Course and Contact Information

Instructor: Loni B. Davis, Ph.D.
Office Location: DMH 310
Telephone: (650) 224-4869
Email: loni.davis@sjsu.edu
Office Hours: Tuesday 5:30-6:00 pm or by phone appt.
Class Days/Time: Tuesday 6:00 pm - 8:45 pm
Classroom: DMH 358

Course Format

This course is based on a scholar-practitioner orientation to the topic of organization change and development meaning that concepts studied will be considered in light of their practical orientation to leading (and consulting to leaders of) organization change and development. The course will include a combination of lecturettes, individual reflection, small / large group work, case study discussion, simulations, team-based assignments and experiential activities. A laptop computer will be required for in-class use in sessions eleven and twelve.

Course Website

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at http://sjsu.instructure.com. You are responsible for regularly checking our Canvas site and/or your SJSU email to learn of any updates. As a general rule the course syllabus will be followed as outlined below. However, as the instructor, I reserve the right to add, delete, or change contents in a timely manner as needed to benefit student learning and meet course requirements.

Course Description

As the external environment changes, given such factors as globalization, increased diversity, sustainability, generational shifts, and reassembling economic forces, organizations face new challenges and potentialities. This course explores how change and development can be effectively planned, managed, and led in complex organizations across levels, contexts, and time. Continuous change has become a constant in organizations, and achieving successful organizational change outcomes is not easy.
Successful change efforts are dependent, in part, on creating new organizational cultures that reflect the capacity for continuous learning and creative change. Successful change is also dependent on how leaders and managers leverage the human and social capital within their organizations whether that be working with individuals, groups, or the organization at large. Internal or external organization development (OD) consultants skilled in organization change can help to facilitate both of these success factors.

Course Learning Outcomes (CLOs)

Students who successfully complete the course Organization Change & Development will:

1. CLO 1-Consider and explore key differences between diagnostic and dialogic organization development approaches.
2. CLO 2-Understand key theoretical underpinnings of organization change and development
3. CLO 3-Analyze change at the individual, group, and organizational levels as well as the differences between continuous and disruptive organization change and development.
4. CLO 4-Examine the different reasons for resistance to change and how to effectively address and manage change and development.
5. CLO 5-Learn how to evaluate and apply integrative models for assessing, diagnosing, planning and implementing change and development initiatives.
6. CLO 6-Identify the role of leaders and managers, change agents, and change recipients in various stages of organization change and development.
7. CLO 7-Assess and reflect on one’s own orientation to change, specific role in the change process (e.g., leader, consultant) and ‘use of self’ given that role.

Required Text/Readings

Textbook

Other Readings

Harvard Business Cases which are required and have been reserved for students purchase. Please use the following two URLs to access and purchase the case studies:

Business Case Studies Coursepack URL: https://cb.hbsp.harvard.edu/cbmp/access/45893635 (Links to an external site.)

Change Simulation Power & Influence Coursepack URL: https://cb.hbsp.harvard.edu/cbmp/access/45895667 (Links to an external site.)

For APA reference please use: https://owl.english.purdue.edu/owl/resource/560/03

Additional articles are indicated on the course schedule and will be available on our Canvas site.
Course Requirements & Assignments

Contribution to the Learning Community - Team and Class Discussion of Cases (15%) 2/2/17 - 5/10/16
A major portion of the learning outcomes in this course are achieved through class discussion of our reading (text, articles, case studies) all of which have been selected to highlight both theory and practice in organization change and development. Therefore, attending each class and participating actively in class discussions and activities are considered critical for creating a meaningful learning environment. Students will be assigned to course teams by the instructor at the beginning of this course and in general our reading material will be discussed in both teams and whole class formats. Key questions to guide your reading and our class discussion are indicated on the course schedule for the day you are expected to have completed the reading assignment. A rubric will be provided to describe how student contribution to the learning community is being assessed. Individual Grade.

