	Course	**OB 6340-5U1: Leading Strategic Change Processes in an International Environment**
UT|D	Professor	Dr. David L. Ford, Jr.
	Term	Summer Semester 2008
	Meetings	Tuesdays, 6:00 – 10:00 pm, SOM 2.801

Professor's Contact Information

Office Phone	972-883-2015
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Office Hours	M T 3:00 – 5:30 pm; other times by appointment
Other Information	

General Course Information

Pre-requisites, Co-requisites, & other restrictions	OB 6301 – Organizational Behavior
Course Description	In this course we will explore what organizations need to know to survive (and thrive) in the global context, including examples of effective practices in building global structures and strategies, and processes for developing leadership and management competencies necessitated by globalization. With the goal of preparing professionals to guide developmental efforts in organizations, this course will provide an overview of cutting-edge research as well as organizational best practices. Global leadership will be examined within the broader context of related organizational processes such as organizational learning.

The course will examine theories of change, change-agentry, and their applicability to intercultural transformation in various cultural contexts. We will also explore negotiating role expectations, motivating system change and forms of resistance to change, analyze why change fails, suggest approaches to successful change, and consider the ethical implications of introducing change about culture and across cultures. All participants will be involved in a change project as part of the course. |
| **Learning Outcomes** | 1. Students will gain an understanding of the Eurocentric nature of many approaches to organizational change and also appreciate the ethical implications of attempting change across cultures.
2. Students will analyze system dynamics through organizational diagnosis and problem solving and recommend appropriate interventions for improving the situation.
3. Students will understand the causes of resistance to change and demonstrate ways of addressing the resistance. |

Required Texts & Materials	Tupper Cawsey & Gene Deszca (2007). Toolkit for Organizational Change. Los Angeles, CA: Sage Publications. **(CD)** Ian Palmer, Richard Dunford, & Gib Akin (2009). Managing Organizational Change: A Multiple Perspectives Approach. New York: McGraw-Hill/Irwin (2nd edition). **(PDA)** Life Languages Institute, Kendall Life Languages Profile, (purchase and take online at www.1ifelanguages.com ifyou haven't already taken it) (see Instructor for access code; cost = $35).
Suggested Texts, Readings, & Materials	None

Assignments & Academic Calendar
[Topics, Reading Assignments, Due Dates, Exam Dates]

5/27	**Introduction to the Course; Leading Strategic Change – Change Issues** Read: Reserve Readings #1, 17, 18; Formation of Class Groups Read: Chapter 1 – Stories of Change **(PDA)** Read: Chapter 2 - Images of Managing Change **(PDA)**;
6/03	**Forces for Change; Why Organizations Change** Read: Chapter 3 -- Why Organizations Change **(PDA)**; Reserve Readings #2, 3, 5; Read: Chapter 1 – Org. Change in a Complex World **(CD)**; Read: Chapter 2 – Change Frameworks for Org. Diagnosis **(CD)**; Video: "Taking Charge of Change" Guest Speaker: Mr. Ted Khoury (UTD Doctoral Student)
6/10	**What Changes in Organizations** Read: Chapter 4 - What changes in Organizations (PDA); Reserve Reading #7; Read: Chapter 3 – Change Frameworks for Org. Diagnosis **(CD)**; Case Study: "Nestle" (p. 109, **PDA**)

6/17	**Diagnosis for Change; Resistance to Change**
	Read: Chapter 5 - Diagnosis for Change **(PDA)**;
	Read: Chapter 6 - Resistance to Change **(PDA)**;
	Read: Chapter 4 – Understanding and Building the Need for Change
	                    (CD)
	Read: Chapter 6 – Resistance to Change, … Stakeholder Analysis
	                    (CD)
	Read: Reserve Readings #4, 11
	Cases: "Boeing" (p. 153, **PDA)** and "Problems at Perrier" (p. 183,
	          PDA)
	Sensing Interview Due Today

