

# **MO 603**

# **Navigating Change**

## **Fall A - 2013**

**Kim Cameron**  
**University of Michigan**  
**Tuesday, 7:00 – 10:00 p.m.**

**MANAGEMENT AND ORGANIZATIONS 603**  
**Navigating Change:**  
**Skills for Consultants, Managers, and Change Agents**

**FALL A - 2013**  
**Tuesdays – 7:00 p.m. to 10:00 p.m.**

**Instructor:** Kim Cameron  
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**Office Hours:** By appointment

**Objectives of the Course:**

My goal is to help us each become more effective leaders of change in our organizations, communities, families, and personal lives. Most of us frequently experience the need to lead change, or at least adapt to change, in the course of daily activities, and most of us are already reasonably effect navigators of change. We encounter a lot of circumstances requiring change, and, for the most part, we make our way through it quite satisfactorily. On the other hand, most of us can markedly improve our success if we have in mind some frameworks, techniques, and perspectives that elevate our abilities beyond the common sense level of performance. This is the objective of the course. In this brief seven week class, we will discuss, and have some experience trying to apply, five or six frameworks for managing organizational change. If we had the time, we would double or triple that number, but instead, we will focus on a few frameworks that are easily applied, easily remembered, and are based on validated research which ensures their legitimacy. We will emphasize managerial application more than a thorough review of the literature in organizational change. In sum, the course will:

- Help you understand some effective strategies for organizational change
- Help improve your competencies as a leader and manager of change
- Review useful, easily remembered frameworks that can guide approaches to change

**Evaluation, Assignments, and Grading:**

Individual paper ( <i>Key insights and action agenda</i> )	30%
Team project	30%
Team exam	30%
Peer evaluation	10%

***The key insights and action agenda paper*** is the only individual writing assignment you will have during the course. It is to be a brief (no more than four pages) summary of (1) the ten most important insights you garnered from the course and from the readings, as well as (2) a personal action agenda regarding what you will improve as a result. That is, the paper serves the purpose of a journal in recording what is memorable and worth teaching to others, and it serves as a mechanism to motivate you to apply what you have learned in a practical way. Two gaps exist that are addressed in the course—a gap between *not knowing* and *knowing*, and the gap between *knowing* and *doing*. Your paper is intended to address both kinds of gaps. The best way to approach this assignment is to keep track of notes and insights throughout the

course so that the paper doesn't become a major burden at the same time other assignments are due. *The paper is due Friday, October 18<sup>th</sup> by 5:00 p.m.* Of course, you may hand it in before that time if you'd like—electronically or as a paper copy

**The team project** is a team diagnosis of an organization that is performing in an exceptional or extraordinary way. You will want to make a case for why your organization is extraordinary. You will try to determine what changed to help the organization reach this exceptionally high level of performance. You will select an organization that you think represents positive deviance—that is, the organization represents human flourishing, virtuousness, and remarkable performance. Your team will analyze the indicators of that performance as well as the enablers that explain why it occurred. You can apply one or more of the frameworks discussed in class as part of your diagnosis, or you can use your own model to explain why the organization has reached such a spectacular level.

This project requires that you function like a team of medical doctors diagnosing a patient. But, instead of looking for symptoms of illness, you will look for evidence of unusual flourishing and vitality. Questions such as the following might be among the ones you address in your diagnosis: What is unique and exceptional about this organization? What makes this place extraordinary? What accounts for the uniqueness? What are the sources of positive energy? What are the human dynamics that make this place so alive? What has the organization overcome in order to achieve resilience and tone? What framework is most useful for understanding the changes that have occurred in this organization? How can this condition be sustained? What is your theory of successful change? What do leaders do differently here?

The team project will be prepared as a PowerPoint presentation, video, or with other visual materials which you will present in class during our last class period together—*October 15<sup>th</sup>*. This time frame, I know, creates a crunch of assignments during mid-semester, but having presentations due earlier has proven to be too rushed. Your presentation will have a 10-minute time limit (strictly enforced), and it will be evaluated by class members. You should plan to hand in a copy of your PowerPoint slides or video, but you need not write a paper. Your materials can be sent electronically and are due on the 15<sup>th</sup>.

