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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 from 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 successfully complete this course 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.
- Understand emotions of change and identify examples of employee resistance
- Identify the role of leaders, managers, other stakeholders during the change process
- Comprehend the complexity of change within organizational cultures and systems.
- Examine how individuals' assumptions, patterns of behavior, and supporting structures can facilitate or create barriers to change.

Textbook and Other Readings

Textbook:

Fraher, A. L. (2011). *Thinking through Crisis: Improving Teamwork and Leadership in High-Risk Fields*. New York: Cambridge University Press.

Myers, P., Hulks, S., and Wiggins, L. (2012). *Organizational Change: Perspectives on Theory and Practice*. Oxford, UK: Oxford University Press. ISBN: 978-0-19-957378-3

Journal articles available online (links go to the UC Davis Library use the [VPN](#) to access materials if off-campus):

Alvesson M. & Spicer, A. (2012). '[A Stupidity-based Theory of Organizations](#)'. *Journal of Management Studies*, 49(7): 1194-1220.

Argenti, P. (2002). '[Crisis Communication: Lessons from 9/11](#)'. *Harvard Business Review*, December 80(12): 103-119.

Bazerman, M. H. (2014). '[Becoming a First-Class Noticer: How to Spot and Prevent Ethical Failures in your Organization](#)'. *Harvard Business Review*, July/August 92(7/8): 116-119.

Beer, M. and Nohria, N. (2000). '[Cracking the Code of Change](#)'. *Harvard Business Review*, May/June 78(3): 133-140.

By, R. T. (2005). '[Organisational Change Management: A Critical Review](#)'. *Journal of Change Management*, 5(4): 369-380.

By, R. T. (2007). '[Ready or Not...](#)'. *Journal of Change Management*, 7(1): 3-11.

Driver, M. (2002). '[The learning organization: Foucauldian gloom or utopian sunshine?](#)' *Human Relations*, 55(1): 33-53.

Ericksson, C. B. (2004). 'The Effect of Change Programs on Employees Emotions'. *Personnel Review*, 33(1): 110-126.

Fraher, A. L. (2004). '[Systems Psychodynamics: The Formative Years of an Interdisciplinary Field at the Tavistock Institute](#)'. *History of Psychology*, 7(1): 65-84.

Kegan, R. and Lahey, L. L. (2001). '[The Real Reason People Won't Change](#)'. *Harvard Business Review*, November 79(10): 84-92.

Pettigrew, A. M., Woodman, R. W., and Cameron, K. S. (2001). '[Studying Organizational Change and Development: Challenges for Future Research](#)'. *Academy of Management Journal*, 44(4): 697: 713.

Piderit, S. K. (2000). '[Rethinking Resistance and Recognizing Ambivalence: A Multidimensional View of Attitudes toward an Organizational Change](#)'. *Academy of Management Review*, 25(4): 783-794.

Reissner, S. C., Pagan, V., & Smith, C. (2011). '["Our Iceberg is Melting": Story, Metaphor and the Management of Organizational Change](#)'. *Culture and Organization*, 17(5): 417-433.

Sturdy, A. and Grey, C. (2003). '[Beneath and Beyond Organizational Change Management: Exploring Alternatives](#)'. *Organization*, 10(4): 651-662.

Watkins, M. D. & Bazerman, M. H. (2003). '[Predictable Surprises: The Disasters you should have seen Coming](#)'. *Harvard Business Review*, March 81(3): 72-80.

Other readings, required and optional, may be assigned at the instructor's discretion.

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

Your final course grade is based on the following:

Assignments	Percent of Final Grade
Class participation	10%
Team Led Discussion	20%
Change Management Critique	20%
Final Team Project	30%
Final Examination (online)	20%

1. Class Participation (10%)

Class participation is worth **10% of your final course grade**. You are encouraged to come prepared to class, think critically and comprehensively, and to actively participate in classroom discussions. In addition, working collegially, demonstrating leadership, and assisting your peers are also highly encouraged. In order 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. Team Led Discussion (20%)

Early in the term you will be assigned to a team. This will be your work group for the entire semester. 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 the class online account. 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 activity or exercise supported by PowerPoint and/or videos, photographs, youtube weblinks, or any other resources you feel appropriate for an educational forum such as this.

