OLP 5510 – 01: Principles of Change
Summer 2017 (May 15th – June 23rd)

Contact Information
Instructor: Douglas E. Colman, MBA, MS
Office: Garrison 409
Office Hours: By appointment by telephone and/or video conferencing
E-mail: colmdoug@isu.edu

Course Description
Change is an unavoidable, anxiety-provoking process. However, it is also a force that continually moves people, organizations, and societies – hopefully in a positive direction. This course introduces the change process as well as the issues and factors affecting change. In this course, students will engage in critical analysis and discussion of change management, explore principles of change leadership, undertake an in-depth review of principles related to personal change, as well as a review of current issues in managing transitions and leading change.

Course Objectives
Through completion of a *Change Plan* addressing an actual organizational need, various assignments, and active engagement in dialogue via discussion forums students should:
1. Demonstrate an understanding and appreciation for the variables that affect the change process;
2. Develop and use of a meaningful vocabulary related to organizational change;
3. Display an understanding of issues related to both the content and process of facilitating change;
4. Generate strategies to meet the developmental needs of participants in the change process;
5. Demonstrate the ability to prepare and communicate a strategy for implementing change.

Course Format
The course will be conducted entirely online via Moodle. Each week you will be assigned a specific set of readings, topical discussions to participate in, and a paper that will represent 1 to 2 chapters of the final course project paper. Because of the nature of the assignments, the final course project will be a compilation of all weekly papers. The course will be broken down into 6 separate weeks. I will open each week on the preceding Saturday at 8:00am MST and close each on the proceeding Friday at 10:00pm MST. PLEASE NOTE: for the first week ONLY, I will allow submissions until Sunday at 10:00pm MST. This means that weeks 1 and 2 will be open for two days simultaneously. This format is intended to help students stay on task, as well as provide structure. The full course schedule is on the last page of this syllabus.

Course Orientation
The best way to become accustom to Moodle is spend time on it. However, there are a few specific items I will bring to your attention as they may be unique to my classes (consistent with Dr. Lion's classes, if you have had him as an instructor).

Ask the Instructor – This is the place to ask me questions about course requirement, material, etc. Thus, should you have a question about a course requirement, visit this forum first as your classmates might have already asked the question and received an answer from me. For questions about grades, please email me directly. The following quote highlights the importance of seeking answers:

"There is no such thing as an unreasonable question, or a silly question, or a frivolous question, or a waste-of-time question. It's your life, and you've got to get these answers" -Marcia Wallace

Framework – At the beginning of most weeks, there will be a link called "Framework". This is a place where I will provide some context to the work of the upcoming week.

Required Textbooks
1. Biech, E. (2007). *Thriving through change*. Alexandria, VA: ASTD Press.
2. Russell, J. & Russell, L. (2006). *Change basics*. Alexandria, VA: ASTD Press.

Note that when referring to the above books, *Thriving Through Change will be denoted as "TTC" and Change Basics as "CB".*

Digital and hardcopies of these textbooks are available through the publisher's website, among other outlets listed on http://www.dealoz.com/. Also, you can purchase a hardcopy through the Idaho State University bookstore. Because of the online nature of this course and our relatively limited interaction through virtual means, having access to and reading the course textbook is ***crucial*** to your success in this course.

Course Pace
Due to the online nature of this course, you will have some flexibility regarding when you download course materials; however, you are required to maintain pace with the course as outlined in the course schedule. Moreover, you are responsible for keeping up on course announcements, particularly with regards to the timing of discussions and papers. Because of this, you should check the Moodle course page several times each week for discussions, required readings, announcements, etc. If you complete the scheduled requirements (e.g., discussions, papers) early in the week, I highly encourage you to still check and participate in the discussion forums during the remainder of the week.

