



MO414: Managing Change
Class 1 (09.09.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Expectation setting for the course.
- 2) *Discussing the Fish Story and how that example relates to the class environment.*
- 3) *Discussing our personal stories, similarities within the group, and new ideas to bring energy and “fishiness” to the class.*
- 4) *Presentations of similarities and ideas.*

Assignment for today’s class:

Reading: “HTBPL: Foreword, Invitation. Ch. 11 and A New-Economy Fish Story

Description and the flow of class:

Slide 1: Intro Title Slide-Welcome to MO414 Managing Change



Slide 2: Outlines what change is and how students can play a role in making change happen. It provides a brief overview of topics the course will cover such as self-change, leading others and leading organizations through a change. When change occurs these situations can be looked at as a threat or an opportunity and this slide sets the expectation that throughout the semester we will seek to approach changes with a positive lens.

A slide titled "Change is..." with a background featuring a large, faint Yin-Yang symbol. The text is as follows:

Change is...

- About how to be a leader
 - Self, others, organizations
 - Gandhi: We need to be the change we wish to see
- Ubiquitous
 - Can initiate ourselves
 - Can be imposed upon us
- Brings threat and opportunity
 - Through this course, we will especially take a positive approach to change

Slide 3-Presents the question to students about what their biggest insight was from the reading related to positive change that was due for this class period. Utilize this time to foster open discussion and get to know the students on a deeper level. One student answered that what he found interesting was the Fish Philosophy and how it truly depends on the attitude of the leader to take the change seriously and be committed to it. Work to validate the students' comments and connect them with future course concepts as well as their fellow classmates' insights. This discussion enables the students to apply the discussed insights to the present material of this session.

What is a key insight about positive change from your assigned reading today?

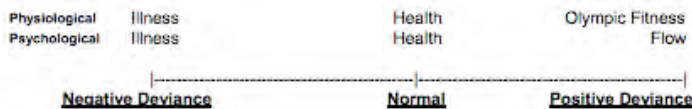


Slide 4: Illustrates the strengths and symptoms of organizations on the continuum of positive deviance. We usually think about the change process with a negative approach

but we now know that this approach is missing half of the picture. This continuum demonstrates how to have a positive perspective and how that can take us further along the process of change. It is useful to think about where Pike Place Fish Market falls on this continuum and what traits on this continuum are utilized.

A Continuum Illustrating Positive Deviance

Individual:



Organizational:

Economics	Unprofitable	Profitable	Generous
Effectiveness	Ineffective	Effective	Excellent
Efficiency	Inefficient	Efficient	Extraordinary
Quality	Error-prone	Reliable	Perfect
Ethics	Unethical	Ethical	Moral
Relationships	Harmful	Helpful	High Quality
Adaptation	Threat-rigidity	Coping	Thriving

Slide 5: Outlines a roadmap for the class discussion for the day to enable students to follow along with the discussion and understand our goals for the day.



Slide 6: Illustrates an image of what it would be like to work in a fish market. Ask the classroom what they think of when they think of a fish market in order to set the stage for the Fish Video and to paint a picture of a normal experience.

A Fish Market

What would it be like to work there?



Slide 7: Prepares students to think about these core questions when watching the Pike Place Fish Market video. As they watch this video they should be looking for the secret to the fish market's success and how they shape the environment and experience around them. One student mentioned that their secret was how they allowed customers and the fish sellers to co-create their experience. Gretchen then validated her point by saying that we need to think about making change with people not just for people. Utilize this discussion to get students to begin to brainstorm how the secret to success in the fish market could be brought into the classroom and learning environment.

Video Discussion

- What is the secret to Fish's success?
- What are the implications for positive organizational change?



Slide 8: Provides a brief introduction of the Professor Gretchen Spreitzer and includes her work, research, interests, family-life etc. It is important to demonstrate how to create a genuine, personal introduction so the students have a clear idea of how they can introduce themselves to their classmates.

Introductions: Who am I?



Slide 9: Gets students thinking about a story that they could share that would allow others to know them on a more personal level. Articulate how this story should demonstrate something meaningful to you or something you care about. Have the students stand up and move around the room to find a new partner in order to keep them energized.

Introductions

1. Take 1 minute to think quietly about:
 - a. A story that reflects who I am as a person and what is most important to me?
 - b. How can I bring the spirit of "fish" to this class so it is the class I look forward to?
2. Stand up & find someone you don't know. Pair up with another pair.



Slide 10-11: After the students have shared their story with one other individual, have two groups pair up. The larger group, that now has four students, will then share their stories again and the group will look for common themes and similarities from their personal stories. It is also important that the group connect the discussion of the Fish Market to our classroom experience in order come up with an insight that could bring some of the "fishiness" and energy to the classroom.

Some of our fish ideas included:

- Group activities to work with people we don't know to understand everyone's diverse perspectives
- For each case we read, take on the role of someone in the case
- Seat-hopping to sit with new people everyday
- Word cloud for each day to illustrate our ideas during discussion
- Push people to expand on their ideas
- Facilitate a community atmosphere—say hi outside of class
- Bring a new energy and adaptation to the classroom—time to have more informal communication
- Give high-fives to celebrate individuals or to agree with what someone said
- Accountability for your own attitude and the attitudes of others
- Come in with a positive attitude and a willingness to be open with our ideas (small group discussions)
- Communal note taking on whiteboards
- Respect others and “what happens in this room stays in this room”
- Play music during group discussions to keep up the energy

Introductions: Group Dialogue



1. Assign a time keeper
2. Each person takes 1 minute to share with the group
3. Listen and see the world through that person's eyes

Wrapping up the first class – today provides an inside look at what this class is about. Are you willing to commit to making this class a success? Students need to abide by the no technology policy and come ready to fully engage the material and with each other.

Introductions: Group Dialogue

1. Choose a recorder and a reporter
2. In the next 4 minutes, identify:
 - a. Common themes
 - b. One "fish" insight for the course
3. The reporter will introduce group members and then report out one commonality and one fish insight (1 minute max)
4. Note: As we move from group to group, build on what the other groups say rather than repeat redundancies





MO414: Managing Change
Class 2 (09.14.15)
Gretchen M. Spreitzer
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Teaching Notes Prepared by Madison R. Romney
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Introduction to Managing Change

Goals and structure of the class:

- 1) Setting expectations for the course of this semester
- 2) Introduce appreciative inquiry
- 3) Foster discussion of how this technique allows us to manage change and how we can help others to utilize it as well

Assignment for today's class:

Readings:

Heath and Heath, Switch: Don't solve problems – copy success
Cooperrider Appreciative Inquiry

Description and the flow of class:

Slide 1: Intro Title Slide: Appreciative Inquiry.



Slide 2: Presents the roadmap for the class today for students while Gretchen provides a brief introduction of appreciative inquiry and its popularity in the space of organizational change.

Roadmap for Today

- Course expectations
- Course effectiveness exercise
- An introduction to appreciative inquiry



Slide 3:

Outlines the expectations of the class such as how we are going to learn and discuss topics together, to speak up if we have issues accessing a reading, the great guest speakers that will come and speak to us, group projects, and simulations for this course.

Many Methods To Create Learning

- Short lectures
- Discussions
- Exercises
- Videos
- Cases
- Guest speaker
- Group projects
- Simulations



Slide 4: Outlines the structure of the course explaining where we are now and where we will go. Explain how the class will start with the module focused on the micro level (personal change), then will move to leading organizational change focused on systems or processes, and wrapping up the semester with different change contexts, group presentations, and simulations. Gretchen presents the questions “Who is interested in being a change agent early in the career?” in order to excite students about the skills they will learn that will be necessary to manage change.

Structure of the Course

- Introduction to change
- Process skills of change
- Personal change
- Leading change
- Different change contexts
- Learning from you
- Putting it all together



Slide 5: Lays out the expectations that the students should have from the professor. They will learn the core topics of this course, be challenged to move outside of their comfort zones, will experience and demonstrate leadership, and will be taught from a professor that values approachability. Be sure to emphasize that the professor also has expectations for their students as well.

What you can expect from me?



- Establish learning objectives
- Challenge you to get out of your comfort zone
- Bring leadership alive
- Be approachable
- I also have some expectations for you!



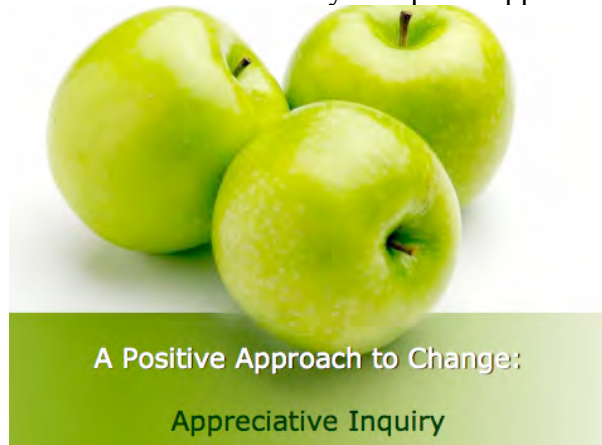
Slides 6-11: Sets the expectations from students. The professor expects the students to value punctuality and respect. There should be no use of technology in the classroom and students should come to class having completed the assigned readings and ready to engage in discussion. Students should participate in office hours, be present and engaged in class, and utilize their name-cards to make sure people get to know them and they get to know others.



Slide 12: Remind the students that in the previous class we created a Fish Task Force whose goal was to come up with innovative ways that we could generate energy and enthusiasm in this class similar to the environment in the Fish Market that we saw in the video. Have the Fish Task Force come up to the front of the classroom to present their ideas. The ideas from our students included: 1) Sitting at different tables every class period in order to get to know other students 2) The first 5-10 minutes of class will be designated to get to know each other by engaging in discussion about non-class related topics 3) Create a word cloud for each class based on words students write down or what they are inspired by that day 4) Write a discussion based question on the board every class period to facilitate the 5-10 minute conversations at the tables.



Slide 13: Introduce Today's Topic—Appreciative Inquiry



Slide 14: Outlines instructions for the first activity. Pass two sets of paper to the different sides of the room. One sheet will ask students about a time when they felt that they were at their best and effective and the other will ask students about a time when they felt blocked and could not perform their best.

Class Experience Exercise

- Follow the directions in the handout on your class experience
- Be ready to report out one reaction



Slide 15: After the students have had time to think about a story that answers this question. Ask students for one-word reactions and write them down on the board for the entire class to see. Examples include: frustration, unmotivated, stuck, unmotivated, impactful, relief. Demonstrate to the class that the sheets handed out to each side of the room were different—each had different stimulus to work from (appreciative inquiry vs. problem focus). Explain how most organizations are problem focused and how this pushes individuals into an unmotivated state of disengagement. We know from research that when you put yourself into a optimistic state of appreciative inquiry you broaden your thinking and generate more innovative solutions to managing change.



Give me one word to describe how you felt in response to this particular class experience?



Slide 16: Present the quote that emphasizes appreciative inquiry.



"The task of great leadership is to create an alignment of strengths in ways that make a system's weaknesses irrelevant?"
Peter Drucker, Management Guru



Slide 17: Generate a discussion of the themes from the readings for today and ask the students what ideas or insights they have from the exercise just completed or the readings. The student takeaways from our class was 1) how the topics were very different in each of the readings, but how appreciative inquiry can be used in both situations (macro vs. micro level). Gretchen validated this statement and continued the discussion with a follow up questions: Why is stakeholder involvement important for appreciative inquiry (related to the Cooperrider reading)? Students then discussed innovation, new ideas from all levels of the organization, and a shared vision.

From today's readings

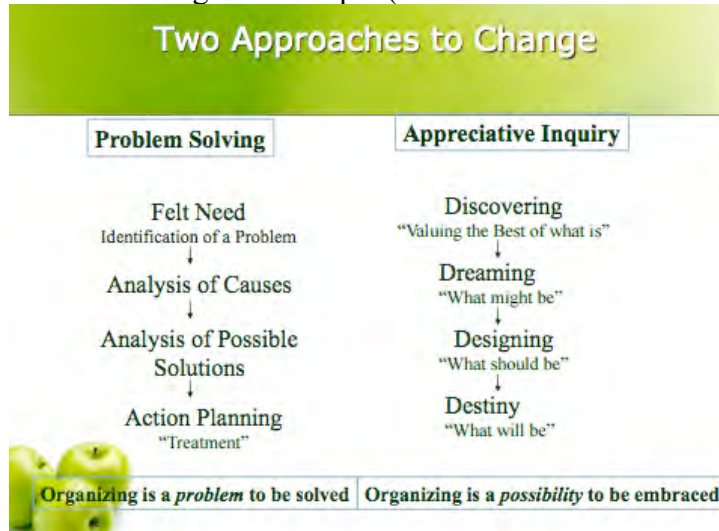
(1)Heath and Heath (2)Cooperrider

- What new insights do each offer about the exercise you just did?
- What questions do they raise for you?



Slide 18: Outlines the two approaches to change—The Problem Solving Approach and Appreciative Inquiry. Utilize this slide to help guide the discussion of the two approaches and how they relate to examples in the readings and in order to answer some questions that students may have such as...

Student asks: How do you get others to buy-in to this process of appreciative inquiry?
 You can also utilize the fish task force example: How did we create a shared vision of how we would add energy to this classroom? The senior leadership, our professor, set ground rules at the beginning to create boundaries for the group to move in the right way ex. United religions example (idea was too broad at the beginning)



Slide 19: Outlines what appreciative inquiry is and the positive assumptions we can focus on within a change. Talk about how in any system there are things that are working, there are pockets of positive deviance (Vietnamese malnutrition example) and where can we find them, and how you frame the questions depends how people think about a situation.

What is Appreciative Inquiry?

- An organization development methodology that seeks out the best of "what is" to help ignite the collective imagination of "what might be"
- Assumptions:
 - In every system, **something is working**
 - Seeds of organizational change are implicit in the **first questions we ask**
 - People move toward positive images of the future

Slide 20: Outlines the benefits of appreciative inquiry and how it is a technique that is attracting a lot of attention in the change space. Emphasizes the importance of students learning this now.

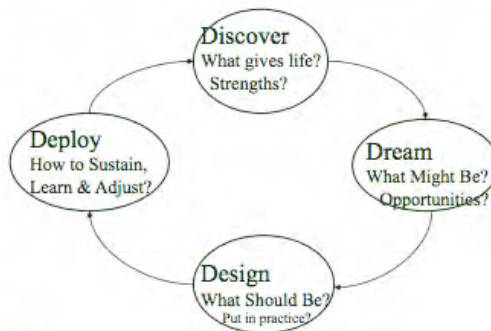
Benefits of AI?

- Attracts people to want to change
 - Change is more transformational
 - The change elicits less resistance
- Change theory attracting most attention today in practice



Slide 21: Demonstrates the four key phases of appreciative inquiry. Explain how these key phases relate to each other and allow us to focus on the optimistic, broad-minded approach to managing a change. This slide will help to set a foundation for the next exercise for the class.

Appreciative Inquiry Applied: 4-D phases



Slide 22: Sets up a problem that the university is facing. Ask the class: “If we wanted to use this technique to make a recommendation to the President on how to improve the university, how would we do that?” for them to start thinking about how they would actually go about using this technique. Then give students time to brainstorm a time when they saw the university at its best. Have the student’s pair up and discuss these situations or stories in detail. Come back together as a group to discuss these stories. Ask the students what new insights they have on how to improve Michigan. Lastly, get students

to think about how we could make this simulation more effective (ex. Inviting people from all levels of the organization to have further input and insights).

Practicing Discovery

- Universities are in crisis
 - Tuition rising fast; rising debt
 - Top universities lacking diversity
 - Mental health issues on the rise
- We want to use AI to make a recommendation to President Schlissel about how to improve Michigan
- Interview a partner
 - Describe a time when you saw the U at its very best?
 - When and how did it happen?
 - How did you feel witnessing it? What is a takeaway?



Slide 23: Watch this video with the intention of it inspiring an idea or some experience that will allow you to enliven an aspect of your life whether that be in your relationships, family life, or organizations you are a part of. When we come together next time we will discuss what you thought of and what impact you made.

Application Video Case: Celebrate What is Right with the World

- Think of your leadership roles, your courses, your family, your closest relationships, your career development ...
- What is one thing you might do to enrich and enliven those aspects of your life using the ideas embedded in this video?
- Try an experiment between now and Wednesday to “celebrate” what is right in your life?





MO414: Managing Change
Class 3 (09.16.15)
Gretchen M. Spreitzer
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Teaching Notes Prepared by Madison R. Romney
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Introduction to Managing Change

Goals and structure of the class:

- 1) Outline the key ideas from the previous class
- 2) Discuss the importance of teams during change
- 3) Define the variables of High Performing Teams
- 4) Break out into learning teams for the semester

Assignment for today's class:

Readings: Reading: *HTBPL—Chapter 1. High Quality Connections*

Description and the flow of class:

Slide 1: Intro—Building High Performing Learning Teams: A Key Success for Change

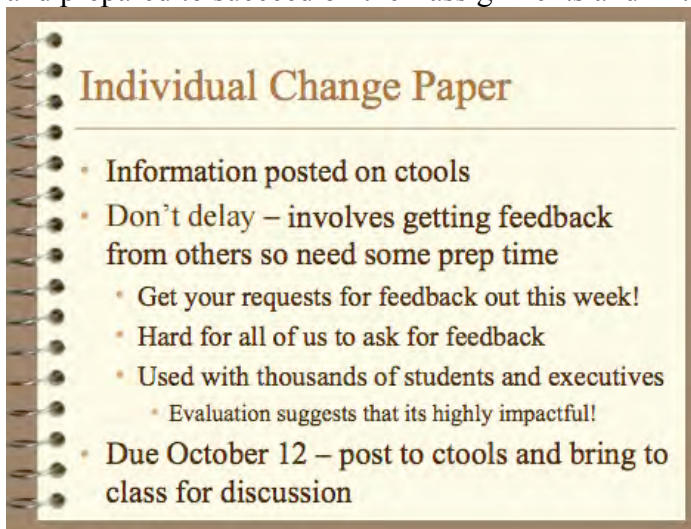
At the beginning of the class recognize how the students are utilizing their fishy ideas to generate energy in the class and commend them for their efforts.



