

Processes of Change (PoC)

Focus: Leading or contributing to change in/of societies, organizations, projects, and oneself

Change can be complex. From the perspective of the social sciences, it occurs in society, within individuals, and at all levels in between (e.g. firms; teams). Change at one level will induce change at other levels; innovation implies change at various levels. Knowledge about these relations is a must for leaders or persons who want to make a contribution to change or engage in continuous (self-) improvement. These people should also have specific skills. This programme also aims to train such skills and to offer matching perspectives.

The programme pivots on four questions:

1. What causes change (in society at large, organizations, teams and individuals)?
2. Which changes in society (and/or at the lower organizing levels) are desirable?
3. There are all kinds of organizations (e.g. corporations, foundations), each with their own band of opportunities, decision- and change-making processes. What modes of organizing, processes and techniques are best or useful for promoting effective change?
4. How can leaders bring about effective, desirable change?

These core questions are addressed during the programme (from broad to specific); we begin with a more collective spirit, encompassing theory and debates on evolving societies and the jolts that may visibly change them. The second course is about change processes at the organizational and team level while the third one will delve into individual change (consumers, patients, citizens, employees, colleagues, team members, etc.). Thus, the first three courses concern largely the environments of leaders. Course #4 is on the theory and behaviours of effective leadership itself, while the last two courses deal more with the practical aspects of the work of leaders and allied persons who are focused on change, such as management consultants and coaches.

During the first four courses we will stress generic skills (such as concise writing, debating and rhetoric or the art of giving a sound presentation). In the last two courses, the students will learn about their own personality; reflect on own behavioural patterns; backgrounds; ideals; opportunities; choice-making; linking their cognitive to their emotional intelligence; consider their ability to become an advisor or (give and get) coaching. Those skills need to be well-developed for effective leadership to occur.

Figure 1 illustrates the main line of the programme, while table 1 describes the programme in more detail.

