MANAGING TRANSITIONS IN TURBULENT TIMES:
Towards a More Meaningful (Happier) Life

DRAFT

Syllabus Subject to Change

Revised May 1, 2016

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Location: Loop Campus

Dates: June 16, June 23, June 30, July 7* (no actual class but instructor will be meeting with students individually and in teams), July 14, July 21, July 28 (online), August 4* (no actual class but instructor will be meeting with students individually and in teams), August 11, August 18 (online).

COMPETENCIES:

YOU MAY TAKE THIS COURSE FOR THESE COMPETENCIES (SELECT TWO):

Competencies: H1X, L7, H2X, FX

HIX Understands the transition process in a variety of settings

L7 Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

H2X Understands change and transitions in the context of an organization

FX Understands change and transition at work

Course Description

We live in times of dramatic change and unprecedented challenges and opportunities. Changing demographics, mobile technology, a global economy, and new demands on workers will bring
major change to the world of work of the 21st century. More women, minorities, and immigrants are entering the workforce; the workforce is aging, as is society in North America. How do we manage professionally and personally in this world of chaos and confusion? And how do we find happiness and meaning in this new world? Whether switching jobs or careers, leaving or returning to school, getting married or divorced, change brings both challenges and opportunities. Some people thrive on change while others struggle through such periods. Based on William Bridges’ classic book Transition and on University of California professor Sonja Lyubomirsky’s book The How of Happiness, this class will show how to make successful transitions in personal as well as professional settings and how to increase happiness in our day-to-day lives—in the short term and over the long term.

**Course Objectives**

- To increase your awareness of the changes impacting the world around you.
- To learn about the effect of changes on jobs, individual lives and society as a whole.
- To gain an understanding of challenges and opportunities faced by individuals in these times of change.
- To introduce you to the change process and the steps individuals go through when faced with a change in their lives, be it personal, professional or organizational.
- To gain experience in applying the understanding and awareness you acquire to your own decision making process regarding various transitions in your life.
- To understand how we find happiness and meaning in this changing world.

**Text and Readings**

**Required (Please purchase)**

**Required (E-reserve)**

Forces Shaping the Future Workplace Now); and pp 236-246 (Get Ready for the Future Workplace)

Film—*Outsourced* (available online)

Happy— the Documentary (on reserve)

TED videos (we may watch and discuss one or two of these talks):

http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work.html


Dan Gilbert asks: *Why are we happy?* (2004)

Daniel Pink on *the surprising science of motivation* (2009)

Barry Schwartz on *the paradox of choice* (2005)

**Learning Experience**

A variety of instructional methods will be used in the course, including lectures/discussions, small group discussions and group and individual presentations. Guest speakers may be invited to talk about their outlooks.

You will be asked to: 1) read the assigned readings for each class (including case studies and happiness strategies), locate additional material on your own, and submit in writing as required in the Assignments section of the syllabus; 2) participate in discussions on ground and online; 3) contribute to your team's discussions and presentations; 4) submit a written report on a personal, professional or organizational change you wish to make; 5) write a self-assessment of your learning in general and how you met the requirements of the competencies you signed up for in particular; assess the contributions of your team members to the learning of your team and to the class.

**Criteria for Assessment:**

At the end of the course, you will be asked to assess your own learning and that of your team members. I will use your assessment in my own assessment of your work and that of your team members.

Assessing your reading includes: How regularly, thoroughly and thoughtfully did you complete the reading assignments? Did you take notes on the assigned readings? Did your notes demonstrate that you understood the concepts outlined in these reading? Are you able to apply these concepts to your own circumstances?

Assessing your participation in class includes: Did you attend all sessions? If not, how many
sessions did you miss and what work did you submit to make up for the session you missed? How did your questions and comments advance your own learning and support the learning of others in the class? Did you allow time for others to participate in class and team discussions?

Assessing your team presentations includes: How actively involved were you in your team's discussions, presentation and information gathering? How did your questions and comments advance your own learning and support the learning of your team members? How did your team members support your learning? How effective was your team in leading discussions and conducting group presentations?

Assessing your final written report includes: Does your paper demonstrate why you wish to make a change and how you will accomplish it? How clearly and concisely are you able to express the context for the change and the analysis in writing? Is your paper well documented?