Slide 2: Roadmap for today that outlines our discussion of key takeaways from the last class, teams in organizations, learning teams, and how to create a great learning team experience.




Slide 3: Introduces the first individual deliverable that students must turn in. By presenting this assignment early before its due date, we ensure that the students are aware and prepared to succeed on their assignments and in this course.



Slide 4: Overview of the core ideas from our previous class. Articulate the important aspects and key insights from our discussion of appreciative inquiry and the personal application and experiments that were due for class today. Give the students a couple of minutes to present their experiments to the individuals at their table. Then allow for a time for each table to report out to the larger group about common themes or new insights. Challenge the students to continue their experiments or try new ones!

Core ideas from last class

- Appreciative inquiry
 - Insights/questions from our last class
 - Applications of “celebrate what’s right” video?
 - How did your experiments work?

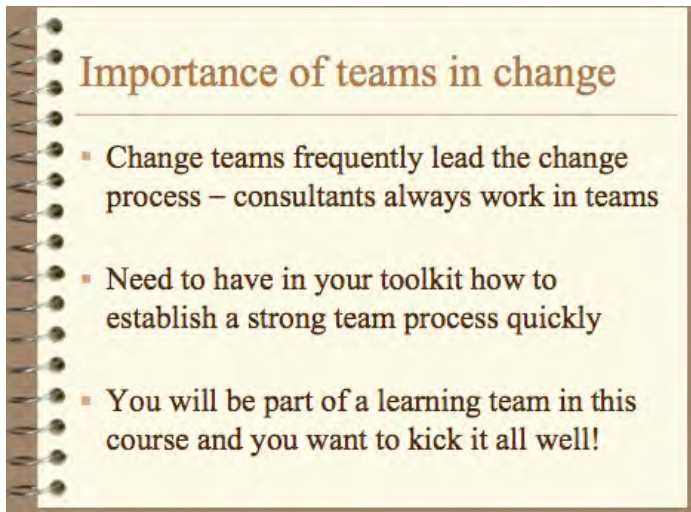


Slide 5: Outlines the first module of the course: process skills of change. We will discuss the importance of leading teams, diagnosing organizations, and will wrap up this module with a presentation from a great guest speaker that works for Zing-train and will speak to us about “bottom-line change”.

Module 1: Process Skills of Change

- Composing and building your learning team
- Leading your team
- Diagnosing organizations
- A consultant’s perspective on change:
Bottom-line change process

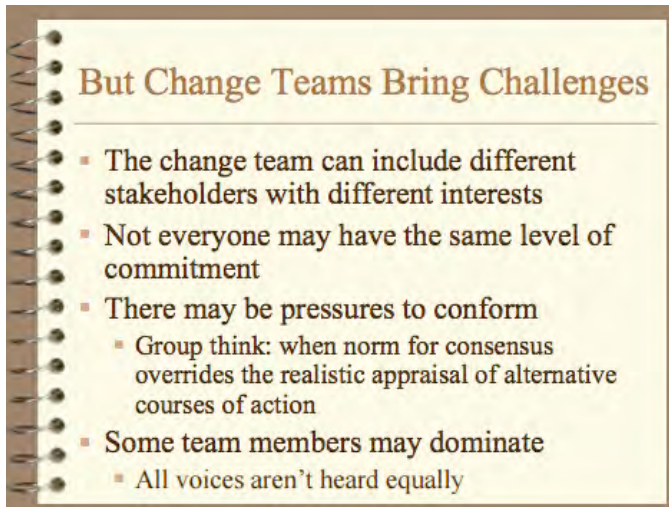
Slide 6: Demonstrates the importance of teams during a change. There is usually a group of people because there are a variety of stakeholders that are being affected by the change. You want a representation of these stake stakeholders in your group to generate buy-in from them. Articulate the importance of learning how to kick-start the project and get to know your team. You will be put into learning groups and you will get to practice these skills.



Slide 7: Presents the question: Why change teams rather than individual change agents? Articulate the importance of having a diverse team because it allows you to have more knowledge, more experiences, which in turn help you to generate more alternatives and creative solutions.



Slide 8: Demonstrates how change teams can also bring challenges because of differences in interests, levels of commitment, priorities, and skills. Articulate how there can be pressure to conform and to reach consensus quickly in the change process because of time restraints or uncertainty. While this may be the case, it is important to urge students to appraise the different options in a group and how they will learn to quickly bring a team up to speed and generate successes.



Slide 9: Presents the questions: What does a highly performing team look like? A high performing team generates a high quality output that allows them to achieve their goals. Highlight how individuals of the team learn better as a whole and by working together. A team that is high performing enables personal growth as well as the well being of others. Urge students to think critically about these three sets of variable we use to define high performing teams. Show the video clip and ask students to think about if they are inspired to consider other variables in our definition. Some of the students responded that they believe that being supportive, empathetic, and compassionate could be variables in our definition. These are important but we will learn even more about these types of teams.



Slide 10: Sets up the purpose and content of the learning teams: to learn from your own change experiences in and outside of class and to complete your final project. Also presents an overview of the team assignments for the course. There are two routes to take: 1) Profile a well establish change-agent that is inspirational to you 2) Make a positive change that addresses a need on campus.

Description of Learning Teams

- Purpose is to learn from your own change experiences in class and outside of class
- Teams will provide a “holding environment” for you to take risks and explore new constructs together
- Team assignments:
 - Complete choice of two risk taking exercises listed in syllabus (Sept. 30, Nov. 9)
 - Final group presentation -- your choice:
 - Profile a change agent who is inspirational to you
 - Make a positive team change of your own somewhere in the U
 - Will have a peer assessment at the end

Slide 11: Demonstrates how we composed the teams in this course and how we valued the diversity of their interests, demographics, backgrounds etc.

Composing your team

- We have created “random” diverse teams of about 4-5
 - Chance to get to know more students in class
 - Often easier to be reflective with those you don't already have established relationships with

Slide 12: Outlines the Team Search Exercise of “Everyone Brings Something to the Table”. Pass out the item inventory sheet and instruct students to find an item among their team that goes with each of the letters. As soon as the list is complete the members of the team should all stand up and inform the professor that they have completed the task.

Team Search Exercise:
Everyone Brings Something to the Table

- Find among your team members items that begin with each letter of the alphabet
- Write down each item on the sheet provided
- All items must be in English
- Each item must go on the table and be used for only one letter
- As soon as your list is complete, all members stand up and say “finished”

Slide 13: Asks the students how this exercise allowed them to get to know each other. Some students believe that this exercise allowed them to learn about people’s personality types, interests, and ways they think. Emphasize the importance of team work and building up energy.

Team Search Exercise:
Everyone Brings Something to the Table

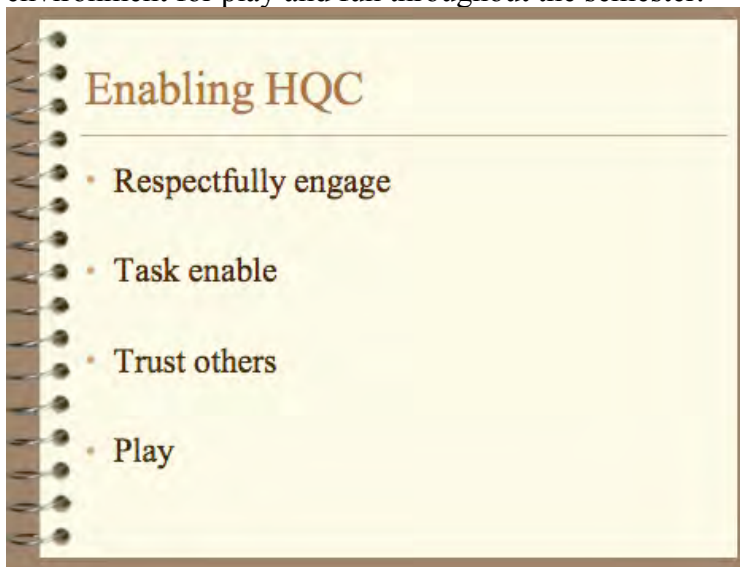
- What worked?
- How did your diversity help you? Impede you?
- What lessons can you take away for making your learning team effective?



Slide 14: Presents the goal to the teams of building high quality connections in their teams. Gretchen articulates her passion for these types of connections and how she wants her students to come away from this course feeling as if this was their best team experience.



Slide 15: Gives students ways to enable high quality connections through respectfully engaging with others, task enabling, trusting your team members, and fostering an environment for play and fun throughout the semester.



Slide 16: Outlines the team building activity due the following week. Students are required to create a team resume, team contract, brainstorm learning activities, and think about what they would like to do for their final project.

Due date: Monday, September 21, 2015

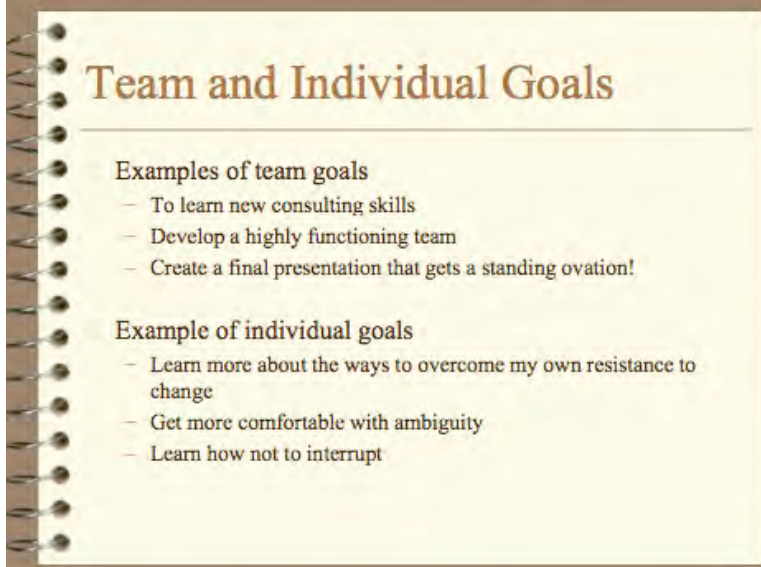
- Create a team resume
- Create a team contract
- Brainstorm and identify what learning activities you want to complete as a team
- Which final project would you like to do?

Slide 17: Identifies the key elements of the team contract such as communication styles, goals, and norms. Articulate the importance of each team member buying-in to this contract and offer some examples of norms that teams could use.

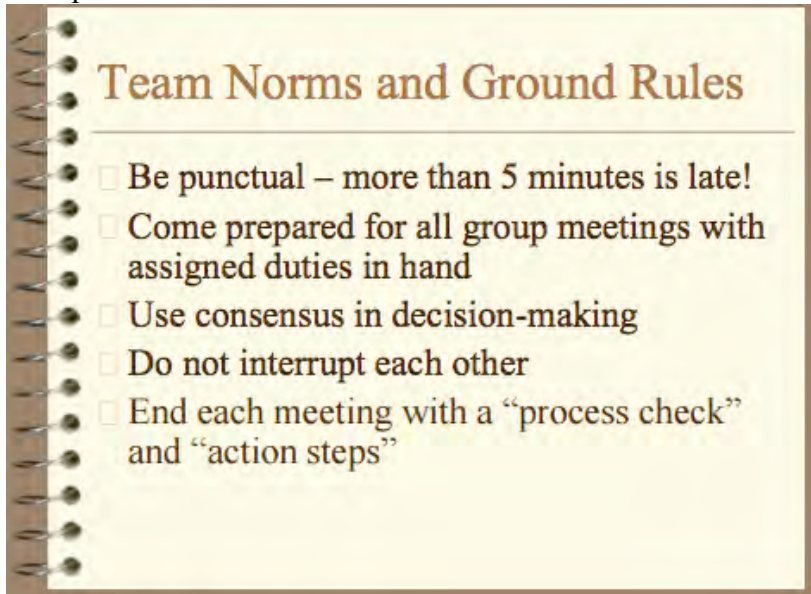
Team Contract

- Key elements
 - Exchange contact information (name, phone, email, schedules)
 - Identify team and individual goals
 - Create team norms and ground rules
- All members must “buy-in” and sign the contract

Slide 18: Outlines examples of team and individual goals to help the students start to generate ideas that they can incorporate into their team contract.



Slide 19: Outlines examples of possible team norms and ground rules for the students to incorporate into their team contract.





MO414: Managing Change
Class 4 (09.21.15)
Gretchen M. Spreitzer
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Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Discuss key insights from the previous class and class readings for today
- 2) Overview of research findings on high performing teams
- 3) Marshmallow Challenge

Assignment for today's class:

View before class:

http://www.artstrategies.org/leadership_tools/videos/2014/04/10/creating-high-performing-teams/#.VYgnac9VhBc

Readings:

Hackman, What makes for a great team.

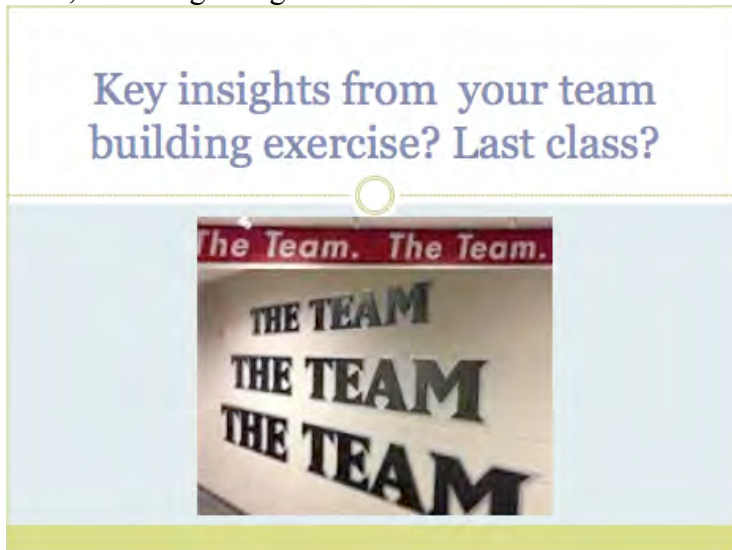
<http://www.apa.org/science/about/psa/2004/06/hackman.aspxx>

Description and the flow of class:

Slide 1: Introduction of today's topic: High Performing Teams



Slide 2: Asks the students the question: “What are some of your key insights from the last class?” One student mentioned the importance of diversity within her team and how that diversity can bring more solutions, ideas and creativity. Gretchen validates this comment and speaks about how diversity is only useful if you can make it visible in a group setting and figure out how to harness it. She then expands on this idea and presents one of the objectives of the course: to learn how to build swift trust within teams. Articulate the importance of building swift trust because we do not have the luxury of time and because our teams are diverse and need to learn to trust each other regardless of our differences. Other students offered insights such as holding each other accountable, having ground rules, and designating a devils advocate.



Slide 3: Gives a brief overview of the readings for class today and asks the question “What are your insights from your preparation for today?”. One student answered that from the readings she learned that often times the leader is held accountable for the success of the team dynamic. Gretchen then asks the class, “Then who is responsible for the dynamic?” One student speaks to the conditions for great teams and how the role of leader is setting the conditions and structure of the team for them to be successful. These conditions include: the team is real, a clear purpose, a structure that enables teamwork, coaching. Express how personality is not a good excuse for not setting up these conditions for a team because each person has the ability to develop them.

Insights from your preparation for today?

CAPRONI VIDEO?

HACKMAN READING?



Slide 4: Outlines a study about specific behaviors that foster high performing teams.

Ingredients for Success from Research on Senior Teams



- 8-person teams video-recorded during strategic planning meetings
- Researchers measured frequency of positive-negative speech acts and inquiry-advocacy
- Teams were categorized as high, medium, and low performing teams based on 3 different perspectives
 - Profitability (SBU Profit / loss statements)
 - Customer Satisfaction (survey's and interviews)
 - 360-degree evaluations


Slide 5: Demonstrates the findings from this study on low, medium, and high performing teams. Discuss the difference between inquiry, listening to others, and advocacy, articulating your belief or opinion, and highlight that high performing teams need both listening and advocating in order to be successful. The other important part of this study is how many positive and negative experiences each of the teams had. What this study found was that the high performing team had a ratio of 5:1 positive to negative reactions. Express the importance that the ratio is not 5:0 but 5:1. This demonstrates that even high performing teams need some situations of confrontation to develop and improve.

Ratio of	Level of Team Performance		
	Low	Medium	High
Inquiry/ Advocacy	0.1:1	0.7:1	1:1
Positivity/ Negativity	0.3:1	2:1	5:1

- ✓ Use equal amounts of inquiry and advocacy among team members
- ✓ Aspire to a 5 to 1 ratio of encouragement to disapproval
- ✓ Model suggests an upper limit of positivity

Slide 6: Presents additional research and insights of effective teams. Gretchen highlights the point “take some time for a process check at your meetings” and discusses how Zimmerman’s Delicatessen in Ann Arbor utilizes energy checks in their meetings to understand where everyone is for that day and time. Give real world examples for the other insights as well to help students to understand how they may utilize these research findings in their teams.

Additional Research on Effective Teams




- Set clear expectations from the start
- Take some for a process check at your meetings
- Have fun together to bond and create positive norms
- Allow members to play to their strengths but also develop in new ways (coach each other)

Slide 7: Tell the students that we will be having a team simulation today that will be a competitive challenge.

Building your team


LET'S WORK TO PUT THESE CRITERIA INTO PRACTICE



Slide 8: Outlines the team challenge for the day.

Your Challenge: A Looking Glass on Your Team Process

- **Build the Tallest *Freestanding* Structure**
- This challenge has been conducted by tens of thousands of people in every continent, from the CFOs of the Fortune 50 to students at all levels



Slide 9: Shows the materials that the students will be given to complete the challenge. There will be 26 pieces of spaghetti, 1 yard of tape, 1 yard of string, and 1 marshmallow.



Slide 10: Outlines the rules for the challenge to guide students.

