

91-809
Organizational Change
Mini 4
Spring 2021 Tuesday 6:30-9:20 pm REMOTE

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FOCUS

This course focuses on the key processes of effective organizational change. Our objective is to provide evidence-based frameworks and tools for successfully introducing and sustaining organizational change. Topics include diagnosis (assessment of need for change), identifying appropriate change vehicles (use of evidence-based interventions), initiation of change and working with stakeholders (articulating a vision, stakeholder identification and appropriate involvement), implementation and managing transitions (scaffolding change to create new practices and understandings), and institutionalization of change (making it optimally effective and enduring). The course is organized around readings, reflections, presentations, discussions, cases, lectures, videos, exercises, and a project.

OBJECTIVES

1. To understand the challenges and complexities of changes in complex organizations.
2. To use and adapt frameworks for diagnosing the need for change, identifying appropriate change vehicles and strategies, implementing and institutionalizing change.
3. To understand change from the perspective of the person(s) initiating the change, the person(s) receiving change, and broader stakeholders, and how to build effective relationships with all change stakeholders.

GRADING

Your course grade is based on:

Individual Write-ups

- | | |
|---|-----|
| 1. Your Diagnosis of International Services Group (Homero Rodriguez)
(due March 30 – day of case discussion) | 10% |
| 2. Attending to Change Recipients at Michelin-Shanghai
(due April 6--day of class discussion) | 10% |
| 3. Change Vehicles Used in NAACP
(due April 13-- day of class discussion) | 10% |

4. Evidence Use in Huntington Blood Conservation Case (A&B)
(note due April 27 ###next class AFTER class discussion###) 10%

5. Individual Class Participation (attendance, discussion contribution) 20%

Group Work (Group assignments made in Week 2)

1. Group Presentation on Change Vehicles 10%

2. Group Project (subject to group evaluation of your contribution) 30%

COURSE MATERIALS

1. Readings Posted on Canvas
2. In-class Handouts

GROUP WORK

You will be assigned to a 3-4 person group for purposes of an in-class presentation and a final written project.

1. Change Vehicle Presentation: Each group will prepare a 15 minute in-class session (7 minute presentation, 8 minute Q&A).

Change Vehicles refer to any interventions introduced into an organization to advance a change goal(s). It can be as generic as the introduction of incentives to demonstrate new behaviors, leadership training to develop new skills in top management or as specific as Scrum Teams, 360 Feedback, After Action Reviews, Outward Bound activities, etc. Each group can choose the change vehicle on which it focuses.

Your presentation first should describe the specific Change Vehicle (What is it? How is implemented?) Next, summarize the *peer-reviewed scientific evidence* you have found regarding its effectiveness (Is there any evidence that it works? What effects have been found? How strong or consistent are these effects?). Appropriate sources of peer-reviewed scientific evidence include research databases available through the Carnegie Mellon library including *ABIInform*, *Business Source Premier* or *Web of Science*. Note if there is no evidence, that suggests that the effectiveness of the change vehicle has not been established. Finally, provide an evidence-based conclusion regarding the efficacy of the specific change vehicle (how likely is it that this intervention will work?).

2. Final Case Project: A Change for Drill Sergeants? In this study group project you will apply and adapt class concepts to understand the *Drill Sergeants* change problem, the strengths and weaknesses of the already existing approach and specify an appropriate course of action for the future. **DUE May 7 Midnight**

Your project write-up should cover:

1. Problem Diagnosis: Context, external and internal challenges and the organization's strengths and weaknesses. What is the problem to be solved through change?
2. Communication of Objectives & Vision: What are the objectives and vision for the change? How could these be communicated?
3. Stakeholders: Who should be involved in the change? Who are key stakeholders and what are the pluses and minuses associated with their change perspectives?
4. Change Process & Vehicle Sequence: What change vehicles and supports do you recommend? Consider diagramming the change process and recommended path of change.
5. Quality of your Evidence & Logic: Be sure to make clear the evidence and logic behind your answers to the questions above.

Your report should not exceed 7 pages of text (appendices don't count). When this project is turned in, you are required to submit an evaluation of the contribution each member (including yourself) has made to the project. Grades on group project may be adjusted based on team assessment of contribution.

