Catalog Description
MGMT 318 examines the theory and practice of organizational development and change, with an emphasis on effective change management. Students will understand the complexity of change in organizations and learn how to use change interventions to manage different types of organizational changes, including the redesign of jobs and restructuring.

Course Overview
Change management focuses on how to plan and implement change in varied settings and organizations using organizational development tools. Students will learn principles of managing change and effective strategies for how to manage change for themselves, and how they can help individuals, teams and organizations master change.

This course provides students with both the conceptual frameworks and the practical applications and skills needed to successfully manage change.

This course will be highly interactive and provide students with hands on application and exposure to change management experts.

A Writing Intensive course is designed to teach a variety of writing styles which will give students the opportunity for drafting and feedback. The writing in this course will emphasize styles and formats encountered in relevant business settings. Feedback will be provided through re-writes or conferences on writing.
Course Objectives and Learning Outcomes

After completing the course you should:

- Understand your personal approach to managing change.
- Understand the major theories of organizational development and change for both small and large systems.
- Understand and be able to apply various organizational development approaches to successfully manage change.
- Be able to diagnose the need for, and formulate strategies to manage a change intervention.
- Understand the challenges faced by managers, change agents, consultants or organizational development specialists when implementing change and how to overcome resistance to change.

Required Materials


Recommended Book


Instructor Expectations and Course Policies

- Professionalism is expected in the classroom. This includes: arrive to class on time and stay for the entire class period, attend every required class session, actively participate in discussion, stay engaged during lectures, show respect for others’ opinions and experiences through verbal and body language.
- Please turn off and do not use cell phones or other wireless devices, including laptop computers, in class.
• Reserve non-class related questions for before or after class or set up an appointment during office hours.
• Refer to the course Sakai site for notes, slides, and other class-related handouts/resources.
• I will return e-mails and phone calls in a timely manner and expect the same from students.
• Course communication will be sent to your Loyola e-mail address. I am unable to send information about grades or other academic work to a non-Loyola e-mail address. Students should continue to check their Loyola e-mail accounts until final grades are posted.

**Academic Integrity**
Academic dishonesty is unacceptable and includes submitting as one’s own: 1) material copied from a published source, 2) another person’s unpublished work, 3) allowing another or paying another to complete your work, or 4) purchasing and/or acquiring and using a pre-written paper for your course work. Because the course relies so heavily upon your own reflections, the work you submit must be original to this course. Sources must be cited properly (MLA or APA format is acceptable). I would recommend you investigate reference management software such as [Zotero \| Home](https://www.zotero.org/) to manage this otherwise tedious task for you. Academic dishonesty will result in, at minimum, the grade of F on the assignment.

**Course Assignments**
Instructions for each assignment are posted on the course Sakai site. **Assignments must be submitted on Sakai, or as instructed, in class.** Readings should be completed by the date listed on the syllabus and will be discussed during that class period. Papers should be typed in a legible font and size, with reasonable use of whitespace, and proofread for grammar and spelling. Assignments are due on the due date as posted on Sakai. Assignments that are submitted up to 24 hours late will receive up to 50% of the possible points for the assignment; assignments that are submitted more than 24 hours late will not be accepted.
## Grading Criteria

*(See Sakai for specific instructions on each assignment below)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Your in-class contribution is an important part of your grade and of the shared learning experience. Attendance at all classes, and active participation in class discussions, is expected.</td>
<td>25</td>
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</tbody>
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| Class Participation | You can meet this expectation by coming to class on time and by:  
- Being actively engaged;  
- Providing constructive and useful feedback to your peers;  
- Being prepared for class, e.g., reading all materials, completing assessments, etc.;  
- Contributing pertinent and meaningful insights in your group work, class discussions, and online forums.  
You will complete “peer evaluations” to provide feedback on the contributions of your teammates for your project work, exam preparation, and class discussions. Forms will be posted on Sakai so you can provide this information on line. | 25 |
| Paper 1 | **Reflections on Organizational Change** essay. 5-6 Powerpoint slides, submitted via Sakai  
Please name your submitted file "Mgmt318Paper1-YourLastName-YourFirstName.ppt" | 10 |
| Paper 2 | **Is there a Healthcare System in the USA?** 250 words, submitted via Sakai as **direct inline content**. Bullet points encouraged and expected | 5 |
Team Paper/ Presentation 3 (work in teams of 5-6).

<table>
<thead>
<tr>
<th></th>
<th>Company Change Proposal</th>
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<tr>
<td></td>
<td>Company Overview Presentation</td>
<td>5</td>
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<td></td>
<td>Project Plan/Status Reports</td>
<td>5</td>
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<td></td>
<td>Storyboards</td>
<td>10</td>
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<td></td>
<td>Report in Slidedoc format</td>
<td>15</td>
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<td></td>
<td>Class Presentation</td>
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Final Paper 4

|                  | One Essay Question and Lessons Learned: In lieu of a final exam, this is a chance to reflect on the course and what you have learned and can use throughout your careers. | 15   |

The total points for MGMT 318 are used to determine the final grade. Based on the points earned by the student, class participation and attendance a letter grade will be assigned.