Slide 10: The Marshmallow Challenge

- **Metric:** Height measured from the table top surface to the top of the marshmallow
 - May not be suspended from a higher structure, like a chair, ceiling or light
- **The Entire Marshmallow Must be on Top:** Cutting or eating part of the marshmallow is not allowed.
- **Use as Much or as Little of the Kit:** The envelope may not be used as part of the structure.
- **Can Break up the Spaghetti, String or Tape**

Slide 11: Expresses that because we are completing this challenge to gain insight into your team dynamics, each team will need to designate a “team observer”. Articulate how this person will look at how the team works together, who leads, who speaks, and to think about what the team did well and how the team could improve.

You Will Have 17 Minutes

- **Assign an observer** to take notes on team dynamics
 - Take notes on debriefing form provided
 - Will debrief the team when finished
- Use your time to plan, prototype, and build
- Teams holding on to the structure when the time runs out will be disqualified
- Any Questions?

Slide 12: Outlines the role of observer and timer. Have the observer be a member from another team.


- Switch observers with another team
- Timer: <http://www.online-stopwatch.com/countdown/>

Give each team 15 minutes to complete the challenge and then 3 minutes after for the team observer to offer their feedback.

Slide 13: Outlines the questions that the observer had to answer. Ask the students why they think we had the observers be from other teams and express how it was to help them save face and give unbiased feedback. Then discuss what the observers noticed from watching the other groups. One student observer had the insight that there was a natural leader that emerged from the group but that person allowed for open communication and consensus building in order to be successful. After hearing from several observers, ask the entire class what they think contributed to the teams that were unsuccessful? Create

an open discussion of these insights and how we can use these to help our own teams become high performing.


Observer Reflections on Your Teamwork from the Marshmallow Challenge?



- **What behaviors contributed to or detracted from the effectiveness in your team?**
- **How could you change your team dynamics to become more positive?**

Slide 14: Presents the question “Who performs best at this challenge”? and demonstrates that it is surprisingly kindergarten students, architects/engineers, and CEOs. Ask the students why they think this is the case and what we can learn from it. Students believed that this happened because these groups of people prototype and plan.

Success in the Marshmallow Challenge



- **Who tends to perform best?**
 - Kindergarten students (avg = 25 inches)
 - Architects and engineers (avg = 38 inches)
 - CEOs (but especially when they pair with their administrative assistants who tend to be good facilitators) (avg = 26 without and 30 with)
- **Why?**
 - They prototype and experiment

Slide 15: Outlines the plan for the next class and how to prepare for the case they are reading.



MO414: Managing Change
Class 5 (09.23.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Discuss key insights from the previous class
- 2) Outline the model for planned change
- 3) Dive into the case study
- 4) Provide recommendations to adjust the organization system

Assignment for today's class:

Cummings & Worley, Chapter 5, *Diagnosing Organizations*
Prepare the case: Slade Plating in course materials

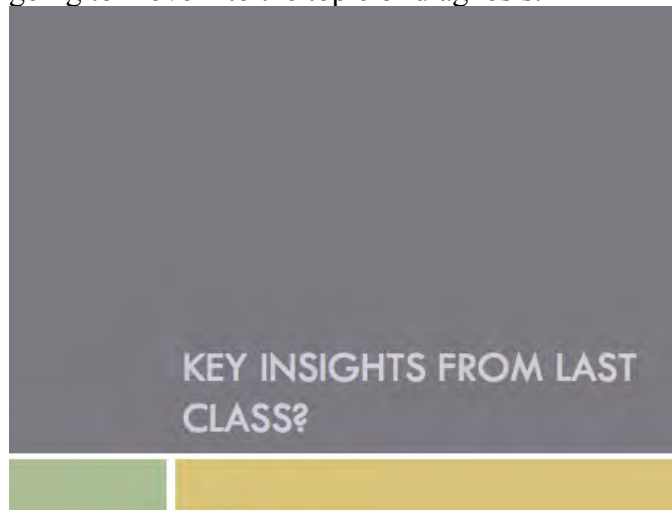
Description and the flow of class:

Slide 1: Introducing today's topic—Diagnosing Organizations



Slide 2: Choosing lunch guests from a hat to have lunch with Katie Frank from Zingtrain.

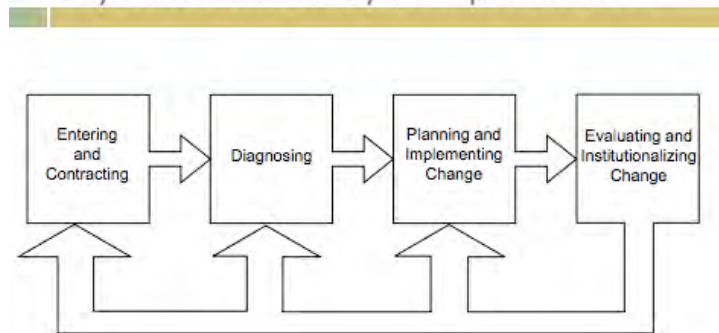
Slide 3: Overview the key insights from the last class and articulate the importance of the idea of building swift trust. Ask the students to provide their insights with the rest of the class. One student mentions that high performing teams had an even amount of inquiry and advocacy. Gretchen then asks the student to think more about this topic by asking him how it relates to his team's experience during the in class simulation and then she presents the question to the larger group of students. Connect these ideas to how we are going to move into the topic of diagnosis.



Slide 4: Demonstrates the general model for planned change. Highlight the separate parts of the model using a real-world example such as working on a consulting project. Then asks students what their most important takeaways from the readings due today in terms of this model of change. A student mentions that she was interested in the fact that change is a collaborative process not an individual one. Gretchen validates all of the points made by the students and presents follow-up questions in order to progress the discussion.

General Model of Planned Change

Key Points from Today's Chapter on OD?



Slide 5: Gretchen transitions to align the points that were made to the case that was due today. Before diving into the case, the stage is set using this slide. Asks a student to read this slide out-loud to the entire class.

The Cookies

- **A woman was waiting at an airport one night, with several long hours before her flight. She hunted for a book in the airport shops, bought a bag of cookies, and found a place to drop.**



Slide 6-8: Continues setting the stage for the case. Ask different students to read the slide out-loud to the class.

The Cookies

- **She was engrossed in her book but happened to see that the man sitting beside her, as bold as could be, grabbed a cookie or two from the bag in between them, which she tried to ignore to avoid a scene.**

So she munched the cookies and watched the clock, as the gutsy cookie thief diminished her stock. She was getting more irritated as the minutes ticked by, thinking, "If I wasn't so nice, I would blacken his eye."

The Cookies

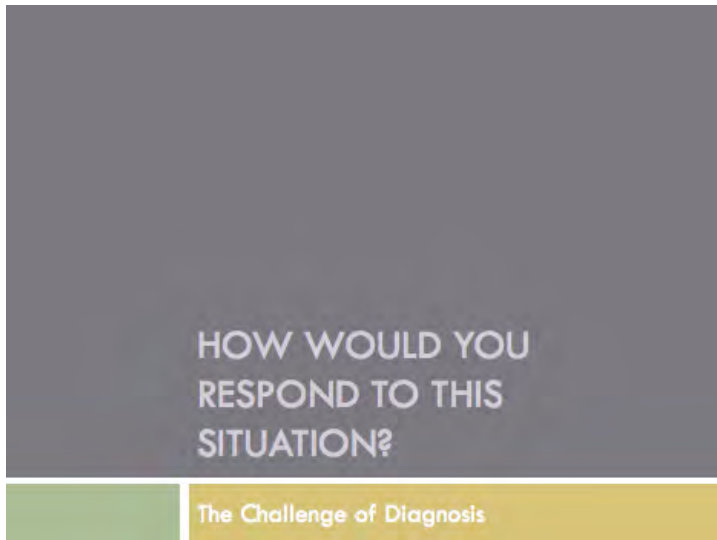
- **With each cookie she took, he took one too. When only one was left, she wondered what he would do. With a smile on his face, and a nervous laugh, he took the last cookie and broke it in half.**
- **He offered her half, as he ate the other. She snatched it from him and thought, "Oooh, brother. This guy has some nerve and he's also rude. Why he didn't even show any gratitude!"**

The Cookies

- **She had never known when she had been so galled, and she sighed with relief when her flight was called. She gathered her belongings and headed to the gate, refusing to look back at the thieving ingrate.**



Slide 9: Asks the students what they think about this story and how they would respond to the situation.



Slide 10: Presents the question “What are the implications for diagnosis and how do we really every know if we are right?”



Slide 11: Outlines the process of diagnosing a situation. Relate these steps to what the class will do today when working through this case.

Diagnosis

- Success depends on your ability to
 - ▣ Collect appropriate information to understand what is really happening in the organization
 - ▣ Data can help you separate symptoms from the heart of the problem
 - ▣ Discover that which may not be "known"



Slide 12: Utilizes the iceberg as a metaphor to demonstrate that we only really see 10% of the story and how it is our job to uncover the other 90% of what is occurring.

We only see 10% of the iceberg, the remaining 90% is hidden below the water line...



Slide 13: Mentions Yogi Berra and this poster about how you can actually learn a lot from a situation by observing. Articulate how this relates to our class topic today.



Slide 15: Outlines the case the students will work with today. Reiterate the last question in the case that was given to the students. Ask the students what recommendations they would give to Porter: give them two options and ask for a show of hands. Based on the response from students articulate how we do not have complete information and the importance of thoroughly diagnosing this situation.

Some Practice with Diagnosis: Slade Plating Case

- You have been hired as a consultant to the Slade Corporation
- What should Porter do? "Blow the lid" on the situation?
 - Show of hands – yes/no
- To answer that question, need to first diagnose what is going on!

Slide 16: Presents questions to the students. Asks the students what other information they would want if they were to do a thorough diagnosis of the situation. A student gave answers such as observing Sarto's group as a participant. Continue this discussion by asking the other students how they would want to carry this out. Have students come up to the front of the classroom and act out how they would confront the problem. As the discussion progresses, bring the students back to the core of the situation and ask them what they see as the heart of the problem. Students offer the suggestions of reliability, power, accountability, unjust system etc.

Some Practice with Diagnosis: Slade Plating Case

- From your reading for today, how will you make an accurate diagnosis?
 - What information would you want?
 - From who?
 - What would you ask?
- Did anyone calculate the cost of the current system?



Slide 17: Presents additional questions about the group dynamic in this situation. Discuss with students why this problem is occurring (organizational factors, personality traits, leadership roles). As the students discuss the causes of this problem and what their diagnosis is, write their answers on the board and work to create a clear understanding as to how and why this issue might have occurred.

Some Practice with Diagnosis: Slade Plating Case



- Is this an effective group?
 - performance,
 - well-being,
 - learning
- What are the symptoms?
- What is the problem?
- Write on board: What is your DIAGNOSIS of the situation?

Slide 18: Outlines the Organization as an Open System and how this might influence what we consider in terms of our recommendations.

The Organization as Open System



Slide 19: Ask the students what their recommendations would be. Some students offer suggestions such as implementing a different performance management system. After the students offer their solutions, Gretchen mentions how she is proud of the class for avoiding firing someone within the organization. Articulate how there may be really great ideas within the systems already and the importance of getting buy-in from people within the organization.

Some Practice with Diagnosis:
Slade Plating Case

- What diagnosis you make will drive your recommendations
- Given your diagnosis, what recommendations would you make to help this organization?



Slide 20: Outlines key takeaways from the class today on diagnosis.

Diagnosis Takeaways

- Use all available information
 - Quantitative and qualitative
- Develop rapport to elicit unbiased information
 - Be careful not to privilege information from certain groups (especially high status)
- Separate symptoms from the heart of the problem



Slide 21: Reiterates how these diagnosis takeaways we learned should be the basis for action we take moving forward with recommendations and solutions.

Action Takeaways

- Use your diagnosis to guide your recommendation
- Have a clear understanding of what values, beliefs, and assumptions you want to encourage
 - Slippery slope in terms of ethics (VW, GM in news)
- Maintain consistency between what you say you want and how you act
- Several levers to change:
 - Participation
 - Change the people
 - Change the system

Slide 22: Next steps to prepare for Monday's class.

For Monday's Class

- Katie Frank, Zingtrain
 - ▣ Read background readings
 - ▣ Come ready to engage – be great Ambassadors for Ross and Michigan



MO414: Managing Change
Class 6 (09.30.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Outline the concept of presence
- 2) Simulate these ideas through an “elevator pitch”
- 3) Practice demonstrating warmth and strength
- 4) Practice and discuss mindfulness

Assignment for today’s class:

Cuddy, Connect, then Lead

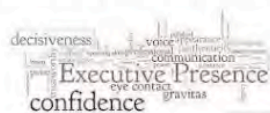
Mindfulness Helps You Become a better leader

<http://blogs.hbr.org/hbsfaculty/2012/10/mindfulness-helps-you-become-a.html>

Description and the flow of class:

Slide 1: Introducing today’s topic: Executive Presence

Executive Presence
Please sit in your learning teams



Slide 2: Outlines the team building assignment feedback. Discuss how the resumes of students demonstrate all of the team members’ strengths and what everyone will bring to

the project. Also articulate the importance of not losing sight of the norms set during this assignment.

Ungraded Team Building Assignment Feedback

- Resumes indicate many strengths you bring to the team
- Hope you are living out your team contracts as you completed the first learning team assignment
 - Hold each other accountable to your ground rules!



Slide 3: Presents the transitions between Module 2: process skills for change and Module 3: personal change, for our class. Discuss briefly the aspects of Module 3, what assignments will be due, and ask if students have any questions.

Transition: Module 2 to Module 3

- Module 3: **Process skills for change**
 - Building high performing teams swiftly
 - Making diagnosis and recommendations
 - Lessons from the field: Katie Frank
- Module 3: **Personal change**
 - Executive presence (transition between 2-3)
 - Empowerment
 - Energy management (complete audit for 2 days before class)
 - Leveraging strengths (reflected best self paper)
 - Job crafting

Slide 4-5: Shows an example of an energy audit. Tell students that they will need to do this for a full two days before the next class period. Give an overview of how they might go about this exercise and ask if there are any questions.

Hypothetical

- Assume your learning team wants to do your final change project at Zingerman's.
- Katie Frank said she would introduce you to the senior leadership team but she was not optimistic they would say be open to your change project request as they have several big projects going on right now.
- Prepare a short elevator pitch (45 seconds) to Ari and Paul (founders) on why they should commit to working with your team.
- Be ready to make your pitch in front of the class.



Slide 8: Recognize it is hard to make a pitch and to be compelling in a short time. Presents the concepts of thin slices and snap judgments-- how little information we use to make first impressions into consideration when judging others. Discuss the importance of body language and how it conveys much about others but also to us. Then ask students for examples from class and readings on body language and how we assess people.



Thin slices of information lead us to make snap judgments about others

Body language conveys much to others BUT ALSO TO US

Slide 9: An overview of how we assess others—how warm they are and how strong they are. Discuss the aspect of being warm or strong and how they add to our interactions.

When we assess others...

- Two key criteria account for 90% of variance in positive/negative impressions because they indicate one's intentions to others
 - How warm they are: trustworthy, approachable
 - Can create oxytocin to form attachment and trust
 - How strong they are: fearsome, competent
 - Can create cortisol indicating a stress reaction



Slide 10: Gives ways to show warmth. Discuss the implications of the Duchenne smile.

Ways to show warmth

- Nod
- Smile (Duchenne)
- Open gestures
- Inquiry



Slide 11: Gives ways to show strength.

Ways to show strength

- Power poses (Cuddy video)
- Eye contact
- Advocacy



Slide 12: Give their new assignment -- a hypothetical redo for their elevator pitch but this time going beyond just focusing on content to also focus on their executive presence in showing warmth AND competence. Acknowledge the tension in the room -- how students may now be nervous or anxious about doing this again and relate this to how mindfulness can diminish your stress.

Hypothetical Redo

- Remake your pitch this time this time being mindful of how much warmth/competence you want to project
- Be ready to make your pitch in front of the class

Slide 13: Overview of mindfulness and its importance when you are overwhelmed or stressed. Discuss how companies are using this among their employees.

Growing Interest in Mindfulness

- Many companies introducing mindfulness programs to help employees have better focus, attention, creativity
 - General Mills
 - Google (Search Inside Yourself)
 - Aetna
 - Target
 - Taj Hotels
 - Many Silicon Valley companies including Facebook, Linked In

Slide 14: Presents research on how mindfulness improves your mental focus, well-being, and physical health. Ask students what they do to practice mindfulness. Students gave examples of working out, writing in a journal, meditating etc.

Outcomes Documented in Research

- Mental focus
 - Emotional regulation, attention regulation and focus, heightened awareness, working memory, creativity
- Well-being
 - Sleep quality, stress, positive emotions, social connectiveness
- Physical health
 - Chronic pain, anxiety, depression

Slide 15: Utilize a short meditation video and have students practice mindfulness.

An Introduction to Focus and Mindfulness

How many of you have exposure to mindful practice?

A two minute mindfulness exercise

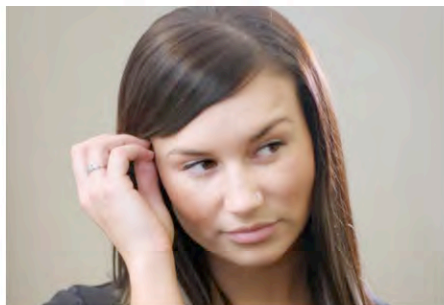
Slide 16: Goes back to the hypothetical redo and give students 5 minutes to think about how they will pitch their idea to the founders with the new knowledge they have about assessing others. Pick a learning group to come up and give their pitch. Ask students for what went well and how they could improve their pitch. Relate their feedback back to warmth and strength. Give an overview of the discussion today—tell students to think about how you can use presence to demonstrate warmth and strength and how to incorporate mindfulness in to their lives.

Hypothetical Redo

- Remake your pitch this time this time being mindful of how much warmth/competence you want to project
- Be ready to make your pitch in front of the class

Slide 17-21: Close by presenting important aspects of presence such as power poses that demonstrate strength as well as poor habits such as avoiding eye contact and slouching.

