

UNIVERSITY OF GEORGIA
Program in Adult Education
Lifelong Education, Administration, & Policy

EADU 8200 Theory and Practice of Educational Change

Spring Semester, 2006
Wednesdays, 4:30-7:15 P.M.
129 River's Crossing

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

Faculty

Lorilee R. Sandmann, Ph.D.

Contact Information

Room 413 - River's Crossing
850 College Station Road
Department of Lifelong Education, Administration, & Policy
University of Georgia
Athens, GA 30606-4811
sandmann@uga.edu
<http://www.coe.uga.edu/leap/faculty/sandmann/index.html>
<http://www.scholarshipofengagement.com/>

706.542.4014 Instructor's phone
706. 542.8799 Office Administrator's phone
706.542.4024 Office fax
Office Hours: Thurs. 1:00-4:00

Teaching Assistant

Yogita Abichandani
706. 389. 6058
yogita@uga.edu

Class Dates

January 11- April 26, 2006
Some class sessions will take place online through UGA WebCt

Oasis Title

EDUCATIONAL CHANGE

Course Description

Individual and collective meanings of change, theory, and practice of organizational change and development in a variety of educational settings.

Goals

In general, this course is designed to help:

- Understand the issues, theories, and practices related to organization change and development

- Develop a philosophy of understanding and leading planned change
- Develop and apply the action research process to address organizational problems in a variety of settings with a special emphasis on education
- Build a repertoire of OD skills
- Build skills as an effective team member

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 education work setting

Attendance

The course design is based on the assumptions that adult learners are both resources and learners, and that everyone has a responsibility to contribute to the group's learning as well as their own. Practically, this means that if a class member misses a class or fails to contribute to the online conversation, then that person's unique contribution is lost. It is expected that class members will:

- Prepare for all face-to-face and on-line class sessions by completing the assigned readings and written assignments
- Reflect on personal experience and learning
- Participate regularly and substantively on the class website
- Raise questions and observations about material
- Listen to each other and challenge each other constructively (everyone learns from this)
- Modify these expectations as appropriate

All papers are due on the due date. If a class is missed, the class member is responsible for turning in the assignment on the due date. *Late assignments will not be accepted* without permission of instructor.

If you anticipate missing face-to-face classes, late arrivals, or find you are unable to join the online sessions, please do not register for this class. Absences are highly disruptive, especially for the effective functioning of class exercises. Absences in face-to-face or non-participation in online sessions will negatively impact the "participation/contribution" grade that is worth 15% of the final grade.

Instructional Process

The course will be organized and facilitated in the following ways:

1. Extensive and careful reading is essential to this course. You are urged to read ahead, read beyond assignments, and bring other literature to the attention of the class. The reference lists in the text provide excellent guides for identifying additional resources.

2. Face-to-face sessions will include a balanced exploration of theory and practice through discussion, "stories", simulation, reflection, and experiential exercises with input from class members, instructor, and other resources.
3. Folders will be one vehicle for facilitating communication during face-to-face class sessions. They will be distributed at the beginning of each session and will contain new information. At the end of each class, the folder is to be returned to the instructor with any materials and/or comments regarding the class.
4. Some class discussion may occur online. Each person will be expected to react to the group postings in a meaningful manner. This means partaking in an ongoing reflective, substantive dialogue, not posting a one shot reaction.
5. Everyone will have an opportunity to evaluate the class on an ongoing basis and provide direct feedback. Every reasonable effort will be made to accommodate suggestions and resolve concerns. Changes may be negotiated providing they do not compromise the original purpose, goals and objectives of the course. There will also be a midpoint and final evaluation to assess our process on a more formal level.
6. Group members are expected to fully engage and participate as well as contribute equitably. Under extreme circumstances, groups may decide to ask a member to resign from the team. No request for resignation of a group member will be accepted without solid demonstration that the group has attempted to overcome their difficulties on their own. Having done so, the instructor will then facilitate an intervention to help the team overcome their difficulties. If no progress can be made, a group member can be asked to resign. In such an event, the member concerned will forfeit a minimum of 50% of project grade, and be required to make-up additional work on an individual basis as required by the instructor.

Readings

Text books are available online through the Department vendor <http://www.mbsdirect.net> or through you favorite online e-business bookseller.