Assessing the competence(s) for which you registered: How did you develop and demonstrate the competence(s) for which you registered? Please consider all learning experiences included in the course (readings, class discussions, team presentations and your written assignments).

**Grading and Course Requirements**

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**Class Participation**

Class participation involves attendance and contribution to class activities and discussions. This recognizes being present and prepared for each session. The success of this course depends on your participation, which includes reading, reflecting, and taking notes on the assigned readings and sharing your insights with the class. Class participation also implies listening and learning
from others. The more you participate, the more fun and valuable the course will be for all of us. Of course, being present physically and cognitively is basic to fully participating. If more than one session is missed, your final grade will be adversely affected or you may be asked to drop the class. If you must miss a class, please communicate with the instructor and another member of your team before and after class session and attend to your responsibilities accordingly.

**IF YOU MISS THE FIRST CLASS AND DO NOT CONTACT THE INSTRUCTOR BEFORE CLASS OR IMMEDIATELY AFTER CLASS YOU WILL BE ASKED TO DROP THE CLASS**

**Short Written Assignments**
These are your notes on the assigned readings (one page) and your case study analysis (2-3 pages). Your notes should demonstrate that you understood the concepts outlined in the readings and that you are able to apply these concepts to your own circumstances. The case study analysis should be 2-3 pages in length. It should give a brief synopsis of the facts of the case; diagnose the problems of the case; describe briefly the alternatives available and the possible consequences (both negative and positive); describe your choice of action and explain your choice and the reason for your decision.

**Team Assignments and Presentations**
A key feature of the learning experience in this course will be your work in small groups or teams. The class will be divided into teams. We will form the teams on the first night of class. Each team will be responsible for starting/leading class discussions on a reading or a case and for contributing in other ways to the learning of its members and of the class as a whole. Each team will also prepare a 10 minute short presentations and a 20 minutes final presentation based on resources the team identifies for leading some aspect of organizational change; changing jobs or careers; or getting through a change such as starting or stopping school, or graduating, changing eating habits, getting married, getting divorced, retiring, changing financial habits, or leading a happier, more meaningful life. Please note that the short class presentation is a description of the team's proposed final presentation/report or project. It should include a brief outline of the selected topic, methodology, and sources of information the team plans to use to complete the project. This presentation is more about process than content but the team should have already a working bibliography.

**Final Written Report**
Your final paper should be about 7-10 pages in length (typed and double spaced). In the first part of your paper, provide the story of the change only. Do not provide analysis or discussion at this point; this will come later in the analysis part. Please alter the names of the individuals and organizations referred to in the paper to protect the identity of those involved. In the second part of the assignment you are asked to use concepts and models discussed in class and in the readings and to apply these to the change you wish to make and the transition you propose. Your document should help the person reading the analysis to understand what you want to change and why, and how you are going to go about it. The major points in your paper should be referenced to class readings/discussion and to additional research from outside sources (7-10 sources). Your paper should demonstrate that you understand the concepts learned in this class and that you are able to apply them to your personal and/or professional circumstances.
Deadlines

All assignments are to be submitted in accordance with posted due-dates. Any work submitted after its posted due-date may result in a lower grade for the particular assignment and may be subject to delay in assessment.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html. For on-campus and online tutoring, see the DePaul University Writing Centers at http://condor.depaul.edu/~writing/.

Grade Distinctions

Exceptional (A): This designation applies to that which exceeds requirements as described within the course assignments. It is reserved for clearly excellent and exceptional work.

Solid (B): This designation applies to that which meets requirements as described within the course assignments. It is reserved for work that gives evidence of solid proficiency.

Satisfactory (C): This designation applies to that which minimally addresses requirements as described within the course assignments. It is reserved for work that gives evidence of basic/minimal satisfactory proficiency.

 Unsatisfactory (D/F): This designation applies to that which is unsatisfactory and insufficient in terms of addressing course assignments. At the course level, a D/F requires that the course be retaken in order to qualify for graduate degree completion.

