**Discussion Questions**

**Cameron**

* Is Cameron still relevant 20+ years later? Where are we now relative to others passing us educationally?
* What is unique about liberal arts colleges for the focus of the article?
* How would you see adaptation differently than change? What is assumed about leadership for both?
* How would you link organizational adaptation and organizational learning? What is assumed?
* What might you identify as incremental or revolutionary strategic choices? Likelihood of success?
* What frames are in operation? How might they link with the four approaches of adaptation?
* How might today’s complex environment differ or be the same as when Cameron was initially writing? Do his arguments still hold true?
* What will help leaders make good strategic choices?
* How might you see Janusian characteristics in today’s institutions? How can you build your capacity to think in this manner?
* Do you buy Weick’s notion of effective organizations? (p. 282)

**Eckel & Kezar**

* Discuss how you thought the authors did in apply a cultural lens to change processes. What is understood better as a result?
* Of the six categories for change theory, which did you find you liked the best?
* How do Bergquist’s cultures intersect with Mintzberg, Bolman & Deal, and Chaffee?
* How do Tierney’s categories allow for a different format of analysis?
* Create a template for the case sites to map out the Bergquist/Tierney frames. Looking at this, how might you have anticipated the findings highlighted for each of the change strategies?
* How does the idea of a robust design/flexible vision intersect with the notion of adaptive change?
* How important is it to have visible actions? How does this depend on the culture?
* As a new leader, how would you use the archetypes and strategies to initiate change?

**Hickman**

* What is assumed about collaborative change? Will all leaders desire sharing power?
* The notion of agility/flexibility is prevalent in this week’s readings. Considering O’Toole’s plan, how might a leader implement this if they have been on campus a number of years already?
* Organizational learning is assumed in Hickman’s treatment of change. Is this a valid starting point?
* What would Hickman and Chaffee have to say to one another about planning? What about Peterson?
* What will help “unfreeze” an organization to allow for change to occur? Is this tied to a particular type of leadership?
* Review the list of resistance behaviors to change. How many do you see in yourself as you recall your reaction to a change initiative? How about others?
* What is assumed about dialogue? Does this link to introvert/extrovert patterns of processing information? Think too of the Meyers-Brigg ideas.
* What happens in dialogue when we hear things we don’t want to talk about? Think of PC talk.
* What is the role of ethics in change?

**Heifetz**

* What happens if the knight on the white horse is not there in times of crisis? What fills the void?
* Think of what technical/adaptive problems exist in higher education. How does distinguishing between these help in working towards change?
* Thinking of the example of Parson’s and her tale of type III situation with her patient, what is assumed about her ability to read the situation? To create the adaptive space? How might leaders learn this? What is assumed about the amount of time leaders have?
* What is assumed about how leaders use their authority in framing change? What is the role of ethics? Do we assume ethical behavior?
* Is technical expertise linked to management?
* How might the different frames guide a leader through adaptive change? Do we think that structural framers only see technical solutions?
* What are the inherent risks for leaders using adaptive change techniques?
* As a leader, how would you recognize the need to address technical change versus adaptive?
* Is adaptive change only viewed as successful from hindsight? What of examples of how this might have failed?