

**School for New Learning  
DePaul University  
HC 127 Managing Personal Change  
Summer, 2009**

Faculty: (Mr.) Linzy Waters  
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Location: O'Hare Campus  
Dates/Time: (Tuesday) June 16, 2009 – August 18, 2009 6:30 p.m. – 9:30 p.m.  
Credit Hours: 4

**COURSE DESCRIPTION:**

Have you/or your family undergone changes in the past two years that have had an impact on your personal life? Possibly, personal changes as they relate to changes in the workplace. If the answer is “yes” then you know the risks, trauma, joy and opportunities that arise from change and the process psychologists refer to as “transitions”. Transitions, whether in the workplace or in your personal life, offer critical opportunities for personal growth. They are very much like certain animals that must shed their old skins in order to grow. But there is also a hazardous phase involved, where things can and often do, go awry. To this end, this course will provide the student with tools to identify and manage the multiple dimensions of personal change. This will be accomplished through lectures, reading, interactive small group discussions and analyzing case studies.

**FACULTY BIOGRAPHICAL SKETCH**

Linzy Waters has over 30 years experience in management/leadership and organization development (OD). After leaving AT&T he formed an OD consulting firm where he continues his work in the OD field. His areas of expertise are: Team building, diversity issues, managing organizational and personal change. Linzy is an adjunct faculty member in the SNL Program, teaching classes at the undergraduate and graduate level. Mr. Waters also teaches part-time at Dominican University, River Forest, IL.

**COMPETENCIES OFFERED:**

A-3-X: Can interpret and reflect on personal experiences, related to change, and comprehend the essence of why the change occurred..

H-3-C: Can use psychological and personal change models to further enhance one's self-development and gain a better understanding of “How to” manage expected and unexpected changes that occur in our life.

FX: Understands and can explain how issues relating to diversity (gender, race, sexual orientation, age, etc.) can impact organizational communication.

**LEARNING STRATEGIES:**

The following represent experiences or learning resources that will be shared by everyone in this course.

- Engage in large and small group discussions.
- Complete readings, i.e. books, printed/electronic resources that are required for the course.
- Read, analyze and discuss case studies.
- Read, analyze and write a summary paper for case studies.

- Write a reflective paper on a personal change that has been experienced by the student.

### **POLICIES:**

#### Attendance:

Attendance and participation are essential for this seminar. Therefore, students are expected to attend all sessions. If, however, it becomes necessary for a student to miss a session, the absence is acceptable provided the student negotiates provisions for making up the work i.e., writing an additional paper, making an additional class presentation, etc. If the student misses more than two sessions, they will not have met the requirements for a passing grade.

#### Confidentiality:

We will embrace and respect the confidential nature of stories shared in the classroom. Therefore, the stories will not be shared outside of class without the permission of the individual who shared it.

#### Documentation:

All written assignments must be typed, spell checked and grammatically correct.

#### Deadlines:

All assignments are to be submitted on or before the due date.

#### Plagiarism:

Plagiarism is a form of academic dishonesty that involves the presentation of the work of another individual as one's own. As such, plagiarism constitutes a serious violation of DePaul University's Academic Integrity Policy.

Plagiarism violates two norms that govern academic life: (1) the acknowledgment of our indebtedness to the community of learners we have joined; and, (2) the pursuit of knowledge with honesty and integrity. In cases where students are not clear about what constitutes plagiarism, they should consult their instructors or the handbook entitled, *Plagiarism: Guidelines for Students*, available from the University bookstore and libraries. Further, students should familiarize themselves with the Academic Integrity Policy delineated in the [DePaul University Student Handbook](#).

Within the School for New Learning, seminar instructors, faculty mentors, and professional advisors have jurisdiction in determining instances of student plagiarism and imposing sanctions up to, and including, an "F" grade for the work involved and/or the seminar.

#### Incompletes:

It is expected that students will complete assignments by the specified due dates within the quarter. In circumstances which the instructor determines to be exceptional. When a student is unable to complete required course work by the established due dates, **the student may request** that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completion of an IN Request Form that the student signs. The form specifies the final date by which all outstanding coursework must be completed. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of college-based Exceptions Committee.

### **ASSESSMENT CRITERIA:**

45% (2) Case Studies

10% Attendance and class participation

45% Presentation and final paper

#### **Case Study:**

Two case studies will be distributed during the quarter and the student is expected to read, analyze and write (type) a 2 –3 page summary paper for each one.

#### **Presentation and final paper:**

**The student will** write a 6 – 7 page paper (12 font size and doubled spaced) that describes a personal change they have experienced within the past 2-3 years. Utilize Bridges model to describe your change, as well as discussions that have taken place in the classroom. The paper should reflect your personal journey and growth in the area of personal change.

The presentation will be 5 – 10 minutes in length and should be a summary of your paper, depicting highlights of your paper that you would like to share with the class.

**CLASS SCHEDULE (This may change)**

<b>DATE</b>	<b>SESSION</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
6-16-09	1	-Introductions  -Why is there a need for change? -What is the difference between change and transition?	Read: Transitions pages 1-16
6-23-09	2	-What are some of the changes you will need to manage? -When do these transitions occur? - Steps in leaving your childhood	Read: pp. 17 - 35  <b>DUE: Case Study 1</b>
6-30-09	3	-The adult phase of life. -What is your purpose in life?	Read: pp. 36 – 51
7-7-09	4	-The second half of your life -Personal transitions ...it's impact on relationships	Read: pp. 52 – 66
7-14-09	5	-Transitions in your work life -A transition checklist.....	Read pp. 67 – 82 <b>Due: Case Study 2</b>
7-21-09	6	-The stages of “endings”	Read pp. 84 - 104
7-28-09	7	-The “Neutral Zone”	Read pp. 105 -131
8-4-09	8	-Making a “beginning”.	Read pp. 134 – 150
8-11-09	9	-Presentations - Additional change models	
8-18-09	10	-Presentations	<b>Due: Final papers</b>