Required:

Bridges, W. (1980). *Transitions: Making sense of life's changes (4th ed.)*.
Cambridge: MA: Perseus Publishing. ISBN: 073820904X

Bridges, W. (2003). *Managing transitions: Making the most of change (2nd ed.)*.
Cambridge: MA: Perseus Publishing. ISBN: 0738208248

Cummings, T. G. & Worley, C.G. (2005). *Organizational development and change (8th edition)*. Mason: OH: South Western. ISBN: 0324260601

Additional readings will be made available in class or online.

Course Requirements

1. Class Participation

Attend all class sessions and make meaningful and substantive contributions to the discussions—face to face and online. Required reading, noted in the course outline, is to be completed *in advance* of the session for which it is assigned. Class discussions will assume that the readings have been done.

Points: 15
Due Date: All semester

2. **Individual Change Project**

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

- a. Select a personal change that you think is important to achieve over the semester.
 - b. Write three short (3-5 pages) papers over the course of the semester 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:
 - 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:
 - 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:
 - success in achieving your change goal
 - data specific to your experience or change
 - multiple hypotheses in your evaluation
 - relevant concepts from the change literature

Points: 25
Due Date: ICP paper 1 2-08-06
ICP paper 2 3-08-06
ICP paper 3 4-26-06

3. **Choose 1 of the Following Options**

Options A: OD Intervention and Simulation

This assignment is designed to assist you in becoming familiar with and developing skills in leading interventions commonly used in organizational change. Research and present, through simulation, one OD intervention to the class. The presentation should be at least 30 minutes followed by 10 minutes of discussion, questions and answers. Write a short summary of the intervention for distribution to the class. Additionally, write a critique (3-5 pages) of the intervention to be handed in through the assignment drop box. The presentation

and summary can be done as a small group project; the critique must be individual work. Selection of OD intervention and coordination of the schedule of presentations will occur in class. Possible OD Interventions (many others are acceptable) are Appreciative Inquiry, Whole Scale Change, Career Development, Coaching, (see page 148 of text for more examples)

The written critique of the intervention technique is to evaluate, not just describe, the organizational intervention technique. The written report will consist of at least two parts.

- The first part will summarize the intervention/technique, its origins and development, and how it is used in organizations.
- The second part should provide an analysis of strengths and weaknesses of the technique, how/when it should be used (in terms of work settings and strategic value/business case), and reasoning behind that evaluation. Include an annotated bibliography of at least five substantive references used for the report (excluding textbooks and including a mix of practitioner articles, research articles, and internet sites).

Points 25

Due Dates Presentation as appropriate to schedule, written critique no later than March 22

Option B: Book Review and Discussion

This assignment is designed to assist you in analyzing and critiquing organizational change in business, in government, and/or in education via contemporary books, as well as being a critical reviewer of contemporary literature. Read and write a review of one of the following supplemental readings and prepare to lead a class discussion of at least 30 minutes. Write a short summary of the book and review for distribution to the class. Additionally, write a book review (3-5 pages) to be handed in through the assignment drop box. The presentation and summary can be done as a small group project; the written review must be individual work.

Friedman, T.L. (2005). *The world is flat*. New York: Farrar, Straus, & Giroux.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey Bass.

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

Johnson, C.E. (2005). *Meeting the challenges of ethical leadership*. Thousand Oaks, CA: Sage.

The book review should cover the following:

- thesis of the book
- biographical information about the author including other works
- underlying assumptions (political, theoretical, demographics, ethnicity, etc)
- presentation of the material

- accuracy of information
- style/presentation
- significant concepts, points, ideas
- relevancy to organizational change
- strengths of the book
- weakness of the book
- recommendation to others

Points 25

Due Date Presentation as appropriate to schedule, written review no later than April 5th

4. **Organization Development Consultation**

For this **team** project you will develop and propose, but not carry out, a high quality OD intervention(s) for an organization with which you or one of your team members is familiar or one provided by the instructor. The project will include organizational data gathering and analysis, designing the intervention, and presenting the report (written and oral) to both the class and the organizational sponsor. Further guidelines are posted on the class website. Evaluation criteria are at the end of the syllabus.