Figure 1. Visualization of the UT's BSc PoC Honours Programme

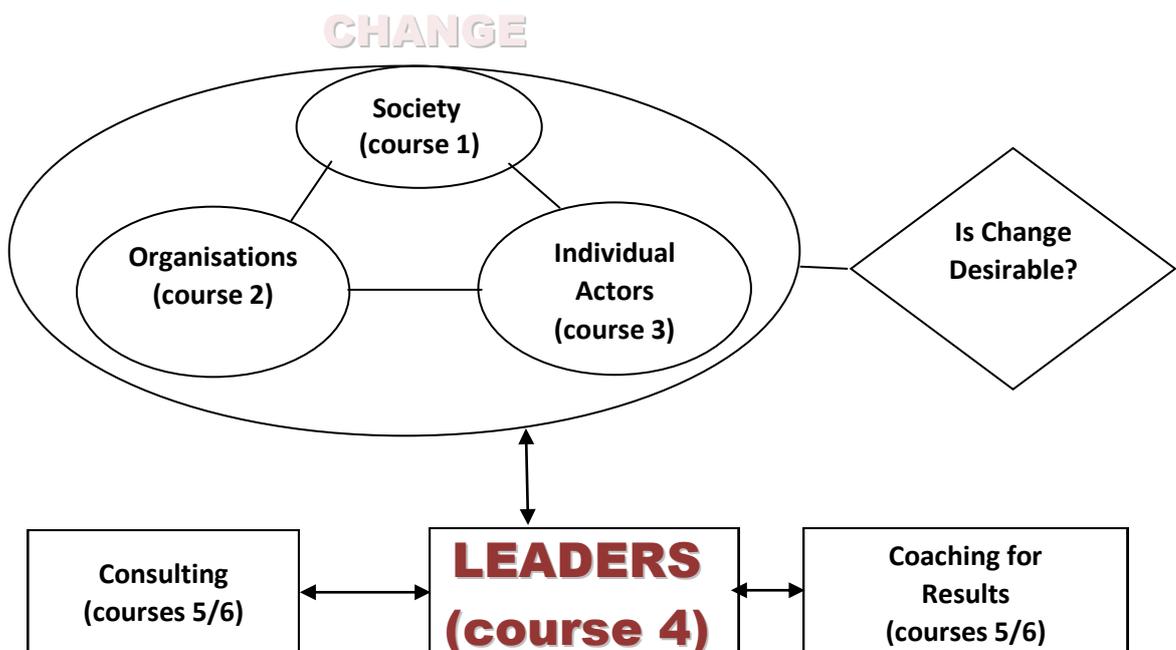


Table 1. The UT's PoC programme in more detail

Course	Cognitive parts	Impressions about Skills/Methods used
1 (Y1Q3)	<u>Major Changes in Society</u> Typical questions of this course are: how do historians look at change? What have old and modern philosophers said about social and technological change and about its desirability? How do economists think about such issues? (In order to engage students from the start, ideas regarding societal change are solicited from them.)	Every group of five students will present their ideas about the desirability of a specific change (to the students and teachers, with the help of an expert in oral presentation). One group may focus, for instance, on the effects of social media on democracy, using well-defined criteria.
2 (Y1Q4)	<u>Institutions and Decision- or Change-making Processes</u> There are many different types of organizations, such as co-operatives, corporations (with shareholders), clubs and public agencies. Pondered questions are: which type of organizing is, in various specific situations, best for society? How does decision-making take place in the existing types? What change-management practices are useful in promoting change and innovation or preserving valuable things?	Small student groups have to choose an organization, e.g. NatLab (or FC Twente, with its recent problems), and write a paper about the optimum governance structure, or perhaps more generally the optimum governing of the organization. This takes at least five weeks, during which the teacher gives advice. The same organizations are further analyzed over the following few weeks, from a decision-making and/or change-management perspective.
3 (Y2Q1)	<u>Change at the Individual Level</u> Typical questions are: how can individuals change their (patterns of) behavior(s)? How can a person stop smoking? How can older consumers be motivated to test robots that help them at home? What is the difference between an inventor and an innovator, also in psychological terms? How do people adapt to change, identify their own needs and get space to express themselves in constructive ways?	At the end of course 3, every (pair of) student(s) gives an oral presentation (with the help from an expert) to an outside audience. In all cases, the aim is for the orator to change the behaviour of those listening. For instance, talking to children to convince them of the dangers of the internet and to promote sensible behaviour. Or a talk to the board of a (regional) firm, university, museum, theatre/orchestra or sports club, arguing how to be better citizens- or customer-focused.
4 (Y2Q2)	<u>Effective Leadership in Organizations</u> The key question is: How can leaders, taking into account the lessons from the previous courses, be wise or effective leaders, and how can they bring about change and/or continuous improvement or followership: at various levels of organizing (project, team, institution, community, etc.)?	a. Project management/leadership b. Cross-cultural management/leadership: e.g. Is Volvo 'sold out' to the Chinese? c. Negotiation and effectively managing conflicts
5 (Y2Q3)	<u>Consulting and Coaching</u> Course #5 concerns consulting perspectives and skills, including a variety of consultancy cases and reflections of (management) consultants. There are also lessons about the closely associated practice of (executive) coaching. Moreover, personal developmental goals are formulated by the students; they are coached on these aspects during their projects.	Course # 5 and 6, together, offer consulting and coaching skills, and that includes explicit guidance in learning how to formulate very specific and ambitious goals for a project of one's own individual choice, and for the coaching during that particular project. The student's project might be an 'independent study' or 'internship', thesis, or TOM module type of project; here, any type of challenging project will qualify whereby the largest part of its execution takes place in the quartile of course 6 (i.e., quartile #4).
6 (Y2Q4)	<u>Deliberate Project Execution: Learning-by-Doing</u> In this course, students get deliberate coaching while working on their individual projects. An example of a project is starting a firm or leading a venture in an organization (e.g. as a board member of a study/student association, or a sports or music (and such-like club in- or out-side the university). In addition to carrying out and improving their practical project (by making good use of their personal coach who is a coaching-trained member of our university community), students will write a final paper and will orally present what they have learned as Processes of Change, incl. the results of their project.	Key coaching types of questions must thus be formulated in advance. The coaching will not deal with the content of the project work; it should address the encountered difficulties, in light of the personality-based goals and ambitions/choices that were formulated during course #5 (built around the content of the four earlier courses) of this entire Processes of Change' programme.