

MHR 7308 Organizational Development and Change
Fall Semester 2016
Tuesday 6:15-9:30PM
GE 355

Professor Jeffrey Ford
738 Fisher Hall
Office Hours: By appointment
Phone: 292-4563 (office) 921-8714 (home)
Email: ford.1@osu.edu

Course Overview

Fundamentally, this course is about organizational change. It has been said that the only constant is change and that no matter what their area of specialization, all managers must be able to successfully deal with change. Yet, if we look at the available research evidence, the overwhelming majority of all change initiatives fail to realize their intended outcomes.

The intent of this course is to explore some of the issues involved in the successful implementation of change. The intent is not to learn a set of prescriptions or “rules” for what should be done, but to explore different perspectives for what could be done and the taking of appropriate and effective action in light of existing conditions and circumstances.

The focus is on articulating what needs to be changed and then how to go about it through specific and appropriate actions. However, as is often the case, the applications are not necessarily straightforward, requiring you to extrapolate, interpret, and integrate different tools and perspectives to derive a workable solution.

Although the course is divided into topics, the material is nevertheless cumulative. This means that once material is covered in a class, it is assumed to be available for all subsequent classes and is “fair game” to be used in addressing change issues. This makes it important to keep up on the reading, to take good notes, and to prepare assignments thoroughly.

Texts & Readings

Books:

The Four Conversations: Daily Communication that Gets Results, Jeffrey Ford & Laurie Ford, San Francisco: Berrett-Koehler, 2009. (cost for new is about \$22)

Additional Readings:

Readings that are not posted on Carmen or in the Harvard Course Pack can be found online through the OSU Library. Watch the video “Accessing Library Materials to learn how to access the readings.

Harvard Course Pack:

All the cases assigned in this class, with the exception of the final exam, are from the Harvard Business School. You will need to purchase the cases at (cost about \$38):

<http://cb.hbsp.harvard.edu/cbmp/access/55674943>

Course Requirements and Grading

This course focuses on the application of content to change. To accomplish this, we will use several cases that deal with particular issues in the leadership and management of change. The intent is to develop your ability to think from and with different perspectives in the conduct of change as there is currently no “the approach” to change management.

Grading

This course, like all other courses in the Fisher College of Business is governed by College, MHRM Program, and MBA Program Policy as well as University Rules regarding grading, individual work, cheating, etc. The following principles govern grading in this course:

- The requirements of the course are identical for everyone. This means it is not possible to “make up” for poor performance through “extra credit” work, additional assignments, or “reworking” of assignments.
- The final exam cannot be taken other than at the scheduled time except under extreme circumstances and then only with my permission.
- As required by MHRM Program policy, the final class average grade in this course will be a 3.6 or lower. Grades are based on the percentage of total points earned according to the University grading scale.
- It is possible to earn any of the official OSU grades available for this course – A to D (a “D” is failure at the Graduate Level, hence “E” is not used).

A total of 20 points are available in this course distributed as follows:

Midterm Exam (20 Points) Due November 15

The midterm is an independently prepared essay take-home exam due at 6:15PM on Tuesday November 15. The exam is to be done without the assistance, discussion, or cooperation of other students in this class, in prior classes, or elsewhere in the world (i.e., the internet) or with materials other than those from this class.

Papers will be graded for quality of response as indicated by the appropriate use of concepts and ideas and their application to the case situation.

Final Exam (20 points) Due December 12

The final exam is a take home exam that is due in hard copy at **6PM on December 12**. You will be given a case situation in advance and asked questions pertaining to that case. All exams will be typed according to the format specified on the exam. No late exams will be accepted without prior approval. The exam is to be done without the assistance, discussion, or cooperation of other students in this class, in prior classes, or elsewhere in the world (i.e., the internet) or with materials other than those from this class.

Exams will be graded for quality of response as indicated by the appropriate use of concepts and ideas and their application to the case situation.

Final Grades

Your final class grade will be based on the average of the grades earned on the midterm and final exams based on the OSU Standard Grade Scheme:

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D) [A grade of D is failure at the graduate level]

Office Appointments

I am available to discuss any issue of concern to you on an individual basis in my office. To make an appointment, send me an email even if you want to meet during my regular office hours. So that I can be better prepared for your visit, please give me a general idea of the topic you'd like to discuss. I typically schedule 20 minute appointments; if you believe you will require more time, simply ask for a longer appointment.

Academic Integrity (Academic Misconduct)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the

University's *Code of Student Conduct* [can be found at http://studentaffairs.osu.edu/resource_csc.asp], and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Accommodation for Students with Disabilities

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Disability Services is located at in 150 Pomerene Hall, 1760 Neil Avenue. Telephone (614) 292-3307; TDD (614) 292-0901.

Tentative Course Outline (subject to change)

Class 1, Tuesday, Oct 18

Change in Organizations

- Intent: How we conduct change depends on our concept or image of organizations and how they work. It also depends on the type of change being undertaken. In this class, we begin to explore the issues involved in the leadership and management of change.
- Reading: a) Heifetz, R. A., Grashow, A., & Linsky, M. 2009. The Practice of Adaptive Leadership Chapter. (Located in Harvard Course Pack)
- Case: The Work Study Students (Posted)
1. Why are the work study students not performing well?
 2. What changes would you recommend to improve their performance and why?