INDIVIDUAL WRITE-UPS (10 points each)

1. Your Diagnosis of International Services Group (Week 2 start of class).
 - A one-page write-up regarding what you see as major problems at ISG.
 - Are there separate or common causes?
 - Apply Taplin & Clark's Theory of Change (TOC) in your write-up: What TOC might you propose to link the existing conditions to potential change practices that can result in desired near-term, mid-term and long-term outcomes?
2. Change Recipients at Michelin Shanghai (Week 3 start of class)
 - What fundamental concerns to Michelin Shanghai employees and managers have with regard to the proposed changes Bertrand Ballarin is considering.
 - Describe what Ballarin **should** communicate to Michelin Shanghai's management and to its employees in order to motivate change effectively? How would you suggest he motivate his direct reports and employees? What might he articulate as a compelling vision for the change?
 - What Theory of Change might you propose to link existing conditions to potential change practices that can result in desired near-term, mid-term and long-term outcomes?
3. Change Vehicles Used in NAACP (Week 4 start of class)
 - List ALL change vehicles Ms. Evers-Williams uses in NAACP and the problem(s) each of them addresses.
 - What patterns do you see in her change strategy?
 - What Theory of Change (TOC) process can best describe the approach used in NAACP?
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4. Evidence Use in Huntington Blood Conservation A&B (Week 6)
 - What key sources of evidence are used in implementing change

- What mechanisms or change vehicles are used to turn the evidence into an intervention that can effect behavior? (Hint: in posting performance results, convening a group meeting to discuss the results is a change vehicle)

BEHAVIORAL NORMS

- (1) Individual Participation: You are expected to come prepared to ask questions that add to your understanding of the course materials as well as that of your fellow students.
- (2) "New Business": Each class will begin with a poll of new business items. These are brief ("sound bite") reports on events (in the news--front page, business, or sports section, your personal experiences) pertinent to organizational change. I expect each class member will make at least one contribution to New Business during the mini term.
- (3) Readings: You are expected to read all the materials and in your reading, you should continually ask yourself the following two questions:
 - (a) Do I understand the theory and/or principles of this material?
 - (b) So what? What are its implications? How would I apply this as a manager?You are asked to actively participate by raising these questions as well as others during our class time. All assigned readings should be completed prior to the class for which they are specified. Readings will be briefly reviewed to check for understanding at the beginning of each class. Be prepared to answer questions regarding the readings and more importantly to ask them.

Class 1 – March 23, 2021
The Challenge of Change

Purpose An overview of course and introduction to the complexities in managing organizational change.

Onboarding We will review the syllabus and course requirements and get familiar with the remote formatting of the course.

Opening Class Discussion

We will to open class discussion by talking about your personal experiences with organizational change.

Identify some organizational change activity with which you are familiar.

- What was the change about?
- How was the need for change identified (if you know)?
- Was the change successful or unsuccessful?
- What did you learn from this experience?

Case: **Moon Valley Hospital** (In-Class Handout)

1. What are the major problems at the end of this brief case?
2. What is a good approach to analyze these problems?
3. How does the change process at Moon Valley resemble your own experiences?

Advance Reading Assignment:

Barends & Rousseau (from *Evidence-Based Management: How to use Evidence to Make Better Organizational Decisions*): Evidence-Based Management: The Basic Principles

Barends & Rousseau: ASK: Critical questions about assumed problems and preferred solutions

Class 2 – March 30, 2021
Diagnosis

Purpose: To be able to identify when change may be warranted in order to achieve organizational goals or solve a problem, to determine the nature of the change needed, and the process required to successfully implement change.

In-Class Case Analysis:

Homero Rodriguez: Boundary spanning at International Services Group (**read in advance of class**)

What major problems do Rodriguez and ISG face? Do these problems have a common cause or separate causes? What should be the focus of a change effort?

Topics: Diagnosing Organizational Problems and Identifying Need for Change
Gathering relevant organizational and stakeholder information
Interpreting information
Identifying appropriate course(s) of action

Advance Reading Assignment

Taplin & Clark: Theory of Change Basics (apply in your Diagnosis of ISG)
Barends & Rousseau: Acquire Stakeholder Evidence

Individual Write-up #1: Your Diagnosis of ISG Case (10 points)

Class 3 –April 6, 2021
Attending to Change Recipients and Visioning

Purpose To understand the role of vision in organizational change and to practice developing and implementing vision.

In-Class Case Analysis

Leading Change at Michelin’s Shanghai Factory (A) (read in advance)

- What fundamental concerns to Michelin Shanghai employees and managers have with regard to the proposed changes Bertrand Ballarin is considering.
- Describe what Ballarin should communicate to Michelin Shanghai’s management and to its employees. How would you suggest he motivate his direct reports and employees? What might he articulate as a compelling vision for the change?

