

California Polytechnic State University San Luis Obispo
Orfalea College of Business

GSB 595
Managing Change
Spring 2014
Office Hours: T/R 12:30 - 2:00 PM (by appointment)

Instructor: Dr. Jesse Sostrin
Office Phone: 756-1755
Office: 03-343
jsostrin@calpoly.edu

COURSE OUTLINE

1. **Course Description**

GSB 595 - Managing Change

This course is designed to acquaint students with the knowledge and competencies needed to intervene in an organization in order to improve its effectiveness. Change Management represents a growing professional discipline, as well as an essential field of study within the general practice of management, leadership, and organization development. The field continues to gain ascendancy because of its focus on insights, tools, and methodologies that deliver effective interventions for improving the performance of individuals, teams, and organizations amidst the constant and disruptive change that impacts business strategy, planning, and implementation at every level of the enterprise.

The course will cover some aspects of organization design, organization change, change intervention strategies and methods, as well as general problems and opportunities in change scenarios. Special emphasis will be given to the action research approach which underlines the philosophy of the OD process. The course presumes a basic understanding of organizational behavior and organization and management theory. The pedagogy of the seminar will include a mix of lectures and discussion of concepts, experiential exercises, guest speakers, simulations, and mini-seminars led by class participants on the different concepts, best practices, and techniques.

2. **Texts**

Jones, Gareth R. Organizational Theory, Design, & Change, 7th Edition. Prentice Hall. ISBN-10: 0132729946.

Jick, Todd D. and Peiperl, Maury A. Managing Change: Cases and Concepts, 3rd Edition. McGraw Hill. ISBN: 9780073102740

Additional Readings T.B.A. - Articles and other resources will be used, at the professor's discretion.

3. **Course Objectives**

To provide students with an appreciation for and understanding of the concepts, tools, and approaches to managing change in organizations. Learning objectives include the following:

- Knowledge of multiple issues associated with managing change and development at the unit and firm levels;
- Familiarity with the spectrum of Organization Development & Change (ODC) interventions;
- An in-depth understanding of one specific OD&C intervention;
- Recognize basic organization development and change management skills;
- Increased team member and teambuilding skills;
- Understanding of the change agent's role;
- Appreciation of roles that managers and employees play in facilitating change; and
- Appreciation of ethical issues in the field of ODC.

To assist with the goal of gaining understanding and confidence with Change Management methods, students will be assigned to small groups. Each team will complete the following four projects:

- ***Lead a case analysis.*** Each team will be expected to lead a case analysis discussion. The preparation for this includes reading the case, reflecting on the key points, discussing findings and insights about the important elements of the issues, and preparing discussion questions to facilitate with the class. (Depending upon total enrollment, students may lead a case analysis independently or in a group of 2 – 3.)
- ***Investigate a specific OD change intervention.*** The team is to review and synthesize the literature regarding a specific OD change intervention. They will design and lead a class session about the topic and submit a 5–7 page team paper with a comprehensive summary and analysis.
- ***Conduct a leadership interview.*** The team is to make contact with a manager/leader who can speak to the process of managing change in the context of their professional responsibilities. All group members must take part in the interview and the results must be written in a 3–5 page team paper and then presented to the class in the form of a 20-minute “core findings” presentation.
- ***Explore professional membership in an industry association.*** The team must identify a learning and development group or professional association and assess the relative merits of joining. The presentation of findings must include an overview of the organization, a review of the opportunity, analysis of the value to professional growth and development, and a final recommendation to “join or not join.” Results will be presented to the class in the form of a 20-minute presentation.

These four assignments represent 30% of the total grade for the course.

4. **Methods of Evaluating Attainment of Course Objectives**

This is an advanced graduate level MBA course. As such you will be expected to provide appropriate analysis of what we are discussing, reading, and evaluating throughout the course. For every two-hour class you should plan to spend 2 – 4 hours preparing.

Quality of Writing – This is fundamental to communicating in any organization as well as in an academic program. For all writing submissions, use the style and format of the American Psychological Association (APA) for papers.