Course Communication
Announcements, feedback, and/or notes from me will be posted on Moodle and automatically sent via email. Be sure to check your Moodle and student email regularly. You may contact me via email and the communication tools on Moodle. I will try to answer all communication as quickly as possible; however, I cannot guarantee an immediate response. If you have not received a response within 48 hours, please resend the message.
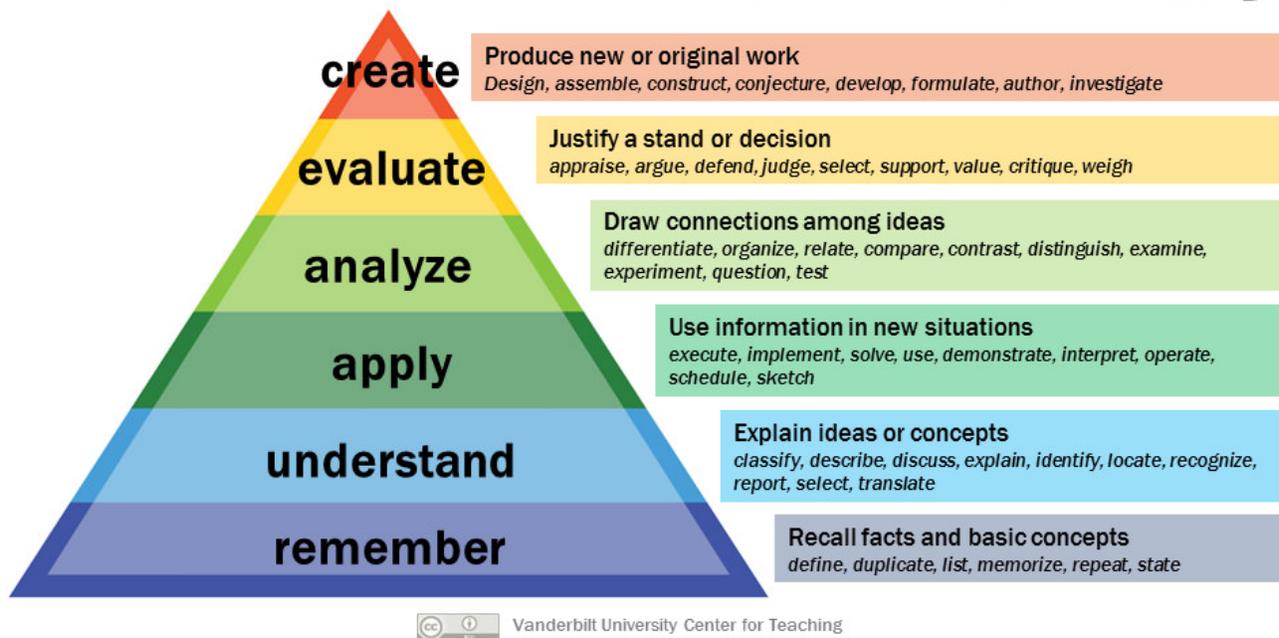
Course Requirements
This class will feature 3 primary grading categories: 1) weekly discussion forums, 2) chapter papers, and 3) a final course paper.

Grading and Assessment of Outcomes
The course requirements will evaluate how well you demonstrate an understanding of the information as you work towards mastery of the subject matter. Critical thinking and higher level thinking are key parts of the subject mastery process. Bloom's Taxonomy can be referenced (next page) and used as a tool to assist with better understanding the concept of higher levels of thinking.

Bloom's Taxonomy

create — **Produce new or original work**
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — **Justify a stand or decision**
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — **Draw connections among ideas**
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — **Use information in new situations**
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — **Explain ideas or concepts**
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — **Recall facts and basic concepts**
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

Grading Scale
The traditional +/- letter grade structure will be utilized for this course (i.e., B+ = 87-89%, B = 83-86%, B- = 80-82%).

Course Elements		Points
Discussion Forums (11)	15 pts/each	165
Chapter Papers (7)	25 pts/each	175
Final Course Paper		60
Total points		400

Discussion Forum Participation
Since this is a web-based course, the quality and integrity of the discussions are closely tied to the overall quality of the class. The discussions are your opportunity to post high-quality reflections demonstrating that you a) read the information, b) understand the information, and c) can accurately apply the information, as well as d) can think critically about the information and how it relates to your life. The posts should be substantial and demonstrate your ability to utilize the information at the *analysis* level of Bloom's Taxonomy. The link called *Instructor's Expectations*, found at the top of our Moodle course page, provides additional information on quality discussion posts.

