Professor: Dr. Amy Fraher
Office Hours: Before and after class and by appointment
E-mail: amylfraher@gmail.com

Course Description
If there is one constant in organizations today, it is change. Yet, research reveals up to 70% of change efforts in organizations fail. As such, leading organizational change has been identified as a critically important managerial job skill. Successful change efforts are dependent, in part, on creating new organizational cultures that reflect the capacity for continuous learning and creative adaptation. This course offers the opportunity to consider why change efforts often fail and how, in some cases, this failure may contribute to organizational crises and even disaster. In this analysis, we will often adopt a critical approach exploring, for example, alternatives to traditional organizational change management models and considering the role of resistance and the power of story and metaphor in the management of organizational change. Blending theory and practice, students will work in teams, applying course material in the analysis of real-world change management challenges. The aim is to produce critically thinking, proactive change managers who have the tools to respond to the range of organizational issues emerging in workplaces today.

Please Note: This course puts a great deal of responsibility on YOU, the student. It is different than most courses you have taken or will take, as this course requires that you be open to learning in ways that you may not have encountered in the classroom before. The more open you are willing to be and dedicated to contributing to the learning environment with your fellow classmates, the more you will get from the class. My role, as instructor, is to facilitate, support, and direct your learning. However, this is not ‘my’ course. It is OUR course, as every one of us has a stake in its outcome. It is essential that you take an active role in this endeavor. The more active and involved you become, especially with respect to sharing with your fellow classmates, the more there is for you to learn and apply from this course. The more you put into the course, the more you will get in return.

Course Learning Outcomes
Students who successful complete Leading & Organizational Change will:
- Study how environmental events affect organizations and drive the need for continuous change.
- Analyze change at the individual, group, and systemic levels.
- Contrast planned and unplanned change.
- Evaluate and apply integrative models for assessing, diagnosing, and implementing the need for change.
- Identify the role of leaders and managers, change agents, and change recipients in various stages of organizational change.
- Comprehend the complexity of change within organizational cultures and systems.
- Examine how individuals’ assumptions, patterns of behavior, and supporting structures can create barriers to change.

Texts and Readings

Other readings to be determined.
Course Principles

Learning is:

- Fundamentally about making and maintaining connections (emotionally, physically, intellectually, and experientially).
- Enhanced by taking place in the context of a compelling situation, balancing challenges and opportunities, and allowing ample time for contemplation and reflection.
- An active search for meaning by the learner; constructing knowledge shaped by experience.
- Developmental, meaning a cumulative which involves the whole person and relates past to present, new and old while starting with but transcending personal interests.
- Best done by individuals who are intrinsically tied to others as social beings, able to enhance learning through cooperation, trust, and dialogue.
- Strongly affected by the educational climate in which it takes place (settings, understandings, the influence of others, individuals’ values, etc.).
- Requires frequent feedback to be sustained, practice to be nourished, and opportunities to use what has been learned.
- Often informal and incidental, beyond the classroom; it occurs through casual contacts with others, from involvement with teams, and with the campus and community life.
- Exemplified by the learners who monitor their own learning, continually develop strategies for learning, and are aware of—and willing to challenge—their own ways of knowing.

Principles of Graduate Study

- Diligent preparation for class. You may assume that the professor will operate on a collaborative learning model; that is, all persons in the room are expected to be knowledgeable about the topic for the day and to have something to contribute.
- Active participation in class discussions. Because of this collaborative learning model, your contribution to the class is vital. Your focused and attentive participation, openness to others’ ideas, and positive attitude toward the learning experience are expected throughout the course. It is expected that we will treat each other with courtesy and respect.
- Intellectual engagement. Students should view assignments as learning opportunities. Going above and beyond what is expected in the assignment helps you mature as a scholar. Bringing your own ideas or ideas from sources beyond those listed in the syllabus will make an important contribution to the class learning experience.
- Self-regulation. Students are expected to conduct themselves with honesty and integrity and regulate their own behavior and to not need to be reminded of deadlines. Ask for feedback, take the initiative to get what you need from the class, and be courageous in the questions you ask. Hold one another accountable for the quality of the learning experience. Take risks and take responsibility for your own learning.
- Coherent, professional writing. You are expected to write in a way that is clear, concise, coherent, and professional. Every written assignment should be at least a second draft that has been reviewed by another person for clarity. If you have difficulty with your writing, take the initiative to pursue assistance in this area.
- Collegiality. Graduate study is an opportunity for you to become a colleague with your instructor and your classmates. Respect for one another’s ideas, a willingness to engage the hard questions, and openness to new ways of thinking about issues are some of the hallmarks of collegiality. An appropriate balance of challenge and support for one another is expected in this course.