Key Elements of the 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 a professional 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

A	Significantly exceeds all expectations listed above by linking course materials in development of creative team led discussion highlighting assigned change management readings
A-	Consistently and fully meets expectations listed above
B+/B	Meets Expectations listed above
B-	Minimally meets expectations listed above
C+ and lower	Does not meet expectations listed above

3. Change Management Critique: (20%)

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. Consider a topic recently covered in a major newspaper such as the Wall Street Journal, New York Times or Washington Post, popular business magazine such as The Economist or Time Magazine, cultural critiques such as Vanity Fair, Atlantic Monthly, or The New Yorker, or other sources such as Sports Illustrated or Rolling Stone.

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).

Key Elements of the Grading Criteria:

- o Directions followed: word count, error-free spelling/grammar, etc.
- o Overview: Were the main points of the change succinctly articulated?

- o Originality: was thought and creativity used in development?
- o Key issue: was impetus for change made clear—Why this? Why now?
- o Analysis: Were the positive and negative aspects of the change made clear—who benefits and who does not?
- o Covert or unconscious dynamics: What were the covert dynamics behind the change? Remember, as discussed in class, a covert issues is: “A secret, hidden, disguised or unconscious ‘elephant-in-the-room’ issue that undermines success of change efforts and can cause the organization to drift towards crisis”. (ie Like the fable the ‘Emperor has No Clothes’, everyone knows about the issue, but no one wants to talk about it).
- o References: At least 3 course readings and 3 new references cited?

A	Significantly exceeds all expectations listed above by linking course materials and personal research in a novel interpretation of a real-world change management issue
A-	Consistently and fully meets expectations listed above
B+/B	Meets Expectations listed above
B-	Minimally meets expectations listed above
C+ and lower	Does not meet expectations listed above

4. Final Team Project (30%)

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. 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.

Final Deliverable: 30 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 a professional presentation?
- Overview: Were the main points of the change succinctly articulated?
- Covert or unconscious dynamics: Was covert issue identified and discussed?
- Time management: 30 mins max?
- Applied Theory: were the theories discussed in class applied?
- Reflection: about group processes—*NOT* a report of who did what, but a reflection of challenges you faced in your work together. Perhaps consider ‘covert problems’ you struggled with to complete project.
- References: Cite references used

* To receive maximum credit, your team should consider supporting your change case with PowerPoint and/or videos, photographs, youtube weblinks, or any other resources you feel appropriate for an educational forum such as this.

5. Final Examination (20%)

A comprehensive, closed book 50 question (2 points each) final examination will be administered online consisting of a range of multiple choice, true/false, matching, and short answer questions based on course readings and in-class discussions. A final exam review and further amplifying information will be forthcoming.

How to Develop a Case Study – For Final Presentation

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. 5 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. 15 mins)** Using the frameworks presented in class analyze how the change developed and the covert issues involved. Consider what went wrong organizationally and examine how factors incubated over time until these factors combined in a "window of accident opportunity" and crisis. In other words, why did this incident happen at this time with those people involved? Why this? Why now? It is not a coincidence! In addition to change management examples covered in the class textbook, several additional frameworks will be introduced in class for students to choose from such as systems psychodynamics from 'Thinking through Crisis' by Fraher, 'Human Error' by James Reason, 'Normal Accidents' by Charles Perrow, and 'Predictable Surprises' by Bazerman and Watkins, among others.
3. **Proposed Solution: (approx. 5 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. 5 mins)** Describe how your team worked together, the dynamics that emerged and how you coped with them. How was authority awarded—and taken away—how did your processes evolve as you got to know each other? This is *NOT* a report of who did what, but a reflection of challenges

you faced in your work together. Perhaps consider 'covert problems' you struggled with to complete project.