Power Poses



Avoiding Eye Contact

When you don't look someone in the eyes, it can signal deception or a lack of respect.

Slouching

- Bad posture signals to others that you lack confidence and have poor self esteem or low energy



Angling Body Away From Others

- Too much physical distance, angling the body away from the person you're speaking with or not leaning into a conversation shows that you are uncomfortable, distrustful or disinterested in the subject.



Distraction Habits

- Fidgeting and playing with hair or clothes can reverse an excess of energy, which signals discomfort or uneasiness. Avoid "uhms" and "you know's".



Slide 22: Outlines key takeaways from the class today.

Takeaways

- Be clear about your presence when interacting with others
- Consider mindful practices to help you stay grounded and calm amidst the challenges of everyday life



MO414: Managing Change
Class 7 (10.5.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Discuss key insights from the previous class
- 2) Outline the four dimensions of empowerment
- 3) Work with scenarios and provide recommendations to improve empowerment

Assignment for today's class:

Zander & Zander, *The Art of Possibility*, Chapter 4, *Being a contribution*
Quinn & Spreitzer, *The Road to Empowerment*

Description and the flow of class:

Slide 1: Introduction to today's topic—Self-Empowerment



Slide 2: Gives updates for the course. Remind students of the personal change paper that is due in a week as well as the energy audit that needs to be completed for 2 weekdays before next week.

Updates

- ◆ Reminder about personal change paper due week from today
 - Follow up if your feedback is slow in coming back
- ◆ Energy audit – do 2 weekday iterations for class on Monday
 - You will be turning these in
 - Available on ctools

Slide 3: Asks students what insights they have from our last class about executive presence and mindfulness. Outline the discussion from the previous class and the importance of this topic in future relationships and endeavors. Students spoke about the importance of showing warmth and strength, demonstrating competence, and developing rapport. Validate students' insights and generate a larger discussion around these topics. Discuss how there will be a lot of opportunities in class to roll play and give a presentation etc. and to keep this topic in mind in order to have an impact and authentic conversation.

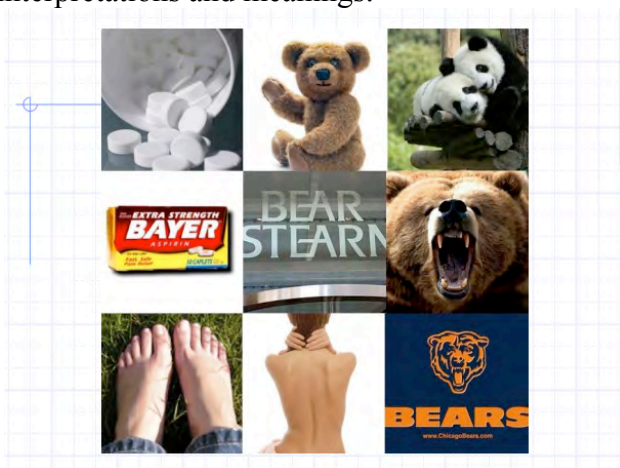
Key insights from Executive Presence/Mindfulness?



Slide 4: Ask students to think about the first word that comes to mind when you say *bear* (*choose any word*). Have students shout out words without raising their hands. Ask students how they interpreted the word bear. Some students talked about grizzly bear, stuffed animal, “bearing” weight, or bear as in not being covered up.

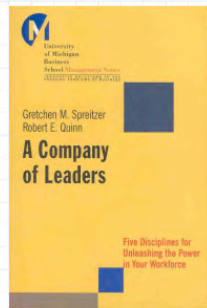
Tell me the first word that
comes to mind when I say ...

Slide 5: Displays the many ways in which we could interpret words. Present how our topic for the day is empowerment and how this term has a lot of baggage or underlying interpretations and meanings.



Slide 6: Discuss how this lesson stems from Gretchen's dissertation work and how it is very personal to her.

Becoming Empowered...



Slide 7: Tell students to think about a time in their own life when they felt very empowered. Leave that term open ended and have students think about how they felt in that circumstance and how they were enabled to feel that way. Give students a minute to reflect. Have students share their stories and ask them follow-up questions about how these experiences were created and how they influenced them.

Segue to Empowerment...

From your experience

- ◆ Think of a time you felt very empowered:

- ◆ How did you feel?
- ◆ What enabled you to feel empowered?

Slide 8: Asks students for key insights from today's readings and how it relates to the meaning of empowerment.

Insights from readings for today?



Slide 9: Ask students what it means to be empowered? Speak about how when people were initially doing research on this topic there were a lot of different interpretations of what it means to be empowered. In their research they asked about empowerment and disempowerment to learn about differentiating factors.

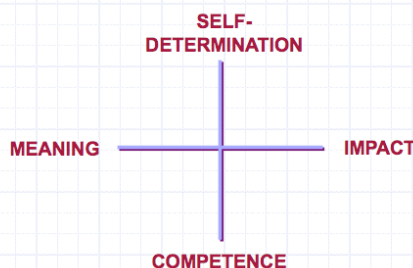
What Does It Mean To Be Empowered?



- ◆ From in-depth interviews of stories of empowerment and disempowerment
- ◆ Empowerment consists of a fundamental personal belief that people have about their role in relation to their environment

Slide 10: Present the four dimensions of empowerment: self-determination, impact, meaning, and competence.

Four Dimensions of Empowerment



Slide 11: Outlines the dimension of a sense of meaning. Discuss how we spoke a lot about this dimension in student's stories today and how it comes from the millennial generation. Highlight that if you have freedom to make decisions but no sense of meaning, people will still not feel empowered.

1. A Sense of Meaning

Source: Blanchard, 1999*

Meaning has to do with one's call — deciding what business you are in as a person. *

People who have meaning, care about what they are doing.

They have passion — heart and soul — a sense of legacy.

- *I was so excited about what I was doing that I could not wait to get out of bed in the morning — you know that feeling? My work took on a personal dimension that I do not usually feel. It really meant something to me.*
- *I feel empowered when I am doing things that I most believe in and maintain my integrity.*

Slide 12: Outlines the dimension of a sense of competence. Discuss the importance of having the skills and abilities to be able to be successful.

2. A Sense of Competence

Source: Posner, 2000's

Just like fruit on a tree, when we stop growing, we rot.*

People who have competence have confidence about their ability to do their work well. They have the appropriate skills and ability.

They have a belief in their capacity to grow and learn to meet new challenges.

- *I always thought I had to prove myself. I was not always very confident about what I had to contribute. But doing [the project], I felt extremely confident. Even though I did not always know just what to do, I felt confident in myself -- that I have what it takes.*
- *I feel empowered when I am highly challenged but never completely beyond my ability.*

Slide 13: Outlines the dimension of a sense of self-determination. Discuss how this refers to individual's knowing what they need to do and know how to get there. Relate this idea back to a student's story of empowerment.

3. A Sense of Self-Determination

Ask forgiveness rather than seek permission.

People with self-determination have the freedom to choose how to act and take initiative.

They have power to make decisions.

- *I take things in my own hands. I am the one in the driver's seat.*
- *I am energized and free to decide the best way to get my job done. I feel autonomous.*

Slide 14: Outlines the dimension of a sense of impact. Speak about how this refers to making a difference on individuals, groups of people, or organizations. Relate this back to the readings due for today.

4. A Sense of Impact

Think and act "outside of the box."

People who have impact have influence on others.

Others listen to them.

They have input into or influence over strategic, administrative, or operating decisions.

- *I do not assume the current situation is a given. I think about how things can be different and better and develop a new vision on which I act. I know I can make a difference.*
- *Empowerment means doing things that have an effect on the company. It is making a difference.*

Slide 15: Provides an overview about why you should care about empowerment.

Why Should You Care About Empowerment?

- ◆ You will feel more energized
- ◆ Your life will be more interesting
- ◆ You will be able to do more with less effort and fatigue
- ◆ Your friends, family, and coworkers will appreciate you even more
- ◆ You will be a higher performer
- ◆ You may increase your chance for promotion

Slide 16: Have students take out the empowerment assessment they completed for this class. Ask students where their lowest scores were within the four dimensions by a raise of hands.



How Empowered Are You?

Slide 16-17: Shows the empowerment assessment.

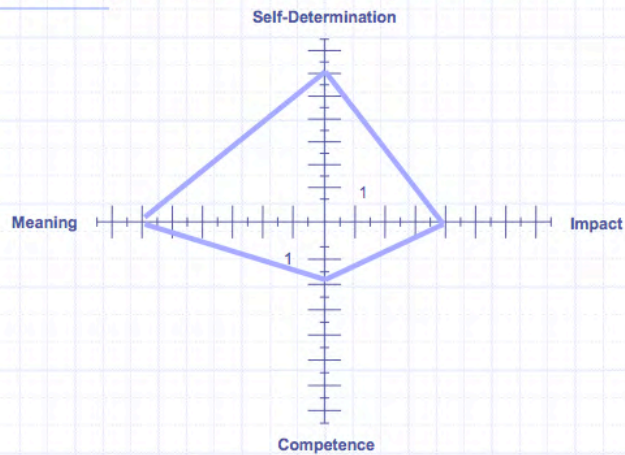
Empowerment Self- Assessment

Using the following scale, please indicate the extent to which you agree or disagree that each one describes how you see yourself in relation to your workplace, your schoolwork OR a particular extracurricular activity you are involved in.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

- ☐ a. I am confident about my abilities to perform.
- ☐ b. The things I do are important to me.
- ☐ c. I have significant autonomy in determining how I do what I do.
- ☐ d. My impact on what happens is large.
- ☐ e. My activities are personally meaningful to me.
- ☐ f. I have a great deal of control over what happens.
- ☐ g. I can decide on my own how to go about doing things.
- ☐ h. I have considerable opportunity for independence and freedom in what I do.
- ☐ i. I have mastered the skills necessary to get things done.
- ☐ j. The things I do are meaningful to me.
- ☐ k. I have significant influence over what happens in my life.
- ☐ l. I am self-assured about my capabilities to perform.

Profiling Your Own Empowerment



Slide 18: Presents the question: How can you build empowerment?

How Can You Build Your Empowerment?

Slide 19-20: Gives suggested action steps for how to build empowerment. Provide a brief overview of the actions on this slide.

Suggested Action Steps to Build Your Empowerment

- ◆ **Meaning**
 - Take time for reflection
 - Write your own obituary: What is your legacy?
 - Write a personal mission statement
 - Other? _____
- ◆ **Competence**
 - Explore continuing educational opportunities
 - Attend presentations at the University by various visiting guests, leaders, and dignitaries
 - Explore internship opportunities, research assistantships
 - Other? _____

Suggested Action Steps for Building Your Empowerment

- ◆ **Self-determination**
 - Small wins
 - Learning from mistakes
 - Don't always wait for permission
 - Other? _____
- ◆ **Impact**
 - Think outside the box (short aside...)
 - Trust your intuition
 - Be a gift to others, be a "contribution"
 - Other? _____

Slide 21: Presents the question: How can you overcome constraints in your environment that keep you from being empowered? Tell the students that you will give them four scenarios and allow them to think about what they could do in those situations to become empowered.

How can you overcome constraints in your environment that keep you from being empowered?



Slide 22: Show a clip from Dead Poets Society to inspire students to think about how the characters in this clip make a contribution to others. Ask the students how Robin Williams empowers his classroom in the clip.



◆ Video Discussion

- How does Robin Williams' character make a contribution to his students?
- Why is it difficult for people to break out of old patterns of behavior?

Slide 23: In relation to this clip, ask students how they can make a contribution or make a difference.

Overcoming Constraints in Becoming Empowered...

- ◆ How can you become more of a contribution?
- ◆ Draw on your personal experiences and what you have learned about empowerment to develop a counter-strategy to address each dilemma in a way that will make a difference

Slide 24: Presents the first scenario. Give a brief overview.

Scenario 1

There is someone that you interact with on a regular basis (at work, in a class, where you live, in an organization you are part of) that is a constant source of irritation. This person drains your energy, and you dread spending time with them. You can't just avoid this person.

What can you do to empower yourself to make a difference in a positive way?

Slide 25: Presents the second scenario. Give a brief overview.

Scenario 2

You can't decide what you want to do when you graduate. Your parents or others whom you trust want you to have a career that is practical or that follow in your parents' footsteps, but you are interested in something different?

- ◆ What can you do so your ambitions have meaning to you and the world?

Slide 26: Presents the third scenario. Give a brief overview.

Scenario 3

You are starting to think about the legacy or contribution that you will leave behind when you graduate from the U. of M. It's a big place where it is easy to get lost in the shuffle.

How can you make a contribution in your remaining time here?

Slide 27: Presents the fourth scenario. Give a brief overview.

Scenario 4

Come on, be realistic! Your life is so full of day to day activity that you can barely keep your head above the water just getting the normal "stuff" of life done. Who has time for thinking about trying to "make a contribution"?

◆ What can you do?

Slide 28: Provides the fifth scenario of a personal problem, dilemma, or concern. Have students move to tables based on which scenario they want to work with.

Scenario 5

Your dilemma, problem or concern...

◆ What can you do?

Have each group present their suggestions for the scenarios. Make sure to go to the slide that pertains to their scenario so all students know the situation that is being discussed. Validate their suggestions and relate them back to course readings.

Slide 29: To wrap up challenge students to think about how they can be a contribution.



Experiment: Be a contribution to
someone in your life before our next class



MO414: Managing Change
Class 8 (10.7.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Discuss key insights from the previous class
- 2) Draw insights from our personal energy audits
- 3) Overview ways to increase energy
- 4) Commit to using an intervention to personal increase energy

Assignment for today's class:

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

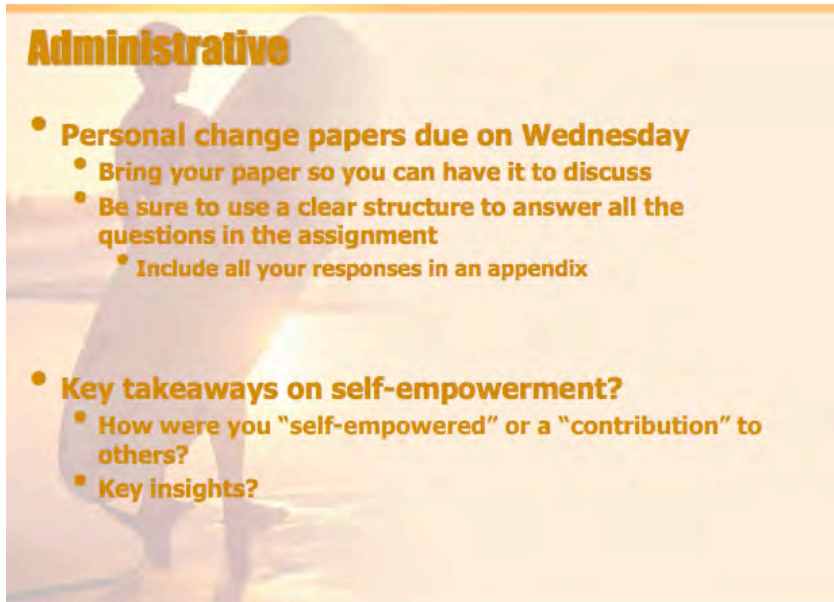
Assessment: For at least **two** days, complete the energy audit. Bring your energy audit for both days to class for discussion and to be turned in.

Description and the flow of class:

Slide 1: Introduces today's topic—Energy Management



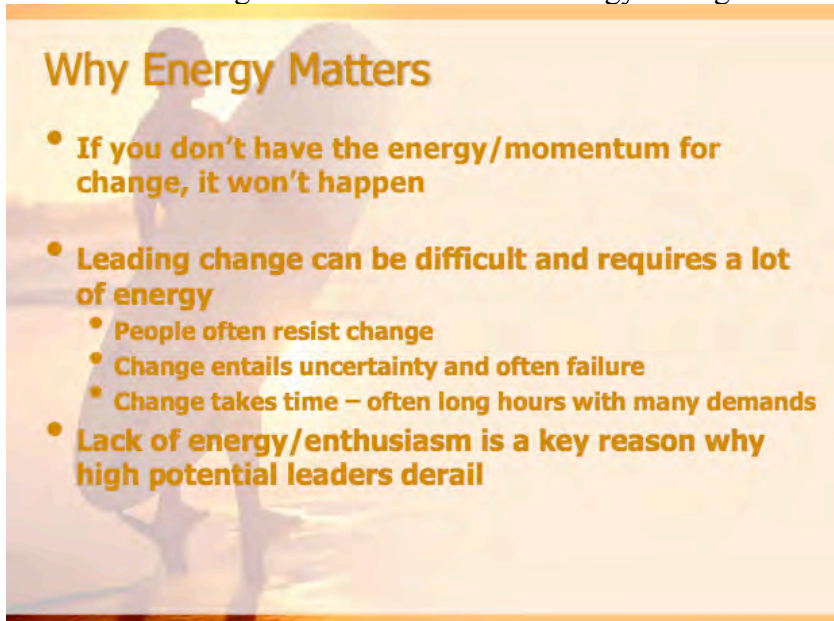
Slide 2: Reminder of the due date for the student's personal change paper. Ask students for their key take-aways and insights from the last class, group discussions, course readings, or in their attempts to be a contribution. One student provided the insight that it is necessary to repeat your message with confidence and be accountable for what you say in order to empower others. Ask students follow-up questions in order to foster a group discussion.

The slide has a light orange background with a faint image of two people in the background. The title 'Administrative' is in a bold, dark orange font at the top left. Below it, there are two main bullet points, each with sub-bullets. The first main bullet point is 'Personal change papers due on Wednesday' and the second is 'Key takeaways on self-empowerment?'.

Administrative

- **Personal change papers due on Wednesday**
 - Bring your paper so you can have it to discuss
 - Be sure to use a clear structure to answer all the questions in the assignment
 - Include all your responses in an appendix
- **Key takeaways on self-empowerment?**
 - How were you "self-empowered" or a "contribution" to others?
 - Key insights?

