

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Business Administration	College/School	School of Management
Prepared by	Nicole Cundiff	Phone	474-5401
Email Contact	Nlcundiff2@alaska.edu	Faculty Contact	Nicole Cundiff

1. ACTION DESIRED (CHECK ONE):

Trial Course New Course

2. COURSE IDENTIFICATION:

Dept	BA	Course #	472	No. of Credits	3
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Justify upper/lower division status & number of credits: Students will require maturity and interest in a leadership role; Course materials, reading and projects will be at the upper division level.

3. PROPOSED COURSE TITLE: Leading Change

4. To be CROSS LISTED? YES/NO

If yes, Dept: LEAD¹ Course # 472

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO

If yes, Dept. Course #

6. FREQUENCY OF OFFERING: Alternate Fall

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13) Fall 2013

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

1	2	3	4	5	X	6 weeks to full semester
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OTHER FORMAT (specify) _____

Mode of delivery (specify lecture, field trips, labs, etc) _____

9. CONTACT HOURS PER WEEK:

3	LECTURE hours/weeks	0	LAB hours /week		PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

BA/LEAD 472 – Leading Change (Offered Alternate Fall)

The course is designed to explore some of the technologies for intervening in organizations to develop their capability and to achieve change. We explore the way in which change agents

¹ LEAD is the course designator for the Northern Leadership Center.

deal with their conflicting demands and ways of balancing demands. The thrust of the text is how to become a leading change agent within an organization and extend your understanding and application of key concepts and theories. (Prerequisites: ENGL 111 & 211, COMM 131 or 141, or by permission)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6** W = Writing Intensive, **Format 7** Natural Science, **Format 8**

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES ENGL 111, 211; COMM 131 or 141; or by permission of instructor

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS BA 390 preferred

16. PROPOSED COURSE FEES \$0

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

Fall 2011 – BA 467

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Course load of current faculty member, classroom space currently available

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Similar course taught in past; No unusual library services are required.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

BA department

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Will add new course to existing offerings and give option to students seeking leadership skills. No negative impacts are expected.

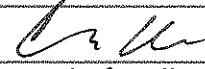
JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course has been offered in the past at the upper division level, reflects the faculty member's expertise, and will align with other BA courses.

APPROVALS: Add additional signature lines as needed.

	Date	12/7/11
Signature, Chair, Program/Department of:		

	Date	12/7/11
Signature, Chair, College/School Curriculum Council for:		

	Date	12/7/11
Signature, Dean, College/School of:		

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE



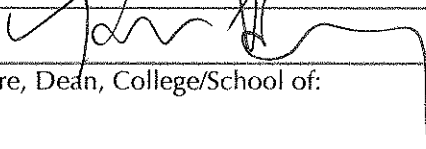
	Date	
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Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	12/7/11
Signature, Chair, Program/Department of: _____		
	Date	12/7/11
Signature, Chair, College/School Curriculum Council for: _____		
	Date	12/7/11
Signature, Dean, College/School of: _____		

BA 467: Current Topics in Management: Leading Change

Fall 2011, Meeting in DUCK 252; T/TH: 9:45-11:15am

Instructor:

Nicole Cundiff PhD

Director: Northern Leadership Center

Email: nlcundiff2@alaska.edu

Phone: 907-474-5401

Office: Northern Leadership Center

Room: 208D Bunnell

Office Hours:

Tue & Thur: 2:00-4:00p

Or by appointment

Website for the course: <http://classes.uaf.edu>

We will be using Blackboard for this course. The address above gets you to **the login page for Blackboard**. You will need to login using your campus network id and select this course. The website contains all of the computer-generated slides (PowerPoint) used in the course. Many students print these slides and bring them to class to take notes (the instructor will not stop to allow time for students to copy the slides by hand). The website also contains your grade book. You are only able to see your own grades. In addition, the webpage contains a copy of the syllabus and the course schedule.