Individual Case Analysis Paper (15%) - 3/7/17
Each student will write a paper that addresses a set of questions regarding the assigned reading of the Jess Westerly case study. The questions will be provided by the instructor and discussed in class by teams and the class prior to this assignment. The assignment details will be posted on our Canvas site. Individual Grade (600-800 words, double spaced, APA format)

Team - Case Analysis Paper (20%) - Team One 3/21/17; Team Two 4/4/17; Team Three 4/11/17
Course teams will be assigned to write up a case analysis following the class discussion of the case which will be due two weeks later. The schedule for case discussion and team case analysis is indicated on the syllabus schedule. The analysis should demonstrate the synthesis, integration, and/or evaluation of relevant course theories and concepts from our reading and class discussions. Specific instructions for the paper will be provided on Canvas. Each team may receive additional reading or instructions from the instructor pertinent to their particular case. (1000 words, double spaced, APA format) Team Grade.

Design and Facilitated Discussion of a Sample Dialogic Client Session (10%) 4-25/17
Working in teams and with a specific dialogic approach studied in class, students will design a sample dialogic client session. The team members will present the detailed design to the rest of the class and facilitate a discussion about their proposal. Specific instructions for the presentation/discussion will be provided. Each team may receive additional reading or instructions from the instructor pertinent to the approach they are working with.) Team Grade.

Own Change Effort (20%) Share draft 4/18/17 and 4/25/17; Final paper due 5/9/17
At the beginning of this course each student will be asked to identify a change effort in an organization that you are or can become familiar with. You will be using this change effort to reflect on and apply change and development concepts being covered throughout the course. Each week, time will be set aside for you to capture some of your thoughts in a written class reflection. A final draft write-up of your change effort will draw on your weekly reflections and describe how you will apply course concepts to the change effort. You will share your draft in a small group during class session and receive
feedback/consultation from group members which you will incorporate into a final essay. Specific instructions for this essay will be provided on Canvas. (1500-2,000 words) Individual Grade

**Final: Change Simulation & Final Essay (20%) - Simulation 5/16/17; Final Essay 5/21/17**

Students will individually participate in an online change simulation game to take place during the second to last class session. The game will require you to make choices based on the organization change and development concepts we have been studying in a simulated organization change situation. The simulation will be debriefed and discussed in class and your learning from this activity will be incorporated into one of the questions on your final essay exam which will be due on May 14. Your participation in the simulation and the final essay will serve as your final for this course. Individual Grade.

**Submission of Assignments**

All written assignments in this course are due prior to the start of class on the day due as listed in the syllabus. A written assignment should be uploaded to Canvas for grading. Please do not submit any assignments in hard copy or via email. No extensions or make-up assignments will be accepted without prior approval by the instructor; such extensions or make-ups will be granted only in cases of emergency, serious illness, or for other documented academic reasons. If you anticipate being late on an assignment, you are urged to contact the instructor as early as possible to discuss your situation.

**Grading Policy**

**Written and Oral Criteria**

*Written and oral work for this class will generally be evaluated upon the criteria summarized below.*

- 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
- 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 use of APA format, correct citations and credit given wherever relevant

**Grading of Individual & Team Assignments**

A rubric based on the above criteria will be used to grade specific assignments and provide targeted feedback to students. The rubric will be posted on Canvas along with the corresponding assignment. Note that there are two team assignments in this course in addition to the team discussions that take place during class sessions. For assessment purposes, individuals in a team assignment will generally receive the same grade. However, if there is little or no evidence that an individual team member was part of the collaboration, they will receive a lower grade.

**Course Grading**
The following grade formula will be applied:

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<thead>
<tr>
<th>Course Grade</th>
<th>Percent Required</th>
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<th>Percent Required</th>
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<tbody>
<tr>
<td>A+</td>
<td>98%-100%</td>
<td>C</td>
<td>73%-77%</td>
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<tr>
<td>A</td>
<td>93%-97%</td>
<td>C-</td>
<td>70%-72%</td>
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<tr>
<td>A-</td>
<td>90%-92%</td>
<td>D+</td>
<td>68%-69%</td>
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<tr>
<td>B+</td>
<td>88%-89%</td>
<td>D</td>
<td>63%-67%</td>
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<tr>
<td>B</td>
<td>83%-87%</td>
<td>D-</td>
<td>60%-62%</td>
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<tr>
<td>B-</td>
<td>80%-82%</td>
<td>F</td>
<td>59% or below</td>
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<tr>
<td>C+</td>
<td>78%-79%</td>
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Note: While grades are required, learning is the priority and grades are just a rough proxy for learning...so focus on the learning, not the grade.

Classroom Protocol

Specific expectations for your participation in this course are outlined in the principles below:

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.