Final Course Paper
The final course project is a paper made up of seven chapter papers that are to be submitted throughout the course. The paper will be based on an organizational need for an actual change. The paper will follow the model presented in TTC. You should seek to identify topics within the first days of class as the first paper, based on the organization, is due at the end of week 1.

Below are a few sample topics:
- A new process for a division handling and responding to referrals
- An organizational philosophy and identity

- Adoption of a new training program, or the abolishment of one
- Office restructuring
- Addition of new leadership

This final course paper will be completed on a weekly basis. The final product should be a polished version of all the chapter papers. Because the final course project will be graded, it is important that the entire paper reads/flows well.

Advice on selecting a topic
Keep the topic and issue on a small scale, like an office or department issue, or a small organization. The change process can quickly become cumbersome due to the information needed to be thorough and comprehensive. Also, keep in mind that most topics won't coincide in real-time. This is perfectly acceptable and expected. This is an academic exercise – as long as you start with an actual organizational issue, or past issue, the focus of the project will follow the processes laid out in our books.

Chapter Papers
There are seven different papers during this course that will serve as chapters to your final paper. Each one focuses on a particular part of the change model. While there are no page requirements for each chapter, close attention should be paid to the quality of the writing so that the chapters are clear and complete. All papers must be written according to APA 6th edition styling. In an effort to complete an organized paper, you will want to use headers appropriately.

With the exception of Paper #1, each chapter is based off of the model found in *Thriving Through Change*. Readings from both TTC and CB will provide you with your conceptual framework. You are also encouraged to utilize ISU's library for scholarly resources to help strengthen your paper. Students that took Dr. Rob Lion's *Performance Improvement* course may use that organizational performance issue in this course, as this class will look specifically at the change phase of the *Human Performance Technology* (HPT) model. If you haven't taken that course, you will need to quickly identify a situation requiring change.

Each week you will submit your entire paper completed to date as a single file, including your title page, an updated table of contents, and an updated reference page (e.g., your submission for paper #3 should include chapters 1 & 2). Each chapter must be a final finished product (as that is how it will be graded). The goal is that once your paper is submitted, you are finished with that section of your course project.

Paper #1 – Organizational Overview and the Need for Change
This paper should present the organizational information necessary for setting up your paper. You will also need to articulate what gap exists to demonstrate the need for change. If you are familiar with the HPT model, this section is rather similar in concept to the Performance Analysis section.

Paper #2 – Challenge the Current State
Using your texts as a guide, draft Chapter 2 of your final paper. This is the first of six steps of our change model. Consult with the assignment description within Moodle for more details.

Paper #3 – Harmonize and Align Leadership

Paper #4 – Activate Commitment

Paper #5 – Nurture and Formalize a Design

Paper #6 – Guide Implementation

Paper #7 – Evaluate and Institutionalize the Change
This will serve as both your submission for Paper #7 as well as your final course project. As such, you will want to go through all the chapters to ensure the whole paper is *polished* (e.g., consistent voice, grammar, APA formatting, etc.).

Class Decorum: Every class is an environment that values experience and expression. It is important to remember that your personal actions and opinions may impact other learners more than you may intend. Please be respectful of this learning community.

Late Work Policy: All papers and discussions are due by the date listed on the course schedule. Because the schedule is tight and regimented, minimal exceptions will be made. In order for an exception to be permitted, I should be apprised of the forthcoming challenge, when possible.

Academic Integrity
Academic integrity is expected of all students. Please see the ISU Student Handbook for information regarding your rights and responsibilities as a student. Academic dishonesty WILL NOT be tolerated, and includes, but is not limited to, cheating and plagiarism. The ISU Student Handbook defines cheating as: "using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work", and defines plagiarism as: "representing another person's words, ideas, data, or work as one's own. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof without appropriate citation."