In addition, you may want to identify an article that you would like to class members to read before your presentation on the 15<sup>th</sup>. Please make a copy of the article available on the CTools course website, or, alternatively, hand in a copy so that copies can be reproduced.

**The team exam** consists of four or five short essay questions covering the content of the course. It will be a take-home exam completed by your team, and you will have more than a week to develop answers. The exam will be handed out any time you would like it, but no later than the second to the last class period. It will be due back on *Friday, October 18<sup>th</sup> by 5:00 p.m.* The questions will require you to teach one another principles related to organizational change, so the best outcome is not correct answers so much as a rich experience in collaborative learning.

**Peer evaluation** is an opportunity for you to provide feedback on the contributions of your teammates in your project, exam, class discussions, and out-of-class preparation. A form will be distributed on the last day of class so you can provide this information—on line or on paper.

### Daily Feedback

Each day as you leave class I request that you complete a short feedback form and leave it on the desk. The form simply asks you to respond briefly to two questions: (1) *What were the*

*memorable insights or key ideas from today? (2) What suggestions do you have for the class?*  
I will appreciate very much your providing on-going feedback so the improvement process can be continuous in the class.

### **Required Books**

Kim S. Cameron and Robert E. Quinn (2011) Diagnosing and Changing Organizational Culture. San Francisco: Jossey-Bass.

Kim Cameron (2012) Positive Leadership. San Francisco: Berrett Koehler.

### **Some Other Book Sources (not required)**

Kim Cameron (2013) Practicing Positive Leadership. San Francisco: Berrett Koehler. (Provides five sets of practical, immediately implementable tools and techniques for implementing positive leadership.)

Kim S. Cameron and Gretchen M. Spreitzer (2012) Oxford Handbook of Positive Organizational Scholarship. New York: Oxford University Press. (The key resource covering the field of positive organizational scholarship, addressing the question, "What do we know now that we did not know ten years ago?")

David A. Whetten and Kim S. Cameron (2011) Developing Management Skills, (8<sup>th</sup> edition). Upper Saddle River, NJ: Prentice Hall. (Helps individuals develop the behaviors needed to successfully management lead, based on social learning theory)

Kim Cameron and Marc Lavine (2006) Making the Impossible Possible. San Francisco: Berrett Koehler. (Describes one of the most extraordinarily positive organizational performance stories in history and applies a framework to explain why it worked)

Kim S. Cameron, Robert E. Quinn, Jeff DeGraff, and Anjan V. Thakor (2006) Competing Values Leadership. Southampton, MA: Edward Elgar. (Provides explanations, applications, and implications of the Competing Values Framework.)

Kim S. Cameron, Jane E. Dutton, and Robert E. Quinn, (2003) Positive Organizational Scholarship. San Francisco: Berrett-Koehler. (The foundation book that introduces and defines the field of positive organizational scholarship)

## Articles (On CTools)

Abrashoff, Michael (2001) "Retention through redemption." Harvard Business Review, February: 3-7.

Cameron, Kim and Plews, Emily (2012) "Positive leadership in action." Organizational Dynamics, 41: 99-105.

Cameron, Kim S. (1994) "Strategies for successful organizational downsizing." Human Resource Management Journal, 33: 189-211.

Cascio, Wayne (2010) "The changing world of work. in P.A. Linley, S. Harrington, and N. Garcea (Eds.) Oxford Handbook of Positive Psychology and Work. (pp. 13-24) New York: Oxford University Press.

Cooperrider, David L. and Godwin, Lindsey, N. (2012) "Positive organizational development: Innovation-inspired change in an economy and ecology or strengths." In Kim S. Cameron and Gretchen M. Spreitzer (Eds) Oxford Handbook of Positive Organizational Scholarship. (Chapter 56). New York: Oxford University Press.

Deutschman, Alan (2005) "Making change." Fast Company. May: 52-62.

Iacocca, Lee (1984) Iacocca: An Autobiography. New York: Bantam Books. (Chapter 14).

Iacocca, Lee (2007 ) "Aboard a sinking ship." Lee Iacocca: An Autobiography New York: Bantam.

Kotter, John (1995) "Why transformation efforts fail." Harvard Business Review, March-April: 59-67.

