Instructor’s Contact Information
E-mail & Telephone: ghickman@richmond.edu - (try e-mail first); 287-6097 (telephone)
Office Hours: Tuesday & Thursday 4:30-5:30 p.m. and by appointment.
Office Location: JH 128
Lab Hours: Monday, 3:00-5:40 p.m. – Off-Campus Site & JH 101 (as assigned)
Class Hours: Tuesday and Thursday, 10:30–11:45 a.m. – JH 102

Description
This course examines the theoretical concepts and practices of leading change in organizational, community, political, social action/social movement, and global 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 understand the purpose of leading change in each major context;
- To connect the concepts and theories of leading change to practices by applying them to real-life change initiatives and cases;
- 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 - Go to the Blackboard website (http://blackboard.richmond.edu). Click on “Assignments” under the Leading Change course. [Hereafter referred to as”BB”]

GRADING
Your final grade will be determined as follows:
50% APPLICATION PAPERS (Equivalent to Midterm & Final Exams) - Application of change theories, leadership theories and change practices
- 40% = 3 Individual application papers (Paper 1=10%, Papers 2-3 = 15% each)
- 10%; = Group application paper
40% CHANGE PROJECT & FINAL PAPER*
- 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.
- Oral presentation to members of the organization
ATTENDANCE AND PARTICIPATION

10%  **Class Attendance**
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 *undocumented* absence for *illness* or a scheduled *off-campus event in another course*.
  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. *Religious holidays* also constitute excused absences. Please
  notify instructor by e-mail regarding absences for religious holidays.

**Participation** means that students must: complete the assigned readings *prior to class*; engage in class
  discussions and group activities; answer questions and 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.

*P/F*  **Site Attendance/Experiential Lab** = 25 hours (documented by site supervisor or her/his designee)

*Failure to complete site visit hours by date indicated in the syllabus will result in a failing grade* for the
  course; no excuses.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<td>B</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 of written work presented by you (the individual student) 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.

**Writing Center:** The writing center consultants assists UR writers at all levels of experience. They offer friendly
  critiques for written work in any major. To make an appointment, visit their website: http://writing.richmond.edu/

**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 website 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).

**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.
LEADERSHIP COURSE WITH COMMUNITY-BASED PROJECTS
Gill Robinson Hickman

COURSES:
LDST 356 - Leading Change
LDST 386 - Leadership in a Diverse Society
LDST 325 - Leadership in Socially Active Businesses

EXAMPLE: LEADING CHANGE COURSE
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 or five groups. Each group works with the organization to lead a change that will impact one of four or five areas:

ACADEMIC COMPONENTS:
Leadership and Change Theories and Practices

- Organizational Change
- Community Change
- Political Change
- Social Change
- Global Change

COMMUNITY ORGANIZATIONS:
- American Red Cross Greater Richmond
- Boaz and Ruth
- READ Center
- Uganda Rural Fund

In the COMMUNITY:
EXPERIENTIAL LEARNING
- Develop project with organization
- Research change project in other communities/states
- Implement change project 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:
    - Concepts of Change
    - Concepts of Leadership
    - Change Practices
- Written and Oral Presentation of Change Project (with application of theoretical concepts and practices) to community organizational members
## CLASS SCHEDULE AND ASSIGNMENTS

**LDST 356 – Leading Change**

<table>
<thead>
<tr>
<th>Monday – Lab</th>
<th>Tuesday - Class</th>
<th>Thursday - Class</th>
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<tbody>
<tr>
<td>3:00-5:40 p.m.</td>
<td>10:30–11:45 a.m. – JH 102</td>
<td>10:30–11:45 a.m. – JH 102</td>
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### WEEK 1 - INTRODUCTION

#### August 24 – Meet in class (JH-101)
- Introduction to Lab - Experiential Learning
- Selection of Groups
- Review of Community Proposals
- Assign groups to visit sites of top 2-3 finalists

#### August 25
- Introduction to course and review of syllabus
- Relationship between coursework and experiential learning
- Teaching and learning style

#### August 27 – Leading change in multiple context

- Reading:
  - Text – Introduction (pp. xi-xvii)
  - Video: (In class) – Maggie Walker

### WEEK 2 – CONCEPTUAL PERSPECTIVES ON LEADING CHANGE

#### August 31 – Meet in class (JH-101)
- Site visit reports (oral)
- Final selection of site
- Requirements, forms, etc.