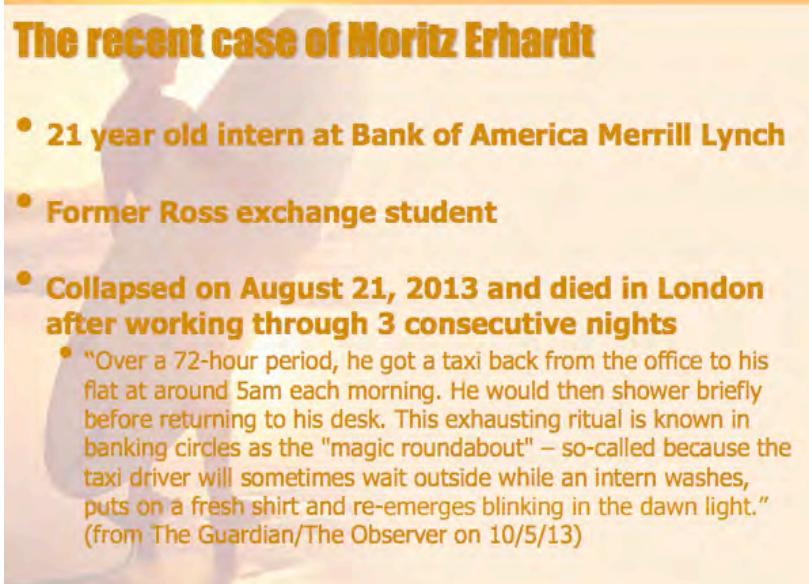
Slide 3: Outlines why energy matters. Highlight that energy matters for managing change because change needs a lot of momentum. We know that there can be a lot of challenges and resistors to change so it is important to keep up our vitality. Ask students if it would be valuable for them to have an extra hour each day by the show of hands. Connect this idea to time management and its effect on energy management.

The slide has a light orange background with a faint image of two people in the background. The title 'Why Energy Matters' is in a bold, dark orange font at the top left. Below it, there are three main bullet points, each with sub-bullets. The first main bullet point is 'If you don't have the energy/momentum for change, it won't happen'. The second is 'Leading change can be difficult and requires a lot of energy' and the third is 'Lack of energy/enthusiasm is a key reason why high potential leaders derail'.

Why Energy Matters

- **If you don't have the energy/momentum for change, it won't happen**
- **Leading change can be difficult and requires a lot of energy**
 - People often resist change
 - Change entails uncertainty and often failure
 - Change takes time – often long hours with many demands
- **Lack of energy/enthusiasm is a key reason why high potential leaders derail**

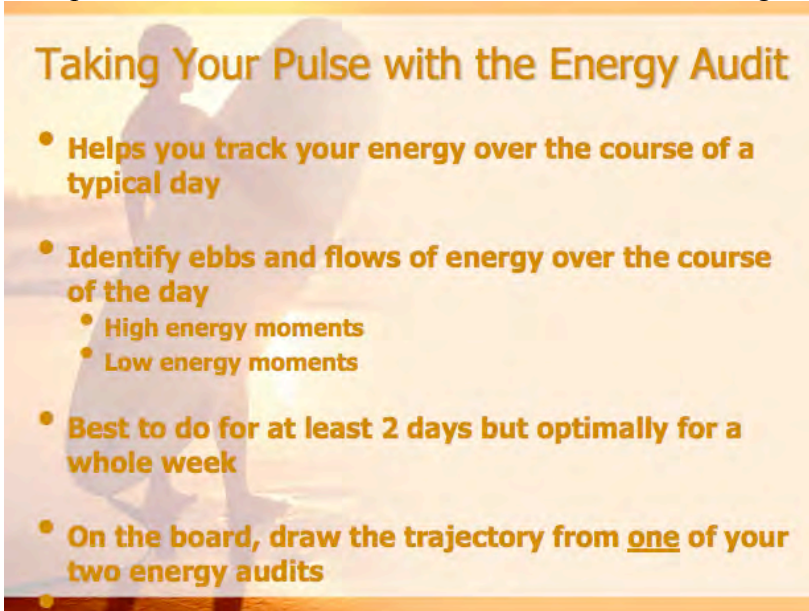
Slide 4: Presents recent cases of death from overwork and a lack of sleep on Wall Street. Outline the case for the class and relate it to student's hectic schedules.



The recent case of Moritz Erhardt

- **21 year old intern at Bank of America Merrill Lynch**
- **Former Ross exchange student**
- **Collapsed on August 21, 2013 and died in London after working through 3 consecutive nights**
 - "Over a 72-hour period, he got a taxi back from the office to his flat at around 5am each morning. He would then shower briefly before returning to his desk. This exhausting ritual is known in banking circles as the "magic roundabout" – so-called because the taxi driver will sometimes wait outside while an intern washes, puts on a fresh shirt and re-emerges blinking in the dawn light."
(from The Guardian/The Observer on 10/5/13)

Slide 5-7: Demonstrates the significance and use of energy audits. Highlight how an energy audit is a tool for individuals to utilize in order to become aware of what creates high energy and depletes their energy. Then have students pull out their energy profiles and draw them on the boards around the room for everyone to see. Have students look around the room and provide insights, commonalities, or differences from each other's profiles. Ask students what activities they were doing during the peaks and valleys on their profiles and how to address these differences to manage our energy.



Taking Your Pulse with the Energy Audit

- **Helps you track your energy over the course of a typical day**
- **Identify ebbs and flows of energy over the course of the day**
 - High energy moments
 - Low energy moments
- **Best to do for at least 2 days but optimally for a whole week**
- **On the board, draw the trajectory from one of your two energy audits**




Slide 8: Outlines what gives you energy. Discuss how this relates to sports athletes, special force units, executives, and all of us! Provide an overview of the four aspects of this pyramid.




Slide 9: Presents physical interventions to increase energy. Provide a brief overview of exercise, nutrition, and sleep for students. Highlight the importance of sleep especially as it relates to the schedules of students.

Physical Interventions




Exercise

- Improves concentration and cognitive performance
- Interval training 3-4 times a week for 20-30 minutes
- Engage in strength training at least once a week



Nutrition

- Eat breakfast, 5-6 smaller meals to speed up their metabolism
- Eat a balanced diet (with fat, protein and carbohydrates from all the food groups) and reduce empty calories like sugary snacks and soda
- Moderate caffeine and sip water throughout the day



Sleep


- Sleep deprivation causes slower cognitive and social processing, problems with memory, and difficulty concentrating
- Get 7-8 hours of sleep and go to bed and get up at the same time each day

Slide 10: Presents mental interventions to increase energy. Provide a brief overview of minimizing multitasking, taking a break, and mindfulness.

Mental Interventions


Minimize multitasking

- Results in decreased mental speed and more errors
- For tasks that require full attention, find a quiet space to work, turn off the phone and disengage from email




Take a break

- Ten minute breaks every 90-120 minutes decrease fatigue and increase mood
- Nature is especially restorative




Mindfulness

- Leads to more focus, better decisions, feeling more connected to others, and reduced stress
- More companies offer mindfulness training including Google, General Mills, and Aetna



Slide 11: Provides emotional and social interventions for increasing energy. Provide a brief overview and discuss the importance and significance of having these relational interventions in our lives.

Emotional Interventions



Experience positive emotions

- Broaden thinking and build key psychological, social, and intellectual resources (Fredrickson, 2001)
- Can “undo” negative emotions and build resilience (Fredrickson, Tugade, Waugh, & Larkin, 2003)
- Both smiling and laughter have been found to boost your mood (Neuhoff, & Schaefer, 2002)
- Interact with someone who gives you energy

Help Someone


- Research indicates that it is better to give than receive (Grant, 2013)
- It’s even been found to be contagious when others witness an act of kindness (Haidt, 2000)

Slide 12: Provides spiritual interventions for increasing energy. Provide a brief overview of reflecting on gratitude, seeking more meaning, and making a spiritual connection.

Spiritual Interventions

Reflect on gratitude

- Associated with life satisfaction, social support and stress prevention (Emmons, 2000)
- Keep a gratitude journal - write down three things each day (Emmons & McCullough, 2003)
- Write a gratitude letter to someone who has made a difference to you (Seligman, Steen, Park, & Peterson, 2005)




Seek more meaning

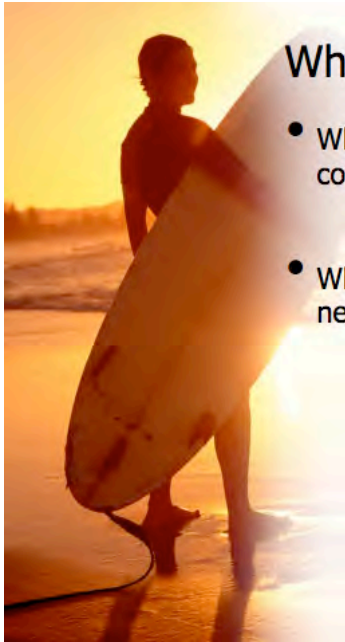
- Writing about life goals for 20 minutes increases well-being and health (King, 2001)
- Similar effects have been found when writing about what is meaningful in one’s daily life (Seligman, Steen, Park, & Peterson, 2005)

Make a spiritual connection

- Prayer
- Yoga/Tai Chi



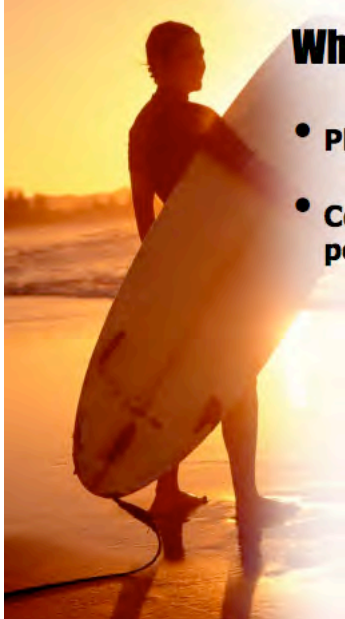
Slide 13: Pass out the worksheet below and have students reflect on what interventions they would be most likely to use in their personal lives. Urge them to make a commitment for the next week to use a new intervention to increase their energy.



What will you do?

- Which domain of interventions is most compelling to you?
- What can you commit to trying for the next week?

Slide 14: Tells students how to prepare for the next class.



What is next?

- **Please turn in your energy audits**
- **Come prepared to talk about your personal change paper**



MO414: Managing Change
Class 9 (10.12.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Discuss key insights from the previous class on energy management
- 2) Set the stage for the power of positive feedback and reflected best-self
- 3) Share essence of your best reflected self

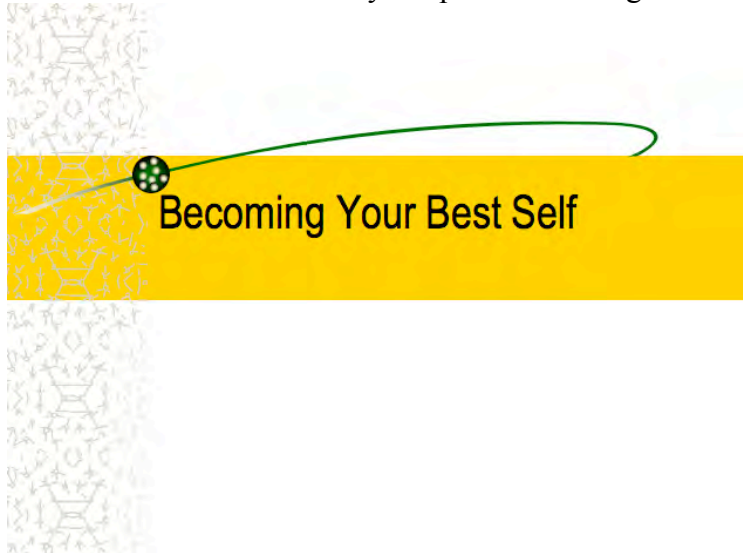
Assignment for today's class:

HTBPL, Ch. 5 Cultivate Positive Identities

Zander and Zander, Giving an A.

Description and the flow of class:

Slide 1: Introduction to today's topic—Becoming Your Best Self



Slide 2: Presents the roadmap of the course today. Give a brief overview of what we have covered in the segment of Personal Change and where we are going from here.

Roadmap for Today

- ✨ Next week we wrap up the module on Personal Change
- ✨ Learning team assignments returned – mean=8.9
 - Generally well done – some more developed than others
 - Be clear to answer all parts of the question
- ✨ For next Wednesday's class,
 - Please complete part 1 of the job/life crafting exercise (see the addendum on cttools)
 - I will hand out the booklet in Wednesday's class
 - You must have purchased the coursepack to receive the booklet

Slide 3: Ask students for key insights from the last class topic of energy management and the challenge we gave of adopting a personal intervention to increase energy. Students utilized interventions such as gratitude journals, meditation, and designating break time. Validate student insights, connect them to what was discussed in the previous class, and ask follow up questions to facilitate a larger discussion.

Key Insights

Energy Management

- What interventions did you engage in?
- Key insights? Questions?

Slide 4-5: Transitions into today's topic of Becoming More of Your Best Self. Set the stage for the power of positive feedback. Speak about the assignment for today and how it can be transformative for people. Introduce the video to be shown and ask students to think about how this exercise can inspire people. Ask students if they have someone who made a big difference in their life and if they have told that person or not. Ask students why they think we as a society don't tell people the impact they have on us as much as we should.



Becoming more of your best self

● Setting the Stage for Positive Feedback

✧ Lollipop moments and Drew Dudley

✧ <http://www.youtube.com/watch?v=JRunpYSYLC0>

Slide 6: Outlines a conventional view of leadership development. Provide a brief overview of this view for students and then highlight the key assumptions. Discuss how this is a useful view but limited because it is hard for us to pay attention to our unique strengths.

A Conventional View of Development

- 💡 To equip individuals for mastery:
 - Create a list of competencies based on observable indicators of success
 - Measure the *performance gaps*
 - Reduce performance gaps by correcting deficiencies
- 💡 Assumptions:
 - Overcoming weaknesses will lead to excellence
 - Being well-rounded is important



Slide 7: Presents a better view of leadership development—the Best-Self View. Outline the importance of this view and it's own assumptions.

A Best-Self View on Development



- 💡 To unleash distinctive human resources:
 - Extract and distill a core set of *qualities and strengths*
 - Identify and leverage strengths that are underutilized
- 💡 Assumptions:
 - While people remember criticism, they respond to praise
 - Building on strengths creates the pathway to excellence

Slide 8: Outline the basic idea for sustained competitive advantage in terms of companies and then relate that back to the individual and their contribution.

Sustained Competitive Advantage



Is your strength . . .

- Valuable?
- Rare?
- Difficult to imitate?
- Without substitutes?

If so, it is a source of sustained competitive advantage where you can offer a unique contribution.

Barney

Slide 9: Provides discussion questions for a clip from Dead Poet's Society. Ask students to pay attention to how Robin Williams's plays to his strengths unlike other teachers. Ask students about what his strengths as a teacher are and how this scene would be different if he acted like the other teachers.

Playing to our Strengths

- ✨ What are Robin Williams's strengths as a teacher?
- ✨ What if he tried to be like the other teachers?
- ✨ What are the implications for us?



Slide 10: Outline the Gallup findings for students and discuss how it has moved the practice on leadership development to highlight the value of our personal strengths.

Some Evidence

- Gallup asked 198,000 employees in 7,939 units, *"At work, do you have the opportunity to do what you do best every day?"*
- Globally, 80% of employees do not feel that their strengths are in play every day
- When they do, the result is:
 - less turnover
 - more productive business units
 - higher customer satisfaction scores



Slide 11: Further highlight the importance of the reflected best self exercise.

Reflected Best Self Exercise

- ✦ Provides the opportunity:
 - To identify your personal strengths and capability to add value
 - To create personal and career development plans
 - To understand what kinds of work situations bring out the best in you and in others



Slide 12: Give students a couple minutes to use their stories to share the essence of their Best Self with their fellow classmates in their learning groups. Urge them to begin to discuss key insights from focusing on their personal strengths.

Group Discussion Questions

- 💡 In 1 minute, share the essence of your Best Self
- 💡 As a group, discuss
 - What new insights do you have from this focus on your strengths?



Slide 13: Ask students about key insights from discussing their best-reflected selves within their learning teams. One student mentioned how the strengths of everyone in her team were unique and very personal to that individual. Another student spoke about the realization she had that her group's strengths impacted other people. Gretchen connected this insight to how the data on this topic has demonstrated the relational implications of our unique strengths.

Discussion Questions


- 💡 Why is an intense focus on the positive potent?
- 💡 But if positive feedback is powerful, why don't we do it more often?



Slide 14: Briefly highlight that knowing more about your best self will allow you to focus your energy on areas where you have the most impact.

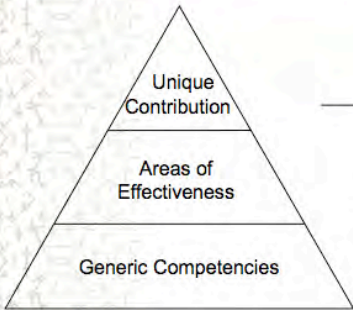
● Knowing Your Best Self (what is core about you as a human being)

- 💡 Allows you to focus your energy on the areas where you can have the most
- 💡 Helps you organize your life and career so you can build on the things you love to do and are masterful at
- 💡 Helps you reach your full potential as a human being



Slide 15: Highlight that our unique contributions allow us to have the most impact and the best reflected self exercise can help us to become aware of our unique contributions.

● Moves people beyond “good enough”



Unique Contribution

Areas of Effectiveness

Generic Competencies

Slide 16: Provide these brief caveats to begin to wrap up the discussion around best-reflected selves. This is a place to provide personal stories or insights as well.

Caveats

- ⚡ Can't just ignore weaknesses
 - Find someone who can do the tasks outside of your areas of strength
 - Put in enough effort to develop your areas of weakness to a minimum level
- ⚡ Countercultural
 - High quality appreciative feedback is rare
 - Others don't give it
 - We don't seek it
- ⚡ Uncertainty about what strengths are authentic to me

Slide 17: Urge students to save their exercises to reference in the future and to thank their feedback providers.

