

**Raj Soin College of Business  
Wright State University  
Department of Management**

**MGT 706 – Organizational Development and Change**

Fall 2008, Section 01

Monday, 6:05 – 9:25, 047 Rike

**Professor Information**

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**Text**

A traditional text will not be used for this course. Instead, we will read a popular business book about change in organizations as well as many related articles (scholarly and popular). The book is *The Heart of Change* by John P. Kotter (Harvard Business School Press, ISBN 1-57851-254-9). Additional readings as noted in this syllabus – free and accessible via WebCT.

- All students are expected to have thoroughly read the assigned readings before the date they are scheduled to be discussed.

**Course Description**

This course is designed to help you understand the elements of planned organizational change, how change affects individuals, and how to effectively manage change. The course is reading, writing, and speaking intensive.

**Course Objectives**

You will learn to think systematically about the nature of change, the resources required for successful change, the personnel implications of change, and the importance of understanding both the cognitive and the emotional aspects of change.

**Class Format/Activities**

Class will consist of lecture/discussions, small group discussions of the Kotter book and other assigned readings, and two projects – noted below.

The Kotter Book and the Articles

- Each student will prepare a brief written commentary for selected articles noted in the tentative class schedule below (marked ‘W’) to be submitted via WebCT. Commentaries will not focus on summarizing or reviewing the assigned material. Instead, you will compose a narrative including one or more positive and one or more critical ideas. The positive comment(s) should highlight one point or issue that you found particularly worthwhile – and why, explain your logic clearly. The critical comment(s) should refer to a point made that

you did not agree with, a point you felt should have been elaborated or developed in a different manner, or a point that was not addressed that should have been – any critical comment that points out a potential shortcoming of the work – and why, explain your logic clearly. Each commentary should be approximately 3 pages, double spaced, 12 point font, Times New Roman, 1 inch margins. All written work is due the night the materials are scheduled to be discussed.

- For the remaining articles not designated with a “W,” students are required to read the material in preparation for class discussions.
- There are no formal papers due for the Kotter book. However, each student is required to post a thoughtful commentary to WebCT (a few paragraphs will do) for online discussion for each chapter. Every week, each student must also reply to at least one other post. All of the online posts/discussions must be completed before the class in which the material is to be discussed.

### Executive Interview

Each student must locate and interview an executive about organizational change. Take notes and/or record their responses (get permission first...) to the following three questions:

- Research suggests that large scale organizational change is very difficult. Why do you think this is true?
- How important is the “soft side” of change? That is, as opposed to the main issue itself (e.g., we are going to implement ACME’s software program), how important are the people-related issues in planning, implementing, and managing change?
- If you were giving advice on managing change initiatives to a new manager, what would you share with them?

You will use this material to create a presentation to be delivered to a small group of students in class. No written report is required. In addition to the information above, you want to add your analysis of the executive’s responses. Be sure to include descriptive information (e.g., the executive’s gender and title, industry, size of firm). The format of the presentation is wholly up to you. You may not interview an executive from the same organization as the Change Analysis project.

### Change Analysis Paper / Presentation

- Each student will use the materials in the course as a foundation for an analysis of change in an actual organization. You will analyze a large scale change that recently occurred or is currently taking place. From a consultant’s perspective, you will be assessing the change management capabilities of the organization.

- The Kotter book and the articles will provide the framework for your effort. Attempt to use the basic 8 step model as a framework – supplemented as you see fit with other issues contained in the additional readings.
- Based on your analysis, you will prepare a group paper to be turned in to the professor (approximately 15 pages, typed, double spaced).
- In addition, you will prepare a presentation to be delivered on the last night of class. The presentation should be approximately 10 minutes. The format of your presentation is up to you. Your goal of the presentation is two-fold. First, provide a clear and compelling evaluation of the group or organization as it relates to the change process. This does not mean you are to simply criticize the group/organization. Rather, you are to assume a productive perspective that identifies shortcomings and possible opportunities for improvement as related to managing change. Second, stylistically, you are to deliver an enthusiastic, compelling and articulate presentation. All group members do not have to present – that is up to you as a group.

### Change Model Presentation

Kotter's model is only one popular model. Use the resources available to you and locate one additional model. Do not use Kurt Lewin's model, though any derived from his work are acceptable. Prepare a brief presentation (about 10 minutes) summarizing the model and how it compares to Kotter's approach. You will present in small groups on the assigned date. Be prepared to turn in your ppt slides and please include any relevant citations.

