

**University of Indianapolis  
School for Adult Learning**

**Change Management  
ORGL 406-AU1**

3 Credit Hours

Term 3, Session 1, 2008

Wednesdays, May 7, 14, 21, 28, and June 4, 2008

6:00-9:45 PM

Location: ESCH 015

**Instructor:**

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Education Coordinator and Adjunct Professor, School for Adult Learning

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I am usually in the office from 8:00-4:30 Monday – Friday. You are welcome to stop by any time. If you want to make sure I'm going to be there, you may want to call ahead.

Additionally, I will be in the classroom 30 minutes before class. You are also very welcome to email or call me at any time. I respond to both in a timely manner.

**Welcome to Change Management!** What a ride this will be! According to the German writer, Bertold Brecht, "Because things are the way they are, things will not stay the way they are." So it is with our personal lives and so it is with the lives of organizations. We have all heard that "change is the only constant". While this may be true, what we do with change is vitally important and makes all the difference in not only the viability of the change but, perhaps more importantly, in our ability to lead the change. I look forward to facilitating your learning during this course and, equally important, I look forward to learning from you. ***We will be engaged in analyzing change within the organizations in which we are employed, as well as others, through analytic writing, classroom discussion and interaction, investigation of case studies, and a final project to which you will apply course content to a change project with which you are familiar. This final project will serve as a summative evaluation and will include application, analysis, synthesis, evaluation of information, and collaborative inquiry.*** So, jump on, take the reins in your hands, and let's see where this change management takes us.

**Catalog Description:**

This course is designed to introduce students to change models and the change process in contemporary business. Students will learn about factors necessary to effect change in organizations and about the impacts of political, economic, and demographic factors on employees. Students will gain experience in conflict management and conflict resolution and will be introduced to the meaning of cultural competence.

**Prerequisites:** ORGL 405

**Texts:** (Available at the University of Indianapolis bookstore)

Beach, L. *Leadership and the Art of Change: A Practical Guide to Organizational Transformation*. 2006. Thousand Oaks, CA: Sage Publications. ISBN: 1-4129-1382-9.

Hesselbein, F. and Johnston, R. (Eds). *On Leading Change: A Leader to Leader Guide*. 002. San Francisco, CA: Jossey-Bass: A Wiley Company. ISBN: 0-7879-6070-5.

**Course Objectives/Rationale:** One cannot live in this world and not experience change. It happens every day of our lives, to each and every one of us. Every decision we makes involves a change in our current circumstance. Leading this change, making appropriate decisions, diagnosing the need for change, and evaluating the change implementation are all vital, to both people and organizations. It is impossible to live in a never-changing world. It simply doesn't exist. This course provides multiple theories of change, models for diagnosing change, stories of effective change, and the implementation of effective and non-effective change. It also provides a series of leadership attributes and practices that are necessary for leading effective change. This course is hands-on, reflective, and introspective. Theory is applied to real-life stories, situations, and organizations. Numerous case studies are illustrative of the theories and practices presented during the course.

**Student Learning Objectives:**

At the conclusion of this course, the successful student will be able to:

- define, apply, and evaluate the processes of specifying, constraining, motivating, mapping, producing, and institutionalizing change.
- actively interact with a change process/project in which he/she is currently involved and determine the effectiveness of the above processes in the example.
- explain how intentional informed change is both rational and creative.
- explain how intentional informed change can result in costly, marginal, and even irrelevant results.
- synthesize various attributes and practices of successful change leaders and determine positive outcomes of the implementation of these attributes and practices.
- critically analyze both the internal and external pressures influencing and impacting change.
- identify the likely resistors to change and the prevalent reasons for resistance.
- delineate the relationship(s) between a well-written, well-intentioned vision and effective change.
- analyze and apply effective and non-effective ways of influencing both the climate and the culture of an organization including, but not limited to, personal and social responsibility.
- determine the reasons that some changes are institutionalized and others are change in name only.
- engage in critical thinking as it relates to the final project.