Next Steps

- ⚡ Be sure to thank your feedback providers
- ⚡ Share with them what you learned from the exercise
- ⚡ Reciprocate!
- ⚡ Save your stories for future reference

Slide 18: Share this video at the end of class for inspiration for students.

A little inspiration

🔦 Akeelah and the bee segment: 40:05-41:34



MO414: Managing Change
Class 10 (10.14.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Discuss insights from personal change paper or best-self exercise
- 2) Look at real world examples of job crafting
- 3) Dive into the personal job crafting exercise
- 4) Debrief the impact of this exercise

Assignment for today's class:

HTBPL: Ch. 6 Engage in Job Crafting

<http://www.wsj.com/articles/unhappy-at-work-try-hacking-your-job-1439313771>

Description and the flow of class:

Slide 1: Introduction to today's topic—Job Crafting



Slide 2: Outline the giving and receiving feedback exercise we will perform in class. Highlight that students should do it out of class in order to have extra time to be insightful and meaningful to their classmates.

2+2 Feedback

- Due at **9 am on Wednesday, Oct. 21** (right after fall break)
- 2 pieces of feedback on
 - What contribution each team member is making to the team
 - What suggestion for improvement for each team member

To provide the feedback,

- Go to <https://umich360.qualtrics.com>
- Enter username: uniquename@umich.edu (your email address)
- Enter password:
 - o If you used Qualtrics 360 before enter the password you previously set (If you forgot the password, click "Forgot your password?" at the login page.)
 - o If you never used Qualtrics 360 before use the initial password **MICHIGAN** (all caps)
- Click on "MO 414 2 + 2 Feedback" and click on each classmate to write your comments

Slide 3: Provides a brief overview of administrative announcements. Then ask students about their key takeaways from their personal change paper and reflected best-self exercise. One student provided the insight of how she utilized what we learned in class in one of her interviews for a full-time job. She used her knowledge from executive presence as well as demonstrating warmth and strength. Utilize student insights to facilitate a larger group discussion.

Course Administration

- **No formal class on the Wednesday before Thanksgiving**
 - You will have prework for the change simulation to conduct but you can choose when and where to do it
- **Interest in joining our Accenture guest speakers for lunch on Oct. 28 at 11:45? Let me know by email by fall break**
- **Key takeaways on the personal change paper and best self**
 - o Insights? Applications to life?

Slide 4: Focus on how jobs are designed in organizations and talk about the generic job roles that are created. Highlight that there is less attention put into the passions, interests, and strengths of their workers.

Typically Managers Design Employees' Jobs

- Focus tends to be on the organization's needs and goals
- Less attention to employees'...
 - Interests/passions
 - Strengths
 - Values



Sources: Campion & Stevens, 1991;
Grant, Fried, & Juillerat, 2009

Slide 5: Provides key statistics about society's experience with their jobs and work life. Highlight that this is a significant issue facing our society today but now we have a tool to create a difference in our own lives.

The Result: An American Social Problem

- Over 50% are dissatisfied with their jobs
- Over 70% are not engaged in their work
- Many are actively seeking a new job



Sources: Conference Board, 2005;
Gallup, 2007; Harris Interactive, 2005

Slide 6: Highlight how this exercise was created to help individuals bring more meaning and impact into their work lives. Speak about Justin Berg, from the Organizational Studies program, and how he became interested in this work. Justin wanted to take these ideas of job crafting and create a tool that people could use to actually have an impact in their own lives.

Assumptions vs. Reality

- **Assumptions: Managers design jobs**
 - “My job has to be done this way”
 - “If I want to be happy, I need a different job”
- **Reality**
 - Employees can “craft” their own jobs
 - Meaning of work – seeing more calling/passion
 - Impact – making a difference



Source:
Wrzesniewski & Dutton, 2001

Slide 7: Introduce these great ways of how you can craft and improve your job and show the video examples for each. Ask students what makes job-crafting work in these scenarios. Students had insights that they individuals are able to job craft because they do their job well but also alter it in a way that's personal to them.

How to Craft Your Job

- **Change your tasks**
 - Add tasks that play to meaning or passions
 - Devote extra attention to fun tasks
 - Do good: <http://www.oob.tv/episode.php?episode=202&part=3&video=DoGood>
- **Change your relationships**
 - More time with people who energize you
 - Avoiding people who de-energize you
 - Iron workers: <http://www.dailygood.org/more.php?n=3762>
- **Change your mindset**
 - Expand the mission of your job
 - SW air: <http://www.cnn.com/video/#/video/us/2009/03/15/kadf.rapping.flight.attendant.kdaf>


Source: Wrzesniewski & Dutton, 2001

Slide 8: Have students open up their job crafting packets to Step 1 on page 6.

The Process

- **Part A: Before Sketch (already done)**
 - Helps you step back and gauge how you spend your time, energy, and attention on a daily basis
- **Part B: After Diagram (15-20 minutes)**
 - Create a diagram of your life as a student as you would like it to be crafted
 - Provide an image of possibilities that you can work toward in the future
 - If you finish early, talk through your diagram with someone else in the class

Slide 9: Urge students to think about outcomes they care about in their own lives and values that are important to them. Give them a few minutes for them to write these down on their yellow sticky notes and place them on their desk. Then have students move on to their strengths and passions.

To get started	
Step 1: Mapping yourself	Step 2 : Crafting task blocks
<ul style="list-style-type: none">• Values: outcomes that you care about • Strengths: from best self paper • Passions: topics that deeply interest you 	<ul style="list-style-type: none">• Will have some overlap with your before sketch• Size reflects how much time and energy you spend on the task

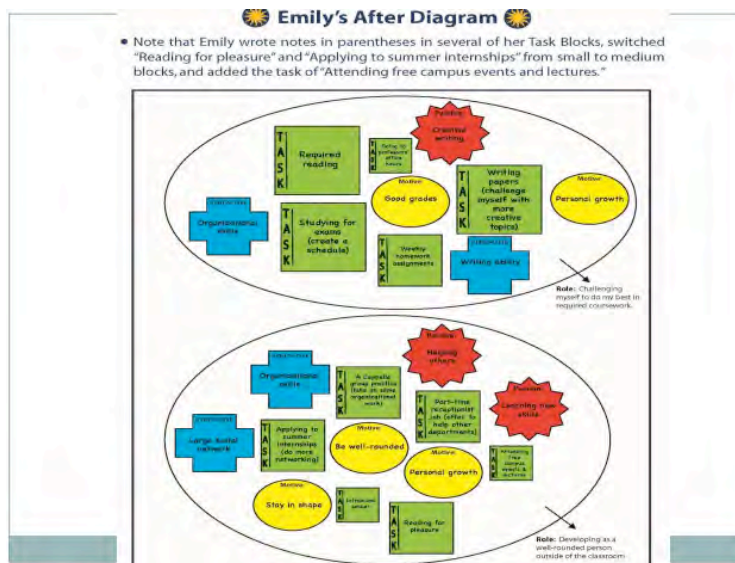
Slide 10: In the next step students will use the green blocks on page 7 to craft activities that will allow them to have more meaning and impact in their lives. Have students think about if there are any activities they want to take out or to add to their list.



Slides 11-12: Have students start organizing their tasks based on ways they would go together to reinforce each other and ways in which they also highlight their passions, values, and strengths.

Step 3: Putting it together

- Use role frames to craft how you see the parts coming together
- Open the large blank page labeled “After diagram”
- Arrange the blocks/symbols into arrangement that makes sense for you
 - Peel and stick when your arrangement is complete



Slide 13: Ask students in what ways this exercise helped them and in what ways it is useful. One student mentioned that a lot of her tasks felt like a burden but after writing down her values and seeing how they connect with her tasks, she discovered that her tasks had a purpose and were important to her. I am the TA for this course and also participated in this exercise and found it extremely useful. College students have very hectic schedules and I have found it helpful and refreshing to sit down and take time to think about how my values, strengths, and passions align or do not align to the time and energy I put into certain tasks. This exercise allowed me to understand more about what tasks matter to me and where I need to prioritize my time in order to match my values. Because a lot of students will also be going through recruiting for full-time positions or internships it is a crucial, important time for them to begin thinking about how they can craft their jobs to fit their personal needs, styles, and passions.

Class Discussion

- In what ways can you craft your life for more meaning and impact?
 - Examples of task crafting? Relational crafting? Cognitive crafting?
- How can you craft your future job/internship?



MO414: Managing Change
Class 12 (10.26.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Go over insights from the previous class
- 2) Overview the model for leading change
- 3) Highlight the components of vision
- 4) Discuss the strengths and challenges of a business school's mission

Assignment for today's class:

<http://www.forbes.com/sites/johnkotter/2011/06/07/how-to-create-a-powerful-vision-for-change/>

Weinzweig, *Writing a vision of greatness*

Description and the flow of class:

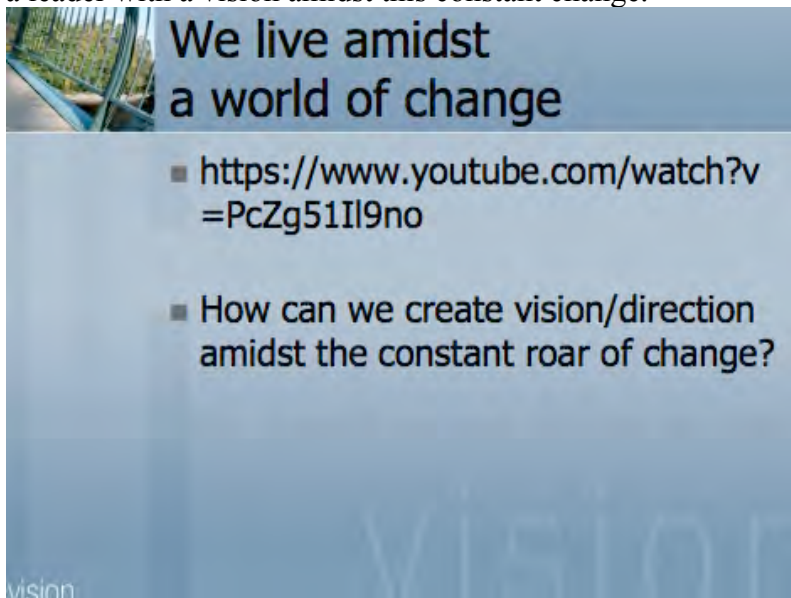
Slide1: Introducing today's topic—Creating a Vision for Change



Slide 2: Dive into some key insights and questions from the last session topic on change that matters. Give a brief overview of what was discussed and learned from that day and ask for insights from the class. One student gave the reaction of the importance of both management and leadership to create change in organizations. Another student provided a personal story of a change initiative where there was no clear sense of purpose and how that hindered the progress of and passion for the change.

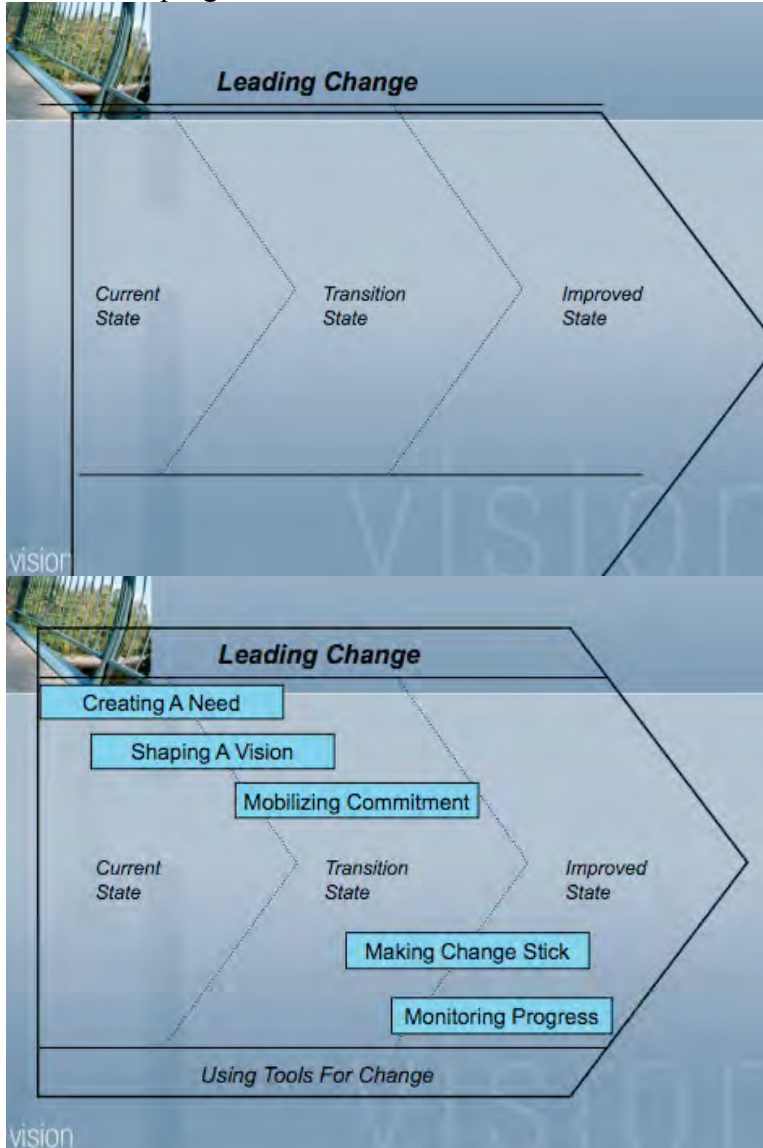


Slide 3: Speak about that part of the problem of being a proactive leader with a vision is that there is always a constant roar of change. Reference some big changes that have occurred at the school or in the community to highlight this point. Present the video to demonstrate our constantly changing world. Highlight the competitive advantage of being a leader with a vision amidst this constant change.




Slide 4-5: Explain the model of how to go about leading change. Walk through the aspects of this model and its stages such as creating a need, shaping a vision, mobilizing

commitment etc. Ask the rhetorical question: How do we make change stick and How do we monitor progress?



Slide 6: Outline the first important components to change. The first is the core ideology or mission of the organization.




Two components of any vision

- (1) Core ideology/mission (remains relatively fixed)
 - Guiding principles by which a company navigates
 - The core purpose representing the organization's most fundamental reason for being

vision

Slide 7: Provides an example from Johnson & Johnson of their company's credo during the time of the Tylenol crisis. Explain the gist of the credo: the important stakeholders/buckets of the company (i.e. patients, community, stockholders etc). During a time of crisis, this credo allowed the organization to survive because it instilled trust in their brand.



Johnson & Johnson: Guided them thru the Tylenol crisis

Our Credo

We believe our first responsibility is to the doctors, nurses and patients, to mothers and fathers and all others who use our products and services. In meeting these needs everything we do must be of high quality. We must constantly strive to reduce our costs in order to maintain reasonable prices.

Customer needs must be served promptly and accurately. Our suppliers and distributors must have an opportunity to make a fair profit.

We are responsible to our employees. The men and women who work with us throughout the world. Everyone must be considered an individual. We must respect their dignity and recognize their merit. They must have a sense of security in their jobs. Compensation must be fair and adequate. Working conditions must be clean and safe.

We must be mindful of ways to help our employees fulfill their family responsibilities. Employees must be free to make suggestions and comments. Every must be equal opportunity for employment, development and advancement for those so entitled. We must provide competent management and their actions must be just and ethical.


We are responsible to the communities in which we live and work and to the world community as well. We must be good citizens — support good works and charities and back our fair share of taxes. We must encourage our employees to pursue health and education. We must maintain in good order the property we are privileged to use, protecting the environment and natural resources.

Our first responsibility is to our stockholders. Business must make a sound profit. We must experiment with new ideas. Research must be based on innovative programs developed and released only for New treatment must be soundly based, new facilities provided. Research must be carried on to provide for advance illness. When we operate according to these principles, the stockholders should realize a fair return.

Johnson & Johnson

vision

Slide 8: Presents the second element of a vision: an envisioned future.




Two components of any vision

- (1) Core ideology (remains fixed)
 - Handful of guiding principles by which a company navigates
 - The core purpose representing the organization's most fundamental reason for being
- (2) Envisioned future
 - A clearly articulated goal that is reachable within a certain timeframe

vision

Slide 9: Ask students what they think the purpose of vision is.




From today's prework...

PURPOSE OF VISION?

vision

Slide 10: Ask students for some of the reasons to why we have vision. One student had the insight that a vision tells you what you are going to do and what you aren't going to do. Gretchen asks the follow-up question, Why is that important? and then facilitated a larger group discussion around this important idea as well as other students' comments. Outline some strengths of visions from this slide and allude to comments that students made when describing these strengths.




Purpose of Vision?

- Provide direction for the future by aligning people around something common
- Aid decision making
 - Helps to see what to do and not to do
- Attract and retain strong stakeholders
- Forces accountability

vision

Slide 11: Ask students if they know what the vision of the Ross Business School is.



Without looking it up, what is the Ross School vision?

vision

Slide 11: Display a video about the business school's mission. Prime students to think about what the video tells us the mission and/or purpose is of the Ross Business School.



Positive

Through positive business practices, the potential of people and firms will be realized, and society's most pressing problems will be addressed.

Boundaryless

Solutions are not confined to one sector, function, or type of person, and true innovation comes from a boundaryless approach to problem solving.

Analytic

Analytic rigor must be the foundation for all business decision making in the 21st century.

Action

Business acumen consists of a set of knowledge and skills that can only be developed by bridging the gap between theory and practice, and engaging in action-based learning.

The Ross Difference

At Ross, you become part of an inclusive community known for leadership development, groundbreaking entrepreneurship, and a commitment to sustainability, social impact, and positive business.

Not only do you experience some of the top-ranked programs in the world, but you're also part of the University of Michigan, one of the most prolific and respected research



EXPERIENCE THE ROSS COMMUNITY

Slide 12: Have the classroom split up into two groups. Have one side think about the challenges of implementing Ross Business School's vision and the other side think about the strengths of the vision. Give the groups 5 minutes to discuss at their tables. Bring the classroom back together and ask for their insights. After a longer group discussion, provide an overview of what was said and the importance of bringing vision to life.