6/24	**Implementing Change Interventions** Read: Chapter 7 - Implementing Change: OD, AI, and Sense-Making Approaches **(PDA)** Read: Chapter 8 - Implementing Change: Change Management, Contingency, and Processual Approaches **(PDA)** Read: Chapter 5 – Org. Structure and Systems **(CD)**; Kendall Life Languages Profile (bring to class) Read: Reserve Readings - #6, 15;
7/01	**NO CLASS – PROJECT WORK (LIBRARY, ETC.)**
7/08	**Implementing Change; Change Agent Types; Project Work** Read: Chapter 7 – Recipients of Change **(CD)**; Read: Chapter 8 – Change Agent Types and Effectiveness **(CD)** Case: "Change at DuPont" (p. 211, **PDA**) Read: Reserve Readings #14, 16; Guest Speaker: TBA **Library Project Work (8:00 – 10:00 pm)**
7/15	**Linking Vision and Change; Strategies for Communicating Change** Read: Chapter 9- Linking Vision and Change **(PDA)**; Read: Chapter 10- Strategies for Communicating Change **(PDA)**; Reserve Readings - #12, 13; Read: Chapter 9 – Action Planning, Aligning, & Implementing Change **(CD)** Case: "The Role of Vision at Mentor Graphics" (p. 280, **PDA**)
7/22	**Skills for Communicating Change; Consolidating Change** Read Chapter 11- Skills for Communicating Change **(PDA)**; Read: Chapter 12 - Sustaining Change **(PDA)**; Read: Chapter 10 – Measuring Change **(CD)**; Read: Chapter 11 – Summary Thoughts on Org. Change **(CD)** Read: Reserve Readings #8, 9; Case: "Tyco" (p. 345, **PDA**) **Group Project Papers Due Today**
7/29	**Class Wrap-up and Change Project Presentations**
Exam Dates and Times	**N/A**
	1.Burke, W. Warner (1995). Organization change: What we know, what we need to know. Journal of Management Inquiry, 4(2), 158-171.

Reserve Readings	2. By, R. T. (2005). Organizational change management: A critical review. <u>Journal of Change Management</u>, 5 (4), 369-380. 3. Barrett, F. **&** Cooperider, D. (1990). Generative metaphor intervention: A new approach for working with systems divided by conflict and caught in defensive perception. <u>Journal of Applied Behavioral Science,</u> 26(2), 219-239. 4. Garvin, D., Edmondson, A. & Gino, F. (2008). Is yours a learning organization? <u>Harvard Business Review</u>, 86 (3) (March), 109-116. 5. Hughes, M. (2007). The tools and techniques of change management. <u>Journal of Change Management</u>, 7 (1), 37-49. 6. Burnes, B. (2004). Kurt Lewin and complexity theories: Back to the future? <u>Journal of Change Management</u>, 4(4), 309-325. 7. Higgins, J. **&** McAllaster, C. (2004). If you want strategic change, don't forget to change your cultural artifacts. <u>Journal of Change Management</u>, 4(1), 63-73. 8. Trompenaars, F. **&** Woolliams, P. (2003). A new framework for managing change across cultures. <u>Journal of Change Management</u>, 3(4), 361-375. 9. Waldersee, R. **&** Griffiths, A. (2004). Implementing change: Matching implementation methods and change type. <u>The Leadership **&** Organization Development Journal</u>, 25(5), 424-434. 10. Miller, D. (2002). Successful change leaders: What makes them? What do they do that is different? <u>Journal of Change Management</u>, 2(4), 359-368. 11. Griffith, J. (2002). Why change management fails. <u>Journal of Change Management</u>, 2(4), 297304. 12. Sullivan, W., Sullivan, R., **&** Buffton, B. (2002). Aligning individual and organizational values to support change. <u>Journal of Change Management</u>, 2(3), 247-254. 13. Whelan-Berry, K., Gordon, J., **&** Hinings, C. R. (2003). Strengthening organizational change processes: Recommendations and Implications from a multilevel analysis. <u>Journal of Applied Behavioral Science</u>, 39(2), 186-207.

14. Charan, R. (2006). Home Depot's blueprint for culture change. <u>Harvard Business Review</u>, 84 (4) (April), 61-70.

15. Christensen, C., Marx, M., & Stevenson, H. (2006). The tools of cooperation and change. <u>Harvard Business Review</u>, 84 (10) (October), 73-80.

16. Jones, R. A., Jimmieson, N. & Griffiths, A. (2005). The impact of organizational culture and reshaping capabilities on change implementation success: The mediating role of readiness for change. <u>Journal of Management Studies,</u> 42(2), 361-386.

