Pepperdine University
The George L. Graziadio School of Business and Management

SYLLABUS

Course Number: OTMT 634
Course Name: Change Management
Professor: Hector H. Mon, MSOD

Fall 2015 – Section B
Malibu Campus
Drescher Graduate Campus
Beckman Management Center
October 19th to November 30th
Monday 1:00 – 5:00 PM
Summary Course Description

This course is about how to conduct organizational performance improvement initiatives, or "planned change efforts." More specifically, we are concerned with the tasks that need to be completed and the challenges to be overcome during the "change management process".

Planned change efforts can target the total organization, subunits, departments, teams, and even individuals. Regardless of which, however, it’s essential to always view the organization as a system of interdependent elements that need to work together. It’s particularly important that organizational changes be designed in support of the strategy of the enterprise.

A key distinction of the approach advocated in this course is that, in addition to achieving the business goal of the change effort, a second objective is for the organization to "learn" to more effectively solve problems as a result of having gone through the process.

Change management is important because today’s rapidly shifting markets demand more of it and because organizations (and people within them) struggle with change. Repeated studies have shown that well over half of all organizational change efforts fail to achieve their objectives.

It’s also noteworthy that change management skills are highly applicable to other aspects of leadership, for example, creating culture, building adaptive enterprises, employee engagement, and innovation. In other words, these are overlapping and essential management capabilities.

A final concern is to instill a more rigorous method of working with organizational issues and concepts (i.e. leadership, culture, structure, job design, rewards, motivation, etc.) For various reasons, organizational management has become susceptible to oversimplifications, fads, buzzwords, weak connection to strategic intent, and as such, misapplied solutions.

Professor Hector Mon Bio and Contact Information

This is my sixth year teaching at the Graziadio School, where, in 1989, I earned a master’s of science in Organization Development. I became a management consultant and adjunct professor in 2010 following a long-term career as president of major casino resorts and multi-property divisions. My management experience includes overseeing as many as 7,000 employees and $1 billion in revenue. I urge you to contact me anytime you have questions or need assistance. Helping tomorrow’s business leaders is what motivates me to teach. I will be available to meet in person or by phone with students on a scheduled basis or after class.
Weekly Assignments

Important Notes:

- There are assignments due prior to the first day of class.
- Assignments listed in this syllabus may be adjusted to meet class need.
- Further details on the assignments will be provided in class.
- Please check your Pepperdine email regularly.
- The reading material for this course is a compilation of articles, book chapters, and cases from different sources. This is done in order to expose students to an assortment of respected works and authors. Furthermore, many students find that this material can be useful to refer to later in their careers.
- Students will need to purchase the reading material from three websites: Harvard Business Publishing, Wiley Custom Select, and Case Centre. Further instructions are provided below. The material should be printed and brought to class.
- The amount of reading is fairly modest; however, the concepts and cases can only, usually, be fully grasped through methodical study, and in many cases, re-reading. Highlighting and making notes is highly recommended.

Week #1 – Due October 19

READING ASSIGNMENT

We begin the course by studying the foundational concepts of Kurt Lewin, plus two practice-oriented articles from Michael Beer and Nitin Nohria and an introduction to the concepts presented in the course by Professor Mon.

- Kurt Lewin and the Planned Approach to Change  
  Bernard Burnes (Amended with teaching notes and illustrations by Prof. Mon.)  
  Journal of Management Studies 2004 (7)  

- Leading Change  
  Michael Beer  

- Cracking the Code of Change  
  Michael Beer and Nitin Nohria  
  HBR Reprint 00301 – May-June 2000 (8)

- Introduction to Change Management (OTMT 634.12)  
  Hector Mon (2015) – Not published  
  **E-mailed by Professor Mon**

Harvard Course Pack
WRITTEN ASSIGNMENT AND PREPARATION FOR CLASS

1. Please email your completed pre-course survey to professor Mon by October 12th and come prepared to introduce yourself during the first class. The survey form will be e-mailed to you.