Please respect our learning environment by:

- Turning off your mobile phones;
- Not eating or drinking in class (water bottles/covered drinks ok); and
- Cleaning up after yourself.

2. University policies regarding student behavior such as plagiarism, academic performance, and classroom behavior will be strictly adhered to. "Faculty shall have the right to eject, for a specified period of time, a student whose conduct is disorderly, disruptive or obstructive (shouting or making bothersome noises, speaking out of turn repeatedly or otherwise disrupting the orderly classroom process)."
Course Assignments and Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Change Management Critique</td>
<td>25%</td>
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<tr>
<td>Team Led Discussion</td>
<td>25%</td>
</tr>
<tr>
<td>Final Team Project—Change Management Case Study</td>
<td>40%</td>
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</tbody>
</table>

Your final course grade is based on four elements: an individual participation grade and final paper grade and two team projects, a team led discussion and final case study. Each is detailed below:

1. Class Participation (10%)

Class participation is worth 10% of your final course grade. You are encouraged to think critically and comprehensively, and to actively participate in classroom discussions. To be fully prepared for class discussions, it is advisable to outline the assigned readings before each class session. Although participation is worth 10% of your final grade, the instructor retains the right to increase a student’s final grade by a full-letter grade for substantial contributions. Alternatively, the instructor retains the right to decrease a student’s final grade by a full-letter grade for insufficient attendance &/or contributions during class meetings.

2. Change Management Critique: (25%)

Each student will write a 1,000-1,500 word, double-spaced, spell/grammar-checked change management critique analyzing a change reported in the recent news. Your topic must be pre-approved by the instructor.

Your paper is worth 20% of your final course grade, and is due in hard copy the last night of class. It should cover the following: 1) Explain the reason for the change; 2) analyze the positive and negative aspects of the change—who benefits and who does not? Pay particular attention to the covert or unconscious dynamics behind these change efforts. 3) Cite at least 3 of our course readings in your analysis and 3 new references which you found on your own (Use APA style).

3. Team Led Discussion (25%)

Early in the quarter you will be assigned to a team. This will be your work group for the entire quarter. Just like in real world work situations, your performance as an individual within your team is important and much of your course grade will be based on your team’s overall performance. Therefore, it is critical for you and your teammates to figure out how to effectively work together.

Team Led Discussion (TLD) Project:

Each team will lead the class in the discussion of the assigned articles posted on Smartsite. Depending on class size, and therefore number of teams, you can expect your team to lead one, or more, class discussions throughout semester. Assume that your classmates have read the assigned materials. Therefore, your team should facilitate a class discussion—NOT provide a lecture. To receive maximum credit, your team should consider developing a learning exercise, PowerPoint slides, role playing skits or reenactments or videos and including photographs, youtube weblinks, or any other resources you feel appropriate.

*TLD Grading Criteria:

- TLD will be graded by fellow teams (49%), and the instructor too of course (51%).
- Originality: was thought and creativity used in development
- Resource Management: was creative use of resources applied in development
- Teamwork: was teamwork applied in development of presentation
- Overview: Were the main points of the article made clear
- Integration: Were the reading(s) linked to other class readings, the topic of leading and organizational change, and other topics discussed in this class.
- Time management: was TLD between 30 and 40 mins
4. **Final Team Project (40%)**

Your Final Team Project, worth **30% of your final course grade**, will be a case study of an organizational change, crisis or disaster analyzed using theoretical frameworks introduced in this class. Your team must research and select a topic, then develop a case study similar to those discussed in class and the examples provided in the Course Reader and ‘Thinking through Crisis’.

Examples could be from any industry such as Enron in finance, BP Deep Water or Piper Alpha explosion in off-shore oil, Colgan Air crash in aviation, Three Mile Island in nuclear power, Hurricane Katrina in emergency response, Iraq ‘friendly fire’ casualties from the military, Ferguson Mo riots in policing, or pick one of your own from your work.

You are required to confirm your final topic with the instructor before Thanksgiving break.

**Final Deliverable: 45 minute Team Presentation of your case study findings.**

*Key Elements of the Grading Criteria:*

- **Originality:** was thought and creativity used in development?
- **Resource Management:** was creative use of resources applied in development?
- **Teamwork:** was teamwork applied in development of presentation?
- **Overview:** Were the main points of the disaster succinctly articulated?
- **Time management:** 45 mins max?
- **Applied Theory:** were the theories discussed in class applied?
- **Reflection:** about group processes

*To receive maximum credit, your team should consider developing PowerPoint slides, role playing skits or reenactments, or videos and including aeronautical charts, photographs, youtube weblinks, google earth, or any other resources you feel appropriate.

