**MBA 797**  
Organizational Change Management  
Module 4, Spring 2016  
Wednesday, 6:30pm to 10:05pm

**Professor:** Dr. Victoria M Grady, Assistant Professor, Management  
**Email:** vgrady3@gmu.edu  
**Office:** Enterprise Hall, Room 213, Management Suite  
**Office Hours:** By Appointment (Before or After Class)  
**Cell for Texting:** 703.577.2741

*It's not so much that we're afraid of change or so in love with the old ways, but it's that place in between that we fear... It's like being between trapezes. It's Linus when his blanket is in the dryer. There's nothing to hold on to. ~ Marilyn Ferguson*

**Description:**  
Organizational Change Management (MBA 797) presents a systems view of organizational change that includes intervention strategies, data collection, diagnosis, and the integration and management of system-wide organizational change. The course begins with the investigation of previously defined organizational change management theories and explores the relevance of those theories in the 21st century organization. MBA 797 is designed to expose the student to an array of academic theories and models that challenge the intellectual perception of organizational change. The objective of this challenge is to introduce the student to the unique nature of all organizational change initiatives while creating a foundation that will support the real-time integration of more successful change within their respective organization.

**Objectives:**  
This course is intended to support:

- Exploration of previously defined organizational change management theory and models;
- Application of specific organizational scenarios through case study analysis and real-time situations to common theories of change management;
- Draw and defend conclusions regarding value of data generated with change analysis tools—and;
- Summarize, present and discuss change topics and challenges through student focused case studies, discussion question response and practical analysis.
**Course Methodology:**
Learning strategies include lectures, group discussions, case studies, and experiential exercises.

The primary teaching approaches are the following:

- **Socratic method**, named after the classical Greek philosopher Socrates, stimulates critical thinking and allows students to present opposing arguments or viewpoints in the form of inquiry and debate; and
- **Case Study method** which enables the student to serve in the role of decision-maker for real-life business and management situations. The case method approach empowers students to apply the theories, concepts, and practices of managing complex ethical issues. Moreover, critical thinking skills are applied as students examine the causes, consider and compare/contrast alternative courses of actions, probe underlying issues, and suggest recommendations or strategies that address the situations of the case.

**Required Texts:**


**Note**: Other readings will be provided during the semester.

**Course Requirements:**
Grades will be based on the following:

- Reaction Papers (15% ea) 30%
- Final Project 20%
- Weekly Response Question 15%
- Case Study Project 20%
- Class Participation and Attendance 10%
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading- Please Complete BEFORE Class Each Week</th>
<th>Topic and Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>April 20</strong></td>
<td>Luddites, Origin of Sabotage, Who is Kurt Lewin?</td>
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<td></td>
<td>“Organizational Change and Development”</td>
<td><a href="http://www.change-management.com/tutorial-people-side-mod1.htm">Link</a></td>
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<td>“Why Change Management?” by Change Management Learning Center-ADKAR/Prosci</td>
<td>Abilene Paradox Video</td>
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<td>2</td>
<td><strong>April 27</strong></td>
<td>Mental Models, Survivor’s Syndrome and Recency Bias</td>
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<td>Why Are Mental Models Important?</td>
<td><a href="http://en.wikipedia.org/wiki/Mental_model">Link</a></td>
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<td>Definition of Mental Models- Internet Link</td>
<td>How Aware Are YOU? Video <a href="https://www.youtube.com/watch?v=UfA3ivLK_tE">Link</a></td>
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<td>“Healing the Wounds: Overcoming the Trauma of Layoff Sickness” Handout on Blackboard</td>
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<td>3</td>
<td><strong>May 4</strong></td>
<td>Change Management vs. Change Leadership</td>
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<td>“Tipping Point Leadership” – HBR</td>
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<td>“Leading Change When Business is Good: An</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Speaker/Resource</td>
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<td>4</td>
<td>May 11: Are YOU a Change Resistor or a Change Embracer?</td>
<td>The PivotPoint: Success in Organizational Change- <strong>GRA</strong></td>
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<td>5</td>
<td>May 18: How is Technology Change Unique?</td>
<td>“Employee Involvement, Attitudes and Reactions to Technology Changes”- Internet Link</td>
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**Interview with Samuel J. Palmsiano** – **HBR**

