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MGMT 647-2S Change Management

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MGMT 647 Change Management

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Course Description

This course examines when to change, what to change, and how to change. We will study the theory and methodologies of change management, including small-scale incremental changes to large-scale transformations. Included will be examination of reasons for change, such as external environmental shifts, loss of competitiveness, and opportunities to do new things. These would involve improving what an organization already does, renewing a dying organization, or taking advantage of innovations or creativity. We will examine how internal and external assessment processes can indicate a need to change, how to use theory to determine what change intervention(s) to use to achieve a desired result, and how to determine insure that intended change has been successful and is permanent.

This course provides a line manager or strategic leader with tools necessary to be proactive with respect to change, and to be equipped to be an effective change leader. Taken together with MGMT 646, this course provides a strong foundation for those who would like to be internal or external change consultants.

Required Text


Format

The content of this course will be covered in classes that meet two consecutive weekends, June 8, 9, 10 and June 15, 16, 17. We will have lectures and case discussions, video cases, in-class activities, and, perhaps, guest presenters. Students will write one short paper that will be due June 17, and they will write a second longer paper that will be due June 29. Both papers will require students to apply our course material. In the first paper, I will assign a case or topic to each student. For the second paper, each student will apply the material to address a problem or opportunity in an organization of their choosing. Details for both papers will be provided in class.

Grades

Grades will be based upon the following components:

Attendance & participation in in-class activities, 50 points/day  300 points
Short Paper  100 points
Long Paper  200 points
Participation

All students will do all the assigned reading. In addition, each student will review one of the readings in the text and lead discussion of that article in class. Assignments for those articles are listed in the Schedule below. I made these assignments by drawing names from a hat, so it was purely random. On the day a student presents, he/she will receive the 50 points for that attendance/participation. The rest of the class is expected to participate by listening and contributing to discussion.

Other activities will be in-class, or out-of-class, activities or exercises designed by the professor to illustrate material for that day’s course, or to integrate material in the course. Each of these will be worth 50 points.

Short Paper

Each student will select one of the cases in the text and write a two to three page paper with three basic parts: First, describe the organization that is the focus of the case; Second, identify the presenting problem in the case; Third, discuss the change intervention and process that was used to resolve the presenting problem; Fourth, critique the approach used. More detailed instructions will be provided in class. The short papers are due on June 17, when they will also be presented in class.

Long Paper

Each student will develop a long paper applying our material to a presenting problem that she/he identifies. Full instructions for these papers will be distributed the last day of class. The papers will be 8 to 10 pages in length and are due June 29 in hard copy to my office by 5 p.m.

Approximate Schedule

Friday, June 8  Evening

Lecture on change models and processes, internal and external sources of change, and levels of analysis
Text Introduction, pp. xix to xxix
Module One, pp. 1 to 15
Reading: “The 12 different Ways for Companies to Innovate” pp. 15 to 24
Reading: “Re-energizing the Mature Organization” pp. 37 to 50
Reading: “Has Strategy Changed?” pp. 56 to 61

Students will also select cases to use for their short papers.

Saturday, June 9  Morning

Lecture on identifying performance gaps and their causes, opportunities and their requirements
Afternoon

Presentations by students on readings from the text.
Lash – “Meeting the Challenge of Disruptive Change”
   pp. 61 to 73
   pp. 92 to 107
Dodd – “From Bogged Down to Fired Up: Inspiring Organizational
   Change”
   pp. 132 to 139

Sunday, June 10  Morning

Lecture on linking change interventions to causes/requirements
Kilbourne – “Organizational Frame Bending: Principles for
   Managing Reorientation”
   pp. 239 to 255

Afternoon

Presentations by students on readings from the text.
Ross – “An Improvisational Model for Change Management: The Case
   of Groupware Technologies”
   pp. 149 to 162
Smith – “The Quest for Resilience”
   pp. 182 to 198
Harrison – “Implementing Change”
   pp. 211 to 220
Karwisch – “Why Change Programs Don’t Produce Change”
   pp. 264 to 276

Friday, June 15  Evening

Lecture on assessment, including its role in determining gaps,
   determining causes, tracking change intervention implementation,
   determining success of interventions, and determining
   institutionalization of change

Saturday, June 16  Morning

Presentations by students on readings from the text.
Taghon – “Changing the Deal While Keeping the People”
   pp. 298 to 308
Henry – “The Recipients of Change”
   pp. 336 to 347
continued on next page…..
Shank – “Managing to Communicate, Communicating to Manage: How Leading Companies Communicate with Employees”
  pp. 389 to 403
Kelly – “Unlocking the Mystery of Effective Large-Scale Change”
  pp. 610 to 617

Afternoon

Presentations by students on readings from the text.
Richardson – “Bob Knowling’s Change Manual”
  pp. 423 to 429
Knueven – “Converting Middle Powerlessness to Middle Power: A Systems Approach”
  pp. 448 to 461
Chamlee – “Leadership for Change: Enduring Skills for Change Masters”
  pp. 475 to 493
Mills – “Bringing Life to Organizational Change”
  pp. 524 to 534

Sunday, June 17

Morning and Afternoon

Student Case Presentations
Lecture integrating material.
Discussion of long paper.
Course evaluations
Final Paper Instructions and Grading Guide

Your overall goal is to use our material to analyze a performance gap that you have identified. This will involve you describing the organization and the elements of the general and industry environments that are important to it, writing down your conceptual/theoretical analysis of the potential causes of the performance gap, covering all 16 of our “managerial variables”, describing what data you would need to collect to determine which of the 16 are actually causal, and suggesting interventions to solve the problem by “fixing” the causes!