**How to Develop a Case Study**

**What Is a Case Study?**

A case study is a puzzle that has to be solved. The first thing to remember about developing a case study is that the case should have a situation or problem which requires deeper understanding. The case should have enough information in it that your team can identify a problem or situation, after thinking about it, analyze the information in order to come up with a proposed solution. Developing an interesting case study is a bit like writing a detective story.

**Key Elements:**

1. **Case Study Incident:** (approx. 10 mins) Describe what happened by presenting a brief overview of key facts of the case, but don’t get carried away. Keep it concise and to the point. A picture is worth a thousand words, so consider including photographs, drawings, charts, youtube clips, etc.

2. **Incident Analysis:** (approx. 20 mins) Using the frameworks presented in class such as system psychodynamics [individual, group and system] and TRM elements [leadership, communication, teamwork and sense-making] and others, analyze what went wrong organizationally and examine what factors incubated over time until these factors combined in a “window of accident opportunity” and disaster on that day. In other words, why did this accident happen at this time with those people involved? It is not a coincidence!

3. **Proposed Solution:** (approx. 10 mins) Now that you have clearly identified a problem and articulated the chain of events that led to this disaster, propose a solution so this disaster will not occur again.
4. **Team Dynamics: (approx. 15 mins)** Describe how your team worked together, the dynamics that emerged and how you coped with them. Describe how you structured your team to accomplish your work and the obstacles that arose over time. In other words, who took on leadership roles, how were tasks assigned, how was authority awarded—and taken away—how did your processes evolve as you got to know each other?

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**Grading**

**Objective Standards:**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Significantly exceeds expectations</td>
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<tr>
<td>A-</td>
<td>Consistently, fully and adequately meets expectations</td>
</tr>
<tr>
<td>B+/B</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>B-</td>
<td>Minimally meets expectations</td>
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<tr>
<td>C+ and lower</td>
<td>Does not meet expectations</td>
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</table>

Note: A final grade of “A” will be reserved for students who demonstrate consistent performance that exceeds expectations. This will require you to obtain outstanding grades on all assignments as well as to demonstrate behaviorally your dedicated practice with all of the learning goals in the course. It also means excellent contribution to the learning environment.

**Written and Oral Criteria**

Written pieces for this class will be evaluated upon the following objective and subjective criteria:

- Integration of course concepts
- Appreciation for theory
- Going beyond description or narrative. Analytic in nature with the use of specific examples
- Honest evaluation of teams, group processes, and self when appropriate
- Writing style clear, error free, and organized. Use of humor when appropriate
- Creativity and innovativeness
- Shows an effort to go beyond the obvious and find the underlying issues, problems, feelings, ideas, and concepts
- Accurate citations and credit given wherever relevant

Some questions you should ask yourself before you submit a paper are:

- Is your work clearly organized? What is the main point of the paper? Do you demonstrate how you got from point A to point B? Do you provide transitions where needed? Have you demonstrated the logic of your reasoning?
- Is your point of view supported? Have you elaborated on key points? Have you supported your statements by using relevant class material? Are your references explicit? Have you convincingly used evidence to support your ideas?
- Is your analysis specific? Are your examples specific? Have you applied your thinking to the issue being discussed? Have you integrated your reflections with course content? Have you explained why you think the way you do?
- Have you thought through the implications of your analysis? Have you recognized trade-offs or other options?
- Is your paper clear and readable? Have you checked for errors in spelling, syntax, etc.? Is the style appropriate? Does your document flow? Will the reader want to read it?
- Is your paper cohesive and complete? Have you met the minimum expectations spelled out for the assignment? Did you demonstrate quality of content? Have you been reflective, thoughtful, specific, and insightful?
- Is your paper your own work? Have you used your own ideas, words, thoughts and conclusions? Have you written your paper with the highest of ethics, integrity and honesty?
- Did you take advantage of all relevant resources available to you? Did you ask teammates to review your paper for content and quality? Did you use the writing center when appropriate?
**Academic Honor Code**

Note and Acknowledgement: Unfortunately, in today’s climate it has become essential to be explicit about expectations. Anyone caught plagiarizing, using other individuals’ ideas or work, relying on the efforts of others to obtain a grade or ‘free-riding’, or any other form of cheating, lying, or dishonesty will be subject to the grade of ‘F’ in this course. Additionally, the matter will be forwarded to the proper administrators for potential university action.