Clarity and Succinctness of Thought – This can be a challenge. This does not mean write what you want to say in as few words as possible. Rather, what is expected is that you provide clear ideas, reasons for the ideas, and any primary or secondary support or analysis for your ideas in a clear and understandable manner. The test of this is whether you critically think and show evidence as such. Quantity does not mean quality in this case.

Your Understanding of the Course Material – This will be evidenced through your participation on Poly Learn, and your sharing ideas, thoughts, critical thinking, as well as questioning and challenging those thoughts and ideas you may disagree with (in a respectful manner). If you have thoughts and ideas, you are expected to share them, including differences of opinions. Demonstrate you have a good understanding of the material by integrating and /or applying key concepts you have gained, and discussing and dialoguing with classmates and the professor. Your understanding should be demonstrated through your writings and your case study arguments as well.

You will be graded on the following criteria:

Group Presentations -	15%
Group Papers -	15%
Exam I-	20%
Exam II -	20%
Class Participation -	30%

A. Classroom Contribution:

You are expected to come to each class **ON TIME**, with the cases, relevant written exercises, and readings prepared. To ensure there are no misunderstandings of the importance of participation, a ‘no-fault’ absenteeism policy is in force: each student is permitted two absences, after which the course grade is reduced by one full grade point for each class session missed, regardless of the reason. Arriving late or leaving early is equivalent to an absence. A ‘no-fault’ policy by no means implies that you should feel free to miss two classes for avoidable reasons. As noted below, you cannot earn participation points if you are not in class.

You are expected to contribute to class discussion each and every session. Attendance is not itself a contribution, nor is making a random comment or two equivalent to making a contribution to the learning of the class as a whole. However, it should be obvious that you are not able to earn participation points if you are not in class. Oral contributions will be evaluated in terms of both frequency and quality, including the quality of responses when cold-called.

Although it is not a substitute for in-class contributions, you may earn participation points for exceptionally cogent posts on our PolyLearn discussion forum when assigned. If you plan to supplement your participation grade with posted articles and analysis, do not wait until the last week of class, as this defeats the purpose of starting an interactive discussion.

B. Examinations:

There will be NO MAKEUP EXAMINATIONS.

C. Classroom Etiquette:

Please do not come up to the podium either before or after class to ask individual questions. Before class, I am attempting to set up the materials for the lesson, and your question will delay the beginning of class. Immediately after class, I am grading student participation for the day, and must have approximately five minutes of uninterrupted time to make notes before leaving the classroom.

Unless it is for e-book access, there will be no tablet, laptop or cell phone use during class. If you wish to take notes during the first part of class, bring printouts of the PPT slides with you to the classroom. The majority of our time is spent in discussion, and there will be no need for internet browsing during class. Anyone who leaves his/her electronic devices open during class will get a zero for the day.

D. Email Policy:

When you email me please include your phone number and a time when I may reach you. It is usually quicker for me to clarify a matter over the phone than it is to write out a lengthy explanation. I will respond to as many student emails as possible during my office hours each week, but do not expect 24-hour turnaround. My office hours are the place and time designated for individual student questions. Please come and see me in person.

TENTATIVE CLASS SCHEDULE

DATE TOPICS, READING & DISCUSSION/PRESENTATION ASSIGNMENTS

T 4/1

Topic: **Course Introduction; Expectations; Group Assignments**

R 4/3

Topic: **The Organization & Its Environment**

Read: Jones – Chapter(s) 1 - 3

Jick/Peiperl – Introduction; Forces for Change

Discuss: Jick/Peiperl – Change Classic: Changing the Culture at British Airways

Present: Open Contribution: “*Change in the News*”

T 4/8

Topic: **Organizational Design**

Read: Jones – Chapter(s) 4 - 7

Jick/Peiperl – Re-Energizing the Mature Organization; Meeting the Challenges of Disruptive Change

Discuss: Jick/Peiperl – Nestle; GlaxoSmithKline

Present: Open Contribution: “*Change in the News*”

R 4/10

Topic: **Organizational Design (Cont’d)**

Read: Jones – Chapter(s) 8 - 9

Jick/Peiperl – Rethinking the Social Responsibility of Business

Discuss: Jick/Peiperl – Whole Foods

Present: Open Contribution: “*Change in the News*”

T 4/15

Topic: **Organizational Change**

Read: Jones – Chapter(s) 10

Jick/Peiperl – The Vision Thing

Discuss: Jick/Peiperl – Change Classic: Bob Galvin and Motorola, Inc.

