MGMT 646-1S Change Management I: Assessment and Change

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Course Description
This course covers the theory and practice of assessment and change in organizations. Included will be consideration of environmental and organizational influences on various levels of organizational performance and how to detect the need to change. We will discuss what to measure, how to assess, when to assess, and using assessment results as a basis for selecting change interventions. All of this is undertaken to improve performance at the individual, group and organization levels. We will examine the impact on quality of assessment of the purposes for assessment, flaws in informal and formal methods of performance assessment, issues with creation of standards of performance, how to collect performance data, especially to determine causes of problems, the effects on assessment of judgmental processes and motivation of those being assessed as well as assessing, and other sources of error in assessment. We will also examine ties between data collection and analysis and the change management process, paying special attention to the fit between measurement systems and change processes, the culture of the organization and the societal context in which the organization operates, ethical issues, social responsibility of organizations, and perceptions of fairness/justice related to measurement systems and change.

Objectives
This course is designed to provide an in-depth view of the variables involved in effective change, including identifying what to change via assessment at all levels of analysis in organizations. At the conclusion of the course, students should be able to apply social-psychological, psychometric, cognitive, and organizational theories to develop, critique, improve and use performance assessment systems in various organizational contexts to determine causes of problems, to determine effectiveness of change interventions.

Format
The content of this course will be covered in classes that meet from 8 a.m. to 5 p.m., Monday through Friday. To do this, we will use lectures, discussion, and in-class activities to enhance understanding and learning. We will have 3 short papers due during the week. Following the week-long examination of theory and methods, students will apply these theories and methods in a project they develop over the next four weeks. In this project, each student will identify a problem that needs to be solved in a real organization, assess the potential causes of the problem, and suggest interventions appropriate to deal with each of the causes their analysis has revealed. During this four-week period, each student will consult individually with the professor to insure their success on the paper. This integrative project is where the student gets to experience how change processes really are conducted in organizations. A great deal of energy is expended in this format, so students are advised in advance to be ready for a very rigorous course, physically as well as mentally,
Course Materials

Performance Assessment & Change Readings—on the course’s Canvas site.
Any additional materials and readings----distributed in class or posted in Canvas.

Grades

Grades will be based upon the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation in class activities, 50 points/day</td>
<td>300 points</td>
</tr>
<tr>
<td>Short Reports (2, written and presented in class) 100 points each</td>
<td>200 points</td>
</tr>
<tr>
<td>Article presentation/discussion leadership</td>
<td>100 points</td>
</tr>
<tr>
<td>Final paper</td>
<td>300 points</td>
</tr>
<tr>
<td>Total points available</td>
<td>900 points</td>
</tr>
</tbody>
</table>

Final Grade Calculation
When I calculate grades at the end of the semester, I will use the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-1000</td>
<td>A</td>
<td>800-829</td>
<td>B-</td>
</tr>
<tr>
<td>900-929</td>
<td>A-</td>
<td>770-799</td>
<td>C+</td>
</tr>
<tr>
<td>870-899</td>
<td>B+</td>
<td>700-769</td>
<td>C</td>
</tr>
<tr>
<td>830-869</td>
<td>B</td>
<td>below 700</td>
<td>F</td>
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</table>

Class Activities
Each day, there will be in-class experiential exercises, team activities, and/or discussions. You will be graded on these based upon, first, being present to participate in the activities, and, second, on your actual participation in discussion, and, third, your level of involvement in doing the activities and exercises.

Short Reports
Each student will prepare two short papers on films the student will watch outside of class. Each report involves you watching a film that I assign, watching for very specific things that I have given you to look for and reflect upon in your paper. I advise you NOT to watch until you fully read the instructions for what to think about as you watch! The first movie I am giving as a pre-assignment, and your reflection paper is due on Saturday, June 4, for our discussion at the beginning of class. Don’t be late, and don’t come to campus needing to print it before class! The first film is “A Few Good Men”. The second movie I will assign on Saturday, June 4, and your paper about the second film is due Friday, June 10, at 6:30. Instructions for these assignments will be distributed via email and posted on the course’s site on our Canvas site. Each is worth 100 points. Both films are available on Amazon—and probably other internet sites as well.

