MICHIGAN
ROSS SCHOOL OF BUSINESS

Managing Change, MO 414, Fall 2015
DRAFT

Class Time:
1:00-2:30 Monday and Wednesdays

Class Location:
R0320

Instructor:
Professor Gretchen Spreitzer

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Office Hours:
Mondays 2:30-3:30, or by appointment

Teaching Helper:
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Course Description

This course develops the skills you will need for leading and thriving amidst change. Change is a basic ingredient of life. Recommending, planning, managing, enacting, surviving and evaluating personal and organizational change are challenges that concern everyone. If the ability to execute timely change differentiates successful individuals – and successful organizations – from the run-of-the-mill, then taking this course will give you an important competitive advantage as a leader.

In this course, we will analyze the forces that drive organizations to change, examine impediments to change, and survey a range of approaches for effective personal and organizational change. MO414 develops your understanding of change processes and provides you with practical skills for leading and thriving amidst change.

Change occurs in many forms from minor transitions to major transformations and upheavals. Effectively managing change involves different activities depending on the scope of change and the organization's readiness for it. Special attention will be given to managing disruptions from transitions and the inevitable losses that radical change brings.

The work is substantial from the start, and the pace is fast. You will then have a special opportunity to put your learning to the test with a change simulation at the end of the course.

Course Background

This course is founded upon an academic perspective that originated at the Ross School of Business. It has grown into a global field of study called Positive Organizational Scholarship. Scholars in this field examine people, groups, and organizations when they are operating at their very best. Their findings indicate how to move systems from normal to extraordinary functioning with extraordinary results. To learn more about this orientation, visit the website for the Center for Positive Organizational Scholarship: http://www.centerforpos.org/.

Individual Class Contribution

You are expected to come prepared to ask questions and make contributions that add to your understanding of the course material as well as to the knowledge base of your fellow students.

- ❖ *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 read the newspaper or work on material for another class. This class also has a policy of no use of electronics during class.
- ❖ *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.
- ❖ *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.
- ❖ *Class contribution 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. I may also take into consideration input from your peers at the end of the course. Students who are not in class will receive no credit for their daily participation grade.
- ❖ I will also periodically conduct a pop quiz to ensure you have completed prework.

Readings

Book: How to Be a Positive Leader: Insights from Leading Thinkers in Positive Organizations. Edited By Jane Dutton and Gretchen Spreitzer. 2014. Berrett-Koehler. Price < $20 on Amazon.

Course materials: Given the simulations and other exercises which are licensed for you to complete, it is required that you purchase the course materials – see the link on ctools for ordering information. To keep the costs reasonable, I have identified some readings that can be accessed on-line. I have selected the core readings to be high quality, accessible, and practical. The role of the readings is to prepare you for class and to provide a resource to take with you. You are expected to read all of the required materials before coming to class. As you complete your reading, you should continually ask yourself:

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

Case Discussions

We will have a number of case discussions in the course to bring to life specific change issues in a real world setting. While I do not require you to write-up your case analysis, here are specific elements you should utilize in your class preparation.

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.

Analysis: What are the causes/factors producing the situation described in the case? Who are the stakeholders? What seems to be causing the key problems? 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? You want to be as concrete and realistic as possible.

Guest Speakers

Each guest speaker has been specifically selected to provide key insider insights on a specific change issue. Who better to learn from than the expert? Please be open to the perspective they bring and come prepared to engage the speaker. Be professional (you are an ambassador for the University of Michigan). We will have an opportunity in the next class to debrief and share key learnings.

Personal Change Paper

This paper will enable you to synthesize your learning from the personal change module of the course. You will have a chance to take several assessments to learn more about your approach to change and how you can become more effective. This is an individual assignment. More information will be provided about this at a later date.

Learning Team Assignments

These teams will provide a "holding environment" for you to explore new concepts and learn from each other. You will have opportunities throughout the course to work together to discuss and explore solutions to key change issues and dynamics. Specifically, your learning team will be required to complete any two of the activities listed in the appendix. These activities will be completed outside of class and posted to ctools. The deliverables (max of 5 pages double spaced) are due in class on the specified date.

In addition, your learning team will prepare a presentation in the last module of the course on one of two topics below. The presentation on your project should last no more than 10 minutes and be informative, creative, and inspiring. Please provide <u>electronic and hard copies</u> of your presentation at the start of the date on which you are presenting. Be sure to include citations as appropriate for your key points. Individual grades may be adjusted based on peer evaluations. Your classmates (50%) and I (50%) will assess each presentation on three metrics: informative, creative, and inspiring.

