

# **EADU 6000**

## **Managing Organization Change**

### **Lifelong Education, Administration, and Policy**

#### **University of Georgia**

**Fall, 2006**

#### **Faculty**

Desna L. Wallin, Associate Professor  
Department of Lifelong Education, Administration, and Policy  
850 College Station Road  
417 River's Crossing  
Athens, GA 30602

706-583-8098 (phone)  
706-542-4024 (fax)  
[dwallin@uga.edu](mailto:dwallin@uga.edu)

#### **Course Description**

This course will examine the challenges of facilitating planned change in organizations. We will examine various definitions, models, and theories of change. Using both scholarly and popular literature, we will explore levels of change, study reasons for resistance to change, and understand processes essential to successful change. Course objectives will be achieved through text and supplemental readings, in-class and online discussions, individual and team change projects, and reflection on the experience of organizational change.

#### **Course Texts**

Burke, W. W. (2002). *Organization change: Theory and practice*. Thousand Oaks, CA: Sage.

Friedman, T.L. (2006). *The world is flat*. New York: Farrar, Straus, & Giroux.

Gladwell, M. (2002). *The tipping point*. New York: Little, Brown, & Co.

## **Goals**

- 1) Understand the issues, theories, and practices related to organization development and change.
- 2) Develop abilities in research and writing
- 3) Build skills as an effective team member
- 4) Become confident and proficient in leading change

## **Objectives**

- 1) Undertake and analyze a personal experience of change
- 2) Describe leadership issues related to organization change
- 3) Become familiar with both scholarly and popular literature regarding change
- 4) Apply organization change principles to the work setting

## **Academic Honesty**

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. Refer to the graduate catalog, graduate school website, and student handbook for further information regarding academic honesty.

## **Syllabus**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## **Persons with Disabilities**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the faculty to discuss any concerns.

## **Grading Standards**

90 – 100	points	A
80 – 89	points	B
70 – 79	points	C
60 – 69	points	D
00 – 59	points	F

Incompletes will not be given except in the rare case of a medical emergency.

## **Assignments and Learning Opportunities**

- 1) Individual Change Project (25 points)**
- 2) Reflection Paper (25 points)**
- 3) Team Project (25 points)**
- 4) Postings & participation (25 points)**

## **Course Schedule**

Discussion questions will be posted on the date indicated. You will have six days to complete the responses/postings.

The team projects, including the PowerPoint overview and the questions for discussions, will be posted on the date indicated. You will have six days to complete the responses/postings.

<b><u>Date</u></b>	<b><u>Discussion Topics</u></b>	<b><u>Readings</u></b>	<b><u>Assignments due</u></b>
<b>8/17</b> F2F	Introduction Defining organization change	Burke: 1	
<b>8/24</b>	History	Burke: 2	Discussion questions Postings  ICP Paper #1
<b>8/31</b> F2F	Theoretical foundations Nature of change	Burke: 3, 4 Supplemental Readings	
<b>9/7</b>	Levels of organizational change	Burke: 5	Discussion questions Postings
<b>9/14</b>	<i>Tipping point</i> principles	Burke: 12	Discussion questions Postings
<b>9/21</b> F2F	<i>The tipping point</i>	Book Supplemental Readings	Team 1 PowerPoint
<b>9/28</b>	Research & theory	Burke: 6	Discussion questions Postings  ICP paper 2
<b>10/5</b> F2F	<i>The world is flat</i>	Chpts 1-4 Supplemental Readings	Team 2 PowerPoint
<b>10/12</b>	Conceptual models	Burke: 7	Discussion questions Postings
<b>10/19</b>	Integrated models	Burke: 8	Discussion questions Postings

<b>10/26</b>	<b>Fall break</b>		
<b>11/2 F2F</b>	<i>The world is flat</i>	Chpts 5-13 Supplemental Readings	Team 3 PowerPoint
<b>11/9</b>	Burke-Litwin Model	Burke: 9, 10	Discussion questions Postings
<b>11/16</b>	Leading organizational change	Burke: 11	ICP paper 3
<b>11/23</b>	<b>Thanksgiving break</b>		
<b>11/30 F2F</b>	Research & application	Supplemental Readings	Reflection paper

### **Individual Change Project (25 points)**

Inasmuch as the class generally deals with experiences with team and organizational change processes, this assignment is one vehicle for analyzing your experiences with individual change. The goal of the project is for you to grapple with undertaking change on an individual level.

- 1) Select a personal change that you think is important to achieve over the next 14 weeks.
  - 2) Write three short (2-4 pages) papers over the course of the session detailing your experiences, progress (using an appraisal or measurement system you have devised), and reactions or insights you have about the change process. **NOTE: THESE PAPERS WILL BE CONFIDENTIAL**
- 1) ICP paper 1 – clearly identify: **(5 points)**
    - the change goal
    - why it is important to you
    - what specific strategies you will use to achieve your goal
    - what system for appraising and measuring your progress week by week will be applied

- 2) ICP paper 2 – present a mid-term progress report that clearly: **(10 points)**
  - outlines progress in managing your individual change process
  - assesses the effectiveness of the strategies you have selected
  - applies concepts from the change literature studied in class
- 3) ICP paper 3 – reflection on the experience that addresses: **(10 points)**
  - success in achieving your change goal
  - data specific to your experience or change
  - relevant concepts from the change literature
  - assessment of prospect for continued progress

### **Reflection Paper (25 points)**

Reflecting on Change: Applying the Burke-Litwin Causal Model

Consider a major organizational change that you have experienced. The change could be in your workplace, your church, a service or social organization, etc.

- 1) Set the scene/background. Describe the organization's size, membership, location, age, traditions, etc. (1-2 pages)
- 2) Describe the organization's transformational factors (p. 202). (2-3 pages)
- 3) Describe the organization's transactional factors (p. 203). (2-3 pages)
- 4) In your view, was the change successful or unsuccessful? Explain. (1 page)

### **Team Project (25 points)**

This is a team project, designed to assist you in analyzing and critiquing organizational change in business, in government, and/or in education. Three teams will be organized the first class meeting. Each team will have access to a chat room where they can discuss and plan their project. Each team will be responsible for leading the class discussion on one of the supplemental readings on the assigned date (*The tipping point*, *The world is flat*). Select a team leader to coordinate the ppt presentation and the development of the discussion. All team members should participate in developing the ppt presentation and in leading the class discussion.

Team 1 – *The tipping point* – September 21

Team 2 – *The world is flat* – Chapters 1-4 – October 5

Team 3 – *The world is flat* – Chapters 5-13 – November 2

1) Prepare a PowerPoint presentation (20-30 slides) for the class which contains the following elements: (all do not have to be on the ppt, but all should be included either in the ppt or as part of the class discussion)

- biographical information about the author including other works
- important definitions
- style/presentation
- significant concepts, points, ideas
- relevancy to organizational change and change management
- critique – strengths & weaknesses

2) Develop discussion questions for the class and lead the class discussion. Plan on about an hour and a half to discuss the book, its implications, and its application to change and change management in the workplace.

### **Participation and postings (25 points)**

The course is constructed as a hybrid course, partly conducted face-to-face, and partly through online discussion. Therefore it is very important that you be in attendance each of the six times the class meets face-to-face. It is also very important that you post meaningful and thoughtful responses online. Respond to the discussion question(s), and also respond with at least one post in reaction to one of your colleagues' posts. Remember that you are also expected to participate actively in your team project and the online discussion and planning of your project.