Meyerson, Debra (2003) Tempered Radicals: How Everyday Leaders Inspire Change at Work. (Chapter 1). Cambridge, MA: Harvard Business School Press.

Rothwell, William and Sullivan, Roland (2010) "Change processes and models." In W.J. Rothwell, J.M. Stavros, R.L. Sullivan, and A. Sullivan (Eds.) Practicing Organizational Development (3<sup>rd</sup> Edition). (pp. 43-70) New York: Wiley.

## DAILY CLASS SCHEDULE

Tuesday, September 3 <sup>rd</sup>	Introduction to organizational change <i>READING: Deutschman, "Change or die"</i> <i>Rothwell &amp; Sullivan, "Change processes &amp; models"</i>
Tuesday, September 10 <sup>th</sup>	The Abundance Framework <i>READING: Cameron, <u>Positive Leadership</u></i> <i>Cameron &amp; Plews, "Positive leadership in action"</i>
Tuesday, September 17 <sup>th</sup>	The Competing Values Framework <i>READING: Cameron &amp; Quinn, <u>Diagnosing...Culture</u>, 3,4,5</i>

- Tuesday, September 24<sup>th</sup> Top-Down - The Transformation Framework  
*READING: Iacocca: "Aboard a sinking ship"*  
*Kotter, "Why transformation fails"*  
*Meyerson, "Tempered radicals, Chapter 1"*
- Tuesday, October 1<sup>st</sup> Bottom-Up - The Engagement/Empowerment Framework  
*READING: Abrashoff, "Retention through redemption"*  
*Cooperrider & Godwin, "Positive OD"*  
*Cascio, "Changing world of work"*
- Tuesday, October 8<sup>th</sup> The Downsizing Framework – The Case of Rocky Flats  
*READING: Cameron, "Strategies for successful downsizing"*  
*Cameron & Lavine, Chapters 2 and 9*
- Tuesday, October 15<sup>th</sup> Team presentations – Explanations of spectacular performance
- Friday, October 18<sup>th</sup> Team Exam, Individual Papers and Peer Evaluations Due

**MO 603 – NAVIGATING CHANGE**  
**Discussion Questions for Readings**  
**Fall A 2013**

*Here are the discussion questions we will focus on as we review the readings. Please be prepared to share your perspectives on these questions in class and with your team.*

*Abrashoff: Retention through Redemption*

1. What are the keys to Abrashoff's success as a change agent?
2. What is unique to the Navy, and what can be generalized to other organizations?
3. What if the experiment had failed—i.e., the crew had rebelled, the ship had hit the pier, and the supervisor had disapproved?

*Deutschman: Change or die*

1. Why are people so adamant about resisting change?
2. How can one change a mental framework?
3. Which is best: major, radical change or incremental, small-wins change?

*Cameron: Positive Leadership*

1. What changes and improvements do you recommend for this manuscript?
2. What ideas for implementation of these four strategies have you seen work?
3. What are the strategies least likely to be implemented in normal organizational change?

*Cameron: Strategies for successful organizational downsizing*

1. What are the most common mistakes organizations make when downsizing?
2. In your experience, what have been the effects of downsizing on employees and on organizational performance?
3. What are the rules of thumb that you would implement if you were required to lead a downsizing effort yourself?

*Cameron and Lavine: Making the Impossible Possible*

1. What are key enablers of extraordinary success? What's different from normal success?
2. How should downsizing be approached to avoid the dysfunctional consequences?
3. What theory of change best explains this dramatically successful downsizing?

*Cameron & Quinn: Diagnosing and Changing Organizational Culture*

1. What is organizational culture, and why is it important in navigating change?
2. What are the implications of the Competing Values Framework for aspects of your own life?
3. When have you seen culture change? What happened, and especially, how did it happen?

*Iacocca: Aboard a Sinking Ship*

1. What's wrong with Chrysler?
2. What's the first thing you would do in Iacocca's circumstances to turn around Chrysler?
3. What is your own long-term strategy for transforming this company?

*Kotter: Why Transformation Efforts Fail*

1. What are the important differences between Kotter's framework and Cameron's framework for transformational change?
2. Based on your own experience, why do your own change efforts fail?
3. If you were to re-write Kotter's article, what would you modify or change?

