Course Syllabus
Leading Change: 660.333
Section 1  TTH 4-5:15 p.m.
Gilman 75
Spring Semester 2015

Instructor:
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Course Overview: Change happens, like it or not!! It is necessary for progress and the result of innovation, yet change makes individuals and organizations so uncomfortable that most people and groups within organizations vigorously resist change. So the questions become how to cause, how to embrace and how to lead constructive change in our selves, our organizations and our communities – in ways that colleagues and would-be colleagues support and contribute toward success.

The primary format for learning in this course is seminar style with reading, researching and sharing of information as well as structured, experiential activities designed to build skills through practice and interpersonal exchange. Class time is devoted to discussion, observation, feedback, additional exercises and presentation. Additionally, participants
engage in reflection and explanation of their considerations as the course progresses. Further, participants read several texts and articles as well as perform extensive research in preparation for assignments.

**Specific Objectives:** Course activities revolve around several specific objectives that become demonstrable activities by the end of the semester. Specifically, you should be able to:
1. Identify and explain theories and strategies for creating and directing change in organizations and individual lives.
2. Learn and demonstrate strategies to manage resources.
3. Research and develop possible measures of success for measuring change.
4. Identify and explain the basics of organizational and community culture in the change process.
5. Assess the actions of leaders and develop an understanding of how various constituents might interpret and judge actions.
6. Function effectively as a contributing team member; give and receive useful and constructive feedback.
7. Improve communication skills necessary to perform as effective professionals.

**Teaching Assistant:** We have an excellent Course Assistant who will be helping with course management, providing feedback on assignments, and answering your questions. Consider the CA your first source of information for questions and advice; the CA will hold office hours in 104 Whitehead Hall each week at a time to be announced in class.

**Attendance and Participation:** Class attendance and participation are required due to the seminar and experiential nature of the class. If you are late to class, please enter quietly. Also remember to turn off cell phones until class is over. During class, please participate in the discussions and exercises.

**Assignments:** You will complete several types of assignments during the semester. Among your tasks will be reading and analyzing cases, interviewing organizational leaders, synthesizing information, writing reaction papers and preparing research projects. Written directions for each assignment will be distributed and discussed in class. Each Assignment Sheet includes information about due dates, product specifications, grade value of products, and grading criteria. You will complete at least two assignments as collaborative projects as explained on the Assignments Sheet for that work. Expect to produce about 25 pages of final copy as well as several presentations (all assignments and case studies included).

While your instructor reserves the right to adjust assignments and their values, you may expect our assignments and their value to be as follows:
Case study write-ups 10%
Analysis: 1) leader who orchestrated change and 2) conception of change 10%
Reaction papers to texts and films (Apollo 13, Outliers and Switch) 30%  
Testing Theory: Stories of success 15%  
Testing Theory: Stories of failure and limited success 15%  
Explanation of important factor (potentially Final Exam) 5%  
Case analysis (Final Exam) 15%  

**Grades:** Grades are assigned for class participation (exercises, assignment activities, and discussion), presentations, cases, reaction papers, draft materials, and final copy of products. Expect occasional in-class writing, especially in response to materials from classmates.  
Each assignment is graded, based on criteria for that assignment. Assignments carry individual weights toward your final grade with individuals weights indicated on each Assignment Sheet. Typically your papers are returned for consideration within two weeks and/or before the next product are due.  
You may re-write any one assignment in an effort to improve the grade you earned; your final grade for that assignment becomes the average of the two marks. Often re-write means major revision and involves rethinking and reworking papers rather than just correcting grammar mistakes. Re-writing activities include meeting with your instructor, preparing a written plan for the revision and producing final copy. Note that your instructor reserves the right to substitute an alternative assignment as your rewrite opportunity. Rewrites are due not later than the last day of classes. Normally a grade of "Incomplete" is not available; if a problem arises, please see me and we will work on the issues.  
The penalty for plagiarism is an automatic "F" and possible dismissal from the University. We will discuss the meaning of the term in class.  

**Ethics:** The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.  

In addition, the specific ethics guidelines for this course are:  
(1) You will complete some assignments with a colleague. Other assignments you must complete independently. The expectations for different assignments are explained on the Assignment Sheets.  

Report any violations you witness to the instructor.  
You can find more information about university misconduct policies on the web at these sites:  
- For undergraduates: [http://e-catalog.jhu.edu/undergrad-students/student-life-policies/](http://e-catalog.jhu.edu/undergrad-students/student-life-policies/)
Students with Disabilities: Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Conferences: Informal or scheduled visits are welcome anytime during office hours. Expect to have at least one conference sometime during the semester.

Papers: Papers must be printed by laser or inkjet and submitted on appropriate paper for the kind of product you are writing. Most copy will be submitted on 8 1/2" x 11" paper with 1" margins on all sides; further, the document format should conform to standard practice for business communication. Place your name and appropriate identification on each page. Staple pages together rather than place them in a binder. Back up your work and keep a copy of each paper for your records. Your graded papers will be returned for your examination and as part of a general class discussion. Note on the Assignment Sheets how many copies of any given assignment you must submit; occasionally you may be asked to submit more than one copy of some draft materials.

