Contact Information
E-mail & Telephone: ghickman@richmond.edu - (try e-mail first); 287-6097 (telephone)
Office Hours: Tuesday & Thursday 11:30 a.m.-12:30 p.m. & 5:15-6:15 p.m. and by appointment.
Office Location: JH 128
Class Hours: Tuesday and Thursday, 12:45 a.m. - 2:00 p.m., JH 108

Description
This course examines the theoretical concepts and practices of leading change in organizational, community, political and social action/social movement contexts. We explicitly link the “purpose” of change in each context to theories, concepts, and practices of leadership and change.

The objectives for learners in this course are:
• To connect the concepts and theories of leading change to practices by applying them to real-life change initiatives;
• To understand the purpose of leading change in each major context;
• To connect relevant theoretical concepts of leadership and change from multiple disciplines to various contexts; and
• To examine how contexts intersect to achieve change in more than one setting.

Required Texts and Readings

Reserve Articles - You can access assigned articles in the syllabus on the Boatwright library webpage under UR Library Catalog and then click on “Course Reserves.” [Hereafter referred to as”R”]
Blackboard – Go to the Blackboard website (http://blackboard.richmond.edu). Click on “External Links” under the Leading Change course. [Hereafter referred to as”BB”]

GRADING
Your final grade will be determined as follows:
45% Thought Papers (Equivalent to Midterm & Final Exams) - Application of change theories, leadership theories and change practices
   Paper #1 = 15%; (Organizational Change);
   Paper #2 = 10% (Community Change);
   Paper #3 = 10% (Political Change);
   Paper #4 = 10% (Social Change)

45% Change Project & Final Paper*
Includes:
• Leading a change project in an organization off-campus
• Scenario learning exercise and paper (Based on group change project) – P/F
• Final Written Paper
• Peer evaluation - This overall evaluation will impact your grade for the final group project in the following manner – Overall Peer evaluation: 79-75 lose 15 points from the final written paper and oral report grade; 74-70 lose 20 points; 69-65 lose 30 points; 64 and below lose all credit for the group project and paper.
  o Site Attendance: In addition to the overall evaluation, poor attendance at the project site (experiential component) by an individual student will lower his or her grade on the group by 15 points.

• Oral presentation to members of the organization

10% ATTENDANCE AND PARTICIPATION
Grading scale: 0-1 unexcused absence = 100; 2 unexcused absences = 80; 3 unexcused absences = 60; 4+ unexcused absences = 0
• Unexcused absences = No documentation from RC or WC dean or a physician. Students are allowed 1 unexcused absence for illness or a scheduled off-campus event in another course. The instructor must receive a notification of the reason for the unexcused absence by e-mail only. Simply telling the instructor about the absence is not adequate. All other unexcused absences are deducted from the attendance grade.
• Excused absences = Written documentation of absence from RC or WC dean or a physician for authorized university events, major illness or family loss.
Participation means that students must: complete the assigned readings prior to class; engage in class discussions and group activities; raise questions about the readings and assignments; and remain fully attentive and engaged in the class without distractions such as text messaging, telephone calls, using the Internet, and talking about matters unrelated to class.

*Grading scale (for Papers and Final Group Project Paper)

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<td>100-95</td>
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<td>84-80</td>
<td>C</td>
<td>74-72</td>
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<td>71-69</td>
<td>D-</td>
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<tr>
<td>B+</td>
<td>89-85</td>
<td>C+</td>
<td>76-75</td>
<td>D+</td>
<td>68-66</td>
<td>F</td>
<td>59 &amp; below</td>
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CLASS POLICIES

HONOR CODE: The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece or written work presented by individual students must have the honor pledge with your signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.”

ATTENDANCE: See policy above under “Grading.”

SERVICES FOR STUDENTS
OFFICE HOURS: My office hours are for you, whether you want to follow-up on class discussions, clarify course materials or assignments, or simply want to talk. Please feel free to drop in.

ACADEMIC SKILLS CENTER: The academic skills center offers free tutoring in a variety of subjects. Advising in study skills (i.e., test-taking, note-taking, information processing, concentration, etc.), stress management, and time management is also available. Call or visit their web site for more information (289-8626; http://oncampus.richmond.edu/student/affairs/office/asc/).

Counseling & Psychological Services (CAPS): The CAPS office offers a wide range of counseling and psychological services to full-time students at the University of Richmond. Call or visit their web site for more information (289-8119). http://oncampus.richmond.edu/student/affairs/caps/index.htm).

STUDENTS WITH DISABILITIES: If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange reasonable and appropriate accommodations.
Hickman – LDST 356 Leading Change

**Teaching Model:** Theory-in-Action (or Action Learning)
**Research Method:** Participatory Action Research

The class selects one organization in the Richmond Community. Students are divided into four groups. Each group works with the organization to lead a change that will impact one of four areas:

- **Organizational Change**
- **Community Change**
- **Political Change**
- **Social Change**

**Example – Class #1**
**BOAZ and RUTH**
Implement change initiatives in support of the B&A mission to provide on-the-job and beyond-the-job training as well as caring and coaching relationships for ex-offenders.