Required Text:

T. Jick & M. Peiperl. (2011). *Managing Change: Cases and Concepts* (3rd ed.). McGraw Hill, ISBN 978-0-07-310274-0

Course Description: Examines current management trends with regard to major theories and practices in the field. Topics of interest could include organizational development, performance appraisal, personnel selection and international human resources management. Prerequisites: BA 307; BA 390. (3+0)

Course Objectives: The course is designed to explore some of the technologies for intervening in organizations to develop their capability and to achieve change. We will explore the way in which change agents deal with their conflicting demands and ways of balancing these demands. The thrust of the text is how to become a leading change agent within your organization. Most of the materials covered in the text will be a review from prior behavioral or management courses. The emphasis in this course will be to extend your understanding and apply the concepts and theories.

Organization of the Class: The class will be conducted as a seminar. Emphasis will be on student participation and hands on experience. Assigned readings and cases have been assigned from week 2 through week 15. You will be required to read these assignments and come prepared to class. Tuesday's will be mainly be given over to either discuss material, lecture, or used as lab to work with your group. Thursday's will be mainly for speakers and group presentations with some discussion on material/lab time.

Preparation for class. You need to plan on reading and reflecting upon assigned materials before the scheduled discussion, while the focus each week is on the theory developed in each module, the cases taken up each week should be discussed in light of

the previous theory that was covered. The framework in the text builds week by week into a broader perspective on the process of managing change.

Every day you need to bring to the class insights from the readings, personal experience, or close thinking about the issues. Generally, we will take a "critical evaluative" perspective to the subject, where presentations will be made and evaluations on the presentations will be given through discussion and question and answer sessions.

- We will be exploring ideas and testing their merits. This discussion is helpful if the GUIDES TO PROFESSIONAL CRITICISM that is attached is observed. It is also good professional training to be able to handle other viewpoints and criticism in a constructive way.

Attendance. Attendance will be monitored based on the entire class period. Perfect attendance (no unexcused absences) earns additional points; excessive absences are penalized. Bonus or penalty points are assigned for attendance as follows:

Unexcused absences	Points
0	+10
1	+5
2	0
3	-5
4 or more	-10

Student Expectations:

1. Students are expected to **clarify any questions/doubts** they may have regarding material presented in the lecture or in the text, during class, during office hours, or by e-mail.
2. Students are expected to maintain professional decorum while in the classroom. **Carrying on conversation** with neighbors, **reading newspapers** during lectures, or other disturbances is viewed as discourteous to the class. You are expected to stay in your seat until class is dismissed as the process of leaving while class is going on is disturbing to others in the classroom. If you have a prior appointment, sit in the back rows so that you can exit with minimum disruption to the class. During exams, however, those who finish earlier than others may leave quietly when they are done.
3. **Cell phones and pagers** are to be **turned off** during class.
4. The attempt of a student to present the work of others as his or her own, or to present any work not honestly performed, or to use improper aids to complete a project is a serious offense and will be treated with extreme prejudice. The aiding and abetting in any dishonesty is likewise held to be a breach of ethics. Do not cheat and do not tolerate other's cheating. If you are unsure whether some particular action is unethical or dishonest, review the Student Conduct Code Chapter 9.02 (www.alaska.edu/bor/policy-regulations/) Students caught plagiarizing or cheating will be disciplined according to the appropriate Department/School of Management/University of Alaska guidelines.

Effective communication:

Students who have difficulties with oral presentations and/or writing are strongly encouraged to get help from the UAF Department of Communication's Speaking Center (Phone 907-474-5470, email speak@uaf.edu) and the UAF English's Department's Writing Center (Phone 907-474-5314, location Gruening 8th floor).

10 Strikes Rule:

As this course has a lot of writing involved, under the School of Management's new policy for writing intensive courses written assignments will be subject to a 10 strikes rule. This means that if there are 10 or more errors (spelling, grammar, punctuation, etc...) the assignment will be returned to the student for corrections. No credit will be given until the errors are corrected and resubmitted in a timely fashion (within 4 days). A letter grade will be deducted each time the assignment is returned to the student. This rule will be strictly enforced. If you need assistance meeting this standard, please refer to the writing center.

Students with Disabilities:

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with learning or other disabilities are encouraged to visit the Office of Disability Services website at www.uaf.edu/chc/disability.html or contact the coordinator of Disability Services at the Center for Health and Counseling at 474-7043 or the Office of Disabilities Services (208 WHIT, 474-5655). If you have a disability and require reasonable accommodations, please let me know as soon as practicable so that your needs may be met.

