



LEADING CHANGE

MGT 5115

Mini 4 2010

Classroom 1102

Facilitator: Kevin B. Lowe

Office: 3119

Class Meeting(s): Wednesdays 6:00 – 8:45 pm

Office Hours: W 5:00-6:00 p.m. & by appointment

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Texts:

1. Articles as detailed in Class Schedule
2. Cases as detailed in Class Schedule
3. Diagnosing and changing organizational culture: Based on the competing values framework (by Kim Cameron and Robert Quinn, ©2006). ISBN# 978-0-7879-8283-6

COURSE DESCRIPTION

The course is a theoretical and applied treatment of the most challenging task for organizations in the new millennium. The intent is to develop the capacity in students to consult with organizations on strategic leadership and purposive-change management practices. The primary focus of the course is on “leading” change towards a sustainable enterprise; students will develop a “systems perspective” to bring about change in organizations and understand the roles played by leadership at all levels to champion the change that leads to positive outcomes. Primary topics covered include: types and levers of change, leadership at multiple levels, role of change champions, visioning, and leading purposive change.

COURSE OBJECTIVES

At the end of this course, participants of this course should be able to:

- Identify specific challenges associated with leading sustainability initiatives;
- Evaluate organizational preparedness for change and develop appropriate solutions to address organizational needs;

- Identify drivers of change and align the organizational resources to overcome the impediments to successful change;
- Understand and evaluate the importance of “fit” between leadership and organizational systems, and the impact on performance;
- Develop congruent & supportive communication, motivation, and commitment strategies to lead successful change efforts; and
- Design measurement systems to evaluate the success of the change efforts.

EXPECTATIONS

My expectations are fairly straight-forward: come prepared to discuss the assigned readings in class, complete and submit assignments on time, and be willing to commit at least 6-8 hours per class meeting to this class.

In turn, I will: 1) make myself available before and after class hours to meet and discuss the course content; 2) return graded assignments on time; 3) be willing to help in other ways that you identify that will help you to succeed in this course.

EVALUATION

There are no exams in this course; instead, we will treat each class meeting as an “exam.” Your final grade in this course will be based on your performance in individual/group assignments. These are explained in brief below and experience suggests that a more fine grained explanation will emerge during our class meetings:

Individual Assignments

Two Written Analyses of Cases (20%). You are expected to submit a 3-4-page (double-spaced) analysis of an assigned case (no summary of the case should be included); include any detailed quantitative analysis, if necessary, as an attachment. The analysis should identify one or two central issues in the case, describe some plausible methods for addressing the issue, and provide a recommendation for a course of action with an acknowledgement of the limitations of that choice. Assignments of cases will be made on the first evening of class.

Weekly Take-aways (15%): Each week at the start of class, participants are expected to submit a single-page report on the assigned readings that should include just the following two parts: (a) Take-aways: Identify at least three key lessons for managerial practice from the readings; and (b) Questions: Raise at least two questions that remain unanswered in your minds after reading the chapters and articles. These takeaways and questions will often form the basis for in-class discussions. Sharing your concerns is critical, as it will help us collectively solve the problem(s) or reinterpret an idea.

Class Participation (25%)

In support of providing thoughtful class participation students are expected to have read the assigned readings and case for the week. Typically we will begin the class by co-producing the major takeaways of the readings for that evening. Then we will look to integrate current week readings with prior week takeaways to develop a richer model for change while acknowledging the tensions across change models and the nagging questions that remain. Next we will apply our model to the case. We will conclude the evening by revisiting the strengths and weaknesses of the change model currently in use thereby framing our attention for the next week of readings and case analyses.

Capstone Assignment (choose one) (40%)

Change Manifesto (Individual): As an individual capstone product for this course the student will develop their own personal change manifesto. The change manifesto will identify how this student feels that change can best be implemented given their values, their leadership style and their aspirations for the organizations they might hope to lead. There is no preset format for the organization of the manifesto but there are two requirements. Requirement one is that the manifesto must include a graphic (e.g. model) that incorporates the central tenets of the manifesto and includes a representation of the sequencing (or lack thereof) of the change model. Requirement two is that the language/terminology of your manifesto must evidence an awareness of the readings in this course.

OR

Group Project: Working in groups, identify an organization (entity) that, in your opinion, is an ideal candidate for a change leadership initiative. Now assume that you have been hired as a strategic leadership consultant by the CEO of the organization and that you and s(he) are in alignment on what needs to be changed.

Prepare a change action plan to implement these initiatives that:

- identifies what you want to change,
- the change timeline (which must include a graphical representation)
- the anticipated enablers and obstacles of the proposed change,
- how you will measure whether the proposed change has occurred.

In preparing the report assume that your client, the CEO, has read the readings for this class. As one measure of your firm's competence s(he) will be checking to see if you have synthesized the models, and adopted the terminology/language of these readings. Both your bonus and probability of gaining future business with this client hinges on your ability to intertwine the language of change with the processes for change that you propose.