The challenges of vision

- From your own experience and the reading for today,
 - (left side of room) What are the strengths of the Ross vision?
 - (right side of room) What challenges does the Ross vision entail? Why is creating an effective vision difficult?

vision

I was very grateful to be a part of this class session today on creating a vision for change. I thought the use of videos to present ideas and begin discussions was extremely useful. The video about our constantly changing world resonated with me and grabbed my interest in an effective way that informed me about just how much we as a society are evolving everyday. In this way, I also believe that having student's watch a video about a school's mission/vision is more valuable and engaging than simply telling them the mission. It gives them the opportunity to pay close attention to how the school is being self-portrayed to the public and allows them to think about the strengths and challenges of this. In terms of improving this session, I think Katherine Johnson question about differentiating mission, vision, and purpose was very helpful because while we were discussing I was also trying to differentiate between the three. It might be helpful to make this distinction at the beginning of the class so students have a better understanding.



MO414: Managing Change
Class 13 (11.2.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Overview insights from the previous class
- 2) Practice Creativity through class exercises
- 3) Discussion around being a creative change leader

Assignment for today's class:

Lehre, "Groupthink"

http://www.newyorker.com/reporting/2012/01/30/120130fa_fact_lehrer

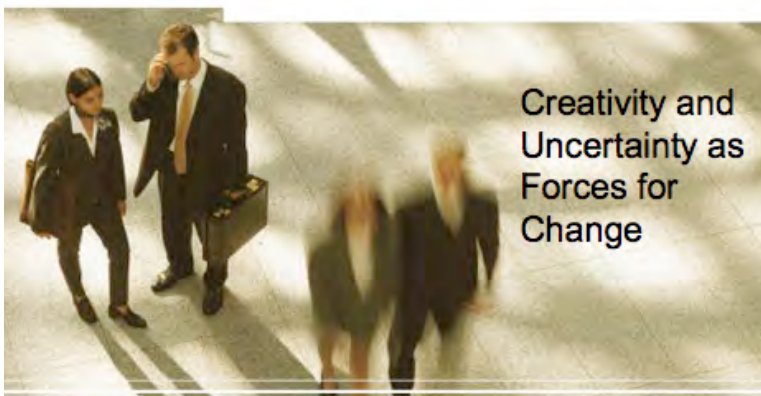
Amabile, "Six myths of creativity"

<http://www.fastcompany.com/magazine/89/creativity.html>

Description and the flow of class:

Slide1: Introducing today's topic—Creativity as Change

Managing Change



Slide 2: Setting the stage for creative ideas and overcoming resistance to changes. Provide a brief overview of creative ideas and what creativity is influenced by. Highlight

that we usually think creativity is influenced by our personalities but that our environment is actually a more influential factor.

Setting the Stage

- All change includes creative ideas
 - Development of new programs, products, services
 - Improvement of an existing one
 - **Overcoming resistance**
- Creativity is partly influenced by
 - Personality
 - Curious
 - Passionate
 - Motivated by challenge and ambiguity
 - But **mostly** by your environment

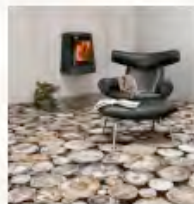
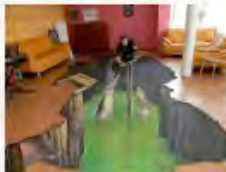
Slide 3: Tell students that they are going to get an opportunity to practice creativity today. Have students close their eyes and imagine that they are working for the “Boring, Drab and Awful Floor Company” and that their job is to come up with 100 new innovative ideas for floor covering in a very short amount of time. There are no restrictions on terms of feasibility.

You are the new product development team for: **Boring, Drab and Awful Floor Company**

- Your job is to add new pizzazz to the offerings by developing 100 new floor covering, product ideas
 - Avoid just adding an adjective like “soft” or “blue”

- Use the creativity tool

- Have fun and create energy!



Slide 4-6: Provides a creativity tool to get students thinking creatively. Give student groups 10 minutes to complete the task. After 10 minutes have students count how many ideas they have. Ask students what helped them be more creative. Students gave the insights of coming up with themes to generate ideas, only having one scribe, write ideas

alone first, and listening to others ideas. After a bit of discussion have each group pick their top 3 innovative ideas. Then have each group report one idea to the rest of the class.

Ideas included:

- 1) Passage way floor—similar to Chuck-E-Cheese or McDonalds play pen
- 2) Heat sensitive floor—your steps would show up through heat
- 3) Indoor Skydiving floor—fans on the floor that propel you in the air
- 4) Rotating Globe floor—moving map underneath
- 5) Mood Ring floor—changing color based on your mood
- 6) Terrarium floor—glass floor with garden underneath
- 7) Magnetic floor

Ask students how they created these great ideas and highlight the ways they came up with these innovative ideas and how they might utilize these techniques in organizations.

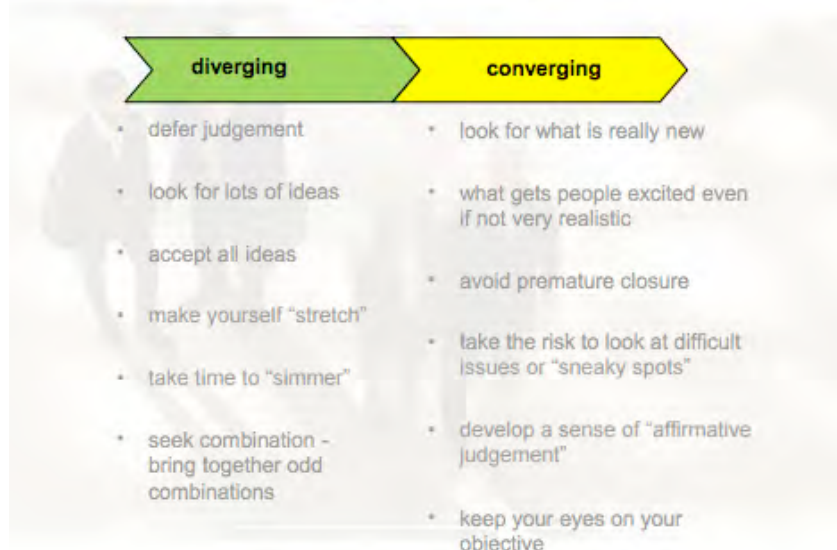
Idea List: A Creativity Tool

<u>Try To</u>	<u>Make It</u>	<u>Add or Subtract</u>	<u>Imagine That You Can</u>
Slide It	Transparent	Springs	Can Read Minds
Dissolve It	Movable	Elastic	Are the Problem
Compress It	Immovable	Cohesion	Can Fly
Roll It	Sticky	Traction	Have a Magic Wand
Stir It	Flexible	Nets	Rule the World
Shake It	Inflexible	Filters	Have Unlimited Money
Spread It	Spin	Waves	Have a Magic Genie
Squeeze It	Bounce	Vacuum	Can Travel in Time
Separate It	Rotate	Fiberglass	Have a Computer Brain
Blend It	Remove	Rubber	Move at the Speed of Light
Slice It	Hot	Tension	Can Change Any Object
Melt It	Cold	Wedges	Can See Into the Future
Decrease It	Slippery	Dials	Can Make Yourself Smaller
Increase It	Stretch	Gears	
Stack It	Pop Up	Spirals	
Inflate It	Fly	Turbulence	
Divide It	Flicker	Energy	
Pry It	Foamy	Power	
Clamp It	Explode	Time	
Twist It	Luminous	Movement	

Arthur Van Gundy



Patterns of Creative Thinking



Now Choose Your Best Three Ideas



Slide 7: Provides techniques that will help students with tasks that are ambiguous like the next exercise they will complete. Go over each of these and give possible examples to help student's understand better. Mention that there is mixed evidence on whether constraints are helpful or not when trying to be creative.

Environmental Stimulants for Creativity

- Encouraging organization
 - culture (not fear), rewards (minor)
- Encouraging supervision
 - set goals, models
- Work group support
 - trust, free communication, collaboration
- Mixed evidence on resources
 - materials, space, info, time
 - challenging work can lead to more creative solutions



Slide 8: Presents the next task. Ask students if any of them have done it before and if so, ask them to be observers. Urge students to pay attention to how they are feeling during this creative experience compared to the last exercise. Read the instructions out loud to the entire class. After 10 minutes ask students how they felt during this experience. Students provided the insights of being frustrated, the exercise feeling less “hands-on”, the fact that there was only one right answer restricted them, and not feeling support from

the Professor when they had questions. Facilitate a discussion around these insights and ask students how leaders can help people sort through ambiguity.

Hard as Nails Competition

- Let's try to use what you learned from the floor covering exercise to try to solve the nail puzzle
- Anyone done before?
- Listen carefully to the instructions
- Work on the task as a group
- Report out:
 - How do you feel? Why?



Slide 9: Outlines ways in which we can assist others in dealing with ambiguity. Go over each of these strategies and relate them to the exercises from class as well as real-world examples.

How to help people deal with ambiguity that fuels creativity but can create resistance?

- Create a vision or a context for your request
- Provide requisite information, resources, and training
- Be accessible/visible for coaching and support
- Empower people to find their own way to make the vision a reality
- Build trust
 - Help people learn from failures
- Plan for and create short-term wins to build momentum

Slide 10: Outlines how to design a culture that will support creativity. Overview these ideas and relate them back to our course work or real-world examples as well to get students thinking about how they can incorporate them into their own lives and work.

Designing a Culture that Supports Creativity

- Set unreasonable expectations
- Stretch your business definition
(not theme parks but entertainment)
- Create a cause, not a business
(janitor & man on moon)
- Listen to new voices (new paradigms come from outsiders)
- Design an open market for ideas/capital
(Virgin co.)
- Lower the risk of experimentation
 - (venture capitalists 10 ventures: expect 5 to fail, 3 ok, 1 double \$, 1 50-100x\$)

Hamel, 2000

Teaching Assistant Insight:

I thoroughly enjoyed being a part of this class on Creativity as Change. I noticed that the students were very engaged and energized through out the entirety of the class and I believe that this was due to the creativity exercise that were utilized by Gretchen. This made the course feel faster paced, allowed students to get up and move around, and incorporated an element of “play” in the class. I also believe that the differences between the two exercises and focusing on how students *felt* during each was a great way to teach this session. It provided students with the opportunity to compare their personal experiences with fun, active creativity to frustrating, paralyzing creativity.



MO414: Managing Change
Class 14 (11.4.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Discuss key insights from the previous class
- 2) Discuss key insights from the readings for today

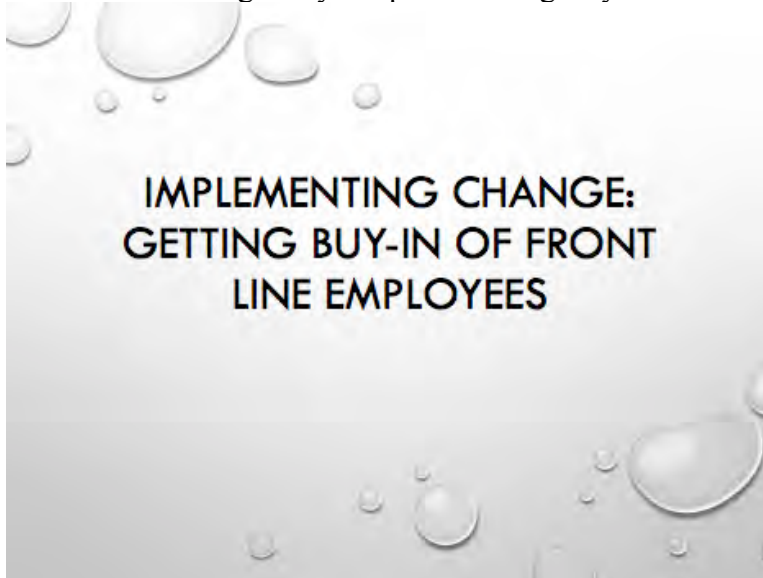
Assignment for today's class:

HTBPL: Ch. 12 Treat Employees as Resources Not Resisters

Interactive Case: Sabena Belgian Work Airlines—Weytjen's First Assignment

Description and the flow of class:

Slide 1: Introducing today's topic—Getting Buy-In of Front Line Employees



Slide 2: Overview of the roadmap for the class today. Covers some administrative and logistical tasks for our course.



Slide 3: Ask students what their key takeaways from our last class on creativity and change. Students provided insights such as the importance of creating a playful process for brainstorming, brainstorming individually first is more effective, and how conflict can generate more creative ideas.

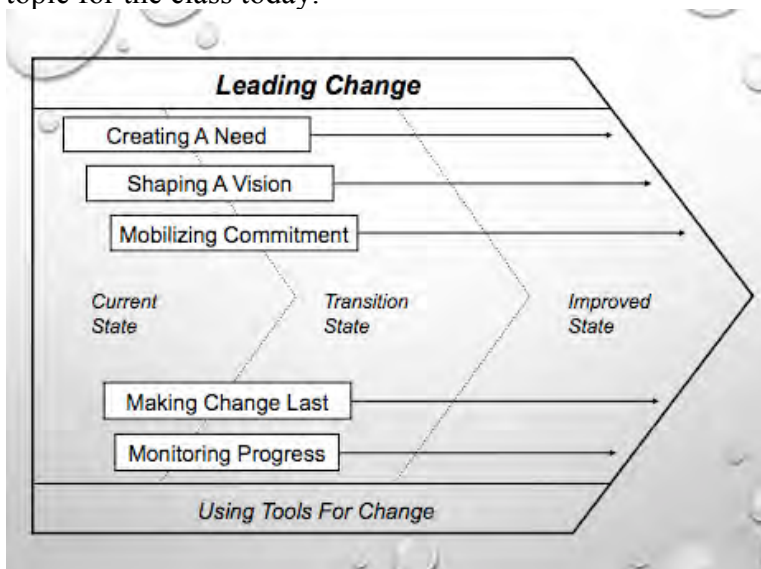


Slide 4: Transition to our class topic today of how you implement change. Highlight that our class today focuses on the daily, nitty-gritty, and tactical decision-making of change. Also, focus on the importance of the case that will be discussed today, what it can teach students about change and how they can apply it to their own lives.

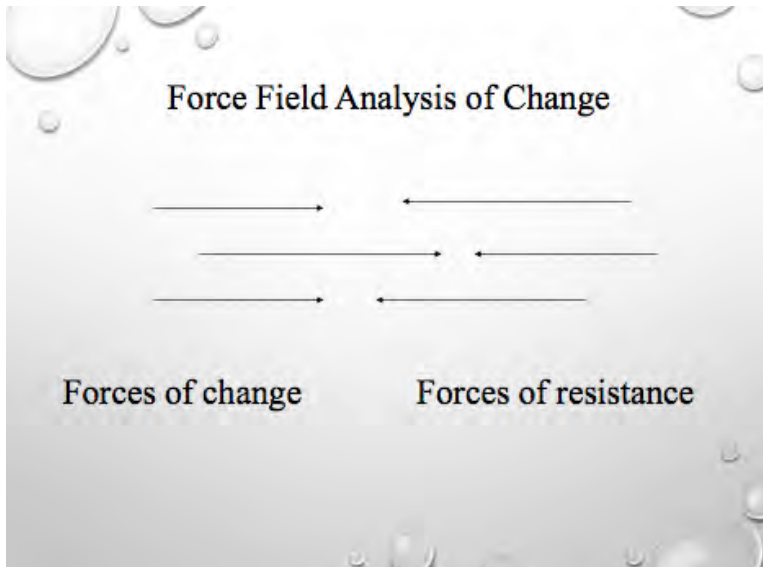
IMPLEMENTING CHANGE

- EVEN MORE IMPORTANT THAN CRAFTING A VISION IS THE ENORMOUSLY CHALLENGING PROCESS OF IMPLEMENTING CHANGE
 - THE DAILY, NITTY-GRITTY, TACTICAL AND OPERATIONAL DECISION-MAKING OF CHANGE
 - OFTEN MANAGING PEOPLE OLDER THAN YOU WITH MORE EXPERIENCE
 - CHANGE FAILURES USUALLY RESULT FROM FLAWED IMPLEMENTATION, NOT INCORRECT STRATEGIC CHOICES

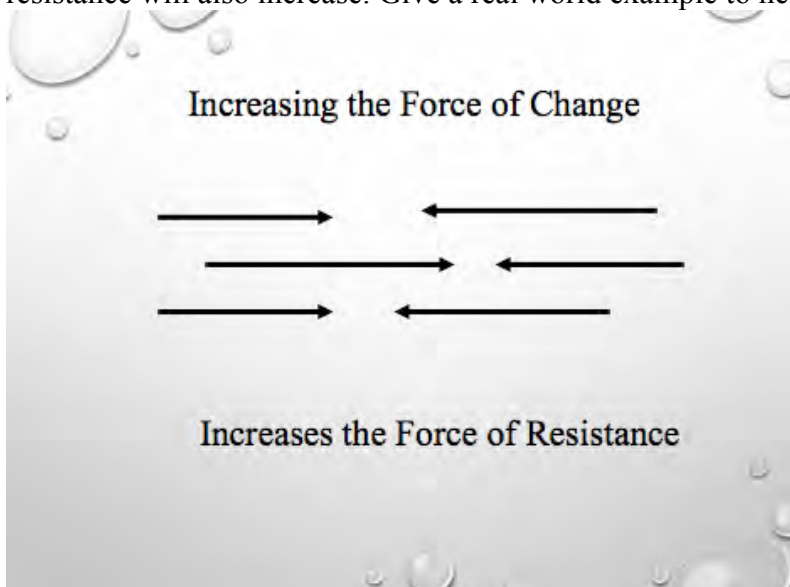
Slide 5: Presents the Leading Change Model. Focus on the mobilizing commitment section and highlight that that is where we are right now in terms of our discussion and topic for the class today.