2. Students should start writing a journal in which is to capture key concepts (as the course progresses) and reflections about personal improvement. This journal not only helps embed the learning, but makes the final assignment of the course easier to complete. The journal doesn’t have to be submitted, however, students need access to them during class.

3. Otherwise, no written assignment is due on week #1.

4. Students should come to class each week prepared to discuss and proactively comment on the reading material. For example, ask for clarifications, critique the concepts, offer personal experiences, describe possible application, etc. See the grading criteria section below.

Week #2 – October 26

READING ASSIGNMENT

- Teaching Smart People How to Learn
  Chris Argyris
  Harvard Business Review May-June 1991

- Before You Make That Big Decision...
  Daniel Kahneman, Dan Lovallo, and Oliver Sibony
  Harvard Business Review June 2011 (9)

- The Focused Leader
  Daniel Goleman
  Harvard Business Review – December 2013 (8)

- Book Review
  Singletasking: Get More Done - One Thing at a Time
  Book by Devora Zack, review by Patricia Gale (2)

WRITTEN ASSIGNMENT AND PREPARATION FOR CLASS

- The first written assignment of the course is basically a “take-home open-book test.” Please e-mail your paper to Professor Mon by class time on October 26. The required length is 1,000 to 1,200 words. It’s important to follow the formatting guidelines (described below).

  Part #1 – from the Argyris article, describe each of the following three concepts and how you think they might be applicable to change management:
  a. Defensive Reasoning
  b. Theories of Action
  c. Double-Loop Learning

  Part #2 – from the Kahneman article:
  a. Why are people incapable of recognizing their own biases?
  b. Of the twelve types of biases described by the author, name three that seem to you could be particularly harmful during a change effort, and explain why.
Part #3 – from the Goleman article:
   a. Create a summary outline of Goleman’s Focused Leader framework.
   b. Assess your own strengths and shortcomings in the skills described.

Part #4 – from the Singletasking book review:
   a. What’s your assessment of the problem described? Do you think you’re affected by it? Describe your own experiences with this issue.

• Come prepared to engage in class discussion and team assignments related to the reading.

Week #3 – July 7

❖ READING ASSIGNMENT

• A Causal Model of Organizational Performance and Change  Provided by Professor Mon
W. Burke and G. Litwin (Amended with teaching notes and illustrations by Prof. Mon.)
Journal of Management Vol. 18, No. 3, 523- 545 1992 (18)

• Power Dynamics in Organizations  Harvard Course Pack
Linda A. Hill

• WeaveTech: High Performance Change  Harvard Course Pack
Michael Beer and Paul Swiercz

❖ WRITTEN ASSIGNMENT AND PREPARATION FOR CLASS

No written assignment is due this week; however, students should study the two articles and the case and come prepared to engage in the following areas of inquiry on the case:

1) How would you describe the new strategy WeaveTech is planning to implement?
2) What do you think should be their organizational objectives?
3) What would be your response to CEO Ron Gilford’s request if you were Frank Jennings and what change management process would you recommend?
4) What org. components are most relevant to diagnose in this change effort? Explain

Week #4 – July 14

❖ READING ASSIGNMENT

• Flawless Consulting  Wiley Custom Direct course pack
Peter Block
From – Flawless Consulting: A Guide to Getting Your Expertise Used
Jossey-Bass 2011 (12)

• The Decay of the Consulting Profession  Provided by Professor Mon
Keith Merron
From – Consulting Mastery, How the Best Make the Biggest Difference
Berrett-Koehler Publishing (18)
WRITTEN ASSIGNMENT AND PREPARATION FOR CLASS

This is the first of two written case studies in the course. The length requirement is 1,000 to 1,200 words. Students are to analyze the Celeritas, Inc. case from the following perspectives:

1) What is Boyer’s organizational objective for this change effort?
2) In contrast, what do you think should have been the org. objective?
3) Critique the performance of Boyer and Reese using the course change mgmt. model.
4) What org. components were most relevant to diagnose in this change effort? Explain.
5) Assess Reese’s performance in planning and conducting the “The Executive Offsite.”