Group Processes:

Each group is charged with writing up *five* cases and the associated theory—one from each of the first five modules. All class members are responsible to read and understand the theory and case(s) taken up each week. In addition, each group is charged with presenting their approach in one session (1-hour presentation/discussion). Group numbers will be distributed in the first class. Two grades will be assigned:

- A group grade is assigned for the professionalism and clarity of the presentation. See guidelines for mechanics of presentation.
 - A second grade is assigned to the written reports (the quality of the analysis of the theory (readings 40%) and application of theory to the case (60%).
- Marginal differences among group members are based on class attendance, leadership development project, and the scores earned on the in class examinations.

Leadership Development:

- Attend a leadership development event, put on by SOLD, the NLC (Northern Leadership Center), the LIVE program, or other pre-approved event that has to do with your personal leadership development (event can be past dated if student is constrained on time). Write a reflection on what you learned at the event and/or how assisting with the event assists you in obtaining your personal leadership development. A list of events will be provided; along with occasional updates throughout the class.

OR

- Work with SOLD (Student's Offering Leadership Development) Attend at least 3 meetings (sign-in for class members will be available at the meetings) and see what the student group has to offer. See how working with a group like SOLD would benefit you as a leader.

Exams:

1. **Format:** There will be **two** in-class exams. The second exam will be held during finals week and **will be comprehensive**. Each of the exams will consist of **40 multiple-choice** items and 2 short answer. Exam scores will be **posted** on the course webpage (Blackboard) usually within 2-3 days after the exam is given.
2. **Procedures:** You must **be on time for the exam**. Students will not be permitted to talk once the exam starts. Furthermore, no earphones, radio transmitters, **hats** etc. are permitted during the exam. When you finish your exam, check your answers. Turn in your answer sheet and exit the room quietly.
3. **Absences from the exam:** All exams must be taken at the time scheduled. No make-up exam will be given except for **medical emergencies** or uncontrollable situations. In such situations, the instructor has to **be informed IN ADVANCE** of the exam. If the student is unable to **call or leave an e-mail message with the instructor** personally, have a roommate, neighbor, friend, or relative call or e-mail the instructor **BEFORE the exam** is given. Only the instructor can approve an excuse for absence from an exam.
4. **Academic Dishonesty:** Students are strictly forbidden from **talking** or communicating with another student, looking at another student's paper, consulting notes during the exam, or **cheating** in any other way. **As a minimum sanction, a student discovered cheating or assisting another student with cheating will receive a grade of zero on the exam. If a student is found cheating more than once, they will be permanently removed from the class.**

Extra Credit: You can earn up to **20 extra credit points** by participating in approved **research studies** (approved studies will be announced in class) – you can earn **5 points** for each hour of research participation. You may also earn extra credit points by completing *additional* (one's you did not do with your group) *individual* case study reports. You will earn 5 points for each additional report up to 4 can be turned in, but no more than 20 pts can be acquired through any type of extra credit. More information will be given in class about extra credit.

Point Distribution:

Assignments	Number of points for each	Total possible points
Five cases (group grade)	60	300
Paper or SOLD participation	60	60
Professionalization of presentation (group grade)	40	40
In class examinations (individual grade for 2 examinations)	50	100
		<hr/>
Total earned points		500
Attendance/absences (Bonus or penalty points-individual points)		+10 to - 10
Extra Credit		+20 - 0
		<hr/>
Total possible points		530

Grading: The final letter grade for each student will be determined by combining the total points from the two exams, presentations, reports, attendance, and extra-credit points.

Criteria for letter grades:*

450-500 points = A

400-449 points = B

350-399 points = C

300-349 points = D

Less than 299 points: F

*Note these point breakdowns are subject to change throughout the semester.