Topic 1: Teach us about a change agent who is inspirational to you. The change agent can be from the world of business, politics, or elsewhere. They can be from any part of the globe. Tell the person's story – use pictures, video, stories to bring your change agent to life. Use concepts/frameworks from class and beyond to help understand the change agent's effectiveness. What new insights does this change agent's experience offer?

Project objectives
1. Identify a change agent who has made a positive difference in the world
2. Conduct research and document <u>what</u> impact the change agent has had as well as <u>how</u> they have made an impact
3. Use course lessons to explain how and why they have been successful
4. Identify new insights before course concepts that add to our toolbox of change strategies

Topic 2: Make your own change at Michigan. You will attempt to enact some sort of positive change on the University of Michigan campus. For example, maybe you want to improve the recycling efforts in campus dormitories? Maybe you have an idea for a new class that should be offered at Ross? The possibilities are endless! The idea here is that you identify an issue around campus that you would like to see be resolved. Once you identify the issue, you will have to determine *how* or *by what process* your team will attempt to address the problem. What tasks need to be completed to address the issue? Who on campus do you need support from? Students? Faculty? Administration? Do you need to raise awareness? A petition? Money? How are you going to explain the issue in a way that attracts others to the urgency of the problem and how you plan to fix it? Then your task will be to implement your plan. How will you generate support? How will you know if you have succeeded? Framing the issue in an appropriate manner in order to generate attention and support will be critical for the success of your initiative.

Project objectives
1. Identify a problem or issue that your group would like to help ameliorate.
2. Develop a plan for how the problem you identify can be addressed.
3. Use course lessons to understand how to generate support for your cause. Who are the people from whom you need to garner support? How are you going to frame the problem so that others will understand the issue and be motivated to take part in helping you address it?
4. Put your plan in place, track progress, and evaluate success.

Grading

Your grade will be based upon:

Grading Criteria	Grade
Individual class contribution	25%
Individual personal change paper	35%
Learning Team Assignments	40%
Team building	No grade
Learning Team Assignment 1	10%
Learning Team Assignment 2	10%
Final presentation	20%
	100%

Other Class Policies

❖ ***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.

❖ ***Please type all assignments***. They should be of professional quality.

❖ ***If you need an accommodation for a disability, please let me know at your earliest convenience***. Some aspects of the course, the assignments, and the in-class activities may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat information you provide as private and confidential.

❖ ***Academic Honor Code***: Personal integrity and professionalism are fundamental values of the Ross Business School community. This course will be conducted in strict conformity with the Academic Honor Code. The Code and related procedures can be found at www.bus.umich.edu/Academics/Resources/communityvalues.htm. The site also contains comprehensive information on how to be sure that you have not plagiarized the work of others. Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place. Non-Ross Business School students taking the course should also familiarize themselves with the Code as they will be subject to the Code while in this course.

❖ ***Plagiarism***: Any content in an assignment you submit that is based on the work of others must be properly cited. This includes any information found on the Web. The CVC website contains detailed information regarding proper citations: http://www.bus.umich.edu/Academics/Resources/communityvalues.htm. Failure to comply with these procedures will be treated as an honor code violation. In addition, the use of any materials prepared by students who have previously taken the course will constitute an honor code violation.

❖ ***Collaboration between Individuals***: For any assignment that the syllabus designates as being "individual," you are not to share information or seek assistance from anyone other than the instructor. "Anyone" refers not only to classmates in the course, but also to any current or past student as well as any person not part of the Ross School community.

❖ I will follow the required grade distribution for BBA electives.

My Commitment for the Course

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

❖ 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.

❖ Given that this is a discussion-based course, it is important that I learn your names early in the course. For any of you who do not have your picture online, please send me an electronic picture of yourself. I will also ask you to use name cards in class so that other students will know your name as well.

Appendix

Possible Learning Team Assignments

1. Choose a movie or read a book with change as the theme. Have each team member view the movie (even better view it together) or read the book. Discuss how the lessons from the film or book illuminate issues of change to you. What new insight can you offer that goes beyond the material presented thus far in the course? Synthesize to create your own theory of effective change. I am happy to recommend some titles to you.

2. Have each member of your team interview a different change agent about a successful change initiative. Jointly create an interview protocol you will each use. Report back to the team. What commonalities are evident? Synthesize to create your own theory of successful change.

3. Have each member of your learning team describe a personal challenge they are encountering in their life right now (try to go beyond the generic – I need to find a job or internship). How can the lessons of the course enable them to be empowered to make appropriate change to resolve the challenge? What theories of change apply? ***Together as a team***, outline an action plan for each team member's challenge.

4. Have each team member share one example of a mistake he/she made or failure he/she experienced during a change episode. What contributed to the mistake/failure? How did the person recover? Synthesize your experiences to build a framework of resilience amidst change.