Present: Group(s) 1 & 2 – Leadership Interviews

R 4/17

Topic: **Organizational Change (Cont’d)**

Read: Jones – Chapter(s) 11

Discuss: Jick/Peiperl – Merrill Lynch: Evolution, Revolution and Sale

Present: Group(s) 3 & 4 – Leadership Interviews

T 4/22

Topic: **Organizational Change (Cont’d)**

Read: Jones – Chapter(s) 12

Jick/Peiperl – The Quest for Resilience
Discuss: Jick/Peiperl – Change Classic: Peter Browning and Continental White Cap
Present: Group(s) 5 & 6 – Leadership Interviews

R 4/24

EXAM I (IN CLASS – Chapters 1 – 9, Jones)

T 4/29

Topic: **Innovation, Intrapreneurship & Creativity**
Read: Jones – Chapter(s) 13
Jick/Peiperl – An Improvisational Model for Change Management
Discuss: Jick/Peiperl – Charlotte Beers at Ogilvy & Mather Worldwide
Present: Group(s) 1 – OD Change Intervention Presentation

R 5/1

Topic: **Managing Conflict, Power & Politics**
Read: Jones – Chapter(s) 14
Jick/Peiperl – Implementing Change; Organizational Frame Bending: Principles for Managing Reorientation
Discuss: Jick/Peiperl – Leading Culture Change at Seagram
Present: Group(s) 2 – OD Change Intervention Presentation

T 5/6

Topic: **Implementing Change**
Read: Jick/Peiperl – Implementing Change; Why Change Programs Don't Produce Change; The Recipients of Change
Discuss: Jick/Peiperl – Oticon: Building a Flexible World-Class Organization; Wellcome Israel
Present: Group(s) 3 – OD Change Intervention Presentation

R 5/8

Topic: **Leading Change**
Read: Jick/Peiperl – Leading Change: The Personal Side
Discuss: Jick/Peiperl – Change Classic: Walt Disney Dennis Hightower: Taking Charge; Walt Disney Dennis Hightower: Transnational Manager
Present: Group(s) 4 – OD Change Intervention Presentation

T 5/13

Topic: **Continuous Change**
Read: Jick/Peiperl – Seismic Shifts and Systemic Shocks; Bringing Life to Organizational Change
Discuss: Jick/Peiperl – Managing Performance at Haier; Singapore Airlines: Continuing Service Improvement
Present: Group(s) 5 – OD Change Intervention Presentation

R 5/15

Topic: **Continuous Change**

Read: Jick/Peiperl – Cracking the Code of Change; The Immelt Revolution
Discuss: Jick/Peiperl – Change Classic: Nigel Andrews and General Electric Plastics;
Unlocking the Mystery of Effective Large-Scale Change
Present: Group(s) 6 – OD Change Intervention Presentation

T 5/20

EXAM II (IN CLASS – Chapters 10 – 14, Jones)

R 5/22

Topic: **T.B.A.**
Read: T.B.A
Discuss: Essential Tools & Interventions of the Change Management Specialist; Guest
Professional Insights
Present: Open Contribution: “*Change in the News*”
Group(s) 1 & 2 – “To Join or Not To Join”

T 5/27

NO CLASS - MONDAY HOLIDAY SCHEDULE

R 5/29

Topic: **T.B.A.**
Read: T.B.A
Discuss: Essential Tools & Interventions of the Change Management Specialist; Guest
Professional Insights
Present: Open Contribution: “*Change in the News*”
Group(s) 3 & 4 “To Join or Not To Join”

T 6/3

Topic: **T.B.A.**
Read: T.B.A
Discuss: Essential Tools & Interventions of the Change Management Specialist; Guest
Professional Insights
Present: Open Contribution: “*Change in the News*”
Group(s) 5 & 6 “To Join or Not To Join”