Tentative Schedule¹

Week/Date	Topic
Sept 1	<ul style="list-style-type: none"> • Overview of the course and its requirements • Assignments into groups • Professional Criticism • Guidelines on summarizing the article assigned and analyzing the assigned case • <i>Readings</i>: Introduction, pp. xix-xxix
Sept 6	<p>Module 1</p> <ul style="list-style-type: none"> • Forces for Change • <i>Readings</i>: pp. 1-4; 56-73 - Strategy • <i>Case</i>: Nestlé's Globe Program; pg. 50 • <i>Thursday Speaker</i>: Brian Rogers or Sean Parnell?
Sept 13	<ul style="list-style-type: none"> • <i>Readings</i>: pp. 37-50- Mature Orgs. • <i>Case</i>: British Airways; pg. 24 • <i>Thursday</i> Group 1 presents
Sept 20	<ul style="list-style-type: none"> • <i>Readings</i>: pp. 82-107 - Sustainability • <i>Case</i>: GlaxoSmithKline; pg. 74 • <i>Thursday Speaker</i>: Bernie Karl, Phil Cole, or Michele Hebert?
Sept 27	<p>Module 2</p> <ul style="list-style-type: none"> • Recipients of Change • <i>Readings</i>: pp. 336-347 – The Individual • <i>Case</i>: Kerstin Berger (A); pg. 377 • <i>Thursday Speaker</i>: Kris Racina
Oct 4.....	<ul style="list-style-type: none"> • <i>Readings</i>: pp. 389-403 - Communication • <i>Case</i>: Apple; pg. 322 • <i>Case</i>: Israel; pg. 347 • <i>Thursday</i> Group 2 presents
Oct 11.....	<p>Module 3</p> <ul style="list-style-type: none"> • Leading Change • <i>Readings</i>: pp. 423-430 & 475-493 – Leadership Development • <i>Case</i>: Disney; pg. 410 & 415 • <i>Thursday Speaker</i>: Fire Chief Doug Schrage, or President Hamilton?
Oct 18.....	<ul style="list-style-type: none"> • <i>Readings</i>: pp. 448-462 – Middle Management • <i>Case</i>: Young Change Agents; pg. 462 • <i>Case</i>: Baskin; pg. 445 • <i>Thursday</i> Group 3 presents
Oct 25.....	<p>Module 4</p>

¹ This syllabus represents the best reasonable expectation of the instructor at the beginning of the semester, but is subject to change to improve the quality of learning or to accommodate unforeseen events (for instance, we may cover one presentation during the final in case of foul weather).

	<ul style="list-style-type: none"> • Changing the Game • <i>Readings</i>: pp. 113-120 – Vision • <i>Exam Review</i> • <i>Thursday</i>: Exam 1
Nov 1	<ul style="list-style-type: none"> • <i>Readings</i>: pp. 132-140 & 182-198 – Inspiration and Resilience • <i>Case</i>: Motorola; pg. 120 • <i>Thursday Speaker</i>: President Gamble
Nov 8	<ul style="list-style-type: none"> • <i>Readings</i>: pp. 149-163 – Model for Change • <i>Case</i>: Merrill Lynch; pg. 140 • <i>Thursday</i> Group 4 presents
Nov 15	<p>Module 5</p> <ul style="list-style-type: none"> • Implementing Change • <i>Readings</i>: pp. 211-220– Implementation • <i>Case</i>: White Cap; pg. 203 • <i>Thursday Speaker</i>: Brian Rodgers, Fred Schlutt, or Cam Carlson?
Nov 22	<ul style="list-style-type: none"> • <i>Readings</i>: pp. 239-255 – Managing Reorientation • <i>Case</i>: Marconi plc; pg. 220 • Group 5 presents
Nov 24	Thanksgiving No School
Nov 29	<ul style="list-style-type: none"> • <i>Readings</i>: pp. 264-276 & 298-308 – Changing Culture? • <i>Case</i>: Seagram; pg. 255 • <i>Thursday Speaker</i>: Kris Racina, Brian Rodgers, or Minster Derrick Dickinson?
Dec 6	<p>Module Six</p> <ul style="list-style-type: none"> • Continuous Change • <i>Readings</i>: pp. 553-563 & 610-617 – Large Scale Change • <i>Case</i>: Singapore Airlines; pg. 535 • <i>Case</i>: GE; pg. 563 • <i>Prep Final Exam</i>
Dec 15	Final Exam: Thursday 8:00-10:00am

Different from the book! We are going to be doing things slightly different from the book. They name the modules 1-6, but I do not like the way they laid the material out. So we are going to shake things up a bit and change the order of the modules.