5. Have each team member do something outside of his or her comfort zone (e.g., give a speech, negotiate something, speak up in class several times, engage in a conflict, get a massage – the point is that it should be something that is truly uncomfortable for the team member). Report back to the group what was learned by taking this action. What insights does this experience have about resistance to change? Synthesize to create your own theory about overcoming resistance to change.

6. Conduct a field experiment to test out an idea we have discussed in class related to change. Offer the rationale for your hypothesis. Describe how you conducted your experiment. Discuss your findings and link them back to course materials to demonstrate. Be sure to discuss what new insights you have about change.

7. Propose a change-related activity of your choice. Be creative. Be sure there is a tangible product that will create a lesson in leading change. Please email me for approval if you chose this option.

Learning team assignments will be graded in terms of (1) insight/depth of insight (5 points), (2) application of class concepts (3 points), and (3) professionalism (2 points).

Biographical Sketch for Gretchen M. Spreitzer

Gretchen Spreitzer is the Keith and Valerie Alessi Professor of Management and Organizations at the Ross School of Business at the University of Michigan (RSB). She joined the Michigan faculty in 2001 after spending nine years on the faculty at the University of Southern California Marshall School of Business. She was also a Visiting Professor at the Australian School of Business in Sydney in 2008.

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).

She has authored many articles on contemporary issues 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 many books including:

- ❖ How to Be a Positive Leader (2014) with Jane Dutton
- ❖ The Best Teacher in You (2014) with Bob Quinn, Kate Heynoski and Mike Thomas
- ❖ Oxford Handbook of Positive Organizational Scholarship (2012) with Kim Cameron
- ❖ 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.

Gretchen is co-director of the Center for Positive Organizational Scholarship and is currently teaching electives on Leadership and Organizational Change for MBAs and BBAs, and the Multidisciplinary Action Project (MAP) Program. She is a core faculty member in the Leading the Positive Organization, Emerging Leaders Executive Education Programs at Michigan.

She serves on the editorial boards of Academy of Management Journal, Organization Science, Journal of Applied Behavioral Science, 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 is on their Board of Governors and was division chair of the Organization Development and Change Division) and the Western Academy of Management (where she served as President). Gretchen has been awarded the Western Academy of Management's Ascendant Scholar award for early career contributions.

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

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Date	Topic	Readings	Exercise	Assignment	Video
Module I: Introduction to Change					
Sep-9	Introduction to Managing Change	*HTBPL: Foreword, Invitation. Ch.11* *A New-Economy Fish Story*: http://www.fastcompany.com/magazine/39/rftf.html	Swift trust introductions		Fish—building energy
Sep-14	Maggie Bayless, Guest Speaker from Zingtrain	http://www.zingtrain.com/content/recipe-change-management http://www.gourmetretailer.com/top-story-profiles___trends-staff_training__a_recipe_for_effective_change-6661.html	Bottom-line Change		
Sep-16	A Positive Approach to Change: Appreciative Inquiry	Heath and Heath, Switch: Don't solve problems – copy success: http://www.fastcompany.com/magazine/142/switch-how-to-change-things-when-change-is-hard.html Cooperrider, Appreciative Inquiry: http://www.davidcooperrider.com/wp-content/uploads/2012/04/The-Concentration-Effect-of-Strengths2.pdf	Two approaches to change	*Pick your seat for the term!!	Celebrate what is right with the world
Module II: Process Skills of Change					
Sep-21	High Performing Teams	*HTBPL, Ch. 1 High Quality Connections*	Team creation and challenge Handout: Team project and team building assignment	Question: What strengths do you bring to your team?	
Sep 23	Leading Teams: Team Simulation	Hackman, What makes for a great team. http://www.apa.org/science/about/psa/2004/06/hackman.aspx	Handout: Personal change paper on ctools	Due: Team Building assignment due (10 am on ctools)	View before class: http://www.artstrategies.org/leadership_tools/videos/2014/04/10/creating-high-performing-teams/#.VYgnac9VhBc
Sep-28	Diagnosing Organizations	Cummings & Worley, Chapter 5, *Diagnosing Organizations* Prepare the case: Slade Plating in course materials		Questions: (Part 1) Reflect on your Everest team experience. (Part 2) 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?	