#### September 1

- Readings:
  - Text: pp. 1-2 and Chapter 1

#### September 3
- Continue discussion of Chapter 1

### WEEK 3 - ORGANIZATIONAL CHANGE

#### September 7 – Meet at site
- Orientation to site
- Individual groups - Meet with site supervisor to define/develop group’s change project.

#### September 8

- Readings for application paper:

#### September 10

- Readings for application paper:
  - Text: Chapter 3 and pp. 113-117

- Due (in class) – Written description of each group’s change project

### WEEK 4

#### September 14
- 3:00-3:40 - Meet with Organization group only.
  - (Note: Group goes to site after meeting)
- 5:00-5:40 Meet with Community group only.
  - (Note: Group goes to site first, then meets with instructor)
- All other groups meet at site for full time

#### September 15

- Readings for application paper:
  - Text: Chapter 4 and pp. 108-110

#### September 17

- Organizational Change Group – Scenario Presentation (Oral and Written)
### WEEK 5 – COMMUNITY CHANGE

<table>
<thead>
<tr>
<th>September 21 –</th>
<th>September 22</th>
<th>September 24</th>
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</table>
| • 3:00-3:40 - Meet with Political group only. (Note: Group goes to site after meeting) | • Application papers due – Leading Organizational Change  
- In class - Discussion of papers | • Application papers due – Leading Community Change  
- In class - Discussion of papers |
| • 5:00-5:40 Meet with Social Change group only. (Note: Group goes to site first, then meets with instructor) | | • Readings for application paper:  
- Text: Chapter 5, including Application and Reflection  
- Guest Speaker: Dr. Richard Couto (invited) |
| • All other groups meet at site for full time | | |

### WEEK 6

<table>
<thead>
<tr>
<th>September 28 – Meet at site</th>
<th>September 29</th>
<th>October 1</th>
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</table>
| Readings:  
- Chapter 6 | • Community Change Group – Scenario Presentation (Oral and Written) | |

### WEEK 7 – POLITICAL CHANGE

<table>
<thead>
<tr>
<th>October 5 – Meet at site</th>
<th>October 6</th>
<th>October 8</th>
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</thead>
</table>
| Application papers due – Leading Community Change  
- In class - Discussion of papers | | Readings for application paper:  
- Text: Chapter 7, including Application and Reflection  
- Guest Speaker: Dr. Richard Couto (invited) |
| (Note: Political Change group begin preparation for scenario presentation – scheduled after fall break) | | |

### WEEK 8

<table>
<thead>
<tr>
<th>October 12 - Fall Break – No site visit</th>
<th>October 13 Fall Break – No class</th>
<th>October 15</th>
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<tr>
<td></td>
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<td>• Political Change Group – Scenario Presentation (Oral and Written)</td>
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### WEEK 9 – SOCIAL CHANGE

<table>
<thead>
<tr>
<th>October 19 – Meet at site</th>
<th>October 20</th>
<th>October 22</th>
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</table>
| Application papers due – Leading Political Change  
- In class - Discussion of papers | | Readings for application paper:  
- Text: Chapter 8, including Application and Reflection |
| | | |

### WEEK 10

<table>
<thead>
<tr>
<th>October 26 – Meet at site</th>
<th>October 27</th>
<th>October 29</th>
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</table>
| Readings for application paper:  
- Text: Chapter 9 including Application and Reflection | | Readings for application paper:  
- Social Change Group – Scenario Presentation (Oral and Written) |
| | | |

### WEEK 11 – GLOBAL CHANGE
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>November 2</strong> – Meet at site</td>
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</table>
| **November 3** | Application papers due – Leading Social Change  
- In class - Discussion of papers | |
| **November 5** | Readings:  
- Text: Chapter 10, including Application and Reflection  
- Guest Speaker: Dr. Rebecca Todd Peters (invited) | |
| **WEEK 12** | | |
| **November 9** – Meet at site | | |
| **November 10** | Attend International Leadership Association (ILA) Session online - No in-class meeting  
- Take notes on session | |
| **November 12** | | |
| **WEEK 13** – CROSSING SOCIAL AND GLOBAL CONTEXTS | | |
| **November 16** – Meet at site | | |
| **November 17** | | |
| **November 19** | Readings:  
- Chapter 11 | |
| **WEEK 14** | | |
| **November 23** – Meet at site | | |
| **November 24** | Readings:  
- Chapter 12 and Epilogue, pp. 304-305 | |
| **November 26** | Thanksgiving Holiday | |
| **WEEK 15** – Bringing the Project Together | | |
| **November 30** – Meet at site | | |
| **December 1 – Planning Session** | All groups work together on class project  
- Due – Signed attendance sheets for site visits during the semester | |
| **December 3** – Planning Session | All groups work together on class project  
- Draft of project due  
- Schedule Speech Center Session | |
| **FINAL PRESENTATION** | | |
| **December 10 (Thursday)** – 2-5 p.m. | | |
| | Final Presentation to community organization – Meet in class (JH-101)  
- Peer Evaluations Due  
- Course Evaluations Due (via computer) | |
EXPLANATION OF ASSIGNMENTS – LDST 356

