Planned change provides a holistic vision of the future and an understanding of the nonlinearity associated with change for moving toward the future vision. This course focuses on the nature of change and the capacity of organizations to engage in system-wide change.

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**Class Logistics**  
**Meeting place:** Room 107  
**Meeting time:** Fridays 6-10 pm  
**Meeting Dates:** (2009) 9-4, 9-18, 10-2, 10-16, 10-30, 11-6, 11-20, and 12-4

**Course Overview**  
System-wide change is a reality existing within a spatiotemporal field of complexity, nonlinearity, uncertainty, and instability that never closes. Planning for change is an ongoing cyclic process of anticipating, experiencing, adapting, and fulfilling change. In that process, our thoughts are being changed by our intention to change. Thus, we must unremittingly envisage our intended success and embrace the complexity of a changing existence when planning change.

This course introduces theories of change and processes for planning change. Our emphasis is on system-wide changes that are purposeful, holistic, transforming, lasting, and significant in an organization rather than minor incremental ones that may be or become reversible at the impetus of economic swings or other forces. We will focus on understanding the non-linear dynamic nature of system-wide change and learning the skills that enable us to build individual and organizational capacities to induce those changes collectively. As those changes are difficult and often stressful undertaking, we will explore the advantages of having a shared vision of the future and the collectivity of knowledge, motivation, engagement, and commitment of the people in an organization. We will delve into why it is necessary for people to think globally and act locally and take leadership initiatives at all levels, with or without authority, in transforming themselves to achieve the desired change outcomes forwarding into the future.

**Course Objectives**  
At the end of this course, we expect you, as a learner and a change agent, to have a thorough understanding of change theories and practical change project experiences. You will:

1. Gain perspectives on the dynamic nature of change in today's organizations.  
2. Be able to differentiate first order reversible incremental changes from higher order irreversible transformational system-wide changes.  
3. Obtain insights into approaches to change and system archetypes/change patterns.
4. Experience ways to inquire into the heart of a change phenomenon to find an optimal path for change and create a virtual presence for designing, planning, and assessing interventions.

5. Know how to anticipate the effects and bearings of intentional interventions.

6. Comprehend the causal-effects motivating change and its potential benefits, as well as possible unanticipated side effects or unintended consequences.

7. Learn the ability to dialogue with nature reflectively to find order out of chaos.

8. Understand the positive and negative energy-flow dynamics that underpins an organization and influences the outcomes of a well-intended transformation.

9. Appreciate the power dynamics of empowerment and interdependence in organizations that comes from working with others on a change project.

10. Theorize the potential implications of planned change may have on organizations, society, and humanity to affect ultimately the consciousness of our planet.

Learning Activities

Learning Philosophy
This course reflects a learning philosophy that the adult education at a doctoral level functions as what Knowles (1980) describes as andragogical learning as opposed to pedagogical learning. That is, I expect doctoral leadership students to be intellectually motivated in self-directed learning with occasional individualized advice and guidance to thrive both intellectually and spiritually. Thus, during this course, I hope to co-create a learning space or virtual presence, where the learning facilitator/professor, the learning materials (written/audio/visual), group discussion, and peer supports all merge in synchronicity to maximize student learning.

Learning Assumption and Practice
We assume students in this course are enthusiastic to learn more about change, the skills of being agents of change as well as recipients of change. As a learning community of practice, we expect all learners to be open and honest in sharing their own experiences, and to respect those of others. By holding open a learning space, in which they will honor differences in viewpoints, beliefs, values, stages in life, states of being, and paradigmatic opinions. Our learning activities will require us all to support one another and mutually strengthen commitment to social justice and morality. We will develop a rubric for evaluating our activities as we progress through our learning in this course.

Learning Buddies
In our 1st class meeting, we will form 2-4 person learning buddy groups. Your learning buddies are to become supportive peers who are always there for you throughout this course. You may toss wild ideas around and share your learning with them. They will diligently review your papers (all, except 1st & final) and give you feedback before you present them to the class and the professor. Each buddy group will decide the appropriate process for paper reviewing.

