

**MGT 597 – 01W**  
**Organizational Change Planning**

**Winter Mini-Session (December 20 – January 11), 2021-2022**

**Class meeting times:**                      **Online format – interactive sessions per course calendar**

**Instructor:**    **Dr. John Humphreys**                      **Office hours:**    anytime by e-mail  
**Office:**            **BA 280 (Office of the Provost)**  
**Phone:**           **903-886-5018**  
**Fax:**               **903-886-5019**  
**Email:**            **john.humphreys@tamuc.edu**

---

**Required articles from electronic periodical databases – No textbook will be used**

Atkinson, P. (2005). Managing resistance to change. *Management Services*, 49(1): 14-19.

Ford, J.D., & Ford, L.W. (2009, April). Decoding resistance to change. *Harvard Business Review*, 87: 99-103.

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. (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. (I will supply this interview).

Humphreys, J. (2003). The dysfunctional evolution of goal setting. *MIT Sloan Management Review*, 44(4): 96.

Humphreys, J. (2004). The vision thing. *MIT Sloan Management Review*, 45(4): 96.

Humphreys, J. (2005). Developing the big picture. *MIT Sloan Management Review*, 47(1): 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. (1998, Fall). Winning at change. *Leader to Leader*, 10: 27-33.

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.
- 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., & Fiol, C.M. (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.
- Schaffer, R.H. (2010, September). 4 mistakes leaders keep making: How to overcome deep-seated obstacles to change. *Harvard Business Review*, 88(9): 86-91.

### **Course Description**

The course will develop students' capacity to solve business problems by expanding and applying knowledge of the numerous issues inherent to organizational change planning. The course will move from theory to critical issues and practical project implementation. Lectures, a quiz, independent research, ongoing discussion, and a comprehensive written plan will be the methodologies used. The Zoom function of the D2L Learning Management System will be used for synchronous sessions on Monday and Wednesday evenings (7:00 PM CT) beginning **Monday December 20<sup>th</sup> and ending on Monday night January 10<sup>th</sup>**. Please attend these sessions synchronously if possible. If you cannot, however, the sessions will be recorded so that you can watch at your convenience.

### **Course Objectives - By the end of the course you will:**

1. demonstrate a framework by which critical variables influencing effective change management can be identified and evaluated;
2. demonstrate the knowledge and capacity to solve business and human resource problems via various change management concepts and techniques;
3. demonstrate theoretical and practical knowledge to justify planning solutions and corresponding actions across organizational units and levels.

### **Student Responsibilities**

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

1. read all instructional materials per the course calendar;
2. meet with the instructor (electronically) according to the course calendar to discuss instructional materials and course content and progress;
3. complete the course quiz as scheduled;
4. deliver a comprehensive change plan to the drop box by the due date.

## **Grade Evaluation**

<b>Assignment</b>	<b>Points</b>
Quiz (1)	30
Final Literature Review paper	100
<b>TOTAL</b>	<b>130</b>

## **Grade Scale**

117 – 130	= A
104 – 116	= B
91 – 103	= C
90 or below	= F

## **Description of Evaluation Criteria**

**Quiz** – A single quiz encompassing John Kotter’s change management process will be completed between December 27<sup>th</sup> and December 29<sup>th</sup> (30 points) in the D2L Learning Management System.

**Final Change Plan** – A final change plan encompassing the total change project will be submitted (100 points) by 8:00 AM on January 11th. This plan should assess the action steps and potential (anticipated) outcomes, as supported by the assigned reading and lectures. Although I prefer this to be a group project using my provided case scenario, I will entertain an individual plan if it best suits a particular student’s needs. We will discuss this further after I see the class make up.

## **General Format for the Change Plan:**

I will provide the class with a generic organizational change management plan template from the outset of the course and we will discuss in greater depth during class. However, please generally assume that your final plan document will conform to the following:

Typed, single-spaced, one-inch margins all around (top, bottom, right and left)  
Student name, assignment information, date in, and page number upper right-hand corner  
Times New Roman 12 font  
Headings to denote subject change in the paper  
Article citation to be in APA style

**Preferred Way to be Contacted:** Definitely by e-mail. I check my e-mail often and will get back to you as soon as I can. It would be a rare circumstance that I don’t respond within 24 hours, usually much, much sooner. Never hesitate to contact me. I like students and I love teaching so I’m here for you if you need me.

**Attendance:** Obviously, I want you to attend my synchronous class meetings. I will do my best to motivate you to want to attend. In the event that you must miss a meeting, please review the recorded session you missed at your convenience. You will be responsible for material covered in class.

**Late Work Policy:** For the winter mini-session, the quiz must be completed during the three-day period allotted. The final plan is due on January 11<sup>th</sup>. Extensions will only be granted in the case of emergency.

**Syllabus Change Policy:** The syllabus is a guide. Circumstances and events, such as student progress or current events, may make it necessary for me to modify the syllabus during the term, although it is unlikely due to the shortened nature of a mini-session. Any changes made to the syllabus will be announced in advance.

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

**TAMUC Attendance:** For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**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**

**Waters Library, Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

**Nondiscrimination Notice:** Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**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 failure (final course grade of F).

**COUNSELING SERVICES:** The Counseling Center at A&M-Commerce (Halladay Building, Room 203) offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

## WINTER MINI-TERM CALENDAR

<b>Date</b>	<b>Day</b>	<b>Week</b>	<b>Interactive Sessions</b>	<b>Assignments</b>
12/20	M	1	Course introduction and rationale, periodical databases, expectations, case scenario, and strategic planning foundation	Read the case scenario, Humphreys (2002), (2003), (2004), and (2005), Humphreys & Langford (2008), and Kerber & Buono (2005)
12/22	W	1	Organizational Culture and Organizational Change	Read Higgs & Rowland (2005), Kotter (1998), (2007), and Kotter & Schlesinger (2008)
12/27	M	2	Leadership and Organizational Change	Read transformational leadership review (provided), Loup & Koller (2005), Pane Haden & Cooke (2012), and O'Connor & Fiol (2006)
12/29	W	2	Transformational Leader Behavior and Successful Change Efforts	Read Atkinson (2005), Ford & Ford (2009), and Schaffer (2010)
01/03	M	3	Kotter's Framework and Managing Resistance to Change	Working on Change Plan
01/05	W	3	Plan Discussion and Questions	Working on Change Plan
01/10	M	4	Final Debrief	Final Change Plan Due by 8:00 AM on 1/11

## 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 insightfully  <b>(10)</b>	Writes clearly and effectively  <b>(8)</b>	Writing has content but is unfocused  <b>(7)</b>	Fails to communicate in an adequate manner  <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**