

University of Indianapolis School of Business
MBA 631-50 – Leading Organizational Change
Syllabus

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Office Hours: 8:30-9:30 a.m., 1:30-3:00 p.m. and 4:30-5:30 p.m. Tuesday, 4:30-5:30 p.m. Wednesday, 8:30-9:30 a.m. and 12:30-1:30 p.m. Thursday or by appointment

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Location/Time: Lilly Science Hall 026/5:45-8:45 p.m.

Text: Leading Change by John P. Kotter, Harvard Business School Publishing, 1996
Managing Transitions: Making the Most of Change 2nd edition by William Bridges, Addison-Wesley Publishing Company, 2003

Purpose:

This syllabus provides an overview of the course purpose and plan. The focus is on uncovering the traps that create stress, waste resources, slow change efforts, or lead to outright failure, and discover how to lead, cope and win in the face of great change.

Course Objectives:

As a result of participation in this course, students will:

- Explore fundamental areas that are necessary to lead effective individual, team and organizational change efforts.
- Analyze and evaluate behaviors that lead to successful change initiatives in organizational settings.
- Become more skilled at managing personal change and the change of others.
- Prepare a change case study and develop an action plan for achieving successful change
- Think like an organizational change agent.

Course Requirements:

Reading: It is anticipated that each student will have read the material listed in the class outline prior to each class session. *Please note that the class outline may change throughout the semester.* Many class sessions will involve experiential learning activities.

Class Discussion/Participation: Each student will be responsible for sharing questions and insights with other class members. Each class member will be evaluated on the quantity and quality of their participation. To facilitate participation, students are encouraged to bring to class items from literature, media, work environment, etc. that relate to class topics. Students will be asked to share these items at the beginning of each class period. *Each student is expected to bring in and share at least, but not limited to, one item during the semester.* Items shared must have a cover page including the following information:

1. Name, Course title and date.
2. Title and source of the item.
3. Class related topic, theory, concept, model, issue, etc. being addressed.
4. Three key points of learning derived from the item.

Attendance will be taken into account. If you will be unable to attend class, please contact me by phone or e-mail at the earliest possible time. Failure to notify me in advance will result in a greater loss of participation points. Make-up work for students is at the discretion of the professor.

Grading:

<i>Class Discussion/Participation</i>	100 Points
<i>Case Study</i>	50 Points
<i>Change Model Presentation/Paper</i>	100 Points
<i>Case Presentations</i>	50 Points
<i>Final Case Paper</i>	150 Points
<i>Quizzes/Homework Assignments</i>	100 Points

Grading Scale:

A	= 95%-100%
A-	= 90%-94.9%
B+	= 85%-89.9%
B	= 80%-84.9%
B-	= 75%-79.9%

Course Schedule and Tentative Outline:

Date	Day	Topics/Readings
August 29	Wednesday	Introduction of Class Members Discussion of Class Content Challenges/Concerns relative to Organizational Change Why Programs Fail
September 5	Wednesday	<i>Leading Change</i> – Pages 1-17 Case Study due Presentation of Cases <i>Formation of Resource Groups</i>
September 12	Wednesday	<i>Leading Change</i> – Establishing a Sense of Urgency <i>Managing Transitions</i> – Chapters 1
September 19	Wednesday	<i>Leading Change</i> – Creating the Guiding Coalition <i>Managing Transitions</i> – Chapter 2
September 26	Wednesday	<i>Leading Change</i> – Developing a Vision and Strategy <i>Managing Transitions</i> – Chapter 3
October 3	Wednesday	<i>Leading Change</i> – Communicating the Change Vision <i>Managing Transitions</i> – Chapter 4
October 10	Wednesday	<i>Managing Transitions</i> – Chapter 5
October 17	Wednesday	Presentation of Change Models
October 24	Wednesday	No class – Work in Resource Groups
October 31	Wednesday	<i>Leading Change</i> – Empowering Employees for Broad-Based Action <i>Managing Transitions</i> – Chapter 6
November 7	Wednesday	<i>Leading Change</i> – Generating Short-Term Wins <i>Managing Transitions</i> – Chapter 7
November 14	Wednesday	<i>Leading Change</i> – Consolidating Gains and Producing More Change <i>Managing Transitions</i> – Chapter 8
November 21	Wednesday	No class
November 28	Wednesday	<i>Leading Change</i> – Anchoring New Approaches in the Culture <i>Managing Transitions</i> – Chapter 9
December 5	Wednesday	All Final Change Case Papers Due Case Presentations – Attendance Mandatory
December 12	Wednesday	Case Presentations – Attendance Mandatory Course Evaluation

Case Study

I assume that you come to this class as a person who is concerned about improving your skills at increasing organizational effectiveness and responding to the rapid pace of change in today's business environment. I also assume that you are interested in learning from me and from the other participants in the class. I also assume that each of you has something unique to contribute to the learning of all of us during this class.

Throughout the semester, we will be presenting concepts, models, tools and ways of thinking about leading change initiatives in complex organizations. To ensure the maximum benefit, these should be applied to a real-life situation in which you are presently involved. **Thus, I am asking you to complete the following assignment:**

1. **Please prepare a case (study)** in which you are either the manager or play some other role i.e., facilitator, team member, advisor, project leader, participant, etc. The case should be one that is real, current and important to you. It should deal with a dilemma, key decision or change that you are facing. The list is endless, some examples may include:
 - Establishing a new organizational or strategic direction i.e.; Supply Chain Management, Partnering, Total Quality Management, etc.
 - Managing professionals in a situation of new demands.
 - Changing to a new system or process.
 - Change in organization structure.
 - Initiating or implementing a new value emphasis, such as valuing diversity, empowerment or a team based orientation.
 - Adopting a new focus - quality, customer based re-engineering, or process improvement.
 - Capital investment.
 - Acquisition, Merger, Joint Venture, Partnership
 - Downsizing, Right Sizing, Outsourcing

Please prepare the following information in **brief** written form (3-4 pages including exhibits) in regard to your case.

- A. **Background and Definition of the problem as you see it.** Imagine your case as a problem to be solved. Write one to two paragraphs on the background of the dilemma. Write a one or two sentence statement of the problem
- B. **Draw an organization chart.** Identify the organizational unit(s) that are relevant to your case. Briefly describe what the unit(s) do. Show relationship to the hierarchy and to each other.
- C. **What is your role in the effort?** What are the costs and benefits of this problem to you?
- D. **Describe the future state as you imagine it to be.** What will the structure look like? Whose behavior will be different and in what ways? How will the organization be more effective?

Bring **# copies** of your case with you to class. I and the other participants with whom you will be working will use the copies. The value of your learning experience will be greatly enhanced by this work. The case will provide the base on which you will apply your learning from the class.

Presentation of Change Models

Review conventional and current literature on the subject change - handling change, change management, effects of change, steps of change, etc.

Select a change model the appeals to you and prepare a 5-10 minute presentation to be given before the entire class. You will also be required to submit a two-page paper on the model.

Paper Format Requirements:

- Arial or Times New Roman, 12-point font, double-spaced, 1" margins left and right.
- Include a cover sheet.
- Quote all sources.
- Number your pages.

Resource Groups

The primary task of the Resource Groups is to assist in the application of theory and concepts to each class member's case. The Resource Groups are member-led.

Each Resource Group member plays several roles for the other members: listener, sounding board, and consultant.

The role of the course instructor is to provide process consultation, theory and concepts where relevant.

The Resource Group process generally works best if class participants share parts of their case as a theory fits or as the result of an "Ah Ha", rather than going through each case sequentially. This leaves the case owner firmly in charge of his/her own case, among other advantages.