APPLICATION PAPERS (INDIVIDUAL ASSIGNMENT)

- Each group – organizational, community, political, and social change - will write and present a “scenario” to the class about their component of the class project.
- Members of the class will analyze the written scenario in a paper using the assigned readings.
- The purpose of each paper is to allow you to demonstrate your understanding of the readings and present your best thinking about how and why the theoretical concepts and practices of change and leadership relate to a “real world” situation. The paper is not a summary of the readings.
- I will use the criteria below as “basic” standards of quality in the evaluation and grading of your papers.
  - **Components of the paper** - Based on the assigned readings, your paper must:
    - Analyze the lead group’s change project using all three components of change in the readings: a) theories or concepts of change; b) theories or concepts of leadership; and c) change practices. You should feel free to add your own practical advice, in addition to (not instead of), the practices in the text.
  - **Quality of analysis and use of readings** - Choose the concepts and practices from the assigned readings that best apply to the group’s change scenario. You may incorporate concepts and readings from other sources in addition to (not instead of) those in the assigned text. In each section of the paper, use several concepts from the readings but remember all concepts and processes may not apply to every scenario. The quality of your analysis, including the selection, explanation and application of concepts and practices, is a major determining factor in the grading process.
  - **Citations** - Cite page numbers when you quote or paraphrase the text – e.g. (Hickman, p. 17). If you quote or paraphrase other readings use proper citation format such as APA - author’s last name, date of publication and page number - (Burns, 1978, p. 22).
  - **Writing skills** – Remember that clarity, grammar, and sentence structure are very important components of a well-written paper. If you are experiencing writing challenges, I will ask you to work with the Writing Center.
  - **Length and format** - Prepare each paper as follows: approximately 1500-1700 words; double-spaced lines, 12 pt. Times Roman font; and 1” margins. Papers are due at class time on the day designated in the syllabus.
  - **Copies** - Bring two copies of the paper to class (one for the presenting group and one for the instructor).
  - **Honor code** - Every piece of individual written work must have the honor pledge and the student’s signature on it. The pledge is “I pledge that I have neither given nor received unauthorized assistance during completion of this work.

SCENARIO PAPER AND PRESENTATION (GROUP ASSIGNMENT)

1. **Written Assignment – Complete prior to class**
   
   Each group (organizational, community, political and social change) will provide a written scenario of its change project to the class.
   
   **Guidelines for Scenario Paper:**
   
   - Present the story behind your group’s change project - that is, a description of the circumstances that made this change necessary and important. (Remember the story of the founding of the St. Luke Penny Saving Bank.). Your story should include the information below.
     - Provide a clear description of your group’s change project.
     - Describe the purpose of change in your group’s context (organization, community, and political, social change) based on the description in the textbook, and explain how your group’s project relates to this purpose.
     - Explain why there is a need for this change project.
     - Research the topic (or subject) of your group’s change initiative on the Internet (begin with a “keyword” search in Google, LexisNexis, Academic One File).
       - What have people done in other communities or states regarding your group’s topic or issue?
       - Discuss the factors from programs in other communities that are useful to your change effort.
     - What are the issues or problems that need to be resolved by your group to achieve the purpose/goal of your change project?
Identify the stakeholders in this change (i.e. the groups or individuals to whom this change is important or the people that your change will impact). Who are the supporters of this change process? Are there opponents to the change? If so, describe their concern or position. (Interview the primary stakeholders to gain their input on this change.).

- Provide a copy of the written scenario for the instructor and all members of the class.