- **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 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.
Use of Technology in the Classroom
Use of laptops is permitted but limited to note-taking or looking up information specific to this class. All other activities (checking email, Facebook, surfing the web, etc.) should be scheduled for outside of class time. Use of cell/smart phones or other digital devices is not permitted in the classroom. Please make sure your phones are turned off (or placed on silent mode) to avoid unnecessary distractions during class time. If you need to make a phone call, please exit the classroom quietly.

University Policies

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at 
http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at 
http://www.sjsu.edu/aec to establish a record of your disability.
In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Resources

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at 
http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at 
http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

Course Schedule Below
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<th>Session-Date</th>
<th>Topic /Activities</th>
<th>Required Readings</th>
<th>Deliverables</th>
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| One 1/31    | Welcome & Course Introduction  
Course Syllabus & Administration  
Introduction to Organization Development (OD) Field  
Activities:  
1. Individual introductions  
2. Review of syllabus  
3. Class discussion of reading  
4. Course teams  
3. Introduction to own change effort assignment | Burns & Cooke article: *The past, present, and future of organization development: Taking the long view.* (on Canvas)  
Discussion Focus:  
• What is the field of organization development (OD) and how did it evolve?  
• How does Dialogic OD differ from Diagnostic OD? | Be prepared to draw on your assigned reading in class discussions. |
| Two 2/7     | Organization Change Foundations & Complexity  
Activities:  
1. Lecturette on foundations  
2. Class discussion of reading  
3. Key components of a business case study  
2. Reflection on own change effort | Burke: Chapter 4,5,6  
Discussion Focus:  
• What does "systems thinking" mean when we apply it to organizations?  
• What do we mean by the nature of organization change in terms of pace?  
Why is this important to consider?  
• What are the different levels at which organization change can take place? | Be prepared to draw on your assigned reading in class discussions. |
| Three 2/14  | Course Teams Set Up  
Online: Please note that we will not meet in class for this session. You will be meeting with your assigned team either virtually or F2F. The team assignment and associated documents will be located on our Canvas site. | Please work on:  
• the substantial reading for sessions four and five  
• Pierre Frankel case analysis paper which is due session #5 |  |
| Four 2/21   | Resistance to Change  
Activities:  
1. The Change Game | Burke selections on resistance: pp 109-114, 317-318, 358-359 and 357-358  
Kanter article: *Managing the Human Side of Change* (on Canvas)  
HBR Case Study: Pierre Frankel | Be prepared to draw on your assigned reading |
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| Two 2/21     | 2. Teams and class discussion of Pierre Frankel case study  
3. Reflection on own change effort | Discussion Focus:  
- What is important to know about resistance to change in the context of organization change and development?  
- What are some strategies for addressing resistance to move change forward? | in class discussions.  
Team Charter due  
Logistics and plan for completing team case analysis paper |
| Five 2/28    | **Change Theory, Research, and Conceptual Models for Organization Change**  
**Activities:**  
1. Class discussion of reading  
2. Do CSI (if time)  
3. Reflection on own change effort  
Class discussion of Pierre Frankel Case Study | Burke: Chapters 7, 8, 9, 10, 14  
Kotter article: *Leading change: Why transformation efforts fail.* (on Canvas)  
Kanter: *The change wheel: Elements of systemic change and how to get change rolling* (on Canvas)  
Discussion Focus:  
- What are some of the "mini-theories" from psychology and organization behavior that we can apply to organization change and development?  
- In analyzing and planning organization change, what does it mean to distinguish between content and process?  
- What is an organizational model? What are some of the benefits of using one to analyze, plan, and implement organization change? | Be prepared to draw on your assigned reading in class discussions. |
| Six 3/7      | **Use of Self**  
**Activities:**  
1. Change Style Indicator (CSI) debrief  
2. Teams and class discussion of Jess Westerly case study  
3. Reflection on own change effort  
Seashore et al article: *Doing good by knowing who You Are* (on Canvas)  
McCormick & White article: *Use of one’s self as an instrument for organizational diagnosis.*  
Cheung-Judge: *The self as instrument* (on Canvas)  
HBR Case Study: Jess Westerly | Discussion Focus:  
- What are my preferences regarding organization change?  
- What do I value that is likely to influence my approach to organization change and development?  
- What parts of the use of my “self” as instrument may be challenging for me or need focused development? | Be prepared to draw on your assigned reading in class discussions.  
All: Individual Case Analysis Paper (Pierre Frankel Case Study) |
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<tr>
<td>Seven-3/14</td>
<td>Culture Change</td>
<td>Burke: Chapters 11 Gibbons: <em>Assessing and understanding organizational culture</em> (on Canvas) HBR Case Study: Genentech</td>
<td>Be prepared to draw on your assigned reading in class discussion.</td>