Week #5 – July 21

READING ASSIGNMENT

1. What Is an Organization’s Culture?
   Clayton M. Christensen
   Harvard Business School BS 9-399-104 – August 2, 2006 (7)

2. So How Can You Assess Your Corporate Culture?
   From The Corporate Culture Survivor Guide
   Joss-Bass 2009 (18)
   Edgar Schein

3. Changing the Culture at Yahoo: Marissa Mayer’s Challenge
   IBS Center for Management Research 2013
   Adapa Srinivasa Rao and Debapratim Purkayastha

WRITTEN ASSIGNMENT AND PREPARATION FOR CLASS

There is no written assignment in week #5. We will have team assignments and discussion on organizational culture and the Yahoo! case. Students should come prepared to discuss:

1) Describe how you think Yahoo’s culture might have taken form over the years.
2) How would you describe the strategy that Mayer (and the board) wanted to pursue?
3) What were the organizational objectives Mayer was seeking?
4) Describe the organizational changes that Mayer made and critique them in terms of impact on her organizational objectives.
5) Critique Mayer’s overall perf. What she did well and could have done better?
**Week #6 – July 28**

- **READING ASSIGNMENT**
  - Employee Motivation – A Powerful New Tool  
    *Harvard Course Pack*  
    Nitin Nohria; Boris Groysberg; Linda-Eling Lee  
    Harvard Business Review July-August 2008 (6)
  - The Star Model  
    *Wiley Custom Direct course pack*  
    From – Designing Organizations: Strategy, Structure, and Process at the Business Unit and Enterprise Levels  
    Jay Galbraith  
    Jossey-Bass 2014 (40)
  - Campbell and Bailyn’s Boston Office: Managing the Reorganization  
    *Harvard Course Pack*  
    Ann Donnellon and Dun Gifford  
    Harvard Business Publishing 2008 (8)

- **WRITTEN ASSIGNMENT AND PREPARATION FOR CLASS**

  In this final paper, students are to apply what they have learned throughout the course by way of an analysis of the C&B case. The length requirement is 1,500 to 1,800 words. Your analysis should revolve around the following questions:

  1) Describe the new strategy of the C&B Fixed Income unit?
  2) What were the organizational objectives of each of the two changes made?
  3) Critique the change mgmt. process of the two changes using the course model.
     a) Multi-source Performance Management System
     b) Boston Office restructure.
  4) Identify the organizational components you think Winston should have diagnosed and changed before implementing the restructure.
  5) What would have been your organizational design for the Boston office?

**Week #7 – November 30**

**READING ASSIGNMENT**

- Review reading, papers, and journal from prior weeks as needed.

**WRITTEN ASSIGNMENT AND PREPARATION FOR CLASS**

- As described above, your final paper is due on November 30. The length requirement is 2,000 to 2,400 words. Your task is: 1) To condense what you have learned into an overview of the subject in the form of an “article”, and 2) Describe “reflections on my personal development.” The title of the article is “A Manager’s Guide to Change Management”. The article should provide the reader with a good understanding of the overall subject. Describe the concepts that you feel were most compelling and relevant, plus add your own commentary. A key concern is the way the paper flows and makes a connection between concepts, as opposed to simply inserting concepts into sections.

- The final session will be devoted to class discussion and team work on final papers.
Weighting of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #2 written assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Week #4 case study (Celeritas, Inc)</td>
<td>15%</td>
</tr>
<tr>
<td>Week #6 case study (Campbell and Baily’s)</td>
<td>20%</td>
</tr>
<tr>
<td>Week #7 final written assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Contribution to learning team</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance and contribution to class discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Criteria

- Overall performance standards

I make every attempt to provide detailed grading criteria and to objectively evaluate student performance. At the same time, the nature of the assignments in this course is such that I have to also gauge the quality of the writing – most notably the knowledge illustrated and analysis put forth. Students are encouraged to reach out any time they have a related question or concern.

