

**MGT 597**  
**Organizational Change Planning**

**May Mini-Session (May 16 – June 1), 2016**

<b>Class meeting times:</b>	<b>Online format</b>
<b>Instructor:</b> Dr. John Humphreys	<b>Office hours:</b> anytime by e-mail
<b>Office:</b> COB 216	
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**Required Reading – No textbook will be used**

- Atkinson, P. (2005). Managing resistance to change. *Management Services*, 49(1), 14-19.
- Goldberg, R.A. (2005). Leading yourself through change. *LIA*, 25(4), 20-22.
- Higgs, M., & Rowland, D. (2005). All changes great and small: Exploring approaches to change and its leadership. *Journal of Change Management*, 5(2), 121-151.
- Humphreys, J.H. (2002). FCS of Mid-America's CEO Donnie Winters on the challenges of leading strategic change. *Journal of Applied Management and Entrepreneurship*, 7(1), 98-107.
- Humphreys, J. (2004). The vision thing. *MIT Sloan Management Review*, 45(4), 96.
- Humphreys, J., & Langford, H. (2008). Managing a corporate culture slide. *MIT Sloan Management Review*, 49(3), 25-27.
- Kerber K., & Buono, A.F. (2005). Rethinking organizational change: Reframing the challenge of change management. *Organizational Development Journal*, 23(3), 23-38.
- Kotter, J.P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96-103.
- Kotter, J.P., & Schlesinger, L.A. (2008). Choosing strategies for change. *Harvard Business Review*, 86(7): 130-139.
- Lewis, L.K., Schmisser, A.M., Stephens, K.K., & Weir, K.E. (2006). Advice on communicating during organizational change. *Journal of Business Communication*, 43(2), 113-137.
- Loup, R., & Koller, R. (2005). The road to commitment: Capturing the head, hearts and hands of people to effect change. *Organizational Development Journal*, 23(3), 73-81.

O'Connor, E.J. (2006). Creating organizational support for change. *Physician Executive*, 32(3), 76-78.

Pane Haden, S., & Cooke, J. (2012). Is morale irrelevant? *MIT Sloan Management Review*, 53(2), 96.

Pryor, M.G., Humphreys, J., & Taneja, S. (2008). Freeing prisoners of work. *Industrial Management*, 50(5), 21-24.

Rune, T. (2005). Organizational change management: A critical review. *Journal of Change Management*, 5(4), 369-380.

Tushman, M.L., & O'Reilly, C.A. III (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. *California Management Review*, 38(4): 8-30.

### **Course Description**

The course is designed to give students the opportunity to solve business problems by expanding your knowledge of issues inherent to organizational change planning. The course will move from theory to critical issues and practical project implementation. Independent research, ongoing discussion, and a comprehensive written plan will be the methodologies used. Two Class Live Pro sessions are scheduled (7:00 PM Commerce, TX time) for **Monday night the 16<sup>th</sup> and Monday night the 23<sup>rd</sup>**. Please attend if at all possible. If you cannot, the sessions will be archived.

### **Course Objectives**

By the end of the course you will:

1. have a framework by which critical variables influencing effective change management can be identified and evaluated;
2. be able to solve business and human resource problems through integration of your skills and knowledge of various change management techniques;
3. use theory and practical application to justify your solutions.

### **Student Responsibilities**

As in the business environment, professional conduct is expected at all times. You will:

1. read all assignments before the due dates;
2. turn in the written assignment on the due date;
3. meet with the instructor (e-mail) on a weekly basis to discuss progress.

### **Grade Evaluation**

Because of the intense nature of such a project oriented course, the final change plan is the only graded deliverable and is worth 100 points.

## Grade Scale

90 – 100	= A
80 – 89	= B
70 - 79	= C
69 or below	= F

## Description of Evaluation Criteria

You will prepare a beginning report summarizing a proposed organizational change project **if you are not using my change scenario**. The proposed change project can be actual (your organization), another real company, or based upon my case scenario. The exact situation will be negotiated with the faculty member. If you do not choose the case scenario, this report should contain a description of the current culture, the impetus for the change, the desired changes. This can be accomplished with an e-mail or a phone call.

**Final Change Report** – A final change plan summarizing the outcome of the total change project will be submitted (100 points). This report should assess the action steps and potential (anticipated) outcomes in relation to the assigned reading. This can be either an individual or group project. Again, we will negotiate this after I see the class make up.

**STUDENTS WITH DISABILITIES:** - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services.

**Office of Student Disability Resources and Services**  
**Texas A&M University – Commerce**  
**Gee Library, Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**TENETS OF COMMON BEHAVIOR STATEMENT:** All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

**STATEMENT ON ACADEMIC INTEGRITY:** - Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

## TERM CALENDAR

<b>Date</b>	<b>Week</b>	<b>Readings</b>	<b>Assignments</b>
05/16 – 05/22	1	Humphreys (2004), Humphreys (2002), Humphreys & Langford (2008), Rune (2005), and Kerber & Buono (2005), Pane Haden & Cooke (2012), Pryor, Humphreys, & Taneja (2008).	Selection of Change Target
05/23 – 05/29	2	Higgs & Rowland (2005), Kotter (2007), Kotter & Schlesinger (2008), Goldberg (2005), Atkinson (2005), and Tushman & O'Reilly (1996), Loup & Koller (2005), O'Connor (2006), and Lewis, Schmisser, Stephens, & Weir (2006).	Progress Report
05/30 – 06/01	3	Final Plan	Final Change Plan Due by 8:00 AM on 6/01

## Graduate Organizational Change Plan Assessment Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Completeness of literature review (20%)</b>	Superior completeness; student's review of the literature is extraordinarily thorough  <b>(60)</b>	Complete; student's review of the literature covers most all seminal articles  <b>(48)</b>	Mostly complete but with gaps in some areas; student's review is missing some key works  <b>(42)</b>	Incomplete in most respects  <b>(36)</b>
<b>Focus on implementable action steps (60%)</b>	Action steps are extraordinarily specific and supported  <b>(20)</b>	Action steps are complete and mostly supported  <b>(16)</b>	Action steps are fairly complete but there are gaps and support is limited  <b>(14)</b>	Action steps are inadequate and/or unsupported  <b>(12)</b>
<b>Writing quality (10%)</b>	Writes extraordinarily clearly and  <b>(10)</b>	Writes clearly and effectively  <b>(8)</b>	Writing has content but is unfocused  <b>(6)</b>	Fails to communicate in an adequate manner  <b>(4)</b>

	insightfully <b>(10)</b>	<b>(8)</b>	<b>(7)</b>	<b>(6)</b>
<b>APA Format (10%)</b>	Uses APA format accurately  <b>(10)</b>	Uses APA format with only minor violations  <b>(8)</b>	Format demonstrates incomplete knowledge of APA style  <b>(7)</b>	Fails to use APA style  <b>(6)</b>

**Scoring Key:**

- \_\_\_\_\_ **Far Exceeds Standards = 90 – 100**
- \_\_\_\_\_ **Exceeds Standards = 80 – 89**
- \_\_\_\_\_ **Meets Standards = 70 - 79**
- \_\_\_\_\_ **Fails to Meet Standards = < 70**