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<td>Activities:</td>
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<td>1. Experiential activity for understanding culture</td>
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<td>2. Lecturette and class discussion of culture change</td>
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<td>3. Teams &amp; class discussion of Genentech case study</td>
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<td>4. Reflection on own change effort</td>
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<td>Discussion Focus: How does Edgar Shein’s notion of three concepts: <em>artifacts, espoused beliefs and values, and basic underlying assumptions</em>, help us to understand what an organization’s culture is? How do we <em>change</em> organizational culture?</td>
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<td>Eight-3/21</td>
<td>Role of Leadership Loosely Coupled Systems</td>
<td>Burke: Chapters 12 &amp; 13 HBR Case Study: Monique Le Roux</td>
<td>Be prepared to draw on your assigned reading in class discussion.</td>
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<td>Activities:</td>
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<td>2. Lecturette and class discussion of change leadership &amp; loosely coupled systems</td>
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<td>3. Teams and class discussion of Monique Le Roux Case Study</td>
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<td>4. Reflection on own change effort</td>
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<td>Discussion Focus: What is the distinction between <em>transformational leadership</em> and <em>transactional leadership</em>? What do we mean by loosely coupled systems? What are some of the characteristics of such systems to consider for organization change?</td>
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<td>3/28-Spring Break</td>
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<td>Activities:</td>
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<td></td>
<td>1. Class discussion of reading</td>
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<td>2. Experiential dialogic OD session</td>
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<td>3. Reflection on own change effort</td>
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<td>Discussion Focus: What kinds of organizational work is best suited for a dialogic approach? diagnostic approach? Can dialogic and diagnostic approaches be combined effectively? Brief introductions to World Café and AI prior to experiential session.</td>
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<td><strong>OD Skills &amp; Knowledge That Support a Dialogic Approach</strong></td>
<td><strong>Discussion Focus:</strong> What are the general and even more peripheral OD skills/knowledge that support using dialogic approaches?</td>
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<td><strong>Activities:</strong></td>
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<td>1. Class discussion of reading</td>
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<td>2. Open Space Technology</td>
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<td>2. Reflection on own change effort</td>
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<td>Eleven 4/18</td>
<td>TBD-Catch Up as Needed: (finish dialogic OD, work on presentations, start small group review of change efforts)</td>
<td>Work on Change Effort</td>
<td>Hard copy of draft change efforts to share.</td>
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<td>Twelve 4/25</td>
<td><strong>Team Presentations and Discussions of Proposed Client Dialogic OD Session</strong></td>
<td>No Reading</td>
<td>Hard copy of draft change effort to share</td>
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<td><strong>Activities:</strong></td>
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<td>1. Team presentations and facilitated discussions</td>
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<td>2. Own change effort share draft in small groups and get feedback</td>
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<td>Thirteen 5/2</td>
<td><strong>Guest Panel-Organization Change &amp; Development Practitioners</strong></td>
<td>Preparation of questions for panelists</td>
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<td><strong>Discussion Focus:</strong> Discussion of OD with practitioners</td>
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<td>Fourteen 5/9</td>
<td><strong>Integration of Organization Change &amp; Development Concepts for Practice</strong></td>
<td>Introductory materials for Change Simulation</td>
<td>Final change effort paper due</td>
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<td><strong>Activities:</strong></td>
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<td>1. Introduction to the change management simulation, practice rounds and debrief</td>
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<td>2. Own change effort share draft in small groups and get feedback</td>
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<td>Fifteen 5/16</td>
<td><strong>Application of Change Management Concepts</strong></td>
<td>Review -Change Simulation introductory materials and lecture notes from previous session</td>
<td>Final essay due 5-21-17</td>
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<td>Activities:</td>
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<tr>
<td></td>
<td>1. Change Management Simulation</td>
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<td>2. Work on Final Essay</td>
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<td>3. Wrap-Up</td>
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</tbody>
</table>

*Note - All students are expected to read all assigned case studies.

**Notes:**