There are three additional points of reference that I take into consideration:

First, a 3.0 GPA is required to graduate from the Graziadio School. I interpreted this to mean that a student needs to perform at the level expected of an MBA graduate to earn a “B”. A more numerical approach would say that a solid command of roughly 80% the concepts and cases must be demonstrated to earn a “B” and 90% or better for an “A.”

Second, Graziadio policy states that student performance is to be measured as follows: “A” for superior; “B” for average; “C” for below average, but passing; and “C-” is the lowest passing grade. The benchmark is other Graziadio students. I therefore consider the work of current and past (over five years) students in this course.

Third, I consider the relative level of performance between students in the particular class. You might think of this as a soft curve. Historically in this course, about 50% of students have earned an “A” or “A-”, with the rest earning a “B” or below. Naturally this varies by class.

Generally speaking, the grading criteria revolve around two main variables:

1) Knowledge comprehension of the concepts and cases (from the reading and lectures) – referring to them accurately and illustrating a solid understanding of them.

2) Critical thinking about the concepts and cases – application of the knowledge, breaking concepts down analytically, synthesis of concepts, and evaluation and critique.
In addition, my grading is influenced by the notion that managers need to communicate clearly and convincingly, and not just verbally, but also in writing. I often see a lack of effective communication regarding organizational concepts and issues. Writing forces us to more precisely understand the subject, clearly organize our thoughts, and communicate with others.

Finally, the concepts and ideas in this course build upon each other. It’s important to carefully study all of the assigned reading and to stay current with assignments from the start.

Grading criteria for student contribution to class discussions

In support of the experiential design of this course and the objective of imparting practical skills, students are asked to treat class sessions as “business meetings.” The ability to work in teams will likely be a success factor in jobs that students will hold after graduation. Thus students are expected to stay engaged during class and come each week prepared to discuss and comment about the subject matter. The following grading criteria will apply:

- Arrived to class on time, including from breaks.
- Complied with class guidelines on use of electronic devices.
- Stayed engaged during lectures and discussions.
- Demonstrated knowledge of concepts and cases, when asked.
- Proactively asked questions and offered comments.
- Provided quality analysis and insights to the class.
- Described personal experiences and possible applications.

These criteria are cumulative. The standard to earn a “C” is listed first, followed by the criteria that must also be met to earn a “B,” and then the additional criteria to earn an “A.”

Grading criteria for written assignments (papers) and class presentations.

The length requirement for each paper will be stated in number of words. Papers are to be submitted in Word (not PDF) using the following format: 1) Double-line spacing; 2) Three inch margin on the left side of each page and one inch on the right side. Papers are to be emailed to Prof. Mon prior to the start of class and will be returned the subsequent week. The grading criteria for written assignments and class presentations:

- Answered all parts of the question or assignment.
- The paper was well organized and clearly written.
- Illustrated a basic knowledge of the concepts and cases.
- Illustrated a good comprehension of concepts and cases.
- Effective application of concepts to the cases.
- Effective analysis and critique of the concepts and cases.
- Illustrated superior comprehension of concepts and cases.
- Discussed the applicability of concepts to different situations.
- Superior suggestions for improvement or new solutions.
Grading criteria for Contribution to Learning Teams

Student contribution to their learning teams will be graded on a curve and based on two factors:

1) The quality of team presentations as determined by Prof. Mon. I will provide teams feedback via email after each presentation.

2) Teammate evaluation surveys results. These surveys will be conducted during the final class of the course and each student will receive a confidential report on his/her results. Four areas will be evaluated:
   - Stayed engaged and worked hard during team sessions.
   - Was cooperative and constructive during team sessions.
   - Illustrated a good knowledge of concepts and cases.
   - Provided the team with superior analysis and critique of concepts and cases.