### **Class Policies**

Again, the course is writing, reading, and speaking intensive. You are to have thoroughly read all materials before class. You are expected to have completed all written assignments before the class when they are due. You are expected to be prepared for ALL classes to participate in discussing the materials. A student's interaction with their classmates and the professor makes all the difference in an MBA course – especially in a “soft skills” course. Participation means many things: attending class, raising/answering questions, sharing ideas and perspectives, helping others to develop their ideas, etc. You are strongly encouraged to speak up and make our discussions as lively as possible. Students are expected to be respectful of other people in the course. Never harshly criticize someone's ideas or comments – when you speak up, be constructive and address issues, not specific people.

### **Cheating/Shirking**

Academic dishonesty will not be tolerated. Academic dishonesty of any kind is a violation of Wright State University's Code of Student Conduct. All incidents of academic dishonesty will be dealt with in accordance with the University's policy on Academic Integrity. The policy can be found at <http://www.wright.edu/students/judicial/stuintegrity.html>. All students are expected to be familiar with this policy.

**Absences**

There is no attendance policy in this course.

**Grading**

Article commentaries & Kotter posts / discussions	15%
Change models presentation	15%
Executive interview / presentations	20%
Change analysis presentation	20 %
Change analysis paper	30 %

**Special Needs**

If you have special needs as addressed by the Americans with Disabilities Act and need any test or course materials provided in an alternative format, notify your instructor immediately. Reasonable efforts will be made to accommodate your special needs.

**Tentative Class Schedule:**

Note: (W) denotes articles for written commentaries.

DATE & TIME	ASSIGNMENTS / NOTES
<p><b>Class 1</b> <b>Sept 8</b></p>	<p>Introduction (note: no assignments of any kind are due for class 1 readings)</p> <p>Framing the Course: Creativity / Innovation / Change / Planned Change: Leadership</p> <p>Judge et al. 2004. Intelligence and leadership: A quantitative review and test of theoretical propositions. <i>Journal of Applied Psychology</i>, 89, 542-552.</p> <p>Judge et al. 2002. Personality and leadership: A qualitative and quantitative review. <i>Journal of Applied Psychology</i>, 87, 765-780.</p> <p>Tyler, T. &amp; De Cremer, D. 2005. Process-based leadership: Fair procedures and reactions to organizational change. <i>The Leadership Quarterly</i>, 16: 529-545.</p> <p>Burnes, B. 2004. Emergent change and planned change – competitors or allies? <i>International Journal of Operations &amp; Production Management</i>, 24(9): 886-902.</p>
<p><b>Class 2</b> <b>Sept 15</b></p>	<p>Kotter Step 1: Increase Urgency</p> <p>Abrahamson, E. 1996. Management fashion. <i>Academy of Management Review</i>, 21: 254-285.</p> <p>Denrell, J. 2005. Selection bias and the perils of benchmarking. <i>Harvard Business Review</i>, April, 114-119.</p> <p>Beer, M. &amp; Spector, B. 1993. Organizational diagnosis: Its role in organizational learning. <i>Journal of Counseling &amp; Development</i>, July/August, 71, 642-650</p>

	<p>(W) Abrahamson, E. 2004. Avoiding repetitive change syndrome. <i>MIT Sloan Management Review</i>, Winter, 93-95.</p> <p>Reichers et al. 1997. Understanding and managing cynicism about organizational change. <i>Academy of Management Executive</i>, 11, 48-59.</p>
<p><b>Class 3 Sept 22</b></p>	<p>Kotter Step 2: Build the Guiding Team</p> <p>Cowell, J., &amp; Michaelson, J. 2000. Flawless teams. <i>Executive Excellence</i>, 17, 11.</p> <p>Kets De Vries, M. 1999. High performance teams: Lessons from the Pygmies. <i>Organizational Dynamics</i>, Winter, 66-77.</p> <p>(W) Arrata et al, 2007. Building an effective change agent team. <i>McKinsey Quarterly</i>, Issue 4.</p>