*Cascio: Changing World of Work*

1. What are the major forces changing the way people must prepare for work?
2. What other forces exist that Cascio does not mention?
3. What prescriptions would you suggest for managing this changing environment?

*Meyerson: Tempered Radicals*

1. Who do you know that are tempered radicals, and how do they effectively lead change?
2. What alternatives exist for being a tempered radical in a organization that you love?
3. Is there ever a time when you should change yourself rather than try to change the organization?

## MO 603 – Navigating Change

### Team Project Information

1. The purposes of this assignment are two-fold: (1) to help you identify and explain positive deviance in organizations, and (2) to help you learn to apply a framework of change or to develop your own model for how change works. This project will require that your team select an organization that exhibits spectacularly positive performance. It may be a department or unit within a larger organization or it may be the organization as a whole. Please select an organization that will teach us something that we would not know by reading *Business Week*, *Sports Illustrated*, *Fortune*, the *Wall Street Journal*, or analyzing cases in your corporate strategy class.
2. Your task has three parts: (1) to explain what it is about the organization that is positively deviant—make the case; (2) identify the enablers or an explanation for why this performance occurs; and (3) to use a framework of change that helps make sense of the change from normal (or worse) to spectacular. Your key challenge is to identify what is positively deviant about your organization and how you explain it.
3. You will function like a team of medical doctors diagnosing a patient; but instead of looking for symptoms of illness, you will look for evidence of unusual flourishing and vitality. Questions such as the following might be among the ones you address in your diagnosis: What is working especially well here? What is unique and exceptional about this organization? What makes this place extraordinary? What accounts for the uniqueness? What are the human dynamics that make this place so alive? What has the organization overcome in order to achieve resilience and tone? What framework is most useful for understanding the changes that have occurred in this organization? How can this be sustained?
4. Your team will design its own diagnosis and evaluation process. You may conduct interviews, surveys, observations, and/or use secondary data sources. Your objective should be to make your conclusions and insights credible and legitimate. Believability is almost always based on the existence of supporting evidence.
5. Your presentation during the last week of class and will be no more than a 10 minute presentation. Your presentation will be evaluated by fellow class members as well as the instructor, so it should be engaging, and it should teach us something. This shouldn't be difficult because so little is known about extraordinarily positive performance in organizations.
6. You will hand in a copy of your PowerPoint your slides and/or other presentation materials you use at the time you make your presentation. Your presentation materials will be used in place of having to write a team paper. These materials will be included in the instructor's evaluation of the team project.

## MO 603 – Navigating Change

### Team Project Rules of Thumb

When contracting with an organization for your team project, you will want to keep in mind several important issues. Of course, organizations don't want to be overwhelmed with student requests for projects, but almost all organizations are pleased to participate in projects if you address the following issues in advance.

1. Obtain permission from the senior manager in the organization to conduct the study. Avoid collecting data secretly or surreptitiously.
2. Ensure confidentiality of the data you collect or the information you obtain. Sometimes this occurs by guaranteeing anonymity for the organizations in any written documents. You should always ensure confidentiality for any single person's comments or responses. Focus on gathering organizational data, not data on a specific individual.
3. Make feedback available to the organization. The chief motivator for organizations participating in these kinds of projects is to learn something. Plan to be helpful to the organization and/or to the senior management team.
4. Use a framework to guide the questions you ask and the analysis you perform. Make sense of the positive deviance and the change process in a way that will create an "aha" for the organization. Keep in mind that you will need to teach us something as a result of what you learn.
5. You are probably not yet prepared to intervene in the organization as a change agent or consultant. Your major motivation, therefore, should be to observe, make sense, and learn, not to serve as experts. Just uncovering information and making sense of it is extremely valuable in its own right and will provide value to the organization.

Remember that avoiding organizations such as the New England Patriots, Dell, GE, or other oft-documented organizations in the press will probably lead you to identify more interesting and education projects than if you simply summarized something you read in a Harvard Business School case or a *Fortune* article. The very best projects teach you something new about positive change, and then your team will teach the rest of us something that we could never have learned on our own.