TE 462: Leading Sustainable Change

Technology Entrepreneur Center
GRAINGER ENGINEERING

Spring 2023

- **3 credit hours**
- **Mon./Wed.**
- **4:00-5:15pm**
- **2078 Natural History Building**

Instructors

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Course Purpose

This course covers various models and frameworks for change management in organizations. Students 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 within an organization through alignment of change strategies with organizational and individual concerns.

Learning Objectives

Upon completion of this course, you will be able to:

1. Identify individual reactions to change and transition.
2. Compare and contrast different change management theories/approaches including Kotter's Change Model, Social Change Model, Bridges Transition Model, Heath and Heath's Elephant/Rider Metaphor.
3. Describe the components of systems thinking (e.g., balancing/reinforcing loops, delays) and apply these concepts to a current individual and organizational challenges.
4. Analyze organizations through four organizational frames (structural, human resources, political, and symbolic) and assess how a potential change will impact each frame in an organization.
5. Recognize complexity in decision making and conduct a decision-making simulation.
6. Analyze case studies of organizational change initiatives and change leaders. Apply various change theories and develop recommendation plans for leading and managing organizational change.

Primary Texts

1. 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.

2. 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.

Additional Readings or Educational Resources on Canvas or University Libraries

- 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 (all of the pages required can be downloaded and printed)
- Conner, D. R. (1992). *Managing at the speed of change*. New York, NY: Random House [Chapter 8]
- Heifetz, R. A. and Laurie, D. L. (1997). The Work of Leadership. Harvard Business Review
- Heifetz, R. A. (2020). Leadership in Crisis [VIDEO, 2:58-30min]. International Leadership Association
- https://zoom.us/rec/play/tJQkd-irqT83HYWQsgSDV6UqW9XpKq6s0yNK_KUKn0bhVXgBNgagZbUQa7ZP4fwUAx8YPAFn0KxHT9Ch
- Kea, H. (2003). Leadership in time of crisis: NASA and the Columbia Tragedy. Selected Proceedings from International Leadership Association, Guadalajara, Jalisco, Mexico.
- Kotter, J. P. (2012 or 1996). *Leading change*. Cambridge, MA: Harvard Business School Press. [Chap. 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.
- Sweeney, B. (2016). Lean Six Sigma: QuickStart Guide. [Chapter 1 and Chapter 3]
- 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 [PODCAST]
- 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 Overview

The assignments in this course are designed to help you enhance your creativity in a variety of ways. Being a student is rigorous, so each assignment has been developed to benefit your development.

Assignment	Points	Deadline
Reflection #1: Transition	100	
Reactions to Change Module (Virtual)	50	
Chapter Infographic and Presentation		
Infographic	100	
Presentation	25	
Systems Thinking Module (Virtual)	50	
Reflection #2: Four Frames	100	
Engineering/Technology Change Agent		
Pecha Kucha Presentation	150	
Summary	150	
Reflection #3: Synthesis of Theories	100	
Reading Quizzes (4 quizzes at 25 pts each, we will drop lowest quiz grade)	75	Various
Class Engagement and Discussion	100	All Semester
Total Points Possible	1000	

Grading Scale

A	94-100%	B+	86-89%	C+	75-78%	D+	63-66%
A-	90-936%	B	82-85%	C	70-74%	D	60-62%
		B-	79-81%	C-	67-69%	F	<60%

Course Assignment Descriptions

In this section you will find a description of each course project. We will also discuss each project in class, and you can find grading rubrics on Canvas.

Reactions to Change Module

25 points

In Canvas under the module Feb. 20, Reactions to Change Module you will find the details for the assignment. It includes reading a chapter, watching Parks and Rec "The Bubble" Season 3: Episode 15 https://www.peacocktv.com/watch/asset/tv/parks-and-recreation/5883799404534408112 and completing a worksheet. This module is available and can be completed anytime before Feb. 20.

Reflections

300 points total (3 reflections, 100 points each)

There will three short reflection/application papers (2-4 pages double spaced, 12 pt. font, 1-inch margins) throughout the semester. For each of these papers we ask that you apply your personal experiences to theories/concepts learned in class and through readings.