2. **In-Class Activity - Oral Presentation of Scenario**

   **Guidelines for Class Activity:**
   - Plan to use the whole class time (75 minutes) for your presentation and activities.
   - Present the issues, challenges or problems that need to be resolved to achieve the change.
   - Involve class members in generating ideas or problem-solving.
   - Organize and facilitate the activity.
   - After the activity, bring the class together to discuss the results.

3. **Group Application Paper**

   At the next class session, each student in the class will provide a copy of his/her application paper to your group. Your group will use the best ideas and insights from all the Application papers (along with your own thoughts) to write an interim draft of your theory and practice sections of the group paper.

   **Guidelines for Writing Group Application Paper:** (from: Theoretical Analysis - Part B, #7 of Final Written Report)

   - Based on the assigned readings:
     - Describe the purpose of change in your group’s context (organization, community, and political, or social change), and describe how your group’s project relates to this purpose.
     - Analyze your group’s change project using all three components of change in the readings: a) theories or concepts of change; b) theories or concepts of leadership; and c) change practices. In addition to (not instead of) the practices in the text, you should feel free to add your own practical advice.
     - Cite information from the readings in this section. Cite the textbook as follows – (Hickman, p. 17).
     - Note: This interim draft counts as one Application paper for all members of the group.

**CHANGE PROJECT – SEE NEXT PAGE**
The class project provides an opportunity for students to participate in leading change in a “real world” setting while studying and applying theoretical concepts and practices of change and leadership. The whole class must choose one project that includes all four change components – organizational, community, political, and social action/social movements. Each student will work in a small group that focuses on one of the four components.

**Final Written Report**

**Part A – Overall Introduction (to the whole paper)**

1. Describe the overall mission or purpose of the organization where the change project is being conducted. (Hint: Begin with the organization’s website)
   a. Include the size (number of full-time and part-time employees) in the organization.
   b. Who are the clients, customers or service recipients of the organization?
   c. Include an organization chart in the appendix.

**Introduction to Each Group’s Section:**

2. Provide a description of your group’s change project with a clear statement of its purpose
   a. Explain why there is a need for this change. What circumstances contributed to the need for this change?
   b. Provide an explanation of how this change project relates to the overall mission of the organization.
   c. Identify the individuals or groups in the organization and/or community who will take over your change project (someone with a stake in the continuation of the project) as early as possible in the semester. This is a really critical component of the project in order to have your change make a real impact.

3. Research the topic (or subject) of your group’s change initiative on the Internet (begin with a “keyword” search in Google, LexisNexis, and/or Academic One File).
   a. What have people done in other communities or states regarding your group’s topic or issue?
   b. Discuss the factors from programs in other communities that are useful to your change effort.

4. Identify the stakeholders in this change (i.e. the groups or individuals to whom this change is important or the people that your change will impact). *See “Information Collection” description below.
   a. Explain each group’s “stake” in the project (in other words – why is this project important to them?)
   b. Where does each set of stakeholders stand on this change project? In other words, which stakeholders support it, which ones express concerns or worries about it, which ones oppose it, if any? Describe their position or concern.
   c. Interview the primary stakeholders to gain their input on this change.

**Part B -- Project Plan and Results**

**Plan:**

5. Describe how the change will be initiated and implemented. Develop a plan of action that includes specific goals, strategies for implementation, and funding for: a) the semester; b) one year and c) five years.

**Results:**

6. Describe the full results of your change process (i.e., what outcomes occurred from your change project?). Include in the appendices any work or product that your team developed such as a specific program, leadership workshops/lesson plans, manuals, guidelines, polices, strategic plans, surveys, interview questions, examples of students or participants work. Describe and refer to these works fully in the results section of the paper. Don’t shortchange your group’s work all semester by not showing the full range of accomplishments, activities and products.

**Theoretical Analysis:**

7. Based on the assigned readings:
   a. Describe the purpose of change in your group’s context (organization, community, and political, social change), and describe how your group’s project relates to this purpose.
b. Analyze your group’s change project using all three components of change in the readings: a) theories or concepts of change; b) theories or concepts of leadership; and c) change practices. In addition to (not instead of) the practices in the text, you should feel free to add your own practical advice.

Note: Cite information from the readings in this section. Cite page numbers when you quote or paraphrase the text – e.g. (Hickman, p. 17). For other sources, use a style manual such as APA, Turabian, MLA and so on. See “Citing Sources” under “Quick Links” on the Library webpage).

Reflections on the Change Process
8. What worked well and not so well during the implementation of your group’s project?
9. What were the important lessons that your group learned (positive and negative) about implementing this kind of change.