Reading Assignments
Please complete the reading assignments as listed in Table 2: Outline of Class Sessions, prior to each class meeting. Beyond the required readings, you might want to venture into additional works pertain to your interests individually. Please write thoughts and learning in your reflection journals. Bring your points and inquires to dialogue with peers in class meetings.
Class Meeting Attendance
In-class discussions will focus on integrating themes from the various texts and are pertinent as they stimulate intellectual growth for all members. Thus, participation in the eight class meetings is a requirement for this course. If you miss a class meeting, please inform me via email or phone prior to the missed meeting. Missing two or more class meetings will result in an incomplete grade and require either taking the course again or auditing it at some future time.

Writing Assignments
Please email writing assignments (in ms-Word, APA style), except the Reflection Journals, to me at fu@gonzaga.edu before or on the due date specified in Table 2: Outline of Class Sessions. They are:

1. Pre-class paper is due at our 1st class meeting-a 3-page (max.) paper reflecting on first readings, Change: Principles of problem formation and problem resolution (Watzlawick, Weakland, & Fisch, 1974) and The Dance of Change (Senge et al., 1999, pp. 3-64). Please include a change project idea (10-30 words).
2. Reflection Journals are due at our 2nd - 8th class meetings-each is a 1-page (text, graphic, and/or sound) learning journal that reflects on class discussions, presentations, and/or thoughts on next reading assignments. These journals, excluding confidential material, are to be shared with a "writing buddy" with whom you will exchange critiques prior to class presentation/sharing. To receive quality feedback in class, I suggest you post your paper on the Blackboard's Discussion Board to share with your buddies at least a full day prior to class.
3. Change project proposal is due at our 4th class meeting-a 2-page (max.) paper that ideates the nature of your proposed change and key strategy for change, explains how you will address issues at hand. Please describe the organization by type without disclosing the real names of the organizations or people involved. Use sobriquets (for example, it can be an electronic product innovation in ABC company, a manufacturing process improvement in an aerospace company, or a major cultural change in a not-for-profit organization).
4. Change project final paper is due five days after our last class meeting-a 20-page (max.) paper that describing your change project. Please include reflections, revelations, and epiphanies on your project experience, presentation, learning in this course, possible future extended learning, and any modifications to your original change proposal.

Writing Criteria
APA style is required. This document illustrates some of the APA style format criteria: 1-inch margins-top, bottom, left, and right; 12 point Times New Roman font. There are other guidelines such as, appropriate selection of headings, proper placement of citations, enclosing direct quotes with quotation marks (author, year, cited page numbers) within the text and a complete reference list. You can find further APA guidelines and examples on internet.

Your writing should be clear and succinct demonstrating careful word choice with skillful, parsimonious, and purposeful sentence constructions. We expect all papers to be grammatically flawless. Transitions between paragraphs and sections evidence your efficacy of weaving concepts, themes, and purposes together. Appropriate summaries and effective conclusions are
vital elements of good writing. Careful proof reading of your paper is a basic expectation before exchanging your paper with your learning buddies.

**Change Project**

Leadership is "about coping with change" while management is "about coping with complexity" (Kotter, 1999, pp. 52-3), they are in complementarity with each other. The change project you are considering to embark on, as an agent of change, requires you to attend to both. Applying the change theories in practice enables you to crystallize some system-wide change that you would like to see happen. Your readings and class discussions in the first half of the semester, hopefully, have enhanced your understanding and better equipped you with the abilities to perceive change at a deeper level and induce ideas to coalesce into a change proposal.

The proposal includes a problem description, the nature of the envisioned change, and a high-level plan, which includes strategies for affecting change and a procedure for evaluating your proposed change. Please prepare a short, 5-minute (max.) presentation in which you convey the theme and purpose of your selection; describe, from a leadership perspective, why your understanding of the present situation leads you to proposing a system-wide change.

At our 4th class meeting, we will invite each change agent (you) to present your change project proposal (outlined in Writing Assignment #3 above) and coax others of like-kind interests to partner and support your project. We will then self-organize into change-project support groups of 2-4 persons per group. Each change agent will define his/her role in the group project; i.e., identify personal goals and strategies for addressing the issues and potential contributions to achieving the proposed change outcomes.

