Syllabus

Course Introduction and Overview

There is nothing so durable as the certainty of change or so likely as the resistance to change.

Description

Change management is a common term for all the processes, skills and practices used to prepare individuals, managers, and leaders to implement organizational changes. Simply put managing change, often difficult, is about the people side of change at every level—individual, organizational, and societal. Over this 5-weeks course theories, practices, and people leading/managing skills that are the basis of sustainable change will be studied.

Although we will review specific models of change, among the many that are available, all change efforts and models have this in common - for anything to change, someone must begin acting differently. The course emphasis is on deepening SCPS students' understanding of the challenges and opportunities associated with being an effective change advocate and collaborating with others to create successful change outcomes.

Course Activities include

- Discussions based on weekly readings
    *In our class discussions, I will respond to your posts, either individually or through chiming into the discussion during the week
- Assignments
    *For class assignments, I will provide feedback on your work within the week. If I am unable to provide feedback within that I will let you know.
- An informal change readiness assessment
- Differentiating between leading change and managing change
- Reframing practice
- Module specific quizzes
- Retrospect AAR (After Action Review)
- End of course reflection exercise

Learning Objectives

After course completion students will be able to...

1. Explain what change management is and why it's important.
2. Describe two or more specific change models outlining their benefits and limitations
3. Identify obstacles to change along with techniques that reduce change resistance
4. Differential between change leadership and change management skills and responsibilities
5. Use the Retrospect After Action Review (R-AAR) structured procedure for evaluating a change process.

Course Competencies

In this course you will be developing the following competencies if you are an Individualized Focus Area student:

Competence	Competence Statement and Criteria
H2C	Can identify an organizational challenge and design a plan for change based on an understanding of social science theories or models • Identifies one or more problems of strategy, structure, or process that affect an organization • Describes one or more change theories or models that explain these challenges • Uses these theories or models to address the challenges
FX	Can identify and use specific leadership behaviors to facilitate change • Identifies barriers to change and action that ameliorate those barriers. • Describes leadership behaviors that address these challenges or exploit advantage of these opportunities • Uses these theories or models to address the challenge

Course Resources

You must have the materials for the first day of class. No book is required. All resources will be available online or included within the module.

Readings

Readings will increase your understanding of the models, processes, and concepts you will apply in discussions and assignments. Students are expected to read all instructor email, the class syllabus, and News Items. **Required readings are listed in each module.**

Support Reading

https://www.lifehack.org/676832/stages-of-change-model (Kotter)
https://www.slideshare.net/nusantara99/change-management-50378902 (July 2015)
What is Change Management, The Definitive Guide PDF

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	Incomplete

Note: Grades **lower than C-** do not earn credit or competence in the School of Continuing and Professional Studies.

Course Structure: The course consists of 5 modules outlined in the grid that follows.

Module and Title	Readings	Discussions/Assignments
Module 1 - **Understanding Change**	**Introduction and Overview -** Change Management: Theory & Practice **Readings:** 1. https://online.hbs.edu/blog/post/organizational-change-management 2. A Comparison of 5 Popular Models for Managing Business Change PDF 3. Lock. Change Models PPT 4. After Action Review Process 5. Rapid ODI: After Action Reviews and Retrospects Guide 6. Optional - Chg.-Mgt-The Definitive Guide 7. R-AAR Scenario Guidelines & Worksheet	**Discussion 1.1** Introduce Yourself **Discussion 1.2** Change Models/Theories Comparison & Methodology Value **Assignment 1.3** R-AAR Explanation **Assignment 1.4** R-AAR Scenario Draft **Modul 1 Quiz:** Change Management Theories & Practice

Module 2 - Why Is Change Difficult?	Readings/Videos	Discussion 2.1 Resistance to a Change
	1. Harvard Business Review: The Hard Side of Change Management	Discussion 2.2 Understanding Bright Spots
	2. Video: The Battle of Changing Your Behavior, Eric Zimmer,	Discussion 2.3 The Right Thing
	3. 4 Barriers To Organizational Change	Assignment 2.3 Zimmer's Techniques to Becoming More Successful
	4. Video: The Elephant, The Rider and The Path – A Tale of Behavior Change	Assignment 2.4 The 7 Traits of Change-Readiness Informal Assessment.
	5. Video: SWITCH by Chip Heath and Dan Heath (Optional)	Assignment 2.5 The 7 Traits of Change-Readiness Understanding Score Response
	6. SWITCH 1-Sheet summary: The Elephant & The Rider	Assignment 2.6 R-AAR Scenario Draft – Share for Peer Feedback
	7. SWITCH – Convincing Someone To Change Behaviors	
	8. Change Factory: Managing Resistance To Change	