17. Burke, W. Warner (2004). Organization development: What we know and what we need to know going forward. <u>OD Practitioner</u>, 36 (3), 4-8.

18. Jones, J. E. (1973). The sensing interview. In J. Pfeiffer & J. Jones (eds.), <u>The 1973 Handbook for Group Facilitators</u>, pp. 213-224. Indianapolis, IN: University Associates.

Course Policies

Grading (credit) Criteria	Group Assignment 40% Individual Assignment 40% Class Participation & Class Discussion Leader On Change Method topic 20% ———— Total 100% Final grades will be determined based on total course points attained and will be based on a grading curve to be determined by the instructor.
Late Work	**Not accepted without prior approval.**
	Group Project Assignment (Due July 22, 2008). For this assignment, your group is to define a strategic organizational change problem and develop an *intervention program* that addresses this problem. You may define the problem in any way you like, but you need to be realistic in your assumptions about potential aversion to change, resistance potential, and the organizational constraints that are going to block implementation of your plan. The problem that you choose should also be fully resolved by your implementation program (i.e., your objective is not to design a 2-hour facilitation, for instance, but to design an intervention program that fully addresses a significant organizational

Special Assignments	problem).

Your intervention plan must include the following:

- A detailed analysis of what individual, group, and organizational features need to be changed in order for your intervention to be a success.

- A detailed description of the intervention you are proposing, including all materials that you are going to use in the intervention delivery. These protocol materials may be an inventory of supplies, copies of cases and exercises, or a detailed description of materials that you anticipate purchasing from outside suppliers.

- A budget for all costs associated with the intervention, including all lost work time, supplies, intervention materials, facilities charges, etc.

- An analysis of your expectations for the intervention you are proposing, the intervention management problems you think might arise with the design you are proposing (including potential client problems), and factors that might limit the effectiveness of the intervention effort.

- A discussion of evaluation considerations and potential follow-up interventions that might be necessary to address issues arising from the intervention you have planned.

The intervention you propose should include enough detail on protocol, scheduling, and budget for delivery of the intervention. Completing this assignment requires the project team to develop a detailed understanding of the specific intervention tools you plan to use, something that you are expected to research independently, making use of fellow classmates, other OD professionals, and firms that provide intervention services. You *must include* an appendix to your report that details the research you have done to identify the specific intervention tools you plan to use.

Individual Project Assignment: Sensing Interview (Due June 17, 2008)

For this assignment, you are to conduct a sensing interview with an executive from a potential client organization of your choice. Using the sensing interview handout as a guideline, determine what potential problems the client might have and how you might be able to help the client using your change management skills. Prepare a paper which discusses who the potential client is, the nature of their business, what you learned from the sensing interview, what your "hypotheses" are about |

	what the key problems are, and what information and recommendations for next steps you would feed back to the client system.
Class Attendance	Quality, not quantity, is operant for class and group participation. It is expected that the reading and exercises assigned for each class be thought provoking tools to generate discussion. Class sessions assume you have read the material and completed the exercises. Consequently, you will only be able to participate if you have read and completed the assignments <u>before class</u>. Class attendance is not taken after the first week and the instructor is aware of frequent travel requirements of some employees which might preclude class attendance sometime. Nonetheless, where possible, students should schedule their business-related travel around scheduled class dates and should alert their team members if they will be absent from class.
Classroom Citizenship	You will be assigned to a class team which will serve as the primary vehicle for class discussion of the lectures and cases as well as the self assessments. You will be allocated class time most weeks to meet with your teammates to share information about the week's assignments. The team should arrive at a consensus, if possible, concerning the issues in the exercises, assessments, or cases. Teams will be called on at random to present to the rest of the class their conclusions from their discussions. Therefore, your full involvement and participation in these team discussions is important.
Field Trip Policies	N/A
Student Conduct and Discipline	The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.
	The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Academic Integrity	Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.
Email Use	The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.
Withdrawal from Class	The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.
Student Grievance Procedures	Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grades	As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.
Disability Services	The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY) Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.
Religious Holy Days	The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief

	executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.
Off-Campus Instruction and Course Activities	Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.

These descriptions and timelines are subject to change at the discretion of the Professor.