Each assignment completed is given a letter grade with a corresponding point value

<table>
<thead>
<tr>
<th>Grade Given</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>A+</td>
<td>98</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>72</td>
</tr>
</tbody>
</table>

The final grade is calculated by multiplying the average score for each of the four assignment types by the final grade weighting.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-87</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-77</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
</tbody>
</table>
Sourcing the Required Reading Materials

- As outlined above, students will need to purchase reading material from online publishers:

  1) **Harvard Business Publishing.** This course pack has eleven documents (eight articles and three cases). The purchase URL is:

     [https://cb.hbsp.harvard.edu/cbmp/import/ptos/41361426](https://cb.hbsp.harvard.edu/cbmp/import/ptos/41361426)

     Register as student by clicking “Register Now” within the box in the center of the page. Purchase all eleven documents in one transaction. You will then be able to download and print the documents.

  2) **Wiley Custom Select.** This eText from Wiley includes three articles and can be purchased through the Vital Source Store. The purchase site URL is:

     [http://store.vitalsource.com/show/9781119236054](http://store.vitalsource.com/show/9781119236054)

  3) **The Case Centre.** This course pack includes one case. Follow these directions:

     [http://www.thecasecentre.org/students/course/viewCourseAsConsumer?id=592](http://www.thecasecentre.org/students/course/viewCourseAsConsumer?id=592)

     You will need to register before purchasing the case.

- The other material will be provided by Professor Mon, either hard copy or via email.

Policies and Guidelines for This Course

- Attendance is required at all classes. Missing even one class can negatively affect a student’s performance in their assignments and missing two or more classes will cause a reduction in the final grade. Please notify Prof. Mon if you are going to have to miss a class.

- We begin on time so please arrive on time for class and from breaks.

- Use of smart phones is not allowed in class and laptops are to be closed team presentations. Please limit your use of laptops during lectures to note taking for the course.

- Students will need hard copy of the reading material and their written assignments in class.

- Professor Mon will frequently provide updates and suggestions related to assignments, so students are expected to check their Pepperdine email on a regular basis.

- Weekly assignments have been designed to be completed, on average, in approximately six hours. Please speak with me if you have difficulty with this.

- Lectures will include topics that are not covered in the reading. Students are expected to incorporate these topics into class discussions, written assignments, and presentations.

- Class plans and assignments may be modified as the course progresses in order to maximize the learning. Any such modifications will be clearly communicated beforehand.
University Policies

❖ **Conduct.** The following rules apply to all students at Pepperdine University. They are illustrative and not to be interpreted as all-inclusive as to situations in which discipline will be issued. The University reserves the right to take disciplinary action in circumstances not specifically set forth here. Each student will be responsible for knowing and adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and properties of others at all times. Examples of improper conduct:

1. Dishonesty in any form, including plagiarism, illegal copying of software, and furnishing false information to the University.
2. Forgery, alteration, or misuse of University documents, records, or identification.
3. Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
4. Interference with the academic or administrative process or approved activities.
5. Otherwise unprotected behavior that disrupts the classroom environment.
6. Theft or damage to property.
7. Violation of civil or criminal codes of local, state, or federal governments.
8. Unauthorized use of or entry into University facilities.
9. Violation of policies or regulations governing student relationships to the University.

❖ **Disciplinary Action.** Disciplinary action may include, is not limited to:
   • **Dismissal** – Separation of the student from the University on a permanent basis.
   • **Suspension** – Separation from the University for a specified period of time.
   • **Probation** – Relationship with the University is classified as tenuous and the student’s performance will be reviewed periodically to determine suitability to remain enrolled.

❖ **University Code of Ethics**
   See “University Code of Ethics” in the current Academic Catalog

❖ **Originality of Work**
   This course may require electronic submission of essays, papers, or other written works through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

❖ **Assistance for Students with Disabilities**
   The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit http://www.pepperdine.edu/disabilityservices/.