

The course structure/philosophy is as follows: You will begin with an individual change project. You will also work on a team with an organization in the local community throughout the term, establish a client relationship, collect data, analyze it, and propose changes that can be implemented. The work is substantial from the start, and the pace is fast. You will then have an opportunity to put your learning to the test with a change simulation at the end of the course.

Prerequisites

MO300, Behavioral Theory in Management, or similar course in Organizational Psychology.

Components of the Course and My Expectations

1. **Individual Participation:** You are expected to come prepared to ask questions that add to your understanding of the course materials as well as to the knowledge base of your fellow students.
 - a. Be courteous. Come on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking. It is also disrespectful to your classmates to read the newspaper or surf the web during class.
 - b. Have an opinion and respect others' rights to hold opinions and beliefs that differ from your own. There are many different possible lenses for interpreting the material in this class.
 - c. Allow everyone the chance to talk. If you have much to say, try to hold back a bit. If you are hesitant to speak, look for opportunities to contribute to the discussion.
 - d. Class participation will be evaluated throughout the entire course. Specifically, each person will be evaluated on a daily basis for their contribution to the class discussion of cases, readings, and related exercises. The criteria used to determine the participation grade will be relevance, substance, lack of redundancy, and persuasiveness. Students who are not in class will receive no credit toward their participation grade for that day.

2. **Readings:** There is no textbook for this course, but I have created a set of course materials composed of high quality readings. I have selected the core readings to be accessible and practical, but also academically sound. The role of the readings is to prepare you for class and to provide a resource for the project and your later life. Other course materials include case studies, videos, and in-class exercises. You are expected to read all of the required materials before coming to class. As you complete your reading, you should continually ask yourself the following two questions:

- a. **Do I understand the theory and/or principles of this material?**
- b. **So what? What are the implications? How would I apply this as a change agent?**

During certain classes, I will also distribute handouts that elaborate the issues we will be discussing—another important reason not to miss class.

3. **Case Discussions:**

Issues: Identify the essential issues described in the case. Issues represent current or emerging problems faced by individuals and groups in the organization. Keep in mind there are many issues in any given case, but not all of them are equally important. Focusing on no more than two or three issues will probably serve you well.

Analysis: What are the causes/factors producing the situation described in the case? What seems to be causing the key problems? Do the problems share a cause, or are they related in some other way? The linkages you make among causes/factors in the case are important. You may want to list, draw, or somehow represent the factors you see as important. You might find a visual representation helpful in capturing the core dynamics. The goal is to discern how and why the situation arose in the first place.

Action: What course of action would you adopt if you were involved in this situation? Your solution should address the underlying causes of the issues. How would you implement your suggested actions? What potential failure points do you need to anticipate? What is the downside of your solution? How would you monitor progress towards full implementation? You want to be as concrete and realistic as possible.

4. **Group change project:** The nature and details of this project will be discussed in specific handouts that will come later. The purpose of this assignment will be to provide you with some opportunities to get your hands dirty and to experience personal and organizational change. It will also give you a chance to reflect on your experiences to enhance your learning.
5. **Lessons learned:** In lieu of a final exam, this is a chance to reflect on the course and what you have learned and can take away to use throughout your careers. List ten lessons (no more than 2 pages total) you have learned from this course that you want to remember to apply in either your personal or work life. In a few

sentences, justify each point, including where the lesson comes from. The quality of each justification is worth one point each. I will compile the insights of all of your classmates and give each of you a “book” of lessons learned that you can carry with you on your journeys. Please email this to me by 12/9 so I can create the book electronically to distribute on the last day of class.

Grading

Your grade will be based upon:

Individual participation:	10%
Personal change paper (due 10/6)	25%
Group change project	45%
Team building (due 9/20)	(5%)
Progress report (due 10/13)	(5%)
Paper (due 11/22)	(20)
Presentation (11/10-17)	(15%)
Lessons Learned (due 12/8)	20%
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Total	100%

Other Class Policies

1. Assignments are due on the date scheduled. As in the business world, work has to be received on time to matter. If you are late on an assignment, your grade on that assignment will be reduced by 25% for each day it is late.
2. All written work must be typed.
3. If you have a disability which requires special accommodation, please let me know ASAP so I can be helpful to you.
4. Plagiarism and cheating will not be tolerated regardless of any other performance considerations. Students who compromise the integrity of the academic process are subject to disciplinary action on the part of the university and school. I will also follow the required grade distribution for BBA electives.

My Commitment for the Course

1. I am committed to making this course a valuable learning experience for you. This class will be both difficult and rewarding. I expect this to be an exciting semester and a good learning experience for us all. After the first month of the course, we will spend part of a class session to evaluate our progress, and I will make any necessary changes to keep us on track. However, I welcome your feedback regarding the class at any time in the

semester.