Final Course Grading

Objective Standards:

A	
A-	Consistently and fully meets expectations
B+/B	Meets Expectations
B-	Minimally meets expectations
C+ and lower	Does not meet expectations

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

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

Course Calendar

Class Dates	Topics/Activities	Readings Due...
1/9/15 6-930pm	<u>Class 1—Cracking the Code on Change:</u> <u>Discussion:</u> • Course Introduction • Course Syllabus, Grading & Expectations • An Introduction & Critical Review of Organisational Change Management <u>Activities:</u> • Assign Teams • Change Case study: Eastern Airline 401: 'A 49-cent light bulb'	<u>Before 1st class, please read:</u> By (2005 & 2007) available online
1/10/15 1pm-5pm	<u>Class 2—Realities, Emotions and Sense-making during Organizational Change</u> <u>Discussion:</u> • Introduction to analyzing change and crisis—the Systems Psychodynamic framework • Developing a Case Study <u>Activities:</u> • Let's try one together—Change Case study: JetBlue's 'Day from Hell'	<u>Before class, please read:</u> Please read Fraher (2004) and Beer & Nohria (2000) available online
1/23/15 6-930pm	<u>Class 3—[Mis]Managing Change and the Crises You Should have Seen Coming</u> <u>Discussion:</u> • Causes of Organizational Change • Realities of Change • Emotions of Change • Sense making Processes in Change <u>Activities:</u> • Brief Team check-in on Final Project & meet with instructor • Change Case study: USS Greenville	<u>1st TLD:</u> Please read Bazerman (2014), Bazerman & Watkins (2003), and Argenti (2002) <u>Class Discussion:</u> Please read Part A in <i>Organizational Change</i> textbook: 'The Change Process' (pp 1-107) and Fraher (2011) pp. 1- 33.
1/24/15 1pm-5pm	<u>Class 4—Beneath and Beyond Organizational Change: Exploring Alternatives</u> <u>Discussion:</u> • Change and Organizational Culture • Change, Power and Politics • Change and Organizational Learning <u>Activities:</u> • Brief Team check-in on Final Project & meet with instructor • Change Case study: Hillsborough Football Crush: 'A Blunder of the First magnitude'	<u>2nd TLD:</u> Please read Reissner, Pagan & Smith (2011) and Sturdy & Grey (2003). <u>Class Discussion:</u> Please read Part B in <i>Organizational Change</i> textbook: 'Perspectives on Change' (pp 111-190) and Fraher (2011) pp. 34-62.

2/20/15 6-930pm	<u>Class 5—Re-Thinking Employee Resistance to Change</u> <u>Discussion:</u> - Implementing Change: Directed - Implementing Change: Facilitated - Roles People Take-up in Change <u>Activities:</u> <u>FINALIZE TOPIC FOR TEAM PROJECT—MUST BE APPROVED BY INSTRUCTOR BY CLOSED OF BUSINESS</u> - Change Case study: Hudson River Landing: 'It's a Miracle'	<u>3rd TLD:</u> Please read Piderit (2000) and Kegan & Lahey (2001) <u>Class Discussion:</u> Read Part C in <i>Organizational Change</i> textbook: 'Delivering Change' (pp 193-266) and Fraher (2011) pp. 130-163
2/21/15 1-5pm	<u>Class 6—Delivering Change</u> Change Management Critique Due <u>Discussion:</u> - Communicating Change - Sustaining Change - Questioning assumptions about change <u>Activities:</u> - Brief Team check-in on progress of Final Project	<u>4th TLD:</u> Please read Eriksson (2004) and Kiefer (2005) <u>Class Discussion:</u> Read Part C in <i>Organizational Change</i> textbook: 'Delivering Change' (pp 266-320)
3/6/15 6-930pm	<u>Class 7—Future Challenges in Organizational Change</u> <u>Discussion</u> - Last team led discussion - Return & discuss Change Management Critique - Summary of course—what can we take away? - Comparing and contrasting older change management models with new ways of thinking about change <u>Activities:</u> - Brief Team check-in on Final Project progress—Review Grading Criteria—Questions? - Final Exam Review—Final Exam available online until Midnight, March 8th	<u>5th TLD:</u> Please read Alvesson & Spicer (2012), and Pettigrew, Woodman, & Cameron (2001)
3/7/15 1-5pm	<u>Class 8—Last Class</u> <u>Activities:</u> Final Team Presentations—Please bring one hard-copy of presentation for instructor	