In the remaining semester, we will dedicate time during each class meeting to work on the group change project and report project progress while we explore and learn more about change theories, analysis, and planning tools. In the last class meeting, we will have a grand presentation for each change agent to report the role s/he played in the project and the outcomes.

A final 20-page paper (outlined in Writing Assignment #4 above) wraps up your learning in this course. It includes reflections on your group project, presentation slides, theories in use, self-evaluation, feedback/critiques of the other project presentations, and learning achievements. This essential scholarly paper with citations and reference requires you to link your learning about change with leadership concepts.

**Electronic Learning Portfolio**

We ask each of you to build an electronic learning portfolio, which reflects all learning accumulated over the semester. The electronic portfolio consists of your papers as outlined in the Writing Assignments above, change project presentation slides and other learning papers that reflect your learning in this course. The following is a portfolio checklist and corresponding percentages toward your grade for guiding you through the assembly process.
Table 1: Learning Portfolio

<table>
<thead>
<tr>
<th>Portfolio item</th>
<th>Percent toward grades</th>
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<tbody>
<tr>
<td>Pre-class paper</td>
<td>10%</td>
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<tr>
<td>Reflection Journal</td>
<td>7 x 5% = 35%</td>
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<tr>
<td>Change project proposal</td>
<td>15%</td>
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<td>Change project final paper</td>
<td>30%</td>
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<tr>
<td>Portfolio folder completeness</td>
<td>10%</td>
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Grading
The grading conveys your individual learning achievement in this course, a before-after comparison of self, not a bell-curve competition with others. Point/Grade correspondence:
95-100% = A
90-94.99% = A-
85-90% = B
80-84.99% = B-

Table 2: Outline of Class Sessions

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-class readings</th>
<th>Writing Due</th>
<th>Class Theme</th>
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<tbody>
<tr>
<td>1st 9-4</td>
<td>(Watzlawick et al., 1974)</td>
<td>Pre-class paper</td>
<td>Problem formation/resolution</td>
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<td></td>
<td>(Senge et al., 1999, pp. 3-64)</td>
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<td>Form buddy groups</td>
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<td></td>
<td>*(Kirk, 2000)</td>
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<td>Higher order change</td>
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<td>Buddy Group Presentation 1</td>
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<tr>
<td>3rd 10-2</td>
<td>(McWhinney, 1997, pp. 110-250)</td>
<td>Reflection journal 2</td>
<td>The nature of change:</td>
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<td>*(Fu, 2000)</td>
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<td>transaction, transforming, transmutation, transmutation</td>
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<td>Buddy Group Presentation 2</td>
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<td>4th 10-16</td>
<td>(HBS-Press, 2006)</td>
<td>Reflection journal 3</td>
<td>Propose change</td>
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<td>*(Vaill, 1984)</td>
<td>Change project proposal</td>
<td>Present change proposals</td>
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<td></td>
<td>*(Vaill, 1998)</td>
<td></td>
<td>Form project groups</td>
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<tr>
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<td>*(Scharmer, 2008)</td>
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<td>Buddy Group Presentation 3</td>
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<tr>
<td>5th 10-30</td>
<td>(Senge et al., 1999, pp. 67-237)</td>
<td>Reflection journal 4</td>
<td>Systems thinking, a language</td>
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<td>Buddy Group Presentation 4</td>
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<tr>
<td>6th 11-6</td>
<td>(Senge et al., 1999, pp. 241-357)</td>
<td>Reflection journal 5</td>
<td>System archetypes</td>
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<td>Buddy Group Presentation 5</td>
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<td>7th 11-20</td>
<td>(Senge et al., 1999, pp 361-570),</td>
<td>Reflection journal 6</td>
<td>Transformation cycle</td>
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<td>*(Siu, 1978)</td>
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<td>and renewal</td>
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<td>Buddy Group Presentation 6</td>
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<td>8th 12-4</td>
<td>*(Fu, 2008)</td>
<td>Reflection journal 7</td>
<td>Celebrate learning</td>
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<td>Change project presentations</td>
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<td>Café conversation on future</td>
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**Required Book Readings**


**Required Web-based Readings (available on Blackboard)**


**Special Interest Readings**