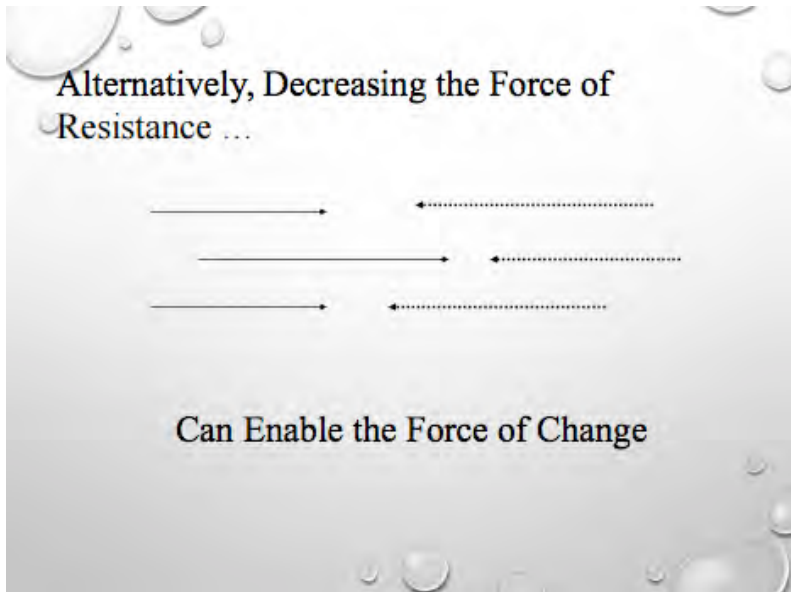
Slide 6: Discuss how the force of change and force of resistance are conflicting and how it can make it harder on leaders to follow through with change.



Slide 7: Highlight that if you increase the force of change, often times, the force of resistance will also increase. Give a real world example to help students understand.



Slide 8: Highlight that if you decrease the resistance, the force of change can become stronger.



Slide 9: Highlight that the costs associated with the change is greater than the vision or dissatisfaction with the status quo, the change will not move forward.

**RESISTANCE TO CHANGE
CAN BE REDUCED, IF**

- THE COSTS ASSOCIATED WITH THE CHANGE
 - E.G., LOSS IN POWER OR COMPETENCE, UNCERTAINTY
- DO NOT EXCEED
 - THE LEVEL OF DISSATISFACTION WITH THE STATUS QUO (URGENCY)
 - HOW COMPELLING THE VISION IS
 - HOW CLEAR THE FIRST STEPS OF THE IMPLEMENTATION PROCESS ARE

Slide 10: Discuss key insights from the reading for today. Have students step into the shoes of the protagonist Eric in the case. Discuss how it is his first management experience and provide a brief overview of the case and what occurred. Focus on the resistance from powerful unions.

SABENA



- **PUT YOURSELF IN THE SHOES OF ERIK WEYTJENS**
 - FIRST MANAGEMENT EXPERIENCE (LIKE YOU!)
- **SABENA: DEEPLY TROUBLED BELGIAN AIRLINE**
 - A STATE RUN BUSINESS WITH LONG HERITAGE
 - MOVING TOWARD BECOMING A PRIVATE ENTERPRISE
 - WANT TO IMPROVE QUALITY AND CUSTOMER SERVICE
- **PIERRE GODFROIT**
 - NEW CEO OF SABENA BROUGHT IN TO TURN SABENA AROUND
- **LUC CLOETENS, VP OF CATERING, HIRED WEYTJENS**
- **UNIONS VERY POWERFUL**
 - LABOR RELATIONS ARE STRAINED
 - NEED TO FIND WAYS TO GET PEOPLE TO WORK TOGETHER

Slide 11: Show this slide to demonstrate the power of unions. CEOs of large companies were attacked.



The slide contains three photographs. The top photo shows a shirtless man climbing a metal fence. The middle photo shows a man in a suit being held back by a crowd of people. The bottom photo shows a large crowd of people gathered in front of a building.

Slide 12: Outlines Eric's first assignment. Show the video of Eric's perspective. Give students a few minutes to talk about 1) Eric's objectives/what he is trying to accomplish and 2) What are options for Eric and what is best for him to do? Have student groups come up to the front of the classroom and present their ideas for objectives and actions. Ask students what concerns they would have about this group's approach. After a couple of student groups have presented their ideas, show the video of Eric about what he did.

WEYJTJENS' FIRST ASSIGNMENT



- CATERING SERVICES COMPRISED OF 750 WORKERS
- WORKERS SUPPORTED BY 3 POLITICALLY BASED UNIONS
 - LOTS OF DISTRUST AND STRIKES – ALMOST EVERY MONTH
- ASSIGNMENT IS TO SOLVE THE LOGISTICS PROBLEM IN THE DISHWASHING DEPARTMENT
 - DELAYS CAUSED BY BROKEN MACHINES
 - BLAME TRADED BETWEEN DISHWASHERS AND MAINTENANCE
- WHAT ARE WEYJTJENS OBJECTIVES?
- WHAT ARE HIS OPTIONS? WHICH IS BEST?
 - OFF THE TABLE: USE PAPER PLATES!

Slide 13: Outlines another scenario for Eric. Provide an overview of this issue to give the students some background. Give students a couple of minutes to think about how they would respond to this situation taking on the position of Eric Weytjens. Have student groups come up present their perspectives and ideas to the entire class. After the groups' suggestions ask the rest of their class for their reactions or opinions about their suggestions. Lastly, show the video of Eric that demonstrates what he did in this situation.

A DELEGATION OF CHEFS

- BEGAN WORKING TOWARD ISO 9002 TO CREATE BETTER QUALITY
 - REQUIREMENT THAT EMPLOYEES NOT EAT IN KITCHEN
 - ONE SOUS CHEF FOUND EATING AGAIN AFTER 2 WARNINGS
 - WEYTEN DEMOTES HIM 2 LEVELS: SALARY AND STATUS
 - INTERPRETED BY OTHER SOUS-CHEFS AS BLATANTLY UNFAIR
 - THEY ARE WAITING IN HIS OFFICE WHEN HE RETURNED FROM LUNCH AND ASKED HIM TO RECONSIDER
- WHAT SHOULD WEYJTJENS SAY? BE READY TO ROLE PLAY!

Teaching Assistant Perspective:

I really enjoyed this class on Getting Buy-In from Front Line Employees and think it is a very important topic to discuss with students in terms of the topic of change management. From observing the classroom and listening to what was said during small group discussions, students seemed to be very engaged and interested in working through this case. I thought it was effective to give students an opportunity to discuss their opinions and perspectives at their tables and to then present their ideas to the entire class. Taking this exercise even further, it was helpful for me as well as other students to hear the critiques of their classmates' ideas and to work together to develop more comprehensive suggestions. Awesome class!



MO414: Managing Change
Class 17 (11.16.15)
Gretchen M. Spreitzer
University of Michigan

Teaching Notes Prepared by Madison R. Romney
University of Michigan

Introduction to Managing Change

Goals and structure of the class:

- 1) Review roadmap for upcoming weeks
- 2) Leadership side of the case presents their perspective
- 3) Stakeholders side of the case presents their perspective
- 4) Students create their own approach to downsizing

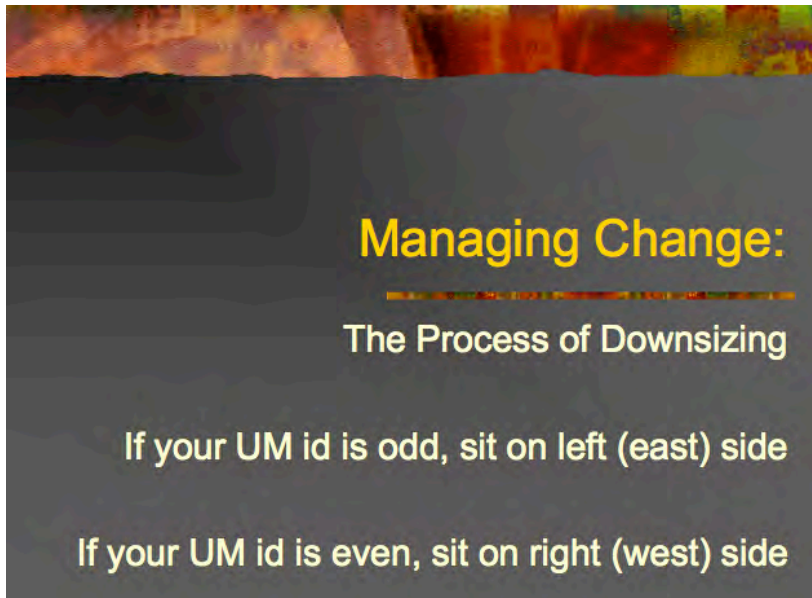
Assignment for today's class:

Mishra, Spreitzer & Mishra, *Preserving employee morale during downsizing*

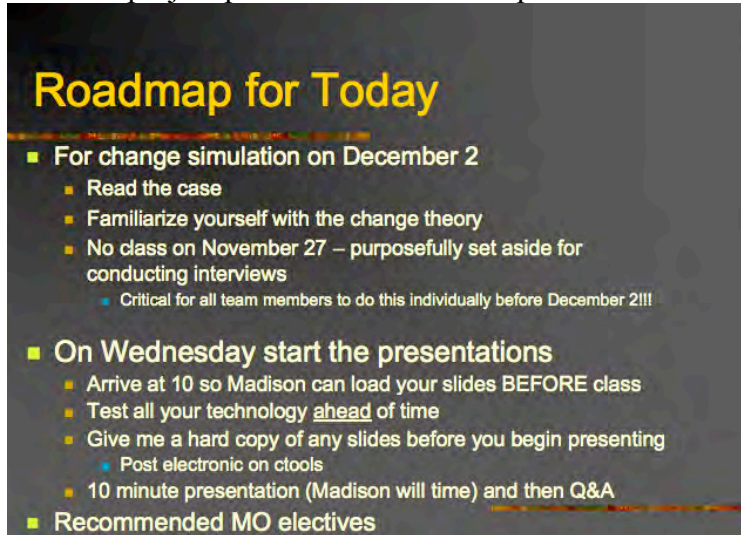
Case: McDonnell Douglas (article in the LA Times)

Description and the flow of class:

Slide 1: Introducing today's topic—Downsizing—Have students with odd student IDs sit on the left side of the room and students with even student IDs sit on the right side of the room.



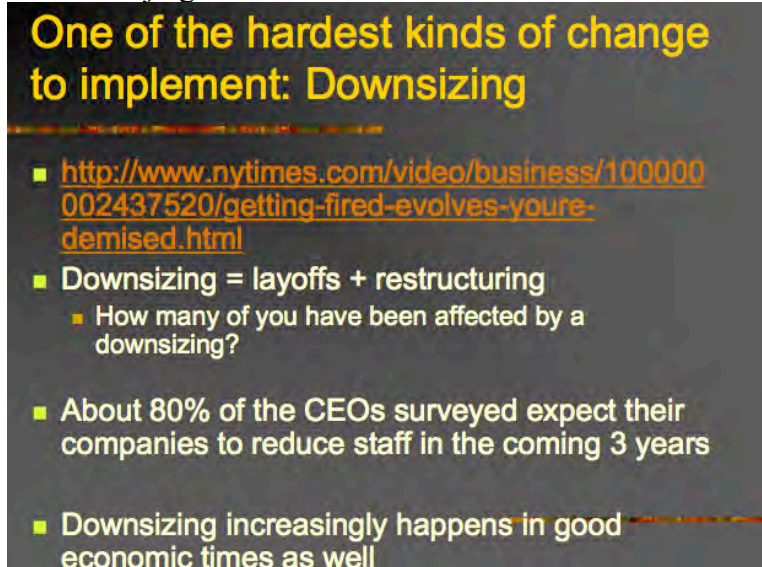
Slide 2: Presents a roadmap for the course today. Discuss plans for thanksgiving break and final project presentation dates and plans.



Roadmap for Today

- For change simulation on December 2
 - Read the case
 - Familiarize yourself with the change theory
 - No class on November 27 – purposefully set aside for conducting interviews
 - Critical for all team members to do this individually before December 2!!!
- On Wednesday start the presentations
 - Arrive at 10 so Madison can load your slides BEFORE class
 - Test all your technology ahead of time
 - Give me a hard copy of any slides before you begin presenting
 - Post electronic on ctools
 - 10 minute presentation (Madison will time) and then Q&A
- Recommended MO electives

Slide 3: Ask students, by a show of hands, who has been affected or know someone who has been affected by layoffs or downsizing. Show the clip that demonstrates the many words we use instead for “fired”. Explain your reasons to the class for showing that video. Describe how the topic of downsizing is so sensitive that people have come up with other jargon to substitute the difficult words.



One of the hardest kinds of change to implement: Downsizing

- <http://www.nytimes.com/video/business/100000002437520/getting-fired-evolves-youre-demised.html>
- Downsizing = layoffs + restructuring
 - How many of you have been affected by a downsizing?
- About 80% of the CEOs surveyed expect their companies to reduce staff in the coming 3 years
- Downsizing increasingly happens in good economic times as well

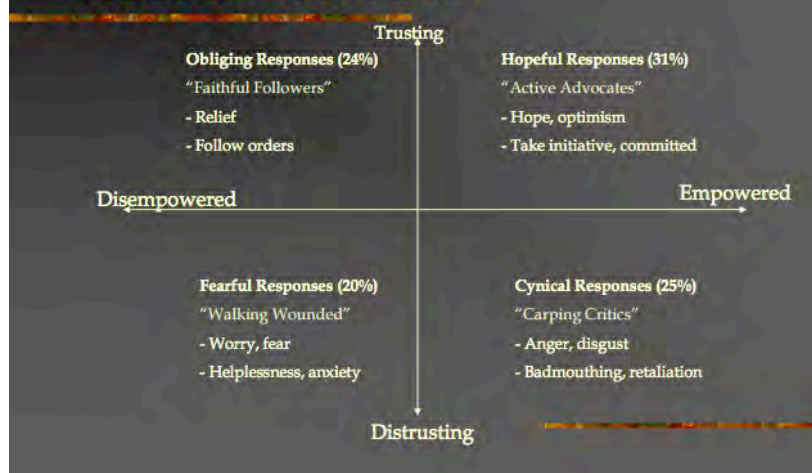
Slide 4: Highlight that whether downsizing achieves its objectives is dependent on how survivors of layoffs respond.

Importance of Survivors

- Whether a downsizing achieves its objectives is largely determined by the way that **survivors respond**
 - Recent research finds those laid off are often do better than those who survive the layoff
 - If they **support** the change, the downsizing is more likely to meet its objectives
 - If they feel **violated** by the downsizing, they are more likely to work against the objectives of the downsizing

Slide 5: Demonstrates the many ways in which survivors can respond to downsizing. Walk through each of these sections and describe the responses. Highlight the big question of how we get survivors to respond in a favorable way.

How Do Survivors Respond?



Slide 6-9: Outlines the McDonnell Douglas case. Provide a brief overview of the case for the class and some of the key objectives. Ask the Leadership side of the room, why they did what they did. Write down their perspectives on the board. Students provided insights that the process weeded out individuals who did not want to be at the company, it was a way to create a competitive culture, and the process provided an opportunity for people to reapply and keep their jobs. After a bit of conversation ask the Leadership side to provide wrap-up points to defend their side. Then ask the stakeholder side of their perspective, write down their thoughts, and facilitate a larger group discussion.

McDonnell Douglas

- Case of cultural upheaval at Douglas Aircraft subsidiary
- Recast the autonomous-minded Douglas after 22 years of ownership
- Had lost \$250 million dollars the prior year
- All 5,200 managerial employees lost their jobs and had to reapply for 1000 fewer

McDonnell Douglas

- Odd number IDs, defend the side of senior management – left side of room
 - "Need to bring revolutionary change to an antiquated and poorly run firm"
 - Why did you do what you did and how you did it?
- Even number IDs, take the perspective of the employees – right side of room
 - "Douglas needed some medicine but the treatment was too strong"
 - How did you experience this change and why do you think it was problematic?

Senior Management POV

- Why did MD feel that strong action was necessary?
- What was the strategy they developed to fix troubles at Douglas?
- How was it formulated? What was the rationale for this approach?

Employee POV

- You are a Douglas aircraft employee standing in that hangar
 - What is your reaction?
 - How does this impact your motivation to carry out the directive?

Slide 10: Introduce the video of Gene Catabiani, the similar situation, and ask students to pay attention to how he builds trust in this situation. Show the clip.

Preserving Trust: Gene Cattabiani

- Observe the case of Gene Cattabiani of Westinghouse
- How does he overcome resistance to the change?
- How does he build trust in a difficult situation?

Slide 11: Give students 5 minutes to discuss how they would approach the situation from the case and what they would do differently. Have one table from the classroom come up and present their approach. After they present, ask the classroom what they like and then dislike about this approach. Have another table from the classroom come up and present their approach.

Rethinking the McDonnell Approach

- Drawing on what you learned about building trust from Gene Cattabiani,
 - Redesign the Douglas restructuring (from the beginning) in a way that
 - creates urgency
 - but does less damage to the trust of employees?

Slide 12-13: Outlines how Cattabiani approached the necessary change.

Cattabiani's change approach

- Determined to treat union workers with respect, honesty, and openness
- But knew that they wouldn't cooperate unless they understood the real problems
- Bravely described those problems with groups making up the entire hourly workforce (not thru the union as typical), all while enduring heckling and taunts
- For two years, visited every turbine failure
 - Got to know the business inside and out
 - Developed his people because not there for every decision

Cattabiani's change approach

- Gradually made him a flesh and blood human being
- Factory workers who used to spit on the floor as he walked by, began greeting him by name
- Entire division's productivity and financial performance improved

Teaching Assistant Insights:

I really enjoyed observing the group table conversations between students about the case assigned for today. Gretchen did a great job urging students to fully take on the role of Leadership or Employees by having them say “we” and then their opinion, as if they were truly a part of that group. I noticed that that action carried over in smaller group table discussions when students were coming up with new change approaches that would better address the downsizing need and potential concerns of employees. I believe that this teaching technique was influential in how students begin to think differently about problems and help them to come up with better, more compassionate solutions.