Incompletes (IN) are rare and granted at my discretion in light of your special/unusual circumstances. If I grant an incomplete, you must complete all your work by the date I assign. Otherwise, the incomplete will revert to an “F”—requiring you to re-register and retake the course.

General Course Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of
Ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook for further details.

Plagiarism

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

DePaul University Incomplete Policy

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will
be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the [Incomplete Grade Contract Form](#).

Undergraduate and graduate students will have up to two quarters to complete an incomplete. 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 a college-based Exceptions Committee. This policy applies to undergraduate, graduate, and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

**Description of Pass/Fail Grading Options**

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass **will earn credit hours toward degree completion but will not be included in computing grade point averages**. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but **will also be included in computing a student's grade point average**.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

**Please note:** There are three SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Foundations of Adult Learning (course number LL 250; competences L-2 and F-1), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional five SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system that may instead be taken for a letter grade assessment if this is a student's preference. These classes are: Independent Learning Seminar (course number LL 103; competence L1); Writing for Competence (course number LL 260; competence L-4), Critical Thinking (course number LL 270; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9), and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail, although students may request a letter grade assessment. In these instances SNL
offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wants to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing by the beginning of the third week of the quarter. For courses that meet fewer than ten weeks of the quarter, this request must be made by the beginning of the third week of the course. The grading basis may not be changed after these deadlines, with no exceptions.

For Students Who Need Accommodations Based on the Impact of a Disability

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Center for Students with Disabilities (CSD)
Loop Campus: Lewis Center 1420. (312) 362-8002
Lincoln Park Campus: Student Center 370. (773) 325-1677
csd@depaul.edu

Students are also invited to contact their instructor privately to discuss your challenges and how the instructor may assist in facilitating the accommodations you will use in this course. This is best done early in the term and the conversation will remain confidential.

Dean of Students Office

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us.

Protection of Human Subjects

For more information see: http://research.depaul.edu/

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:
• The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

• You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.

• The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

• If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, http://www.research.umn.edu/consent.

About the Instructor

Originally from Romania, Miriam Ben-Yoseph received her bachelor's and master's degrees from Hebrew University of Jerusalem and her doctorate in French literature from Northwestern University. Before joining DePaul in 1991, she was a vice president in market research and training at Continental Bank. She teaches and researches in the areas of culture, gender, and work. Recently she has focused her teaching and writing on cultural homelessness and identity issues. Her work has been published in the U.S. and abroad. Ben-Yoseph was selected as the 2006 Carnegie Foundation for the Advancement of Teaching Illinois Professor of the Year.

Course Outline

Session: June 16

• Introductions

• Overview of the Course

• Formation of Teams

• Being in Transition

• The Transition Process: A Summary

• Searching for Meaning/Happiness

• Assignments:
  Read Meister & Willyerd (E-Reserve, p.40 and pp.236-246) and prepare for class discussion
  Read Drucker (E-Reserve) and prepare for class discussion
Read Lyubomirsky (E-Reserve, pp 20-26) and prepare for class discussion

Session 2: June 23

- Trends in the Workplace and Readiness
- Managing Oneself
- What Determines Happiness
- Happy—A Documentary
- Discussion:

  1. What are the major trends shaping the future workforce and what are the implications for both organizations and individuals?

  2. What strategies can we consider for the workplace of the future?

  3. What are Drucker’s major ideas in the essay you read for today and what are the implications of his ideas for your own circumstances.

  4. What determines happiness?

  5. What questions do you have based on the readings for today? These can be questions of clarification or questions that will encourage further discussion.

- Assignments:
  Read Transitions In the Work Life (pp. 77-100). Prepare for class discussion
  Prepare A Test Case (E-Reserve) for class discussion (facts, problems, solutions)
  Read Endings (pp 107-133) Prepare and submit written notes on concepts and their application to your circumstances

Session 3: June 30

- Library Instruction
- Endings
- Transitions In the Work Life
- Job/Career Transitions: Introductory Remarks
- Case Study Discussion
Discussion
1. What aspects of your life are in transitions now?
2. What are the three phases of transitions according to Bridges? Can you relate (or not) to these phases?
3. What actions can you take to deal more successfully with endings that are taking place in your life?
4. What are the indications that your work life is in transition now?
5. When are we happy at work?
6. Think of a work related activity you engage in that you consider a low-skill and low challenge activity. How can you make this into a flow experience? Can you use similar techniques to increase flow in other aspects of your life?
7. What questions do you have based on the readings for today? These can be questions of clarification or questions that will encourage further discussion.

