Lean Processes)		<b>Reflection #3 Due</b>
28	Monday, April 29	Sustaining Leadership		<b>Final Team Organizational Change Projects Due</b>
29	Wednesday, May 1 – Last Day of Classes	Course Wrap Up and Summary		

## Required Readings

### Books

Bridges, W. (2016). *Managing transitions*. Cambridge, MA: Perseus.

\*The 2014 edition is available at the UIUC library or via I-share including ebook and digital audio copies

Heath, C. & Heath, D. (2010). *Switch: How to change things when change is hard*. New York, NY: Random House

\*Numerous copies of the 2010 edition are available at the UIUC library or via I-share including ebook and digital audio copies

Bolman & Deal (2008). *Reframing organizations*. San Francisco, CA: Jossey Bass. [Chapters 3, 8, 9, 12]

\*We encourage you not to purchase this book. It is available on UIUC ebooks:

[https://vufind.carli.illinois.edu/vf-uiu/Record/ebl\\_1439716](https://vufind.carli.illinois.edu/vf-uiu/Record/ebl_1439716) (all of the pages required can be downloaded and printed)

### Articles/Chapters/Podcasts on Compass

Conner, D. R. (1992). *Managing at the speed of change*. New York, NY: Random House [Chapter 8]

Dubner, S. J. (2016, April 20). How to be more productive. *Freakonomics*. Retrieved from <http://freakonomics.com/podcast/how-to-be-more-productive/>

Heifetz, R. A. and Laurie, D. L. (1997). The Work of Leadership. *Harvard Business Review*

Kotter, J. P. (2012 or 1996). *Leading change*. Cambridge, MA: Harvard Business School Press. [Chapter 1-2]

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday. [Chapter 5]

Skendall, K. C. (2017). An overview of the social change model of leadership development. In S. R. Komives, S. R. & W. Wagner W. (Eds.). *Leadership for a better world: Understanding the Social Change Model for Leadership Development*. (pp. 17-42). San Francisco, CA: Jossey Bass.

Vedantam, S. The power and problem of grit. *Hidden Brain*. Retrieved from <https://www.npr.org/2016/04/04/472162167/the-power-and-problem-of-grit>

Wagner, W. (2017). Change. In S. R. Komives, S. R. & W. Wagner W. (Eds.). *Leadership for a better world: Understanding the Social Change Model for Leadership Development*. (pp. 201-232). San Francisco, CA: Jossey Bass.

## Grading Breakdown

1000 points total

Assignment	Points Earned	Percent
Chapter Presentation and Summary – (50 points for summary, 25 points for presentation)	75	7.5%
Change Agent Paper	150	15%
Change Agent Pecha Kucha Presentation <ul style="list-style-type: none"> <li>20 slides x 20 second each</li> </ul>	150	15%
Short Papers and Reflections <ul style="list-style-type: none"> <li>3 Short Papers and Reflections</li> <li>50 pts each</li> </ul>	150	15%
Pop Reading Quizzes <ul style="list-style-type: none"> <li>5 quizzes over the course of the semester</li> <li>We will take the best 4/5 quiz scores</li> <li>Each quiz will be worth 25 points</li> </ul>	100	10%
Organizational Analysis <ul style="list-style-type: none"> <li>Team Contract – 25 pts.</li> <li>Proposal - 25 pts.</li> <li>Stakeholder Map – 25 pts.</li> <li>Final Paper – 150 pts.</li> <li>Team Member Evaluation – 25 pts.</li> </ul>	300	30%
Class Engagement and Discussion	100	10%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### Grading Scale

A 94-100%  
 A- 90-93%  
 B+ 86-89%  
 B 82-85%

B- 79-81%  
 C+ 75-78%  
 C 70-74%  
 C- 67-69%

D+ 63-66%  
 D 60-63%  
 F <60%

## Class Policies

### Late Assignments

Assignments are expected to be completed by due date. Assignments submitted after the due date will result in a 10% per day deduction.

## Campus Policies and Resources

### Academic Integrity

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article I, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <http://studentcode.illinois.edu/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

### Accommodations and Learning Resources

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail [disability@illinois.edu](mailto:disability@illinois.edu) or go to the DRES website. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting “Sign-Up for an Academic Screening” at the bottom of the page. If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students: Writer’s Workshop- Undergrad Library - <http://www.cws.illinois.edu/workshop> and <http://disability.illinois.edu/strategies>. If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

#### *Counseling Center*

206 Fred H. Turner Student Services Building  
7:50 a.m.-5:00 p.m., Monday through Friday  
Phone: 333-3704

#### *McKinley Mental Health*

313 McKinley Health Center  
8:00 a.m.-5:00 p.m., Monday through Friday  
Phone: 333-2705

### Emergency Response

Emergencies can happen anywhere and at any time, so it’s important that we take a minute to prepare for a situation in which our safety could depend on our ability to react quickly. Take a moment to learn the different ways to leave this building. If there’s ever a fire alarm or something like that, you’ll know how to get out and you’ll be able to help others get out. Next, figure out the best place to go in case of severe weather – we’ll need to go to a low-level in the middle of the building, away from windows. And finally, if there’s ever someone trying to hurt us, our best option is to run out of the building. If we cannot do that safely, we’ll want to hide somewhere we can’t be seen, and we’ll have to lock or barricade the door if possible and be as quiet as we can. We will not leave that safe area until we get an Illini-Alert confirming that it’s safe to do so. If we can’t run or hide, we’ll fight back with whatever we can get our hands on. If you want to better prepare yourself for any of these situations, visit [police.illinois.edu/safe](http://police.illinois.edu/safe). Remember you can sign up for emergency text messages at [emergency.illinois.edu](http://emergency.illinois.edu).

### Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information on FERPA.