**“Cracking the Code of Change”** – **HBR**

**ADKAR**

**Mary LoJacono, Communications and Change Management Senior Consultant—Willis Towers Watson**


**Human Side of Change**


**Resistance to Change**

**Guest Speaker:** Patrick Algiere, CALIBRE Systems

**Technology and Change**

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<td>6</td>
<td><strong>May 25</strong></td>
<td><strong>How Well Do You Communicate During Change?</strong></td>
<td><strong>Communication and Change</strong></td>
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<td>Amy Cuddy- TED Talk: <a href="https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are">https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are</a></td>
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<td>The Eyes Have It Exercise</td>
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<td>7</td>
<td><strong>June 1</strong></td>
<td><strong>How Well Do You Understand Your Organizational Culture?</strong></td>
<td><strong>Culture and Change</strong></td>
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<td>What Lurks Beneath the Organizational Surface?</td>
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<td>“How Come Every Time I Get Stabbed in the Back My Fingerprints Are on The Knife?” - JBH Book</td>
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<td><strong>Change and Trust</strong></td>
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<td>Chapters 1, 5, 6,7</td>
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<td>8</td>
<td><strong>June 8</strong></td>
<td><strong>Why is Change “Risky?”</strong></td>
<td><strong>Risk and Change</strong></td>
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<td>“Change Through Persuasion” - HBR</td>
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<td>“Understanding and Managing Risk” - Internet Link</td>
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<td>9</td>
<td><strong>June 15</strong></td>
<td><strong>How DO YOU Measure Change Success?</strong></td>
<td><strong>Tools for Change, Social Network Analysis, Gap Analysis, Performance Analysis, Change Readiness, Change Response, “Did it Work?”</strong></td>
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<td>“Change Happens” - Handout on Blackboard</td>
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<td>10</td>
<td><strong>June 22</strong></td>
<td><strong>Wrap-UP</strong></td>
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</table>
1. Class participation is evaluated using the following Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 % Unacceptable</th>
<th>70% Developing</th>
<th>85% Competent</th>
<th>100% Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in class learning activities</td>
<td>The student is absent or provides no input into class learning activities.</td>
<td>The student contributes when asked. Adds little to no new content or analysis to the discussion. Critical analysis skills are insufficient.</td>
<td>Contribution demonstrates preparedness and understanding of the relevant readings. The student freely shares experiences and knowledge that illustrate the issues at hand. Uses critical and creative thinking to build on the ideas of others.</td>
<td>Student provides insightful and critical analysis of the relevant concepts and practices. Contributions stimulate and/or invoke further discussion and analytical thinking. Practices skills in appreciative inquiry and other communication techniques. Solicits input from others in a collegial manner. Does not monopolize or control the discussion.</td>
</tr>
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</table>

2. Reaction Papers (2) are evaluated using the following Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 % Unacceptable</th>
<th>70% Developing</th>
<th>85% Competent</th>
<th>100% Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Submits well organized paper within 3 pages that includes a thesis</td>
<td>The student submits a paper that does not meet accompanying criteria.</td>
<td>The student submits a paper that partially meets the objectives as</td>
<td>The student submits the minimum number of required components as</td>
<td>Student meets and exceeds all required criteria.</td>
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</tbody>
</table>
1. Statement and a conclusion

2. Integrates at least 3 organizational examples in the discussion.

3. Represents a solid understanding and implementation of course material covered to date into the writing assignment.

4. Includes at least 3 references external to the article/book/or concept reacting to for the assignment.

5. Use APA Style Guide for all citations.

6. Complete Reference List

### 3. Case Study Presentation

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<tr>
<th>Criteria</th>
<th>0% Unacceptable</th>
<th>70% Developing</th>
<th>85% Competent</th>
<th>100% Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student presents case study with accompanying analysis</td>
<td>The student submits a paper that does not meet accompanying criteria.</td>
<td>The student submits a paper that partially meets the objectives</td>
<td>The student submits the minimum number of required components as</td>
<td>Student meets and exceeds all required criteria.</td>
</tr>
</tbody>
</table>
2. Student presents case study using either Prezi or PPT as a tool for the presentation.