2. Please feel free at any time to ask questions and raise questions or concerns you have, however large or small. It is easiest to reach me by email or during office hours, but I am always happy to set up an appointment with you.
3. Given that this is a discussion-based course, it is important that I learn your names early in the course. Please send me an electronic picture of yourself or bring one to me by the second day of class. I will also ask you to use name cards in class so that other students will know your name as well.

BIOGRAPHICAL SKETCH FOR: GRETCHEN M. SPREITZER

Gretchen Spreitzer is associate professor of Management and Organizations at the Michigan Business School (MBS) and a faculty affiliate of the Center For Effective Organizations (CEO) at the University of Southern California. She joined the Michigan faculty in 2001 after spending nine years on the faculty at the University of Southern California Marshall School of Business.

Her research focuses on employee empowerment and leadership development, particularly within a context of organizational change and decline. Her most recent research is examining how organizations can enable thriving. This is part of a new movement in the field of organizational behavior, known as Positive Organizational Scholarship (www.bus.umich.edu/positive).

Based on extensive field research, she has authored many articles on contemporary issues in organizational behavior in leading journals such as the Academy of Management Journal, the Academy of Management Review, Administrative Science Quarterly, and the Journal of Applied Psychology. She is the co-author of four books: The Leader's Change Handbook: An Essential Guide to Setting Direction and Taking Action (1999) with Jay Conger and Edward Lawler, The Future of Leadership: Speaking to the Next Generation (2001) with Warren Bennis and Thomas Cummings, A Company of Leaders: Five Disciplines for Unleashing the Power in Your Workforce (2001) with Robert Quinn, and Leadership with Kimberly Perttula. Gretchen has been awarded the Western Academy of Management's Ascendant Scholar award for early career contributions.

Gretchen is currently teaching electives on Leading Organizational Change for MBAs and BBAs, and the Multidisciplinary Action Project (MAP) Program. She also is a core faculty member in the Management of Managers (MOM) and Management II Executive Education Programs at Michigan.

At MBS, Gretchen organizes the OBHRM department weekly brown bag series. She is a section editor of the Journal of Management Inquiry and also serves on the editorial boards of Organization Science, the Journal of Organizational Behavior, and Organizational Dynamics. She has been elected to leadership positions in several professional organizations including the Academy of Management (where she serves on the executive board of the Organization Development and Change Division) and the Western Academy of Management (where she served on their executive board).

Prior to her doctoral education, Gretchen worked with the management consulting group at Price Waterhouse's Government Services Office and with Partners for Livable Places, a not-for-profit urban planning firm in Washington, D.C. She has a Bachelor of Science in Systems Analysis from Miami University (in Ohio) and completed her doctoral work at the Michigan Business School. She lives in Ann Arbor, Michigan with her husband, and two daughters (ages 7 and 5).

Class Dates and Content

Module I: Introduction to Change

Tuesday, September 6: Introduction to managing change

Class: Showcasing change, introductions, and review syllabus
Reading: Whetten, D. and Cameron, D. Leading Positive Change. Ch. 10.
A New-economy Fish Story. Fast Company.
Video: Fish -- building energy

Module II: Process Skills of Change

Thursday, September 8: Building your team

Reading: "Creating High Performing Teams" in Caproni, Chapter 7
Exercise: Team resume
Assignment: Team project and team building assignment handed out
Other: Seating chart determined today – pick your seat!

Tuesday, September 13: Managing your team project

Reading: Whitten, Jeffrey L., and Lonnie D. Bentley, "Project and Process Management Techniques," from Systems Analysis and Design Methods (4th Edition), Boston: Irwin McGraw-Hill.
Video: Building a House
Exercise: Project Management Exercise

Thursday, September 15: Entering and contracting for change

Reading: Berg, "Failure at Entry" (AMW Case)
Cummings & Worley, Chapter 4, "Entering and contracting"
Questions: Did Berg mess up? If so, how?
What are the lessons for other change agents?
Be prepared to role play alternative entry situations

Tuesday, September 20: Diagnostic interviewing

Reading: Harrington, "Diagnostic Interviewing"
Exercise: Interviewing simulation
Due: **Team Building assignment due**
Resonant leadership profile due

Module III: Personal Change

Thursday, September 22: Self-awareness

Assessment: Complete the Myers-Briggs Type Indicator on the web before class and bring your scores to class:

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

Exercise: Ideal organizational exercise

Reading <http://www.teamtechnology.co.uk/tt/t-articl/mb-simpl.htm>

Handout: Personal change paper

Tuesday, September 27: Personal empowerment

Reading: Zander & Zander, The Art of Possibility, Chapter 4, “Being a contribution”

Assessment: Complete the Spreitzer and Quinn empowerment assessment and read the accompanying chapter before class. If you don’t have a job at the moment, think about the questions in regard to an organization that you are actively involved in or to your role as a student

Video: Dead Poet’s Society Clip

Thursday, September 29: Leveraging Strengths

Reading: Buckingham and Clifton, Now Discover Your Strengths, Chapter 2, “Strength Building”
Developing Leadership Strength in College by Don Clifton and Chip Anderson,
<http://www.strengthsquest.com/media/pdf/SQLeadershipStrengths.pdf>

Module IV: Leading Change

Tuesday, October 4: Diagnosing Organizations

Readings: Cummings & Worley, Chapter 5 “Diagnosing Organizations”

Case: Slade Plating

Questions: If you were brought in as a consultant, what would you want to do to make an accurate diagnosis? With the limited information available to you, what is your diagnosis? Why? What recommendations would you make to help this organization?