Due Dates: Products are due as class begins on the date indicated on the Assignment Sheet. Late (which means anytime after class activities have begun) papers will be marked down one letter grade for each missed class. Draft materials also may be required for several assignments; appropriate information is noted on individual Assignment Sheets and discussed in class. Papers will not be due on religious holidays you observe.

Writing Assistance: You will find a tutor to help you with a specific skill, a grammatical problem, or provide a general reaction to your draft at the JHU Writing Center. The phone number is (410) 516-4258 or via email at writingcenter@jhu.edu.

Accommodating Students with Disabilities: The University and your instructor are committed to provide appropriate accommodations for students with documented disabilities. Turn in documentation and register with the Associate Director for Disability Services, Garland Hall, Suite 130, and (410) 516-8949. Notify me of your special needs
early in the semester. If issues occur during the semester, please bring information within two weeks.

**Texts:** The texts for this semester are as follows:
- **Leading Change** by John Kotter (ISBN 978-0-87584-747-4);
- **Outliers** by Malcolm Gladwell (ISBN 978-0-316-01792-3);
- **Billion Dollar Lessons** by P.B. Carroll and Chunka Mui (ISBN 974-1-59184-219-4); and

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[nytimes.com/collegeds](http://nytimes.com/collegeds)

The cost associated with the subscription is: **$0.99 for the first 4 weeks and $1.88 every week after.** ($7.50 billed every 4 weeks)

Students will be responsible for cancelling their subscription when the semester ends.

In addition to these texts, participants will read and analyze several cases as well as supplemental readings assigned and/or provided by the instructor. Expect to find, copy and use articles to inform and support your arguments.

**Class Schedule:** The following class schedule describes how we will spend our time together this semester. While the schedule may change due to class dynamics and your instructor reserves the right to change this schedule, use the draft to plan your semester activities. Complete the readings for the class period in which they are listed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Expected Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27 &amp; 29</td>
<td>Introduce class, expectations and assignments. Review rules, assignments and semester plans. Discuss leadership characteristics and skills. Develop biography of an individual reputed to have brought/caused change.</td>
</tr>
<tr>
<td>2/3 &amp; 5</td>
<td>Turn in Assignment #1, Biography and present information on leaders. Identify consistent variables across reports. Read and prepare reaction paper to <strong>Outliers</strong>.</td>
</tr>
<tr>
<td>2/10 &amp; 12</td>
<td>Turn in Assignment #2, Reaction Paper on <strong>Outliers</strong>. Discuss <strong>Outliers</strong> and consider how it relates to leadership characteristics. Introduce change in society.</td>
</tr>
<tr>
<td>2/17 &amp; 19</td>
<td>Consider cultural conceptions of change as depicted in the media. Include perspectives such as self-help/individual, sports, politics, communities and organizations. View Apollo 13. Turn in Assignment #3.</td>
</tr>
</tbody>
</table>
2/24 & 26  Complete Apollo 13 viewing and discussion. Write reaction paper and turn in Assignment #4.

3/3 & 5  Begin discussion on theories of change – individual, organizational and community change. Read Leading Change and develop lists of factors that effect change.

3/10 & 12  Continue discussion of theories. Examine change from within and from outside organizations. Explore similarities and differences between for-profit and not-for-profit organizations in terms of change. Conduct interviews of leaders attempting change.

3/24 & 26  Turn in Assignment #5, Reaction Paper on Testing Theories: Stories of Success from interviews. Discuss interview findings. Begin examination of factors that lead to and/or inhibit change. Begin exploring organizational cases of change and prepare case reports.

3/31 & 4/2  Turn in Case Study #1 (Assignment #6) and discuss case. Work on issues of trends and innovation. Continue work on factors and cases. Read and discuss class assigned readings.

4/7 & 9  Read and discuss Switch. Compare content with other ideas. Continue work on factors. Turn in reaction paper (Assignment #7).

4/14 & 16  Begin discussion of forces and factors contributing to change. Choose topics and teams.

4/21 & 23  Read and discuss Billion Dollar Lessons as well as other information about the role of failure in leading change.

4/28 & 30  Develop protocol for use. Test theories and develop stories of limited success and failures by conducting a second round of interviews.

5/5 & 5/7  Report on findings from interviews and readings. Turn in Assignment #8. Discuss expectations for and continue work on case analysis. Evaluate the course.

TBA  Turn in Exam.

**ABET Outcomes**

- Ability to design and conduct experiments, analyze and interpret data (b).
- Ability to design a system, component, or process to meet desired needs (c).
- Ability to function on multidisciplinary teams (d).
- Understanding of professional and ethical responsibility (f).
- Ability to communicate effectively (g).
• The broad education necessary to understand the impact of engineering solutions in a global and societal context (h).
• Recognition of the need for and an ability to engage in life-long learning (i).
• Knowledge of contemporary issues (j).