Part C -- Conclusion and Recommendations - The Road Ahead

Recommendations for Continuation of Change Project
10. What needs to be done to complete or continue this change?
   a. Develop the steps to be taken to ensure that the change project continues even after your group members are gone.
   b. Identify the individuals or groups who will take over your change project (someone with a stake in the continuation of the project) as early as possible in the semester. This is a really critical component of the project in order to have your change make a real impact. Note: It is best not to designate student groups such as JSGA, WC or RC student governments and service to society students because continuity cannot be assured from year to year.

*INFORMATION COLLECTION (for Part A, #4 above)
Several methods are available to collect information for your project. You need to use a combination of methods (not just one). To collect this information your group needs frequent and significant encounters in the organization. These encounters can be done as a whole group or in smaller combinations such as pairs or threes.

- **Participant observation (including attending meetings):** This method involves watching and recording interpersonal behavior while taking part in the work or processes of the organization. Your group must closely observe and record information about the setting to discover the diversity context and interactions among leaders and followers, while engaging in your project/activities. Take careful notes or keep a journal after each visit regarding relevant insights.
- **Shadowing:** You can follow leaders and/or followers for a certain period if they will permit you to do so.
- **Document analysis:** Collect, read and analyze: the organization’s history, vision, mission and goal statements; organization chart; organizational newsletters, and newspaper articles (where available) memos and other forms of communication that provide insight into the diverse context and leader-follower relationships the organization.
- **Interviews:** You should interview leaders, followers (staff and/or volunteers), and stakeholders such as service recipients or clients/customers (when relevant) who may tell you something about the context and leadership in the setting. If you want to tape the interviews, ask the subject for permission to do so. If you are unable to tape the interviews, take comprehensive notes. (Place your interview questions in an appendix to your paper). When you report the findings from these interviews, describe the recurring themes and ideas as well as the major differences of opinion or thought – but don’t present the interviews word-for-word in your paper. You may use some relevant quotes throughout to illustrate the themes and ideas that you found.
- **Questionnaires:** Your group can develop a questionnaire to administer to various participants in the organization. However, you should seek help with the content and format before you administer it. Summarize your findings in the paper and attach a copy of the questionnaire in an appendix.
PLANNING SESSIONS

Last Class Sessions:
Select the coordinators for the final paper and oral presentation. The facilitators are responsible for coordinating the planning sessions and activities for the remainder of the course. Planning sessions provide class time for coordination of the project. Activities should include, but are not limited to:

- Exchanging and discussing draft papers and identifying gaps in information;
- Meeting with two or more groups to: 1) write the introduction to the whole paper; and 2) synthesize and illustrate the theoretical and practical interrelatedness to each other’s change projects. (For example, each group meets with the community group to identify interrelatedness. The organization group meets with the selected coordinating group to review their draft report, and so on.).
- Planning the oral presentation (Final exam day).
  Time allotment: Length of presentation should be approximate 1 hour and about 30 minutes for questions from the guests.

Logistics:
- Decide who will put the final paper together and how. Make two copies of the paper (one for the organization and one for the instructor).
- Plan the presentation around the attendance of guests from the host organization and any other invited guests. Assign class members to invite the guests.
- Decide who will speak/present each component of the presentation, plus develop any handouts, transparencies, charts, signs etc.

FINAL PAPER AND ORAL PRESENTATION

Final Paper: Reminders
The class will develop one paper and presentation with several parts. The paper should be integrated, coherent and flow well throughout.

- An Overall Introduction to the Whole Paper
  - The introduction describes the overall mission and purpose of the organization in which the change project was conducted.
    - Include the size (number of full-time and part-time employees) in the organization.
    - Describe the clients, customers or service recipients of the organization?
    - Include an organization chart in the appendix.
  - Briefly, describe the change projects that were implemented by each group in the class (in one or two sentences for each project).
- The final paper must include all the sections identified in the “Change Project” assignment.
- Each group must revise its interim report sections using the feedback from the instructor and information that the group developed and collected. (Make sure to change your narrative to the past tense for sections A and B.).

Oral Presentation
- On the final exam day, the class members will present its overall change project to guests from the organization with whom they worked and any other guests that the class members invite from the UR or Richmond community.
- Use your best presenters. Rehearse your presentation.
- Use note cards or PowerPoint but do not read your presentation.
- Time – The presentation should last approximately 1 hour and about 30 minutes for questions and answers.