**University of Indianapolis/School for Adult Learning/Course Policies:**

University of Indianapolis

Academic Integrity: Violation of the Academic Integrity (i.e., plagiarism, cheating) policy of the University of Indianapolis is unacceptable and will result in non-acceptance of the affected assignment. Additionally, it may result in failure in the course and other additional consequences. For full policy, please see page 51 of the current *Academic Catalog*.

Student Support Services: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153 / [www.uindy.edu/ssd](http://www.uindy.edu/ssd)) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

## School for Adult Learning

Withdrawal: As of August 22, 2005, the School for Adult Learning no longer withdraws a student for not attending the first evening of class. Students are responsible for withdrawing from class and must do so by the Friday of the first week of class in order to receive a financial refund. Withdrawing from a class may affect a student's financial aid. The instructor maintains the right and the responsibility to withdraw a student for excessive absences.

## Course:

Attendance: Due to the accelerated format of the classes in the School for Adult Learning, attendance is expected at each class. Should you need to miss a class due to an emergency, please notify me as soon as possible. Please plan to be on time and plan to stay until the class concludes.

Make-Up Assignments/Exams: Assignments are due on the dates designated in the syllabus. Five points will be deducted for any assignment submitted after the due date. I have found that if I accept assignments later than the due date, it is detrimental to the student as each class builds on the one prior and the student has a lesser chance of success in the course if an assignment is late. While perhaps not as important but equally true, a late assignment does not receive the thorough attention that it deserves in the evaluation process. This, too, puts the student at a disadvantage. Please know that I realize that emergencies do happen (it is called "life!") and I will do everything that I can to help you be successful if you need to turn in an assignment late. I know that you will be equally diligent.

Participation: Relevant, meaningful, and thoughtful participation is expected.

Anticipated Out-of-Class Study Time: It will depend on the week and your personal schedule, but I would guess that an average week might entail 6-8 hours of out-of-class study time.

Tips for Success in Class: Generally, it's quite easy. "Be there" in every sense of the word - physically, intellectually, emotionally, and psychologically. In the book *Fish*, one of the key principles for personal, professional, and organizational success is to "be there", regardless of what we are doing, whether it is studying, working, attending class, sharing time with family, and/or contributing to the community. "Being there" will allow you to be successful in this class. Please plan to have your cell on "vibrate". Additionally, this probably goes without saying, but text messaging is reserved for break time and is not to take place during class. There is quite a bit of reading for this class so you may want to pace it out so that you are able to maintain a healthy personal schedule and still complete the reading in a timely manner. It is probably also important for you to know that I do not lecture from the material in the readings. It is expected that you will have read the materials prior to class. Our class time will be spent interacting with the information contained within the assigned reading.

Information presented in class will be in addition to the assigned readings.

**Additionally, please be absolutely prepared to apply the work that we do in class to a professional change project in which you are currently involved. Please come to class on the first night with that change project in mind.**

## **CHANGE SYMPOSIUM**

(Final Project)

\*\*\* Prior to class, please select one of the books on the book list included at the end of this syllabus to read over the 5-week class period. Please select one of interest to you as you will be using it extensively. You need not purchase these. They are available for you to borrow for the five weeks of class and are to be returned the last evening of class. There is only one copy of each book so each book is available on a first-come, first-served basis. Once you have selected a book, please either email me or give me a call and I will reserve the book for you. You may be so absolutely enthralled with your chosen book that you may want to purchase your own copy after our class to add to your professional leadership library!!!

For the final night of class, you will be asked to do the following with your chosen book so please choose one that sounds really interesting to you.

1. Prove a 10-minute media presentation that encompasses the following information. It may be a substantive PowerPoint presentation but need not be a PowerPoint at all. It does, however, need to be more than an oral presentation or a reading of a PowerPoint presentation. Please include the following in your presentation:
  - A. A brief synopsis of the book, emphasizing 5-7 focused salient points presented in the book.
  - B. A thorough interpretation of your book's relationship/nonrelationship to the information for this course.
  - C. The value/non-value this particular book brought to you as a change leader.
2. Respond to one, well-written Socratic question designed by three of your peers.