Course Grading Scale

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>B+</td>
<td>87-89</td>
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<td>C+</td>
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<td>D+</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>F</td>
<td>59-0</td>
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Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class period, is expected. Please email me if a circumstance beyond your control will prevent you from attending. You are responsible for any assignments or requirements missed during an absence. Please note – Any/all assignments due that day must still be submitted.

Make-Up Examinations

Loyola University academic policy provides that tests or exams may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believes exams represent a critical component of student learning, required exams should be taken during the
regularly scheduled class period. **Make-up exams are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final exam may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up exam must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. Limited assistance in proctoring make-up exams may be available through a designated Quinlan administrative assistant. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

**Please note:**
This class may deviate from the course outline above.
The instructor reserves the right to make changes as needed to the course syllabus for all students.
Organizational Building Blocks

**Week 1: Aug 27 - Aug 31. The Organizational Design Problem**

**MONDAY**

Readings


Questions for discussion

- How does Zappos make money?
- What does it take for Zappos to fulfill a customer order?
- What organizational functions is Zappos likely to have?
- How are those functions likely to interact with one another? With the outside environment?

Team Project Overview

- Self-identified and organized teams. Maximum size: 6 people
- Select a company to study and understand
- Bring knowledge of that company into class discussions
• Propose and report on a suggested organizational change based on the organization’s environment and publicly discernible strategies

**Wednesday**

Readings


Questions for discussion

• How does understanding yourself or the people around you contribute to organizational performance?

**Assignment: Reflections on Organizational Change**

**Due: Wednesday, September 5, 9:20am**

5-6 Powerpoint slides, submitted via Sakai

Please name your submitted file "Mgmt318Paper1-YourLastName-YourFirstName.ppt"

Tell me about an organizational change that you were involved in.

1. What was the organization?
2. What was the change?
3. How was the change explained/justified?
4. How was the change process managed?
5. Would you describe the effort as a success or a failure? Why?

**Friday**

Readings


Questions for discussion
• What defines an organization? How do you know where an organization begins and ends?
• How are changes in the broader economic and cultural environment changing the way we think about organizations?

Week 2: Sep 3 - Sep 7. Building Blocks; Teams and Groups

Monday - Labor Day Holiday - No Class

Wednesday

Readings

Questions for discussion
• What distinguishes a team from a simple work group?
• What are the overhead costs of using a team and when/why would you choose to incur them?
• What teams have you been a part of? What worked? What didn't?
Friday

Readings

  - Introduction: The Systems Lens
  - Chapter One: The Basics

Questions for discussion

- What systems do you interact with?
- Systems exist within an environment; where do you draw the line between a system (or organization) and the environment it operates within?

Team Project Launch

- Brainstorm potential companies to study
- Rank companies based on class interest and potential relevance
- Teams select companies to research

Week 3: Sep 10 - Sep 14. Building Blocks; Structure, Process, Culture

Monday

Readings

**WEDNESDAY**

Readings

Questions for discussion
- How would you classify the organizations you are investigating using Mintzberg’s categories?

**FRIDAY**

Readings

Questions for discussion
- How much does organizational structure matter to day to day operations? To strategy?
- When do you notice the organizational structures around you? When should you?
Week 4: Sep 17 - Sep 21. Building Blocks; Learning and Systems

MONDAY

Readings


Questions for discussion
- How do you slow things down enough to understand them and change them?
- How do you play to your strengths in the face of feedback systems that focus on your weaknesses?

WEDNESDAY

Readings

  - Chapter Two: A Brief Visit to the Systems Zoo

FRIDAY

Teams Present Company Overviews and Plans

Assignment: Team Launch Deliverables
- Company Overview Presentation
- Project Work Plan
- Project Status Report #1
Change Management/Alignment Strategies

Week 5: Sep 24 - Sep 28. Appreciative Inquiry, Kotter Change Model

**Monday**

Readings


Questions for discussion

- How do you operate from an appreciative perspective in an environment focused on problem solving?
- How can you put Amabile's "progress principle" into practice?

**Wednesday**

Readings


Questions for discussion
• How much of resistance to change is a function of deep habits?
• Have you successfully changed a habit? What lessons can you take from that to leading change in an organizational setting?

FRIDAY

Readings

Week 6: Oct 1 - Oct 5. Culture and Change

MONDAY

Readings
**Wednesday**

Readings


**Friday**

Team Projects
- Teams work on Company Research Project

**Assignment: Project Status Report #2**

Project Status Report #2
Week 7: Oct 8 - Oct 12. Change Failures

Monday Mid-Semester Break - No Class

Wednesday

Readings

Friday

Readings


Monday

Readings

**Wednesday**

Readings
• [Slidedocs \| Duarte](http://www.duarte.com/slidedocs/#learn)

**Friday**

Team Projects
• Teams work on Company Research Project
• Project Status Reports Due on Sakai

**Assignment: Project Status Report #3**

Project Status Report #3

**M O N D A Y**

Readings


**Assignment: US Healthcare System**

Is there a Healthcare System in the USA?
Due: Sunday, October 21, midnight
250 words, submitted via Sakai as direct inline content. Bullet points encouraged and expected

**W E D N E S D A Y**

Guest Lecture/Discussion on U.S. Health System - Edward B J Winslow, MD, MBA.