To do this, you will need to include all of the sections described below. Be sure to use complete sentences (not bulleted lists), and terse but thorough discussions of all topics.

Paper Sections:

1. Introduction
   This should be about a paragraph in which you describe the organization that is the focus of your analysis. This gives the fundamental context for your papers. Include the industry it’s in, its size, type of processing, and mission, vision and values if you have them. If you don’t have these, make a “best guest”, and specify that these are assumptions your are making.

2. Identify the performance gap. Describe the gap and tell how you know it exists—i.e., describe the goal and the level of current performance that creates the gap. You did this in class, and I’ve given you feedback, but you need to include it as the starting place, because I won’t remember when I’m reading your final paper!

These two components are worth 25 points.

3. Identify its potential causes through a theoretical analysis using the materials discussed in class and from any of the readings and handouts. This section must include all three levels of analysis and a rough assessment of the external environment. Because I’ve made sure that your problem is sufficiently broad/complex, you will easily be able to identify at least one variable at each of the three levels that COULD be causally linked to your presenting problem and perhaps to an inadequate adjustment to a change in the external environment that the organization didn’t sense, ignored inappropriately, etc.

Your statements should be worded: Structure is likely to be causal because we have a tall hierarchy, but we are trying to be creative making a flat structure more appropriate”. You should consider each variable in this way. If you think the variable is designed correctly, say that as well; e.g., “Our goal is to be creative, so our structure should be flat, and that is what we have. Therefore, structure is unlikely to be a cause of my performance gap.”

This component is worth 75 points.
4. Identify and describe the assessment process that exists in the organization already to determine its underlying root causes and critique that system, or create (in rudimentary form) the assessment process you would recommend be used to identify its root causes.

NOTE THAT YOU DO NOT HAVE TO COLLECT AND ANALYZE DATA—you just have to tell me how you’d collect the data by describing critiquing the assessment process(es) already in available in your focal organization or by designing the system(s) yourself.

This component is worth 75 points.

5. Identify and describe an intervention for each of the root causes you identify through your theoretical analysis.

NOTE: This section must include suggestions for eliminating or correcting the root causes. If you found that all 16 variables on our handout COULD be root causes, you need to suggest interventions to eliminate all of them, though that might not require 16 separate interventions. This should not be just a list, but a brief discussion of why the intervention(s) you selected would be appropriate, linking every intervention to a specific potential cause. For example, if you theorize that organization structure, organization culture, and decision making might be causal, you shouldn’t just say that you would use a technostructural intervention, reward system changes, and group process interventions, as this wouldn’t specify which would work for what cause(s), nor would it say why you picked one particular intervention over another if you had an option.

This component is worth 75 points.

6. Identify and discuss any assumptions you needed to make in order to do this paper. Where you do not have specific information about something you feel you need to know, you must make an assumption—include all such cases in this section. I expect every paper to have AT LEAST 3 assumptions. This might include such things as the organization’s mission, vision, values, goals, strategies, and individual worker objectives. You must state your assumptions very explicitly and discuss how each assumption affected your analysis. Be careful about assumptions, because you could be assuming away some root causes—which is NOT okay. For example, don’t assume a group is the organization, or you won’t be able to do all three levels of analysis. Also, don’t assume away changes in the external environment—that’s how most successful organizations end up in bankruptcy proceedings!

This component is worth 50 points.

Appendix: Any examples of assessment forms, rater instructions, etc., that you feel appropriate to include may be placed in an appendix (with appropriate identification of location in the text, etc.) and will not count in your page total.
Formatting

Please use a font no smaller than this one; generally 10 or 12 is good.

Double-space the entire document—not just between paragraphs as I’ve done here.

DO NOT USE BULLETS, as bullets do not include enough information. I would have to infer too much information—which I won’t do. If you don’t state things explicitly, I will have to take points off, as I cannot assume you meant something you did not say.

Do FOLLOW ALL DIRECTIONS AND DO NOT OMIT ANYTHING I HAVE ASKED YOU TO INCLUDE.

Use 1-inch margins on all sides.

Grading Criteria

If all you do in your paper is minimally address each of the required sections described above, your paper would earn a grade of “C”—between 70 and 79%.

If you discuss each issue thoroughly, you will earn a minimum grade of “B”—between 80 and 89%.

If order to earn an “A” (90-100%), you must thoroughly deal with each of the required components, include a correct application of any course materials warranted by your specific topic of analysis, and hand in a paper that is well written, well ordered, and correctly edited [i.e., very few (if any) punctuation, wording, and/or spelling errors]. Be careful about relying on Microsoft Word’s suggestions for wording and punctuation, as it is often wrong! Be sure to edit your paper—if you can rope someone into it, have someone you trust to be a good editor proofread your work before you turn it in!

Remember, I DO NOT want you to give me a report of something the organization has already intervened to fix. If you do select something like this, I still DO NOT want a report of what the organization has done. I want to see you use our material to identify a gap and process it yourself. If you merely turn in a report of something that has already been done (especially if it’s reported in a source like the Wall Street Journal), the employees of your company who did the analysis and intervention will receive As, or the WSJ reporter will get an A, and you will earn a D, at best: [ Please do your own analysis, and show me by using appropriate terminology, theory and methods that you learned something in class. Remember, this is NOT a marketing paper, or a Human Resource Management paper, or a Finance paper. Those are all tools that might be appropriate to use at specific points in this paper, but the paper must be a representation of what you have learned in this class.

Watch of emails and Blackboard postings over the next several weeks. And, call me on my cell phone if you have questions! If you want to meet, call to set up an appointment. I’ll be glad to meet with you.