Date	Topic	Readings	Exercise	Assignment	Video
Module III: Personal Change					
Sep-30	Presence and Mindfulness	Cuddy, *Connect, then Lead* Mindfulness Helps You Become a better leader http://blogs.hbr.org/hbsfaculty/2012/10/mindfulness-helps-you-become-a.html			View before class: http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
Oct. 5	Personal Empowerment POWERED BY POS	Zander & Zander, The Art of Possibility, Chapter 4, *Being a contribution* Quinn & Spreitzer, *The Road to Empowerment*		**Assessment:** Complete the Spreitzer and Quinn empowerment assessment. Think about the questions in regard to an organization that you are actively involved in or to your role as a student	Dead Poet's Society Clip
Oct. 7	Energy Management POWERED BY POS	*HTBPL, Ch. 4 Enable Thriving at Work* Relax, you'll be more productive… http://www.nytimes.com/2013/02/10/opinion/sunday/relax-youll-be-more-productive.html?pagewanted=1&_r=1&hp		**Assessment:** For at least **two** days, complete the energy audit. Bring your energy audit for both days to class for discussion and to be turned in.	
Oct-12	Leveraging Strengths POWERED BY POS	*HTBPL, Ch. 5 Cultivate Positive Identities* Zander and Zander, Giving an A.		**Due: Personal change paper (10 am on ctools)—be prepared to discuss in class**	
Oct-14	Job Crafting POWERED BY POS	*HTBPL: Ch. 6 Engage in Job Crafting* http://www.wsj.com/articles/unhappy-at-work-try-hacking-your-job-1439313771	Job crafting Please complete part A and the before sketch **before class** (think of the tasks that involve different aspects of your life as a student)		
Oct-19	Fall Break				
Oct-21	Doing the Right Thing: POWERED BY POS Change That Matters	*HTBPL, Ch. 9 Imbue with Higher Purpose* Meyerson, *Practical radicals* http://www.fastcompany.com/magazine/38/radicals.html	Giving and receiving feedback **Midterm course evaluation**		Jimmy Dunne View before class: http://www.artstrategies.org/leadership_tools/videos/2014/04/10/communicate-the-why/#.VYgoFs9VhBc

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Oct-26	Creating a Vision for Change	http://www.forbes.com/sites/johnkotter/2011/06/07/how-to-create-a-powerful-vision-for-change/ *Weinzweig, Writing a vision of greatness*	Visioning exercise		
Oct-28	Resistance to Change	*Will be distributed before class*	Guest Speakers: Kendra Quinlan, Julie Ignagni, and Bryan Asmus (Accenture)	Preparation: What is your diagnosis of the situation? What strategies would you use to overcome resistance to the change?	
Nov-2	Creativity as Change	Lehre, "Groupthink" http://www.newyorker.com/reporting/2012/01/30/120130fa_fact_lehrer Amabile, "Six myths of creativity" http://www.fastcompany.com/magazine/89/creativity.html	Brainstorming Puzzle		Did you know?
Nov-4	Getting Buy-In from Employees	*HTBPL: Ch. 12 Treat Employees as Resources Not Resistors*	Interactive Case: Sabena Belgian World Airlines: Weytjen's first assignment, A delegation of chefs, and A critical incident	Preparation: 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!	
Nov-9	Learning During the Change Process	*HTBPL, Ch. 13, Create Opportunity through Crisis*	Finding your way during change		**Due: Learning Team Assignment 2 (10 am on ctools)**
Nov-11	Downsizing	Mishra, Spreitzer & Mishra, *Preserving employee morale during downsizing,* **Students with UMids ending in odd numbers will take the perspective of the senior leadership at McDonnell. Defend their approach.* **Students with UMids ending in even numbers will take the perspective of others in the case. Make the case for why this change approach was problematic.*	Case: McDonnell Douglas (article in the LA Times)	**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?	
Nov-16	Strategic Change Through People	Haudan, J. (2012) The Art of Engagement, McGraw-Hill. Ch. 1, 3	Guest Speaker: Robin Wooddall-Klein, Senior Vice-President, Root		
Module V: Learning from You					
Nov-18	Learning Team Presentations				
Nov-23	Learning Team Presentations				
Nov-25	Pre-Thanksgiving Break	Preparation for the Globaltech simulation		**Conduct on-line interviews (you will need 1-1.5 hours for this)**	
Nov 30	Learning Team Presentations				
Dec-2	Learning Team Presentations				
Module VII: Putting it all Together in Managing Change					
Dec-7	Change		**In class:** Creation	**Prework**: Globaltech	

Date	Topic	Readings	Exercise	Assignment	Video
	Simulation		of change plan (email to professor before December 9)	prereadings available on ctools: Case, change theory All interviews must be conducted!	
Dec-9	Change Simulation		**In class:** Implementation of your change plan	**Laptop requirement**: Please make sure you have one laptop for your team (check technical requirements) and if it is a Mac, bring an adaptor so you can connect to a large monitor in a breakout room	
Dec-14	Change Simulation/ Course Wrap-Up and Farewell		Experience Change Simulation debrief	**Due (by noon): Peer evaluations posted to ctools**	