Module 3 Leadership, Management, and Change	Readings/Video	Discussion 3.1 Change Management & Change Leadership
	1. Video - Change Management vs. Change Leadership — What's the Difference?	Discussion 3.2 Leadership/Change Management In Your Organization
	2. Schmidl, Rising from the ashes: Turning crisis into opportunity, April 2020	Discussion 3.3 The meaning of "real" mean.
	3. Creasey, Change Management as a Leadership Competency: blog.prosci.com, Oct 2018	Discussion 3.4 Working Effectively With Millennials.
	4. HBR: Real Leaders Are Forged in Crisis	Assignment 3.5 R-AAR Report
	5. Stewart-Pellegrini, Think Leadership...the importance of critical thinking, July 2018 PDF	Worksheet: 3.6 Managing Vs. Leading Competencies
	6. Narayandas, Hebbar and Li: Lessons from Chinese Companies' Response to Covid-19: HBR, June 2020	Module 3 Quiz – Leadership, Management, and Change

Module 4 – The Power of Framing	Readings/Video	Discussion 4.1 Leader's Framing Role
	1. Highlights: Reframing Problems/Changes Into Positive Opportunities	Worksheet 4.2 Reframing Practice
	2. Brainfit® | for Life: Refraining is Situational, 2008 - 2019	
	3. Change Factory: Managing Change; Reframing Issues	
	4. 10 Ways To Reframe Problems… Rather, Challenges	
	5. Harvard Business Review: Are You Solving the Right Problems?	
	6. How To Reframe Organizational Change Initiatives So They Actually Stick	
	7. How Reframing A Problem-Unlocks Innovation	
Module 5 - Reflections Completed R-AAR	**Readings/ Video** What is a Critical Reflection? Introducing the "*What, So What, Now What*" Model	Discussion 5.1 Change Models Applied to your scenario. Discussion 5.2 Reflection Sharing Assignment 5.3 Critical Reflection Paper Assignment 5.4 Completed R-AAR A Note To Students

Assessments Percentage Distribution

Discussions	Quizzes	Submissions	R-AAR
25% of Final Grade	5% of Final Grade	15% of Final Grade	55% of Final Grade

Course Expectations

Participation This is an experiential learning course. Student are expected to keep up with the readings, complete assignments by due dates, and participate in online discussions. The purpose of the readings. assignments and online discussion are to provide to provide students with an opportunity to gain understanding of the complexities in opportunities in managing change.

Office Hours

I will be glad to discuss your progress in the course at any time. If you need assistance with materials or assignments, please call or email me.

Telephone: 312.593.7528. Email: mturne25@depaul.edu

Grading Policies and Practices

Assignments and worksheets: to complete the course you must complete each of the required assignments and worksheets as described in the course and then submit them to your instructor through D2L drop box by the assigned deadline. Late work will be accepted but graded accordingly. Points will be deducted for late work.

In addition, you must participate in the course discussion forms by responding to all instructor requests and by interacting with fellow classmates as required discussion time is bounded and late post will not be accepted.

You must complete all partner work assignments to receive full credit for the work. This class uses rubrics for discussions and assignments.

Incomplete Work

Students having submitted 70% of all work by the end of the regular class session may request an incomplete grade and take up to four weeks to complete and submit all work. This is a shorter time period then the general SCPS online incomplete work policy and is at the discretion of the instructor.

General Assessment Criteria For All Writing Assignments

All writing assignments are expected to conform to basic college level standards and mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as needed or weekly basis, scheduling up to 3 hours' worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Online Discussion

Discussion Boards

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please refer to the Discussion Rubric in your D2L course.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Discussion Forum postings will be assessed based on Timeliness, Relevance, Integration of Content, and Contribution to Learning Community. Here are some specific ways you can effectively contribute to learning in discussions:

- Offering ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining, and supporting positions on ideas
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions, applying information from the course

- Offering a critique and expanding upon other ideas
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question

You will NOT receive credit for posts that use simple phrases like, "Great ideas!" or "I like that."

When you support someone's opinion, describe, or analyze why; refer to the 9 points above; and use words like, "But," "Additionally," "I agree and," "However," "What about," etc.

Course Policies

College and University Policies

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy (UGRAD)

Academic Integrity Policy (GRAD)

Incomplete Policy

Course Withdrawal Timelines and Grade/Fee Consequences

Accommodations Based on the Impact of a Disability

Protection of Human Research Participants

APA citation format (GRAD)

Additional Course Resources

University Center for Writing-based Learning

SNL Writing Guide

Dean of Students Office

Changes to Syllabus

This syllabus is subject to change, as necessary. If a change occurs, it will be clearly communicated to students.

Credits

This course was designed and produced by Mary Stewart-Pellegrini and staff at SCPS of the School of Continuing and Professional Studies of DePaul University.