Class 2, Tuesday, Oct 25

What Do You Want to Accomplish?

- Intent: The first part of change is to determine what you want to accomplish with it and how you would know if you succeeded.
- Reading: a) Schaffer, R. H., & Thomson, H. 1992. "Successful Change Programs Begin with Results." *Harvard Business Review*, 70(1): 80-89.
b) Lovallo, D., & Kahneman, D. 2003. "Delusions of Success: How Optimism Undermines Executives' Decisions." *Harvard Business Review*, 81(7): 56-63.
- Reading
- Questions: Does the Schaffer and Thomson reading mean that you should not engage in activity-centered changes? Explain.
What are the implications of the Lovallo and Kahneman article have for someone considering a change?
- Case: The Electricity Department (Posted)
1. What do you think are the key reasons for the delays and errors in the installation of new electrical services by the Electricity Department and why?
 2. What recommendation(s) (a) would you make for correcting the situation that would involve the least amount of expense (time, personnel, and money), (b) why do you think that recommendation will solve the specific problem, and (c) how does it get implemented

Class 3, Tuesday, Nov 1

What Do You Change?

- Intent: Once you have an idea of what you want to accomplish, you have to determine what you actually need to change in order to accomplish it.
- Reading: a) Bradach, J. (1996). Organization Alignment: The 7-S Model. [Located in Harvard Course Pack]
b) Beer, M., Eisenstat, R., & Spector, B. 1990. Why change programs don't produce change. Harvard Business Review, 68(6): 158-166.
c) Ford & Ford, "Chapter 4: Deliverables and Agreements"
- Case: Elizabeth Parker (A)(B) [Located in Harvard Case Packet]
Elizabeth Parker has come to you for advice and asks you to answer the following two questions regarding her situation in (B):
1. Why do you think we are not getting the job done in Pollution Monitoring and Control?
2. What recommendations do you have for me that would improve the situation in the time available?

Class 4, Tuesday, Nov 8

How You Change: Communication

- Intent: Ultimately the only tool you have for engaging others is communication. In this class, we look at different types of conversations for producing change.
- Reading: a) Ford & Ford, *The Four Conversations: Daily Communication that Gets Results*, (entire book).
b) Ford, J. D., & Ford, L. W. 2008. Conversational profiles: A tool for altering the conversational patterns of change managers. *Journal of Applied Behavioral Science*, 44(4): 445-467. (Posted)
- Reading
- Question: What are the key differences among the four conversations and what are the implications of each for change agents?
- Case: Tiberger [Located in Harvard Case Packet]
1. Why do you think Mr. Porte was unsuccessful in getting the new purchasing process implemented?
2. What would you recommend he do now and why?

Class 5, Tuesday, Nov 15
Leading and Managing Change I

MIDTERM EXAM DUE at 6PM: American Heart Association: Reorganization of the Western States Affiliate [Located in Harvard Case Packet]

Intent: Successful change requires leadership AND management. In this last class, we look at some of the issues involved in the leadership and management of change.

Reading: a) Kellerman, B. (2007). "What Every Leader Needs to Know about Followers." *Harvard Business Review* 85(12): 84-91.
d) Sutton, R.I. (2010). True Leaders are Also Managers:
<http://blogs.hbr.org/2010/08/true-leaders-are-also-managers/>

Case: Corey Robinson [Located in the Harvard Course Pack]
1. Was Corey successful with his team meeting? Why?

Class 6, Tuesday, Nov 22
Leading and Managing Change II

Intent: In this class, we attempt to put together a comprehensive review of the challenges and opportunities of organization change.

Reading: a) Kotter, J. P. 1995. "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, 73(2): 59-67.
b) Kotter, J. P., & Schlesinger, L. A. 1979. Choosing Strategies for Change. *Harvard Business Review*, 57(2): 106-114.

Case: Who's in Charge? The Jim Davis Case. [Located in Harvard Case Packet]
1. Why do you think Jim Davis ran into problems with the proposed change?
2. What would you recommend he do about Patty and why?

Class 7, Tuesday, Nov 29
Stop Blaming Resistance

Intent: People engaged in change can take different forms, including "resistance". In this class we examine resistance as a form of engagement and how agents can use "resistance" to further a change.

Reading: a) Strebelt, P. 1996. "Why Do Employees Resist Change?" *Harvard Business Review*, 74(3): 86-92.
b) Ford, J. D., & Ford, L. W. 2010. "Stop Blaming Resistance to Change and Start Using It." *Organizational Dynamics*, 39(1): 24-36. (Posted)

- Case: Jess Westerly at Kauflauf GmbH [Located in Harvard Case Packet]
1. Could you please explain to Jess why her earlier initiative with the sales calls did not yield the results she expected?
 2. What would you recommend she do now and why?

Class 8, Tuesday Dec 6
The Dynamics of Change

Intent: In this class we “pull together” what we have learned in a final, comprehensive case.

- Case: John Smithers at Sigtek [Located in Harvard Case Packet]
1. How would you explain to John Smithers why he had so much difficulty with the Six Sigma program?
 2. What would you recommend he do now?

Final Exam, Tuesday, Dec 12 6PM

- Case: Andy Chew at Siemens Nixdorf: Change from the Middle [Located in Harvard Course Pack]