<p><b>Class 4</b> <b>Sept 29</b></p>	<p>Kotter Step 3: Get the Vision Right</p> <p>(W) Collins, J. D. &amp; Poras, J. I. 1996. Building your company's vision. <i>Harvard Business Review</i>, Sept-Oct, 65-77.</p> <p>Baum et al. 1998. A longitudinal study of the relation of vision and vision communication to venture growth in entrepreneurial firms. <i>Journal of Applied Psychology</i>, 83, 43-54.</p> <p>Lynn, G. S. &amp; Akgun, A. E. 2001. Project visioning: Its components and impact on new product success. <i>The Journal of Product Innovation Management</i>, 18: 374-387.</p>
<p><b>Class 5</b> <b>Oct 6</b></p>	<p>Kotter Step 4: Communicate for Buy-In</p> <p>Pierce et al. 2001. Toward a theory of psychological ownership in organizations. <i>Academy of Management Review</i>, 26: 298-310.</p> <p>(W) Garvin, D. A. &amp; Roberto, M. A. 2005. Change through persuasion. <i>Harvard Business Review</i>, February, 104-112.</p> <p>Klein, S. M. 1996. A management communication strategy for change. <i>Journal of Organizational Change Management</i>, 9(2): 32-46.</p>

<p><b>Class 6</b> <b>Oct 13</b></p>	<p>Kotter Step 5: Empower Action</p> <p>Milliken et al. 2003. An exploratory study of employee silence: Issues that employees don't communicate upward and why. <i>Journal of Management Studies</i>, 40(6): 1453-1476.</p> <p>Menon, S. T. 2001. Employee empowerment: An integrative psychological approach. <i>Applied Psychology: An International Review</i>, 50, 153-180.</p> <p>(W) Bartunek et al. 2006. On the receiving end. Sensemaking, emotion, and assessments of an organizational change initiated by others. <i>The Journal of Applied Behavioral Science</i>, 42, 182-206.</p>
<p><b>Class 7</b> <b>Oct 20</b></p>	<p>Kotter Step 6: Create Short-Term Wins</p> <p>(W) Weick, K. 1984. Small wins: Redefining the scale of social problems. <i>American Psychologist</i>, 39: 40-49.</p> <p>Schaffer, R. H. &amp; Thomson, H. A. 1992. Successful change programs begin with results. <i>Harvard Business Review</i>, January-February, 80-89.</p> <p>Schaffer, R. W. &amp; Siegal, W. 2005. Rapid results: Unlocking the door to major change. <i>Consulting to Management</i>, 16(4): 12-18.</p>

<p><b>Class 8</b> <b>Oct 27</b></p>	<p>Executive Interview Presentations; Change model presentations</p>
<p><b>Class 9</b> <b>Nov 3</b></p>	<p>Kotter Step 7: Don't Let Up</p> <p>(W) Dover, P. A. 2003. Change agents at work: Lessons from Siemens Nixdorf. <i>Journal of Change Management</i>, 3(3): 243-257.</p> <p>Sherman, S., &amp; Katzenbach, J. R. 1995. Wanted: Company change agents. <i>Fortune</i>, 132(12).</p> <p>Kraemmerand et al. 2003. ERP implementation: An integrated process of radical change and continuous learning. <i>Production Planning &amp; Control</i>, 14(4): 338-348.</p> <p>Beaudan, E. 2006. Making change last: How to get beyond change fatigue. <i>Ivey Business Journal</i>, Jan/Feb, 1-7.</p>

<p><b>Class 10</b> <b>Nov 10</b></p>	<p>Kotter Step 8: Make Change Stick</p> <p>(W) Goodman, P. S., &amp; Rousseau, D. M. 2004. Organizational change that produces results: The linkage approach. <i>Academy of Management Executive</i>, 18, 7-19.</p> <p>Higgins, J. M. &amp; McAllaster, C. 2004. If you want strategic change, don't forget to change your cultural artifacts. <i>Journal of Change Management</i>, 4, 63-73.</p> <p>Mirvis, P. H. 2000. Transformation at Shell: Commerce and citizenship. <i>Business and Society Review</i>, 105, 63-84.</p>
<p><b>Class 11</b> <b>Nov 17</b></p>	<p>Change Analysis Papers / Presentations Class time: 8-10 PM</p>

- Sept 26, Last Day for All Students to Drop a Class Without a Grade
- Oct 24, Last Day for All Students to Drop a Class With a Grade of W