**Note:** A rubric for evaluation of the Change Management Symposium will be shared the first evening of class.

## CLASS CALENDAR

<b>PRIOR TO WEEK 1</b>	<b>Topics</b>	<b>Read</b>	<b>Complete*</b>	<b>Point Value</b>
	<p>Six Prime Responsibilities of Successful Change Leaders</p> <p>Assessment: Specifying Change</p> <p>Strategies for Change Leaders</p>	<p><i>Art of Change</i> pp. ix-x, xi – xx, 1-25.</p> <p><i>On Leading Change</i> pp. 7-17 pp. 47-59</p>	<p><u>Introspective Analysis of Your Current Leadership Attributes</u> (Please see descriptor below)</p>	75
<b>PRIOR TO WEEK 2</b>	<p>Culture: Constraining Change</p> <p>Vision: Motivating Change</p> <p>Cultural Transformation</p> <p>Examples of Lesson for Change Leaders</p>	<p><i>Art of Change</i> pp. 29-47 pp. 49-67</p> <p><i>On Leading Change</i> pp. 1-5 pp. 19-31</p>	<p><u>Take the Organizational Culture Survey</u> found in Appendix B in <i>Art of Change</i>.</p> <p><u>Ask someone else within your organization to take the same Organizational Culture Survey.</u> Please make a copy of it for them to complete. You will be submitting your analysis, as well as their analysis.</p> <p><u>Write a summary of the results.</u> (Please see descriptor below.)</p>	<p>10</p> <p>10</p> <p>75</p>
<b>PRIOR TO WEEK 3</b>	<p>Plans: Mapping Change</p> <p>Implementation: Producing Change</p> <p>Leading Transition: A New Model for Change</p>	<p><i>Art of Change</i> pp. 69-91 pp. 93-111</p> <p><i>On Leading Change</i> pp. 33-45</p>	<p><u>Change Article</u> (Please see descriptor below.)</p>	75
<b>PRIOR TO WEEK 4</b>	<p>Follow-Through: Institutionalizing Change</p> <p>Expanding the Analysis of Change Leadership</p> <p>Moving from Denial to Acceptance of</p>	<p><i>Art of Change</i> pp. 113-131 pp. 133-139</p> <p><i>On Leading Change</i> pp. 61-71</p>	<p><u>Complete either Question #1 or Question #2 on page 139 in <i>Art of Change</i>.</u> (Please see descriptor below.)</p> <p><u>Managing Segment Zero Analysis</u> (Please see descriptor below.)</p>	<p>75</p> <p>75</p>

	Change			
<b>PRIOR TO WEEK 5</b>	Leadership through Commitment	<i>On Leading Change</i> pp. 73-87 pp. 89-101	<u>Critical Points</u> (Please see descriptor below)	50
	Connective Leadership		<u>Change Symposium</u> (Please see section on Change Symposium in the Syllabus)	100 (Symposium)
	Sustaining Growth	<i>On Leading Change</i> pp. 103-114 (last names beginning with A-B)		
	Management Development			
	Persuasion	pp. 115-126 (Last names beginning with C-F)		
	Leadership Succession	pp. 127-140 (Last names beginning with G-H)		
		pp. 141-152 (Last names beginning with S-Y)		

## **Assignment Guidelines**

### **Prior to Week 1:**

#### Introspective Analysis of Your Current Leadership Attributes (75 points)

- After reading the information in Chapter 1 from the *Art of Change* and Chapters 2 and 5 from *On Leading Change*, write a 3-4 page analysis of your leadership skills as they relate to those skills presented in the readings. Explicitly state those in which you have proven leadership skills and those in which you need to grow in order to be an effective change leader.
- Give specific examples in which your leadership skills proved effective in the implementation of change, as well as specific examples in which your leadership skills could have been improved.

### **Prior to Week 2:**

#### Summary of the Results of the Organizational Culture Survey (75 points)

- Using a Venn Diagram or a T-Chart, delineate the commonalities, as well as the differences, in the results of the two surveys.
- From your viewpoint, explain the reason(s) for the commonalities, as well as the reason(s) for the difference.

### Prior to Week 3:

#### Change Article (75 points)

- Bring to class an article about an organization that has successfully mapped and produced change based on course content and readings and be prepared to present it to your colleagues.
- Presentation should be approximately 5-7 minutes in length and should relate directly and explicitly to the information in the readings.
- Note: There is no written assignment due with and/or for this presentation other than a copy of the article itself.