3. All material is organized for clear understanding by class peers.

4. Student must stay within time limit designated by the lecturer.

5. Includes at least 3 references external to the article/book/or concept for the assignment.

6. Reference list is included with presentation.

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4. Case Study Paper is evaluated with the following rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0% Unacceptable</th>
<th>70% Developing</th>
<th>85% Competent</th>
<th>100% Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Submits well organized case study updates of during the course</td>
<td>The student submits a final course project that does not meet</td>
<td>The student submits a final course project that partially meets the</td>
<td>The student submits the minimum number of required components as</td>
<td>Student meets and exceeds all required criteria for the final course project.</td>
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</tbody>
</table>
2. Integrates at least 5 organizational examples from the lecture portion of the class into the project updates each week that demonstrates the students' ability to apply the concepts that are being learned.

3. Creates a solid and informative analysis of the case study.

4. Includes at least 3 references external to the article/book/or concept for the assignment

5. Follows format consistent with the APA guidelines style manual

6. Submits Comprehensive Reference List accompanying objectives as outlined in the criteria. outlined by the criteria for the final course project.
Letter Grade Scale:

A = 94-100%
A- = 90-93%
B+ = 87-89%
B = 83-86 %
B- = 80-82 %
C = 70-79%
F = 69% and below

Technology Expectations:

Please turn OFF or silence (i.e., no vibrate either) ALL cell phones before entering the classroom. Do NOT text or have your phone in front of you during class. If students use laptops, they should be for course-related purposes only (i.e., Facebook can wait until after class). Violation of this policy WILL impact participation grades.

Attendance:

Students are expected to attend the class periods of the courses for which they are registered. Attendance at each class will be recorded. Students who miss an exam may be penalized according to the individual instructor’s grading policy, as stated in the course syllabus.

Participation:

In-class participation is important not only to the individual student, but also to the class as a whole. Class participation is a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.

Absence for Religious Observances or Participation in University Activities:

Mason encourages its faculty to make a reasonable effort to allow students to observe their religious holidays or to participate in university-sponsored activities (e.g.,
intercollegiate athletics, forensics team, dance company, etc.) without academic penalty. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university-sponsored activity must provide their instructor with a letter from a university official stating the dates and times that participation in the activity would result in the student missing class. Faculty members are encouraged to take religious observances into consideration when constructing class schedules and syllabi.

Absence from Final Project Presentation:

Absences from final exams will not be excused by the instructor except for sickness on the day of the exam. Other causes must be approved by the student’s academic dean or director. The effect of an unexcused absence from an undergraduate final exam shall be determined by the weighted value of the exam as stated in the course syllabus provided by the instructor. If absence from a graduate final exam is unexcused, the grade for the course is entered as F.

Honor Code:

All Papers, Exams, or Submitted material must include the words

Honor Code: ____________ with your signature. This should be on the front page of all submitted assignments.

George Mason Honor Code:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for
greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.

Plagiarism:

Below are some definitions of Plagiarism. However, please know that the definitions are also interpreted by the professor(s), meaning that this list is not exhaustive.

- Cutting and pasting from other sources
- Improper and/or lack of proper citations
- Using someone’s ideas, thoughts and/or words without citing
- Using poor paraphrasing
- Submitting someone else’s work as your own
- Copying word for word without citing
- Submitting the wrong document

Cheating:

Below are some definitions of Cheating. However, please know that the definitions are also interpreted by the professor(s), meaning that this list is not exhaustive.

- Using or possessing any unauthorized material/assistance in any academic work
- Submitting a paper submitted for another class
- Using cell phones, calculators, notes during an exam
- Obtaining help or information from a friend/classmate without permission
- Accessing sources/information during an on-line exam/quiz
- Giving help or information/work to a friend/classmate
- Having someone use your iClicker
- Signing-in for another classmate or friend
- Purchasing or attempting to purchase an essay/assignment/code/answers
- Using your previous course work and/or old exams
- Sharing work even after the semester is over

Additional Suggested Reading List:


