

MBA 543

THE DYNAMICS OF ORGANIZATIONAL CHANGE

Warner Woodworth
Winter 2004
Class Meets: MW 3:30-4:50 PM
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Office: 786 TNRB
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Student Consultations:
Tues. 2:00-3:00 PM

OVERVIEW

This is an intense, demanding course for graduate students. It is a practicum in organizational change and development, including diagnosis and the role of the manager/consultant in facilitating the process of change. The class is designed to assist participants in acquiring further knowledge, understanding and experience in analyzing change needs, planning change strategies, using specific interventions, and developing one's own change model.

The assumption behind the class design is that any facilitator of change (outside consultant, internal staff member, line manager) needs skills and knowledge about: [1] personal skills, biases, strengths, aspirations, and weaknesses; [2] organizations as technical, political, and cultural systems; [3] managerial strategies and styles; [4] approaches to conducting diagnoses of organizations; [5] intervention tools.

The course will be built around an experiential model of learning. There will be a variety of activities during class, both individually and with teams.

MBA 543 is organized around three streams: [1] personal awareness and self-analysis; [2] paradigms and theories of change; [3] application of conceptual learnings and use of OD interventions.

SELF-AWARENESS

Throughout the course, we will seek greater personal awareness which must accompany effective change. We will gather data on our consulting/management styles to better understand our strengths, weaknesses, and objectives. This aspect of the course is critical in increasing one's consciousness with respect to underlying values and implicit ideologies.

CONCEPTS

Each week, we will discuss a key topic in managing change. Chapter readings will come from Harvey & Brown: An Experiential Approach to Organization Development (6th edition, 2001). There is also a Course Packet available to order from TNRB Copy Center on the 5th floor.

APPLICATION

Application is the ultimate test of effective change and cases are the primary method for applying concepts. (A) We will use cases and simulations in class to understand the issues being discussed. These will include traditional written cases, videos, and “real” consulting projects. (B) Each group in the class will do original work with a client organization. (C) Team demonstrations of specific organizational behavior interventions will be presented in class in order to maximize the learning and utilization of tools and methods.

“You must be the change you wish to see in the world.”
--- Mahatma Gandhi

REQUIREMENTS	<u>Points</u>
1. CLASSROOM PARTICIPATION (Ongoing)	25
Students will be evaluated by the professor with respect to quality and quantity of verbal contributions. About midway they will receive feedback so that, if desired, adjustments can be made for the second half of the semester.	
2. TEAM IN-CLASS DEMONSTRATIONS (Due February 17)	25
All groups will select an intervention and present it to the class. Evaluation criteria include utilization of team resources, involvement of class members, and quality of presentation and materials utilized.	
3. THOUGHT PAPER (Due March 31)	25
This will be a short, reflective paper assigned to assess student reactions to organizational stimuli (5-7 pp.). See memo #1.	
4. INDIVIDUAL ASSESSMENT (Due April 7)	50
Each student will prepare a 9-10 page written self-analysis and personal presentation. This evaluation should include information on the individual's strengths, weaknesses, biases, skills, and realistic aspirations. Plans for personal change and development should also be included. Information for this report will come from class exercises, feedback from the team and outside members, self-reflection, and survey instruments (see attached memo #2).	
5. TEAM CONSULTING PROJECT (Due April 21)	75
Each team will work with a non-profit client as an OD service-learning project. Your task is to diagnose organizational problems and recommend actions/interventions to improve the situation. Interviews or other sources of data and recommendations will be used in preparing a written consulting report and meeting with the client.	
6. IN-CLASS QUIZZES (on-going as needed)	25
There will also be an occasional in-class quiz to ensure that everyone has read the day's assignment, to encourage students to keep up on key concepts and methods, and thereby enjoy better class discussions.	
7. FINAL EXAM (Saturday, April 17, 8:00-10:00 a.m.)	75
The final comprehensive exam will include objective questions from the text, short essay questions, and brief case analyses. It will test one's ability to integrate information covered throughout the course and apply concepts and methodology to various organizational problems.	
TOTAL POSSIBLE	<u>300 Points</u>

EXPECTATIONS

MBA 543 demands significant commitment from students because it will challenge participants in ways in which they may not be accustomed. Critical expectations include the following:

- a) Integrity – careful adherence to the Honor Code in your personal and academic life. Each member of the BYU community ought to reference the Honor code in determining what constitutes moral/ethic behavior. There is an assumption on my part that students will honor the commitment they have made to live an ethical life. The Code defines the standards of personal honesty and integrity in one’s role as a student or faculty member at BYU. I would suggest that you reread the Code carefully and analyze your degree of adherence to its principles. For this class I want to emphasize several specifics: 1) that there is no deception in your representation of who you are and what you do; 2) that other students are treated appropriately regardless of race, gender, nationality or religion; 3) that our interaction will operate from a foundation of honesty, regardless of whether people agree with another’s point of view or not.
- b) Citizenship – not engaging in unnecessary conversation or other distractions which disrupt the class. Please be courteous and supportive of the rights of others to learn in a constructive educational environment.
- c) Participation – attending all class sessions and being accountable for readings, presentations and the acquisitions of practical skills. Hopefully we can create an atmosphere for the free exchange of ideas, not just lectures. Do not be reluctant to speak out. If students push themselves to be mentally engaged, the experience will be more rewarding for all. This does not preclude disagreement or argument with the ideas or opinions of others. Indeed, a healthy intellectual environment necessitates debate and differing views. Multiple voices are needed and we should each work hard to enhance the participation of others even as we take issue with their position. All of us at BYU need to better learn to discuss and confront in fun and healthy exchanges rather than simply conform.
- d) Purposes – BYU’s mission is “to assist individuals in their quest for perfection and eternal life” in a “setting where a commitment to excellence is expected and the full realization of human potential is pursued.” In doing this effectively we will strengthen our “influence in a world we wish to improve.” By learning new skills, integrating gospel principles with the best theories of social science, we will expand our capacities for lifelong service to others.

MBA 543 SCHEDULE

Date	Assignment	Topics
January 5	Class Start-up	Overview of Course
January 7	Packet: Articles by Vaill & Change Assessment Inventory, & Wills	Spiritual Learning, Change, and Revolution
January 12	Text Preface and Chapter 1 Packet: Woodworth, Mbigi	Organization Development
January 14	Chapter 2, Packet: McCauley	Renewal and Change
January 19	Martin Luther King, Jr. Holiday	Join in Marches and/or Memorials (No Class Held)
January 21	Packet: Articles by Farnham, Byrne, Byrne, Byrne, Milgram, Woodworth, & McClure	Why Organizations Need to Change
January 26	Packet: Mokhiber, Frost, Harvey, Fortune, Woodworth, & Geer	Combating Organizational Evil
January 28	Chapter 3 Packet: Pascale, Schein, Larsen, Uttal, Peters, Gimein	Culture Change
February 2	Chapters 4 and 5 Packet: Woodworth, Rosenfeld, & Woodworth	Consultant Role, Style, and Diagnostic Processes
February 4	Chapter 6 Packet: Fortune Series on the Era of Change & Senge	Corporate Change, Resistance, and Organizational Learning
February 9	Chapter 7 Packet: Nohria, Fast Company, & Outlaw Flyboys	Process Consultation Skills Airlines Cases
February 11	Chapter 8 Packet: J. Case, & Roberts	Intervention Strategies Johnsonville Case
February 16	Presidents' Holiday	(No Class Held)
February 17	In-class Demonstrations and Readings Packet: Pfeiffer & Jones, Weisbord	OD Tools (I) (Today, Tuesday, Monday's Class is Held)
February 18	In-class Demonstrations and Readings Packet: Handbook of the Business Revolution, Meyerson, & Taylor	OD Tools (II)
February 23	Chapter 9 Packet: Reich	EI and Empowerment
February 25	Chapter 10 Packet: Semler, Katzenbach & Smith	Semco Case Group/Team Interventions
March 1	Chapter 11 Packet: Walton, Stewart, & Byrne	Intergroup Development, Structure, Pet Food Case
March 3	Packet: O'Toole, Schlesinger, & Stack	Leading Change
March 8	Chapters 12 and 13 Packet: Bellman, & Judge	Goal Setting/Continuous Improvement

March 10	Chapter 14 Packet: Fisher	High Performance/High Commitment Systems
March 15	Packet: Drucker	Managing Oneself
March 17	Packet: McKinnon, & Rubin	Managing Change/Bennett Case
March 22	Chapter 15 Packet: Woodworth (a), Woodworth (b), & Woodworth (c)	Transformation Strategy, and Workers' Control
March 24	Packet: Meek (1), Woodworth (2), & Woodworth (3)	Industrial Democracy (I)
March 25-26	Attend MOB Practitioners' Conference (or Other Event of Your Choice)	Take Notes on OD and/or Managing Change (Write Memo #1)
March 29	Packet: Kirkpatrick, Woodworth, Townsend	Industrial Democracy (II) (Turn in Memo #1)
March 31	Packet: Woodworth (x), Balu, Woodworth (y), & Woodworth (z)	Industrial Democracy (III)
April 5	No Readings: Work on Individual Assessment Papers	Individual Presentations In Class And Papers Due (Turn in Memo #2)
April 7	Chapter 16 Packet: Drucker, & Hitt	OD: Challenge and Future
April 12	Course Wrap-up Packet: Business Week on the 21 st Century Corporation	Conclusions/ Study Questions Distributed
April 17	Final Exam – Saturday	8:00-10:00 a.m. in Room 374 TNRB

Take a stand.
Rock the boat.
Reform the planet.
--- Warner Woodworth

Memo #1: Participation at Conferences
MBA 543/Winter Semester 2004

Your participation in the March organizational learning conference will enrich your MBA 543 experience this semester.

Assignment: Please plan to attend at least two sessions of the OB Practitioners' Conference held March 25-26, 2004. It will provide conceptual and practical insights about internal and external organizational change efforts.

Requirement: After the conference, write a 5-7 page report of your learnings, your assessment of what you heard, and the latest tools consultants use to carry out organization development work. This paper is to be handed in at the start of class on March 29 at 3:30 pm. It is worth 25 points.

Note: If another conference of OB speakers is of greater interest to you, feel free to attend those sessions and draft a memo per the above requirements.

Memo #2: Individual Assessment
MBA 543/Winter Semester 2004

Assignment: During January – February – March you are to gather data on yourself, your managerial and interpersonal styles and skills. Sources may include self, spouse, peers, colleagues at work, classes, exercises, and so on. The Harvey and Brown text includes a number of useful instruments for self-assessment, as well as exercises you and others may want to carry out together to generate more data about each other. Several websites may also be useful including queendom.com, mbti.com, leaderx.com, leadershipcharacter.com, and typelogic.com. Another source of instruments with which to generate survey data on yourself is Whetton & Cameron's Developing Managerial Skills in the Reserve Library. You may copy the instruments at the beginning of each chapter to assess such skills as communication, creativity, motivation, conflict handling, influence and power, team building, empowering others, stress, and one's self-awareness.

Requirement: You are to prepare a 15 minute presentation with appropriate materials (power point, overheads, etc.) to share with a group on Monday, April 5th at 3:30 pm in room #374 TNRB. Also, a 9-10 page paper is to be turned in at the same time. It is worth 50 points.

BYU Policies

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office at 422-5895, D-282 ASB.

Cheating

Students should collaborate and help one another. But all work completed should be your own or that of your team. Do not use papers, tests, etc, from prior classes to help you prepare for exams, projects, or papers. Do not share test or quiz questions and answers with students who have not taken the test or quiz.

Cell Phones

Please either do not bring your phone to class, or turn it off during the class session.

“There is nothing as practical as a good theory.”

---Kurt Lewin