### Prior to Week 4:

#### Answers to Question (75 points)

- Determine where your organization lies based on the matrix on page 134 in *Art of Change* and the descriptors that follow for each of the cells on pp. 134-138.
- Based on that decision, answer question #1 on page 139 in *Art of Change* if your response indicates that your organization is most representative of cell #1.
- If your organization is best represented by cell #s 2-8, please answer question #2 on page 139 in *Art of Change*.

#### Managing Segment Zero Analysis (75 points)

- Once either question #1 or #2 above has been answered, discuss the successful or unsuccessful phases of change as portrayed on pp. 64-65 in *On Leading Change*. Did both phases occur? If so, was the organization moved from denial of the change to acceptance of the change? If so, please explain. If not, why not? If both phases did not occur, was the organization still moved from denial of the change to acceptance of the change? If so, please explain. If not, why not?

### Prior to Week 5:

#### Critical Points (50)

- In the chapter reading that has been assigned specifically to you, please determine 5-7 key points within the chapter.
- Be prepared to teach these key points to your colleagues so that they will have a thorough understanding of the content within your chapter.
- There is no written assignment due.

#### Change Symposium (100 points)

- Please see full descriptor on page 4 of this syllabus.
- This final project will be presented and submitted the last evening of class. If you design a PowerPoint presentation, please submit a CD with the presentation on it. Whatever the media used to present your final project, please plan to submit it.

### Grading Guidelines:

<u>Number of Points</u>	<u>Range</u>
545-491	A range
490-436	B range
435-382	C range
381-327	D range
326 and below	Failing

I wish you well in Change Management and I look forward to seeing you on Wednesday, May 7, 2008.

## CHANGE MANAGEMENT BOOK LIST

Title	Author(s)
<i>A Simpler Way</i>	Wheatley, M. and Kellner-Rogers, M.
<i>Communicating for a Change: Seven Keys to Irresistible Communication</i>	Stanley, A. and Jones, L.
<i>Danger in the Comfort Zone</i>	Bardwick, J.
<i>Designing Dynamic Organizations: A Hands-On guide for Leaders at All Levels</i>	Galbraith, J., Downey, d., and Kates, A.
<i>Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others</i>	Harvard Business School Press
<i>Good to Great</i>	Collins, J.
<i>Leadership and the New Science: Discovering Order in a Chaotic World</i>	Wheatley, M.
<i>Leading Change</i>	Kotter, J.
<i>Leading Strategic Change: Breaking through the Brain Barrier</i>	Black, J. and Gregersen, H.
<i>Managing Change at Work</i>	Scott, C. and Jaffe, D.
<i>Managing Creativity and Innovation</i>	Harvard Business School Press
<i>Managing the People Side of Innovation</i>	Chopra, J.
<i>People, Performance, and Pay</i>	Flannery, T., Hofrichter, D. and Platten, P.
<i>Soaring with the Phoenix</i>	Belasco, J. and Stead, J.
<i>Terms of Engagement</i>	Axelrod, R.
<i>The Art of the Long View</i>	Schwartz, P.
<i>The Change Champion's Field Guide.</i>	Ulrich, D., Goldsmith, M., Carter, L., Bolt, J. and Smallwood, N.
<i>The Dance of Change</i>	Senge, P.
<i>The Five Dysfunctions of a Team</i>	Lencioni, P.
<i>The Human Side of School Change.</i>	Evans, R.
<i>The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action</i>	Pfeffer, J. and Sutton, R.
<i>The Leader as Communicator: Strategies and Tactics to Build Loyalty, Focus Effort, and Spark Creativity</i>	Mai, R. and Akerson, A.
<i>The Power of Appreciative Inquiry: A Practical Guide to Positive Change</i>	Whitney, D., Cooperrider, d., and Trosten-Bloom, Amanda
<i>What Is Lean Six Sigma</i>	George, M., Rowlands, D., and Kastle, B.
<i>What Leaders Really Do</i>	Kotter, J.
<i>Working with Emotional Intelligence</i>	Goleman, D.