- #1 Describe a significant change/transition in your life. Describe each stage of the transition you experienced. What was your reactions to the change (e.g. positive, negative) and how did you manage them? Apply what you have learned in the class thus far to analyze the change/transition in your own life. Make sure to reference at least two sources from class (e.g. Bridges, Wagner, Connor)
- #2: Examine an organization you are a part of (academic college, student organization, work/internship site). Briefly analyze the organization through each of the four frames. Make sure to apply at least two key concepts from each frame to your organization. What new insights did you learn about the organization by using this framework?
- #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.

Reflections will be graded on the following criteria: (a) Analysis and synthesis of readings and class materials (multiple sources), (b) Paper Components, (c) Connection between personal experiences and readings, (d) Quality of Writing (Grammar, Spelling, Organization). *See Reflection Rubric on Canvas for more detail.*

Chapter Presentation and Infographic Summary

125 points total (100 infographics, 25 presentation)

Each student will be assigned a chapter to read and create a 1-page infographic of the chapter. They will present the infographic to class and summarize the key findings from the chapter.

- Chapter Infographic– 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–Students will present their chapter to the class. The presentation should be approximately 10-15 minutes with at least 5 minutes reserved for questions.
- Review the "*Infographic Rubric"* on Canvas for specific grading criteria.

Systems Thinking Module

25 points

In Canvas under the module March 20, Systems Thinking Module you will find the details for the assignment. In this module students will read a chapter by Peter Senge on Systems Thinking, complete the LinkedIn Learning course Systems Thinking by Dr. Derek Cabera and submit a quiz and reflection. This module is available and can be completed any time before March 22. However, if you choose to complete it during the class session, Beth will be available on Zoom for any questions that arise.

Engineering/Technology Change Agent Project
Total Points: 300 (Pecha Kucha: 150 points, Summary: 150 points)
Choose a current or historical engineering or technological change agent. Explore their efforts to make change within their organization, business, or society. Develop a PechaKucha presentation to be given to the class. 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.

Presentations should address biographical information, outline the technological change initiative, and make applications to theory. Students will also be graded on their presentation skills, organization/timing, and use of media/images. See *Engineering/Technology Change Agent Pecha Kucha Grading Rubric in Canvas*.

In addition to the presentation, you are required to submit a summary regarding the change agent to support your presentation. This will be turned in the same day you present. Address the following in 3-4 pages double spaced, 12 pt. font, 1-inch margins:

- Identify the engineering/technology change agent you chose and describe why you choose them. (1/2 page – 1 page)
- Provide a short biography of the change agent and describe the engineering/technology change initiatives they led. (1 page)
- Analyze at least 2 change theories/concepts you have learned in class and apply them to the experience of the change agent. (1 – 2 pages)
- What did you learn from this change agent? (1/2 page -1 page)
- Provide a reference page using APA formatting that cites at least **3 non-course resources** you used to research the change agent. For more information about APA reference visit: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html (If you would prefer to use another formatting style, please contact the instructors prior to submission.)
- Review the *Engineering/Technology Change Agent Summary Rubric*, in the Change Agent tab on CANVAS for specific grading criteria.

Reading Quizzes
75 points (25 points each)
Throughout the semester, we will have 4 quizzes based on the readings equaling 25 points each. At the end of the semester, we will drop the lowest quiz score.

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.

Late Assignments

Assignments are expected to be completed by due date. If you are unable to complete the assigned by the due date you must email the instructors by the deadline and provide a date when you expect to complete the work.

Tentative Schedule and Assignment Due Dates (updated 2.13.23)