**F R I D A Y**

Team Projects

- Teams work on Company Research Project
Week 10: Oct 29 - Nov 2. Systems and Change

Monday

Readings
  - Part Two: Systems and Us
    - Chapter Three: Why Systems Work So Well
    - Chapter Four: Why Systems Surprise Us
    - Chapter Five: Systems Traps…and Opportunities

Wednesday

Women in Management Panel

Friday

Team Projects
- Teams work on Company Research Project
- Project Status Reports Due on Sakai

Assignment: Project Status Report #4

Project Status Report #4
Change Management Tools and Processes

Week 11: Nov 5 - Nov 9. Systems Perspectives on Change

Monday
Readings
  • Part Three: Creating Change—In Systems and in Our Philosophy
    • Chapter Six: Leverage Points—Places to Intervene in a System
    • Chapter Seven: Living in a World of Systems

Wednesday
Readings

Friday
Team Projects
• Teams work on Company Research Project

Assignment: Project Storyboards
Project Storyboards Due
Week 12: Nov 12 - Nov 16. Large Group Interventions

**Monday**

Readings

**Wednesday**

Readings

**Friday**

Team Projects
- Teams work on Company Research Project

**Assignment: Project Status Report #5**

Project Status Report #5
Week 13: Nov 19 - Nov 23. THANKSGIVING BREAK

MONDAY

Establish Presentations Schedule for Group Projects today

Open ended review session driven by student questions/issues/concerns

WEDNESDAY - THANKSGIVING BREAK - NO CLASS

FRIDAY - THANKSGIVING BREAK - NO CLASS

Week 14: Nov 26 - Nov 30. Team Project Presentations

MONDAY

Teams work on presentations and reports
Open ended review session driven by student questions/issues/concerns

WEDNESDAY

- Team Presentation & Discussion

Assignment: Project Reports and Presentations Due
- Final Project Report Due
- Final Project Presentation Due

FRIDAY

- Team Presentation & Discussion
**Week 15: Dec 3 - Dec 7. Team Project Presentations**

**MONDAY**

- Team Presentation & Discussion

**WEDNESDAY**

- Team Presentation & Discussion

**FRIDAY**

- Team Presentation & Discussion

**Team Project Expectations**

Here are my expectations and suggestions for how to complete this effort:

1. Research your target organization using whatever reliable information you can acquire. Develop a recommended course of action for the organization. Among the questions you may wish to investigate are:
   - What is a current problem/opportunity the organization faces?
   - What conflicting versions of the problem/problem statement exist?
   - How did the existing organization contribute to creating the current problem? (“Things are the way they are because they got that way.”)
   - How does this organization make money?
   - How does this organization fit within its broader competitive environment?
   - How might the organization “fix” the problem? Who wins? Who loses?
   - What will it take to make the fix work?

2. Develop and submit a draft storyboard of your team’s presentation by 11/10. In the movie business, storyboards are used by Directors to visualize the
sequence of scenes and shots to work out the flow of the story and to identify tricky problems to solve before encountering them in the field. For a presentation, storyboards serve a similar purpose. A presentation storyboard is a hybrid of an outline of the key slides (at the headline level only) and sketches of what graphics, analyses, and exhibits might be useful to telling the story you wish to tell. Your goal is to work out the spine of your story and discover where the tricky parts of work remain. Suppose, for example, that you think a timeline of the organization’s development will be helpful. At the storyboard level, you merely want to identify that you want a timeline and you think it belongs in the first third of the presentation.

3. Prepare a team final report in “Slidedoc” format (see this presentation from Duarte, Inc for more on this format) and a summary presentation. Note - this implies that there are two separate deliverables. The report must be intelligible to a reader without having been present at your presentation. The presentation can assume that the presenters are available to fill in details and offer answers to questions. The presentation version should also presume that some members in the audience have aging eyes and cannot easily read anything smaller than 20-point type on a screen.

4. Present your analysis and recommendations in class. Presentations should last no more than 20 minutes. Each team member should be prepared to present any portion of the presentation. Any team member should be prepared to pick up, present, and respond to questions on any portion of their team’s presentation or final report.

5. Facilitate a discussion (approximately 5 minutes) with the class on your analysis and insights and their implications for understanding other organizations.

Assignment Timeline:
◆ Project work plan posted to Sakai - 9/22
◆ Project status reports posted to Sakai on 9/22, 10/6, 10/20, and 11/3 by midnight
◆ Friday, 11/10. Draft storyboards posted to Sakai by midnight
◆ Weeks 14 & 15. Team presentations in class, two teams per class session. Order of teams to be determined by lottery on November 20