Michelin’s Shanghai Factory (B) will be accessed in class.

Advance Reading Assignment

Kirkpatrick: “Lead through Vision and Values”

Golden-Biddle: “How to Change an Organization Without Blowing It Up”

Rousseau: “Changing the Deal While Keeping the People”

Individual Write-up #2: Attending change recipients at Michelin Shanghai (10 points)

**Class 4 – April 13, 2021
Implementing Change**

Purpose: To understand change vehicles, their supports, and the process of implementing change -- getting started.

In-class Case Analysis

NAACP (read in advance of class)

Questions to think about while reading case:

- A. Why did the NAACP fall into crisis?
- B. What change vehicles did Ms. Evers-Williams employ?
- C. What key steps did she take in initiating change?
- D. What transition structures does she use?

Advance Reading Assignment

Wagner: “Use Participation to Share Information and Knowledge”

In-Class

University President (Richard M. Cyert) Launches the Andrew System (Film)

Individual Write-up #3: Change Vehicles Used in NAACP (10 points)

Class 5 – April 20, 2021
Implementing and Managing Transitions

Purpose To examine challenges in managing transitions from old states to new states
 To identify critical tasks that must be fulfilled in managing through transition
 to effective implementation.

In-Class Case Analyses:

Riverview Healthcare (read in advance of class)

 This case examines a restructuring that has not worked out well (so far).

Questions to think about while reading case:

- A. What were goals for the new incentive system?
- B. What key actions were used to initiate the change?
- C. How consistent were these actions with the motives behind the change?

Advance Reading Assignment

 Murphy et al. “Rapid Results”

Individual Assignment #4 Evidence Use at Huntington DUE NEXT WEEK

Class 6 – April 27, 2021
Adjusting Change Processes Over Time

Purpose To identify emergent needs and opportunities as change implementation progresses

In-Class Case Analysis

Mabel's Labels: Leading in a Results-Only Work Environment (read in advance)

Successful changes can raise downstream challenges risking their sustainability.

Questions to think about in reading the case:

1. What change challenges emerged over time as ROWE was implemented?
2. What is likely to happen if these challenges are not addressed?
3. How might these challenges be addressed? Which ones are priorities?

Conserving Blood During Cardiac Surgery at Huntington University Hospital (A)
(read in advance)

This case provides a model of how to effectively implement a change.

Questions to think about while reading case:

- A. How does the change agent address stakeholder issues and concerns?
- B. What other sources of evidence does the change agent use in identifying and implementing change vehicles?

Conserving Blood (B) will be accessed during class

**Class 7 – May 4, 2021
Institutionalizing Change**

Individual Assignment #4 Evidence Use at Huntington Due Today!!

Purpose To understand later-stage mechanisms for adjusting change based on feedback and learning. Institutionalizing change to make it last.

In-Class Case Analysis

Lufthansa’s Transformation Marathon (read in advance of class)

This case is about a large-scale organizational transformation.

Questions to think about while reading case:

1. What are the major elements of the transformation?
2. What vehicles were used to promote the change?
3. What critical factors, timing, and processes inform why this change worked?
4. Can you how this transformation contributed to Lufthansa’s performance gains?

Advance Reading Assignment

Goodman & Rousseau: “Organizational Change that Produces Results: The Linkage Approach”

Final Group Paper: A Change for Drill Sergeants? Due May 7

Team Evaluation Form

Team Number/Name _____ Your Name _____

Rate each group member (including yourself) using the following scale:

- 1 = needs improvement
- 2 = satisfactory
- 3 = high contributor
- 4 = highest contributor

After everyone has completed the assessment sheet, share your ratings with one another as a basis for more detailed feedback and discussion. You can do this privately or in the group, depending on your group's preference.

Definitions:

Teamwork: receptive to others' input, works well with others, cooperative, sensitive to group process

Quality of work: knowledgeable about course material, has creative and sound ideas, produces solid written work

Motivation: participates actively, contributes sufficient effort

Reliability: meets deadlines, is prompt, attends meetings

Fulfillment of Group Contract: meets group expectations as outlined by your group contract

Overall Contribution: total contribution to the group.

Group Members (list by name)	Teamwork	Quality of Work	Motivation	Reliability		Overall