R 6/5

COURSE REVIEW & EVALUATION

Suggested Assignment Guidelines: *Investigate a Specific OD Change Intervention*

Overview: The purpose of this assignment is to showcase some of the most compelling, concrete OD Change Interventions that have practical value for students to know about. To successfully complete the assignment, the team must review the literature about specific OD Change Interventions in order to select one to feature in their project. Once they select the specific intervention, the group must synthesize the relevant literature and design and lead a class session (30-minutes) that introduces the intervention in full detail. In addition, the group will submit a 5–7 page team paper that provides a comprehensive review of the specific intervention. The paper is due on the day of the presentation.

Potential Elements of the Presentation/Paper:

1. What is the specific OD Change Intervention?
2. Why was it selected?
3. What is the purpose and targeted application of the intervention?
4. What are the critical steps to design and deliver the intervention?
5. What are the potential strengths and weaknesses of the intervention?
6. What case examples illustrate these strengths and weaknesses?
7. How reliable is the use of the intervention likely to be across a variety of professional/industry contexts?

Suggested Assignment Guidelines: *Conduct a Leadership Interview*

Overview: The team must identify and make contact with a leader – at any level of an organization – who can speak to the process of managing change in the context of their professional responsibilities. This leader can be a colleague, friend, or family member as well as a new contact. All group members must take part in the interview and the results must be written in a 3–5 page team paper and then presented to the class in the form of a 20-minute “core findings” presentation.

Potential Interview Questions: The following questions are only a guide. Teams should develop customized versions of their interview guide based on the specific circumstances (i.e. Industry, Place on the Organization Chart, etc.) of the leader they interview:

General Questions

1. How important is “effective change management” in your organization?
2. In what ways are managers equipped to address the challenges of change?
3. What internal/external resources exist to support change management initiatives?
4. What are a few of the essential skills that have helped you deal with change throughout your career?

Specific Questions

5. Can you describe an example of a recent experience you have had managing change?
6. Please describe the context and how the initial challenge/need surfaced.
7. How did you go about identifying the root-cause issues?
8. Who did you involve in the process?
9. What considerations went into the intervention design?
10. What happened during the implementation of the intervention? Did the change stick?
11. What were some of the overall lessons learned from the experience?

Suggested Assignment Guidelines: *Lead a Case Review*

Overview: Each team will be expected to lead a case analysis discussion. The case assignments will be made at the start of the quarter so that students will have time to prepare. To successfully complete this assignment, the group must meet in advance of class in order to: read the case, reflect on the key points, discuss findings and insights about the important elements of the key issues, and prepare discussion questions to facilitate with the class. Depending upon total enrollment, students may lead a case analysis independently or in a group of 2 – 3.

Potential Case Analysis Approach:

1. **Read the case quickly.** Try to get a sense of the big picture rather than focusing on details. You should be able to diagnose the problem area.
2. **Read the case again,** this time focusing on specific, relevant facts that support your diagnosis of the problem area. Make use of both qualitative and quantitative information, particularly information that is included in the exhibits.
3. **State the problem** in clear, concise terms. Be careful not to confuse symptoms of the problem with the actual problem.
4. **Generate solutions** to the problem as you have stated it. Some solutions may be included in the case write-up. Other solutions may be based on your own previous experiences. Still other solutions may incorporate principles you learned during class.
5. **Evaluate the possible solutions** in terms of how well they achieve a resolution to the organization's problem as you have defined it. Select the best solution.
6. **Consider the implementation** of your solution and the possible problems it may cause. Think of steps you can take to ensure a trouble-free implementation.
7. **Prepare to defend your solution** and its implementation as the best possible choice.

These suggestions are from the [Kellogg School](#). Remember: 1) Case analysis is more an art than a science. There are no prescribed solutions; 2) What most of these frameworks miss is the importance of uncovering the existing assumptions, cultural behaviors/practices, and patterns of communication that (in many situations) act as the core driver of the underlying issues behind the presenting problem(s). Be sure to consider these factors explicitly during any analysis you do.