Evaluation Scale

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%

C+	73-79%
C	66-72%
C-	60-65%
F	00-59%

CLASS SCHEDULE

Meeting	Topic	Readings
March 17	Models of Leading Change	<p>Kotter, J. P. (2007) Leading Change: Why transformation efforts fail. <i>Harvard Business Review</i>, 85(1): 96-103.</p> <p>Beer, M., Nohria, N. (2000). Cracking the Code of Change. <i>Harvard Business Review</i>, 78(3): 133-141.</p> <p>Goffee, R., Jones, G. (2000). Why Should Anyone Be Led by You? <i>Harvard Business Review</i>, 78(5): 62-70.</p> <p>CASE: <i>Charlotte Beers at Ogilvy Mathers (A)</i></p>
March 24	Personal Aspects of Leading Change	<p>Heifetz, R. A. & Linsky, M. 2006. The heart of danger: Why leading change is fraught with risk, ISBN 978-1-4221-1665-4, <i>Harvard Business School Press</i>, pp 1-23.</p> <p>Quinn, R.E., Spreitzer, G.M., & Brown, M.V. (2000). Changing others through changing ourselves: The transformation of human systems. <i>Journal of Management Inquiry</i>, 9 (2), 147-164.</p> <p>Friedman, S. D. (2008). Be a better leader, have a better life. <i>Harvard Business Review</i>, 86(4): 112-118</p> <p>The Organizational Assessment Instrument – Chapter 1-3 in Cameron and Quinn’s (2006) <i>Diagnosing and Changing Organizational Culture</i>)</p> <p>CASE: <i>The Patient Care Delivery Model at the Massachusetts General Hospital</i></p>

March 31	Managing Resistance to Change	<p>Kegan, R., Lahey, L. L. (Nov 2001). The Real Reason People Won't Change. <i>Harvard Business Review</i>, 79(10): p85-92.</p> <p>Beer, M. (2000). Lead organizational change by creating dissatisfaction and realigning the organization with new competitive realities. <i>Blackwell Handbook of Principles of Organizational Behavior</i>, p370-386.</p> <p>Strebel, P. (1996). Why Do Employees Resist Change? <i>Harvard Business Review</i>, 74(3):86-92. Constructing an Organizational Culture Profile - Chapters 4&5 in Cameron and Quinn's (2006) <i>Diagnosing and Changing Organizational Culture</i>)</p> <p>CASE I: <i>Big Shoes to Fill</i> Beer, M., Eckert, R.A., Dichter, S.F., Canavan, P. J., Sulkowicz, K. <i>Harvard Business Review</i>, May2006, 84(5): p43-47.</p> <p>CASE II: Mini-cases from the <i>Wall Street Journal</i> – to be provided as a handout in class</p>
April 7	The Language of Change	<p>Conger, J.A. (1991). Inspiring Others: The Language of Leadership. <i>Academy of Management Executive</i>, 5(1): 31-45.</p> <p>Lewis, M. (Dec 4, 2005). Coach Leach goes deep, Very deep, <i>New York Times Magazine</i>, pp 58-65+;</p> <p>Carriger, M. (2010). Narrative vs PowerPoint: for leaders, it may not be a matter of fact, <i>Strategy & Leadership</i>, 38(2): 52–56.</p> <p>Pietersen, W. (2002). The Mark Twain dilemma: The theory and practice of change leadership. <i>The Journal of Business Strategy</i>, 23(5): 32-37.</p> <p>CASE: <i>Three in the middle: The experience of making change at Micro Switch</i></p>

April 14	Organizational culture impacts on leading change	<p>Charan, R. (2006). Conquering a culture of indecision, <i>Harvard Business Review</i>, 84(1): 108-117.</p> <p>Schroeder, P. J. (2010). Changing Team Culture: The Perspectives of Ten Successful Head Coaches. <i>Journal of Sport Behavior</i>, 33(1): 63-88.</p> <p>Ford, J. D. & Ford, L. W. (2009). Stop blaming resistance to change and start using it. <i>Organizational Dynamics</i>, 39(1): 24-36.</p> <p>Using the Framework to Diagnose and Change Organizational Culture – Chapter 6&7 in Cameron and Quinn’s (2006) <i>Diagnosing and Changing Organizational Culture</i>.</p> <p>CASE I: <i>What's Stifling the Creativity at CoolBurst?</i> Wetlaufer, S. (1997). What's Stifling the Creativity at CoolBurst? <i>Harvard Business Review</i>, 75(5): 36-51.</p> <p>CASE II: Mini-cases from the <i>Wall Street Journal</i> – to be provided as a handout in class</p>
April 21	Cross-cultural influences on leading change	<p>Bowen, D. E., Inkpen, A. C. (2009). Exploring the role of "Global Mindset" in leading change in international contexts, <i>Journal of Applied Behavioral Science</i>, 45(2): 239-260.</p> <p>Cappelli, P., Singh, H., Singh, J. V., Useem, M. (Mar 2010). Leadership Lessons from India. <i>Harvard Business Review</i>, 88(2): 90-97.</p> <p>Lafley, A. G. (2005). Leading Change in Germany, <i>Vital Speeches</i>, 71(8): 242-245.</p> <p>TBA: Additional reading to be announced.</p> <p>CASE: <i>Procter & Gamble Brazil (A): 2 1/2 Turnarounds</i></p>
April 28	Change Manifestos and Live Change Cases	<p>Class Presentations (Format to be determined by class)</p> <p>CASE : Alan Kendricks at Cardiology Associates</p>