Assignments
Read the Neutral Zone (pp 133-155) Prepare and submit written notes on concepts and their application to your circumstances (for February 6)
Read D.A.T.A. (E-Reserve), prepare a brief statement on your DATA and report briefly in class (for February 6)
Prepare A Practice Case (E-Reserve) for class discussion-facts, problems, solutions(for February 6)
Work on team project—short presentation (for July 14)

Session 4: July 7. No class. Meeting in teams with the instructor to discuss team projects

Session 5: July 14

Short Team Presentations

D.A.T.A.: Lessons Learned

Neutral Zone

Case Study Discussion

Guest Speaker (s)- Writing Center and/or Career Center

Discussion
1. What actions can you take to deal more successfully with the neutral zone in which you find yourself or your organization finds itself?
2. Personal Statements on DATA: Any surprises?
3. What questions do you have based on the readings for today? These can be questions of clarification or questions that will encourage further discussion.

Assignments:
Read *You Finish with a New Beginning* (pp 157-175) Prepare and submit written notes on concepts and their application to your circumstances
Read *Relationships and Transitions* (pp 55-76) Prepare for class discussion
Prepare HBR Case Study: *Big Shoes to Fill* (E-Reserve) in writing and for class discussion—all teams participate. This **case study analysis** should be 2-3 pages in length. It should give a brief synopsis of the facts of the case; diagnose the problems of the case; describe briefly the alternatives available and the possible consequences (both negative and positive); describe your choice of action and explain your choice and the reason for your decision.

**Session 6: July 21**

- Beginnings
- Relationships and Transitions
- Case Study Discussion
- Happiness and Relationships
- One or two presentations
- Discussion
  1. What actions can you take to deal more successfully with new beginnings—personally or within your organization?
  2. What factors contribute to good (happy) relationships?
  3. What can you do when you find yourself in a relationship that is in transition?
  4. Tell the story of a happy day in your life. What did you do and how did you feel? How do you feel as you look back over that day? Would you change anything? Can you incorporate things that made you happy into your daily life?
  5. What questions do you have based on the readings for today? These can be questions of clarification or questions that will encourage further discussion.

- **Assignments:**
  Watch the movie *Outsourced* and prepare for the online discussion. Check out the questions about this movie, answer three questions and respond to at least two posts of other students).

**Session 7 (Online): July 22-28**

- Online Discussion of the movie *Outsourced*
- **Assignments:**
  Prepare your team presentations and final reports
Session 8: August 4—No class. Meetings in teams with the instructor to discuss final presentations and written reports

- **Assignments:**
  Prepare final presentations and written reports
  All students should be ready to make short statements/brief outlines (2-3 minutes) about their final written reports on August 11 and submit Final Written Reports by August 18.

Session 9: August 11

- Final team presentations
- Presentation Evaluations (all)
- Feedback on Cases (Miriam and all)
- Feedback on *Outsourced* Discussion (Miriam and all)
- Sample of Transitions --brief statements based on forthcoming student written report (all)
- Back to the Beginning: Your Initial Questions (Miriam has your index cards)
- Quick look at Self-Assessment

- **Assignments**
  Prepare Written Reports
  Participate in Final Discussion as outlined on Discussion Board (August 12-August 18)
  Due Date August 18: You may begin practicing one of the happiness activities for the final (online) discussion on or before August 12. Please post your contribution as well and your responses to classmates by August 18. Please see instruction below or online in D2L.

Instructions (again):

Practice one of three happiness activities as described in Lyubomirsky's book: expressing gratitude (see E-reserve), learning to forgive (see E-reserve) or engaging in acts of kindness (see handout). Describe the happiness activity you selected and explain why you picked this particular activity. Discuss your experience as you engaged in this activity (2-3 paragraphs).
Please also comment on the posts of at least two of your classmates.

Session 10: August 18 (online discussion starting on August 12)

- Submit Written Reports
- Finish Discussion