**Disabilities & Writing Difficulties**

Students requesting academic accommodations: The first time a student requests accommodation for a disability at UCD, s/he must meet with a Student Disability Center (SDC) counselor two weeks before the start of the quarter to establish eligibility. Every quarter in which an accommodation is requested, the student should:

a) submit an online request for accommodation approximately two weeks before the quarter begins
b) contact the instructor to make alternative arrangements
c) create a written agreement with the instructor regarding the specific accommodation logistics

B. Informal accommodations arranged by a student and instructors without SDC authorization are not permitted.

**Full References:**


## Course Calendar

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics/Activities</th>
<th>Readings Due this Week (See previous list for full citations)</th>
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</thead>
</table>
| 1/9/15      | Class 1: Course Introduction  
Course Syllabus, Grading & Expectations  
An Introduction & Critical Review of Organisational Change Management  
Assign Teams & TLD | Please read: |
| 1/10/15     | Class 2: Leading Organizational Change  
Introduction to Case Studies  
Introduction to the Systems Psychodynamics framework  
Work in Teams on Final Project | 1<sup>st</sup> Team Led Discussion (TLD): Braverman (2014) and Braverman & Watkins (2003) on Canvas  
Class Discussion: Fraher, 2011, p. 1-33 (Introduction & USS Greeneville Case Study) |
| 1/23/15     | Class 3: Exploring Alternatives to Organizational Change Management  
The Power of Story & Metaphor in the Management of Organizational Change  
Work in Teams on Final Project | 2<sup>nd</sup> Team Led Discussion (TLD): Reissner, Pagan & Smith (2011) and Sturdy & Grey (2003).  
Class Discussion: Fraher, 2011, p. 34-97 (Hillsborough Football & American Airlines Flight 587 Case Studies) |
| 1/24/15     | Class 4: Rethinking Resistance to Organizational Change Management  
Mobilizing Cognitive Capacities in Organizations  
Work in Teams on Final Project | 3<sup>rd</sup> Team Led Discussion (TLD): Piderit (2000) and Alvesson & Spicer (2012)  
Class Discussion: Fraher, 2011, p. 98-163 (Bristol Royal Infirmary & USAirways Flight 1549 Case Studies) |
| 2/13/15     | Class 5: Organizations in Transition  
Work in Teams on Final Project | 4<sup>th</sup> Team Led Discussion (TLD): Driver (2002) and Gabriel (2005)  
Class Discussion: Fraher, 2011, p. 164-192 (Conclusion) |
| 2/14/15     | Class 6: TBD | 5<sup>th</sup> Team Led Discussion (TLD): TBD |
| 2/27/15     | Class 7: Final Team Presentations  
Change Management Critique-Final Paper Due | |
| 2/28/15     | Class 8: Final Team Presentations  
Change Management Critique-Final Paper Due | |
<table>
<thead>
<tr>
<th>ODD WEEKEND</th>
<th>EVEN WEEKEND</th>
<th>Irregular Schedule</th>
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<tr>
<td><strong>Bishop Ranch</strong></td>
<td><strong>Bishop Ranch</strong></td>
<td>Sunday</td>
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<tr>
<td>BISRCH 1501 (45)</td>
<td>BISRCH 1501 (45)</td>
<td>BISRCH 1502 (47)</td>
</tr>
<tr>
<td>204-1 Naik</td>
<td>250 Bhargava</td>
<td>410 Maher</td>
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<tr>
<td>201B Dokko max = 47</td>
<td>265 Yasuda</td>
<td>412 K. Peters</td>
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<tr>
<td>290 Wunderman max = 60</td>
<td>243 Peters</td>
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<tr>
<td>200A-1 M. Yetman</td>
<td>297 Teherian</td>
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<tr>
<td><strong>2nd Flr Space (35)</strong></td>
<td><strong>90 Fraher Change Mgmt</strong></td>
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<tr>
<td>Fri. 2-5 pm, Sat. 9-12 n</td>
<td>Fri. 2-5, 6-9 pm</td>
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<tr>
<td>Fri. 6-9 pm, Sat. 1-4 pm</td>
<td>Sat. 9-12n, 1-4 pm</td>
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**Sunday**
- BISRCH 1502 (47)
- BISRCH 1503 (67)
- BISRCH 1504 (40)

**Sunday**
- 410 Maher
- 412 K. Peters

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BAY AREA
MBA PROGRAM
Winter
2015