PROFESSIONAL CRITICISM

What is professional criticism? It is a systematic assessment of the adequacy of the work of a colleague. The focus usually is on an article, research project, dissertation, or presentation where a position is being developed.

Providing good critical evaluations.

- Closely review the work. Critical reviewing is hard work. It requires one to read closely and evaluatively. Accept that when you review a work, it is your professional responsibility to provide an *objective*, carefully considered evaluation.
- Make a sort in your review: Sort out minor issues from major issues. Distinguish among at least the following:
 - Mechanics of writing. A manuscript should meet professional standards in terms of spelling, grammar, and structure of the piece. These are mechanical issues, not substantive. Mechanics is the least problematic in improving a work.
 - Clarity of the question posed or major thesis being developed. Often the focus will shift as people work on a topic. This creates difficulties for the author and reviewer. Identify how clear the question or thesis is.
 - Meeting the standards of methodology of theory building and research design.
 - If the theory does not meet the standards of theory building, it is unlikely that research will lead to any useful insights.
 - If the research design does not meet the standards of good design, the potential for arriving at useful findings is limited.
 - If both theory building and research design are faulty, the resulting data is likely to have little meaning. These are serious substantive issues and most of your attention should be given to them.
 - Substantive theory, familiarity with relevant work in the area and cognate areas. Most work builds on the foundation of previous work. To the extent one is inadequately grounded in previous work, the potential for additivity is low. Is the person grounded in field and familiar with relevant work?
- Organize and systematically present your critique. If a sort has been made, this step naturally follows.
- Do not insist that all your points be accepted and implemented.
 - You are providing advice and a critical perspective.
 - Your viewpoint must be set against others who may be taking the opposite or at least a different position.
 - It is the responsibility of the presenter to decide on what is useful, may be useful but requires a closer assessment, and those points that are not helpful in refining the work.
 - A professional discussion is not a test between the reviewer and presenter.

Helpful techniques in constructively using critical comments.

- **Detach yourself from the work.** If you and your work are identified as a single entity, it will not be possible to constructively use critical comments. Once it is submitted for critical review, consider the piece as a work in process where you are drawing on group resources to improve it. The work in progress is under review--not you.
- **Clarify the point before reacting.** Often the critic and presenter go by each other with neither understanding the points made. Be sure that you understand what is being criticized before responding. It is useful to state your understanding of the point before responding.
- **Bring others into the discussion.** Often others can be helpful in clarifying and extending the issues that are opened. Draw upon the group resources when you are unsure of how to respond.
- **Go back to the drawing board.** Many issues cannot be resolved without intensive consideration. Accept that this is an issue that has to be closely considered and move the discussion on to other points. Be quite clear in the discussion that this is what you are doing--neither accepting, nor rejecting the point at this time.
- **Use criticism to hone down the work.** Good professional criticism is likely to result in clarifying a number of errors, points only partly developed, and other issues that require exploration. If you started with the premise that the work was in the best shape that you or anyone else could create, then the tendency is to cast the work aside and start again when you find it lacks in numerous ways. This might be necessary, but usually is an error. Starting a new project does not solve the problem since it will also be faulty. Use the criticism to improve the work in process.

Constructively using critical comments. Constructive use of criticism involves critically evaluating the points that are made. The points are weighted for their insights. A sort is made:

- **Clarify what the criticism is before responding.** If someone states that your writing is dense, poorly organized, and wandering, request the critic to clarify the point either by identifying particular problems (you state a thesis and then do not support the position--for example, . . .; the paper is deficient in that topics are taken up that have little or nothing to do with the thesis being developed--for example, . . .; the paper is weak in mechanics--it lacks an introduction and a conclusion, . . .
- **If obvious errors were made, accept the points as useful and incorporate the changes--**(that is a good point that I had overlooked); be open in your acceptance and avoid "well, maybe there is something to your point."
- If the reviewer appears to have made an obvious error, or appears to misunderstand, reject the criticism, and **defend your position--**(e.g. I believe that you misunderstand the point being made. If I understand you correctly, you are saying that . . . If that is your position, let me clarify in another way my point . . .)