Article Presentation/Discussion leadership
Each student will select one article from a collection of newspapers, magazines, and journals that Dr. Kilbourne will bring to class, or one found by the student with Dr. Kilbourne’s approval. The article should be selected because it has something to do with measuring success, performance, impact, etc., of the organization, group, or person being discussed in the article. The report must summarize the article, identify what the assessment issues in the article are, identify the level of analysis that is the focus of the article, and discuss the potential outcomes of the assessment involved, i.e., analyze and
discuss whether the assessment method involved in it will achieve the objectives of measuring as it is designed or if it should be changed. To do this exercise, you will read the article and write a 2-3 page report applying our material to consider measurement/assessment issues inherent in the situation described in the article. These reports will be due at 8 a.m. on Saturday, June 11, when they will be presented and discussed in class. DO NOT BE LATE! Participation in the entire presentation process will be each student’s attendance/participation grade on June 11. The articles on assessment from our “packet” are to be applied in analyzing the situation in the newspaper article.

All written reports will be graded primarily for content. Papers must be word-processed with 1 inch margins on all sides, entirely doubled spaced (not like the spacing in this syllabus) with 5 space paragraph indentation (one tab, like this syllabus). Be sure to proof-read for correct spelling, wording, and punctuation. Don’t rely on your software—it will give you incorrect punctuation and wording suggestions, and it will not catch all spelling errors. Finally, attach a copy of the article to your report.

**Data Collection**

Students will participate in the creation of a measurement process and instrument as one of the class activities. You will be assigned to groups to undertake this exercise, going into the field to use your measurement instrument and discuss issues related to improving performance using your data. No written report will be required for this exercise. This counts as participation points for one day.

**Final Paper**

The purpose of this paper is to apply all the course materials to analyze a problem of interest to you. Full instructions for this paper will be distributed in a separate document. This paper is worth 300 points and will be due at the professor’s office or mailbox on or before **June 20, 2016, by 5 p.m. in hard copy form at Smith 314 or in my mailbox at Smith 309. Do NOT send me an electronic copy.**

Do NOT write about individual performance appraisal. Identify a situation where a problem has been identified in your focal organization, or where you think there is a problem but for which your organization has no data. Your objective is to either critique the data collection and analysis process that exists or develop a process to use in collecting and analyzing data appropriate to deal with the problem. In this case, you must describe in detail what the appropriate assessment system would be to use in identifying potential causes of the presenting problem. Other parts of the paper will involve you describing the problem, doing a conceptual analysis of potential causes of the problem, discussion of the data needed to rule in or out each of the variables that might be causal, and suggesting and discussing potential interventions to use to change the situation.

Again, full instructions and a grading guide will be distributed in a separate document.

**Approximate Daily Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Graded Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Evening</td>
<td></td>
</tr>
<tr>
<td>June 3</td>
<td>Introduction to Course &amp; Classmates</td>
<td></td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>Review of Managerial Variables and their relationship</td>
<td></td>
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to organization goal achievement

Day 1  Morning
June 4  Discussion of Internal & External Influences  Paper Due/Presentation
8-11:30  on organizational goals, assessments, & change  “Top Gun”

1-5  Afternoon
A Framework for What to Assess & Goal-based team exercise
Assessment; Identifying variables that cause
performance gaps (Problems) and opportunities
—review from MGMT 550
Articles by Ouchi; Kerr; Opie; & Mausolff

Day 3  Morning
June 5  Performance Management Model
8-11:30  Articles by Lawler & McDermott;
         Schuler, Fulkerson, & Dowling

1-5  Afternoon
Rating/Assessment/Measurement Context
Articles by Grote; Maher; Schellhardt; Roche; Zhou;
Sanwong; & Longenecker, Sims & Gioia

Day 4  Evening
June 10  Discussion of Film 2  Paper Due/Presentation
6:30-8:30

Day 5  Morning
June 11  Collecting Data—Lecture  Presentation of Papers
8-11:30  Data Sources  on Newspaper
Creating a generic measurement instrument articles; papers due
Chapters on data collection & analysis by
         Cummings & Worley

1-5  Afternoon
Field exercise in data collection  Reports from teams on
data collection

Day 6  Morning
June 12  Linking data and action—Outcomes  Exercise in class
8-11:30  Attached to Measures
Types of Interventions—handouts and lecture
Discussion of Leading Change
Article from SHRM

Class is dismissed at 11:30 today.
June 13-June 19 Individual Consultations with Dr. Kilbourne
   Each student must consult with Dr. Kilbourne at least twice. This can be done in person or via phone conference, but not via email or text.

Consultation 1: The first consultation will be to discuss the student’s problem. A correct problem statement will ensure that the student will be successful in the assessment portion of the project.

Consultation 2: The second contact will be to discuss which variables the student has identified as being most likely to be important factors in dealing with the student’s problem.

Monday, June 20  Final Paper due
   Turn your paper in to Dr. Kilbourne’s Office by 5 p.m. No electronic copies!