**INTENTIONAL CHANGE THEORY**

Intentional change underpins any successful leadership development program and consists of five stages:

1. Ideal self: The ideal self, or what you want out of life and the person you want to be –leading to your personal vision.
2. Real self: The real self, or how you act and are seen by others; the comparison of the real self to the ideal self results in identification of your strengths and weaknesses –leading to your personal balance sheet.
3. Gaps and plan: Your learning agenda to capitalize on your strengths and move you closer to your personal vision while possibly working on a weakness or two (or working to maintain the ideal current state of your life and work).
4. Experimentation: Experimenting with and practicing new habits or reinforcing and affirming your strengths.
5. Support: Developing and maintaining close, personal relationships –resonant relationships –that enable you to move through these discoveries toward renewal.

**PROJECT GUIDELINES**

This is an individual project. The essential requirements for this project are introspection and sincerity. Read about the Intentional Change Theory Model. Your task is to implement the model in your life and bring about a positive difference in your self. The project is basically a five stage plan. The details are as follows:

1. In stage one, you need to imagine and articulate an “ideal” self: who you could be if you were at your very best, living and working effectively, fully and happily. Intense research has found that finding your ideal self is the first, and most important, key to your successful development of emotional intelligence competencies and resonant leadership. You will only change when you truly want to change—and these proposed changes must be important to the long-term vision of your lives in order for you to sustain the energy for the effort. For a clear articulation of your ideal self, you can resort to many forms—iterative reflection, dialogue with your family, friends, colleagues, and/or experiential processes.
2. In stage two, you need to have a clear sense of your “real” self: who you are today, what your strengths and gaps are vis-à-vis leadership competencies, and how, as leaders, they (strengths and weaknesses) impact others. Assessing the real state can be done in many ways, but it requires that you engage with others, share perceptions, give and receive feedback. There are several mechanisms for collecting data that will enhance your sense of current state, such as qualitative 360 degree feedback, observation and dialogue with your family, friends, colleagues, teachers etc.
3. The third stage is the creation of a plan to address gaps between the real and the ideal and to build on one’s current strengths. Research indicates that people plan for the future in different ways. Therefore, this model addresses planning in a holistic sense, including life vision, goals, and action steps.
4. The fourth stage is *practice*, adjustment of behavior, experimentation and more practice. It is evident that deep seated behaviors change only with constant effort, experimentation and practice of new behaviors. In our leadership development processes, we focus on practice of new behaviors through *smart experiments* that include methods such as action learning, learning groups, and collaborative work on strategic projects.
5. The fifth stage relates to the learning that happens in a social context. We learn best when we have supportive relationships and people who can help us maintain focus on our learning agenda. We deliberately build this into our leadership development processes, using coaching, peer mentoring, learning groups, and more to provide the necessary structure to make change stick.
6. This five-stage process must be conducted over time, as it is designed to “rewire” the brain toward more emotionally intelligent behaviors and resonant leadership. Intentional Change is highly effective for individuals. In short, Intentional Change enables individuals to develop resonant leadership and emotional and social intelligence capabilities, thus enabling groups to create climates where they can implement strategy and achieve shared goals.

Students will be explained about the project in detail during their tutorials in the week April 15-20, 2013 and will be given time and resources to carry out the project in the tutorial room itself. Students are required to undergo a deep introspection and plan out an agenda to bridge the gap between the real self and ideal self. They will be given two weeks to experiment a changed behavior. The students have to prepare a **write-up**, detailing the five stages. **One-to-one (no presentation) viva** will be taken by the respective tutorial teachers during their scheduled tutorial class, from 29th April 2013 to 6th May 2013. The students are supposed to bring their write-up at the time of their viva.

The write-up (3-4 pages) should clearly include the following points:

1. Your Ideal self: What you want out of life and the person you want to be –leading to your **personal vision**.
2. Your Real self: The real self; how you act and are seen by others; please mention the “others” from whom you have taken your feedback.
3. Your Learning Agenda: Plans to capitalize on your strengths and your ways to lead you closer to your personal vision while possibly working on your weakness .
4. Experimentation: Explain in detail how you experimented and practiced new habits; discus at least two instances.
5. Support: Mention the personal relationships (friends, family, teachers, etc.) that enabled you to move through these discoveries toward your personal renewal and change.
6. Learning Outcome

**Boyatzis’s Intentional Change Theory**