While this course is heavily based on collaborative learning (online discussions), you are required to submit your own original work. Plagiarism will not be tolerated in any form. As graduate students, you are expected to conduct yourselves in a scholarly manner. This includes submitting original work and appropriately referencing others that have been recognized for the original thought or action.

A note about *assignment recycling* and/or *self-plagiarism*: reusing your previous work (i.e. discussion posts from other classes, papers, etc.) is strictly prohibited. However, exceptions may be made for course work (i.e. papers, literature reviews, etc.) that are being used *in-part* to move toward the course project paper.

ADA Accommodations
Idaho State University is committed to equal opportunity in education for all students, including those with documented disabilities. If you have a diagnosed disability or if you believe that you have a disability that might require reasonable accommodation in this course, please contact Disability Services:

Room 125, Rendezvous Complex
Phone: (208) 282-3599
Email: disabilityservices@isu.edu
Webpage: http://www.isu.edu/ada4isu/

University policy states that it is the responsibility of students to contact instructors during the first week of each semester to discuss appropriate accommodations to ensure equality in grading, experiences, and assignments.

Noteworthy Dates
May 19, 2017 – Last day to register or add/drop this course

May 26, 2017 – Last day to withdraw from this course

Syllabus and Academic Honesty Agreement
To show that you have read the syllabus and you understand the academic honesty policy, it is required that you complete the syllabus and academic honesty agreement found on Moodle. You must agree to the terms before you are allowed to complete any other course materials. The agreement is due by Tuesday, May 16th. NOTE: you will not be allowed to access any course materials until this requirement has been completed.

Course Schedule for OLP 5510-01
Summer 2017

Information in the tentative schedule is subject to change.
All deliverables are due at 10:00pm MST. Additional readings might be announced throughout the semester.

Week	Topics	Deliverable	Due Date
Week 1 *(opens 5/13)*	*Must be completed before any other deliverables*	Syllabus & Academic Honesty Agreement	5/16/17
	W1D1 - Introductions	Forum Participation	Initial: 5/16/17; Follow-up 5/21/17
	W1D2 - The Paradox of Change	Forum Participation	Initial: 5/16/17; Follow-up 5/21/17
	W1D3 - The Change Agent	Forum Participation	Initial: 5/16/17; Follow-up 5/21/17
	Organizational Overview & Need for Change	Chapter 1	5/21/17
Week 2 *(opens 5/20)*	W2D1 - Systems Thinking	Forum Participation	Initial: 5/23/17; Follow-up 5/26/17
	W2D2 - Change Activities	Forum Participation	Initial: 5/23/17; Follow-up 5/26/17
	Challenge the Current State	Chapter 2	5/26/17
Week 3 *(opens 5/27)*	W3D1 - Assessing Organizational Readiness	Forum Participation	Initial: 5/30/17; Follow-up 6/2/17
	W3D2 - Developing Employee Resilience	Forum Participation	Initial: 5/30/17; Follow-up 6/2/17
	Harmonize & Align Leadership	Chapter 3	6/2/17
Week 4 *(opens 6/3)*	W4D1 - The 5 Types	Forum Participation	Initial: 6/6/17; Follow-up 6/9/17
	W4D2 - The 10 Components	Forum Participation	Initial: 6/6/17; Follow-up 6/9/17
	Activate Commitment	Chapter 4	6/9/17
Week 5 *(opens 6/10)*	W5D1 - Rule 16	Forum Participation	Initial: 6/13/17; Follow-up 6/16/17
	Nurture & Formalize a Design	Chapter 5	6/16/17
	Guide Implementation	Chapter 6	6/16/17
Week 6 *(opens 6/17)*	W6D1 - Evaluation	Forum Participation	Initial: 6/20/17; Follow-up 6/23/17
	Evaluate & Institutionalize the Change	Chapter 7 & Final Research Paper	6/23/17