**Example – Class #2**
**AMERICAN RED CROSS Greater Richmond Chapter**
*(Hispanic Outreach Initiative)*
Develop a model for the Red Cross to ensure that the area’s Hispanic and other diverse residents have access to and benefit from its services.

**In Community**
Develop project with organization
- Research change projects in other communities/states
- Implement change projects during the semester
- Identify individuals to continue the change

**In Class**
- Instructor leads class discussion of readings
- Groups
  - Provide written and oral presentation of change project
  - Engage class in problem-solving activity
- Individual Written Assignment:
  - Individual Students Apply:
  - Theoretical Concepts of Leadership
  - Theoretical Concepts of Change
  - Processes of Change
- Written and Oral Presentation of Change Project (with application of theoretical concepts and processes)
CLASS SCHEDULE AND ASSIGNMENTS

INTRODUCTION

Week 1
Tuesday, August 28
- Introduction
- Selecting teams for the change project

Thursday, August 30
- Syllabus for LDSP 356 Leading Change
- Selecting the change project

OVERVIEW AND ORGANIZATIONAL CHANGE

Week 2 Overview
Tuesday, September 4
- Readings: Text - Introduction
- Video: (In class) – Maggie Walker

Thursday, September 6
- Reading for Thought Paper
- Hickman, Ch. 1 - Organizational change context
- Video: (In class)
Note: Schedule Group Meetings with instructor

ORGANIZATIONAL CHANGE

Week 3
Tuesday, September 11
- Readings for Thought Paper
  - Hickman, Ch. 1 - continued
- Video: (In class)

Thursday, September 13
- Organizational Change Group –Scenario Presentation (Oral and Written)

COMMUNITY CHANGE

Week 5
Community Change
Tuesday, September 25
- Readings for Thought Paper
  - Hickman, Ch. 2 - Community change
**Thursday, September 27**
- Video (In class): Dudley Street or Bayview (Alice Coles) or Mud Creek Clinic

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<tr>
<th>Week 6</th>
<th>Tuesday, October 2</th>
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<tbody>
<tr>
<td>☐ Due: Change project <em>interim</em> report – <strong>Part A - #1-3</strong> (Written and oral) – Each group</td>
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**Thursday, October 4**
- Community Change Group –Scenario Presentation (Oral and Written)

**POLITICAL CHANGE**

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<thead>
<tr>
<th>Week 7</th>
<th>Tuesday, October 9</th>
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<tbody>
<tr>
<td>☐ Readings for Thought Papers</td>
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<tr>
<td>• Hickman, Ch. 4 - Political Change Context</td>
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<tr>
<td>☐ Thought papers due – Leading Community Change</td>
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**Thursday, October 11**
- Debriefing – Community Change Group

| Week 8 | Tuesday, October 16 | **Fall Study Break** |

**Thursday, October 18**
- Work at the project site and on *interim* report for **Tuesday, October 23**

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<tr>
<th>Week 9</th>
<th>Tuesday, October 23</th>
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<tr>
<td>☐ Due: Change project <em>interim</em> report – <strong>Part A - #4 and Part B # 5</strong> (Written and oral) – Each group</td>
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**Thursday, October 25**
- Political Change Group –Scenario Presentation (Oral and Written)

**SOCIAL CHANGE**

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<thead>
<tr>
<th>Week 10</th>
<th>Tuesday, October 30</th>
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<tr>
<td>☑ Social change video</td>
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<tr>
<td>☐ Thought papers due – Leading Political Change</td>
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**Thursday, November 1**
- Debriefing – Political Change Group
Week 11  Social Change
Tuesday, November 6  Overview of Change Context
• Readings for Thought Paper
  Hickman, Ch. 5 - Social Change Context (H)

Thursday, November 8
# Social Change Group – Scenario Presentation (Oral and Written)

Week 12
Tuesday, November 13
• Hickman, Ch. 10 – Causality, Change and Leadership
# Thought papers due – Leading Social Change

Thursday, November 15
# Debriefing – Social Change Group

Week 13
Tuesday, November 20
# Due: Change project interim report – Part B, #5 & Part C #11 (Written and oral) – Each group

Thursday, November 22  Thanksgiving Break

Week 14
Tuesday, November 27
• All groups work together on class project

Thursday, November 29
• All groups work together on class project

Week 15
Tuesday, December 4
✍ Course Evaluation
• Peer Evaluations Distributed
• All groups work together on class project

Thursday, December 6
• All groups work together on class project
✍ Peer Evaluations Due

Saturday, December 8
 emploi 6:00 p.m. Dinner at the Hickman Home

PRESENTATION OF LEADING CHANGE PROJECT (DURING FINAL EXAM DATE)
Thursday, December 13 - 2:00 - 5:00 p.m. - Oral Presentation and Final Change Paper Due