Thursday, October 6: Designing Interventions

- Video: Southwest Airlines
Reading: Southwest Airlines: Using Human Resources for Competitive Advantage (A) Stanford University
Cummings & Worley, Chapter 9 “Designing Interventions”
<http://www.chrisfoxinc.com/7SAndPascale.htm>
Discussion: If Herb Kelleher decided to add long-haul, cross-country travel to SWA’s strategy, what other elements of the SWA organization need to change?
Due: Personal change Paper

Tuesday, October 11: Doing the right thing: Change that matters

- Reading: Meyerson, “Practical radicals,” Fast Company
Exercise: Giving and receiving feedback from your teammates
Video: Malden Mills on 60 minutes
Exercise: Midterm course evaluation

Thursday, October 13: Creating a vision for the change

- Reading: Collins & Porras, “Building your company’s vision”
Video: Swatch
Exercise: Visioning
Due: **Team Progress Report**

Tuesday, October 18: Fall Break

Thursday, October 20: Top down versus bottom up change

- Reading: Section 11: Leadership of Change: Directed from the Top or High-Involvement and Participative.
Discussion: Be ready to debate the pros and cons of top down versus bottom up change. Come to class with your criteria for determining when an organization would want to lead change from the top or have it evolve from the bottom up.
Video: EDS versus Johnsonville Foods

Tuesday, October 25: Consultants’ Role in Change

- Guest speaker: Nancy Madigan, Director in Organizational Performance, Deloitte Consulting and Jenna Cowley, Senior Consultant
Reading: Schein, “A general philosophy of helping: Process Consultation,” SMR
Case: When consultants and clients clash, HBR

Thursday, October 27: Resistance to change

Exercise: Different perspectives
Req. Reading: Kotter & Schlesinger, "Choosing strategies for change",
HBR
Video: Win teams

Tuesday, November 1: Dealing with corrosiveness

Req. Reading: Frost & Robinson, "The Toxic Handler," HBR
Case: The Case of the Temperamental Talent, HBR
Questions: Come to class with an answer to this question: do you keep Ken Vaughn or let him go? Also think about: 1) What is causing Ken to act this way? 2) What possible courses of action does Bob have?

Thursday, November 3: Getting buy-in from employees

Case: Sabena Belgian World Airlines: Weytjen's first assignment, A delegation of chefs, and A critical incident
Questions: What is Weytjen's situation? What does he have to draw on? How would you advise him to handle each of the scenarios in the case? Come ready to role play!
Readings: Larkin & Larkin, "Reaching and changing frontline employees," HBR
Video: Sabena Belgian World Airlines

Tuesday, November 8: Organizational Change at Ford Motor Company

Guest Speaker: Steve Dulieu, Ford Motor Company
Readings: Duck, "Managing change: The art of balancing"

Module V: Learning from you

Thursday, November 10: Group Presentations

Tuesday, November 15: Group Presentations

Thursday, November 17: Group Presentations

Due (by 4:30 pm): Peer evaluations

Tuesday, November 22: No Class

Due (by noon): Group change paper due

Thursday, November 24

No Class: Thanksgiving

Module V: Different Contexts of Change

Tuesday, November 29: Downsizing

Case: McDonnell Douglas
Questions: Why did senior management feel that strong action was necessary? What process did they use to devise the change process? Can you come up with a better process for creating the change that was needed?
Readings: Mishra, Spreitzer & Mishra, "Preserving employee morale during downsizing," SMR
Video: Gene Cattabiani

Module VI: Putting it all together in managing change

Thursday, December 1: Creativity as change

Req. Reading: Thompson, "Creativity in work groups" AME
Video: IDEO
Exercise: Nail game

Tuesday, December 6: Change Simulation

Assignment: Experience Change Simulation
Special room: Tozzi Trading Floor

Thursday, December 8: Change Simulation

Assignment: Experience Change Simulation
Special room: Tozzi Trading Floor
Due (by 4:30): Email your "Lessons Learned" to me

Tuesday, December 13: Wrap up

Assignment: Experience Change Simulation debrief
Handout: Lessons learned
Due (in class): Simulation analysis paper