Session	Date	Day	Instructor	Topic	Reading	Due
1	1/18	W	B & G	Introduction to Class	Syllabus	
2	1/23	M	B	Change Management and Mental Models	Wagner (2017) in Komives, Wager, et al. Chapter 10	
3	1/25	W	G	Change v. Transition In Class-Software Company Case Study	Bridges (2016) – Chapter 1, p. 3-10	
4	1/30	M	B & G	Transition Timelines		
5	2/1	W	B	Transition Theory: Letting Go/Neutral Zone	BRING BRIDGES BOOK TO CLASS FOR IN CLASS READING of Chapter 3 and 4	Reflection #1 Due
6	2/6	M	G	The Elephant, the Rider, & the Path	Heath (2010)– Chapter 1: Three Surprises about Change	Quiz 1
7	2/8	W	B	Social Change Model	Skendall (2017) Chapter 2 - p. 17-42	
8	2/13	M	B	Social Change Model		
9	2/15	W	B	Direct the Elephant: Chapters 2, 3, 4; Motivate Elephant: 5, 6	Read assigned chapter	Infographic Presentation – Print Infographic for Class
10	2/20	M		NO IN-PERSON CLASS, Complete reaction to change activity	Conner (1992) - Resistance to Change p. 125-145	Reactions to Change Parks and Rec Activity Due
11	2/22	W	G	Motivate the Elephant: Chapters 7Shape the Path: Chapters 8 ,9, 10	Read assigned chapter Heath and Heath: Chapter 11 “Keep the Switch Going	
12	2/27	M	G	Kirton Adaption/Innovation Inventory	Complete KAI Prior to class	
13	3/1	W	G	Adaptive Leadership	Heifetz & Laurie-The Work of Leadership (p 57-78) [CANVAS] Watch Ron Heifetz Leadership in Crises (2:58 – 30 minutes)	
14	3/6	M	G	Adaptive Leadership		Quiz 2
15	3/8	W	B	Structural Frame	Bolman and Deal (2010) – Chapter 3: Getting Organized, p. 45-69	
Spring Break March 11-19 (no classes)						
16	3/20	M	G	Human Resource Frame	Bolman and Deal (2010) – Chapter 8: Interpersonal and Group Dynamics, p. 165 – 187	
17	3/22	W	B	Political Frame	Bolman and Deal (2010) – Chapter 9: Power, Conflict, and Coalitions, p. 191-210	
18	3/27	M	B	NO IN-PERSON CLASS: Complete Systems Thinking Assignment	Senge (1990), Chapter 5	Systems Thinking Assignment Due
19	3/29	W	G	Symbolic Frame	Bolman and Deal (2010) – Chapter 12: Organizational Culture and Symbols, p. 251-278	

20	4/3	M	G	Leader in Residence Guest Speaker	Kotter (1996) Chapters 1 and 2 (CANVAS)	
21	4/5	W	B	Introduction to Lean and Six Sigma	Sweeney (2016) Chapter 1 and 3	Quiz 3 Reflection #2
22	4/10	M	G	Sustainability and Change	TBA	
23	4/12	W	G	Sustainability and Change	TBA	
24	4/17	M	B	Grit/Growth Mindset	Listen to podcast "The Power and Problem of Grit" Bridges (2003): Chapter 7: How to Deal with Nonstop Change, p. 99-120 (NOT ON CANVAS)	
25	4/19	W	B & G	Communicating Change	Made to Stick – Chapter 1, p. 3-22	
26	4/24	M	B & G	Engineering/Technology Change Agent Pecha Kucha		Pecha Kucha & Summary
27	4/26	W	B & G	Engineering/Technology Change Agent Pecha Kucha		Pecha Kucha & Summary
28	5/1	M	B & G	Engineering/Technology Change Agent Pecha Kucha		Pecha Kucha & Summary
29	5/3	W	B & G	Course Wrap up and Summary		Quiz 4
	5/10			No class		Reflection #3

COVID

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols.

Students who feel ill must not come to class. In addition, students who test positive for COVID 19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non- compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

Emergency Response Recommendations

Emergency response recommendations can be found at the following website: http://police.illinois.edu/emergency-preparedness/. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Academic Integrity

You are expected uphold the highest ethical standards, to be honest, and to practice academic integrity. **This includes doing original work and citing sources**, including the work of other students. Please give special care to prepare high-quality submissions with proper grammar and spelling. 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 1, 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: https://studentcode.illinois.edu/article1/part4/1-401/. 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 if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at https://odos.illinois.edu/community-of-care/resources/students/religious-observances/ to request appropriate accommodations. This should be done in the first two weeks of classes.

Disability-Related Accommodations

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, email disability@illinois.edu or go to https://www.disability.illinois.edu. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnosis a previously undiagnosed disability. You may access these by visiting the DRES website and selecting “Request an Academic Screening” at the bottom of the page.

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 https://registrar.illinois.edu/academic-records/ferpa/ for more information on FERPA.

Anti-Racism and Inclusivity Statement

The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs. The College recognizes that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and micro-aggressions threaten the well-being of our students and our university community.

The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to Campus Belonging Resources (https://diversity.illinois.edu/diversity-campus-culture/belonging-resources/). Based on your report, Members of the Office of the Vice Chancellor for Diversity, Equity & Inclusion staff will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.