Points: 35

Due Dates:

Paper 1	Feb. 15
Paper 2	Mar. 1
Presentation/Briefing	April 12
Final Paper	April 19

Format & Submission Guidelines

All course assignments are due on or before 4:30 of the due dates indicated. *Late papers will not be accepted.* Submit your assignments electronically by dropping them into the assignment drop box in our WebCT class site. Feedback will be provided and uploaded to this site as well. Written assignments are to be double-spaced and in 12-point font. With the exception of the OD consultation project, papers are 3-5 pages in length (excluding title page and references). Academic papers should comply with style guidelines (for paper style and citations) found in the *Publication Manual of the American Psychological Association* (5th Ed., 2001). (*Note:* This edition of the *Publication Manual* of the APA is an important part of your professional library.) A link to a summary of the most frequently used elements of APA, 5th edition, is available <http://www.coe.uga.edu/leap/adulted/pdf/apa.pdf>. Use business style writing (writing stylized to appeal to stakeholders in the organization the team is working with) as needed. Business writing is generally single-spaced with an appropriate use of headers, bullets and blank space that enhances the communication of the message.

Quality graduate-level written assignments meet the following criteria:

- a. Identify question(s) being addressed or purpose of paper through a clear thesis statement
- b. Defines key terms and concepts
- c. Gives examples that enhance understanding of the concepts
- d. Applies theory and principles from the assigned readings and elsewhere
- e. Provides a strong summary and conclusion, including implications for theory and practice.

Evaluation

Students with a sound grasp of the material and a demonstrated ability to analyze this material at a satisfactory to above average level for graduate students can expect to receive a grade of "B." Grades below "B" will be assigned for performance that is less than satisfactory. The grade of "A" will be reserved to designate excellence. This will require not only a sound grasp and analysis of the material at a graduate level, but also a clear capacity to synthesize and critique the materials. There is no preconceived designation of the number of class members to receive each grade, nor any ceiling on the number of "A's" to be assigned if all students exhibit the high standards of performance expected for that grade.

Participation	15 points
Individual Change Project	25 points
OD Intervention/Book Review	25 points
OD Consultation	35 points
Total	100 points

Grading standards in general will be: A = 100- 90 B = 89- 80 C = 79- 70

Note: Please see the graduate catalog regarding the assignment of incomplete grades. These are reserved for a situation in which a student, who has otherwise been making satisfactory progress, is unable to complete final course requirements due to extenuating circumstances. In such cases the instructor must be contacted to negotiate a reasonable extension of time. Barring such a situation, incompletes will not be given and a grade will be assigned on the date required by the registrar's office as earned according to the distribution above.

University Honor Code and Academic Honesty Policy:

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. "A Culture of Honesty" is the University of Georgia's policy and procedures for handling cases of suspected dishonesty and can be found online at http://www.uga.edu/ovpi/honesty/culture_honesty.htm UGA Student Honor Code states "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

Statement of Equity and Individual Assistance:

Every attempt will be made in this course to engage in equitable verbal and nonverbal behavior by the instructor and the students as related to age, sex, race, handicapping condition, and religion.

Class participants are encouraged to meet with the instructor—either by telephone, email or in person—to discuss any aspect of the course and their respective projects. The instructor will generally be available for office hours on Thursdays from 1-4:00 p.m., and by appointment.

If anyone in the class feels that they need special assistance due to a disability, please feel free to discuss this with me early in the semester. The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made (such as providing materials in alternative formats, assuring physical access to class session or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) in consultation with me or with other students.

March 12, 2006

EADU 8200 Organization Development Consultation Group Project

Grading Rubric

	Points Earned	Points Possible
Appropriately geared to organization		2
Executive Summary		5
Context <ul style="list-style-type: none"> a. Description of the organization b. Description of the presenting problems that drove the diagnosis and intervention c. Additional context that helped your group's understanding d. Outline or Gantt Chart of major project milestones, including assignment due dates and client meeting dates. Please include planned and actual meetings, with some narrative about project implementation e. Detail of how you researched, communicated with, and contracted with the organization f. Rules for confidentiality 		5
Data Analysis <ul style="list-style-type: none"> a. Methods of data collection b. Data analysis procedures 		7
Findings <ul style="list-style-type: none"> a. Conclusions based on data (including supporting data as appropriate) b. Design of Recommended Intervention (to include all information included in section 5 above). 		7
References (as used in the preparation of your final group project)		2
Presentation/appearance of written report		2
Class Presentation <ul style="list-style-type: none"> a. Brief background/context of the organization b. Identify issue(s) to be addressed and how they were identified c. Recommendations and possible consequences 		5