

Claremont Graduate University
School of Behavioral and Organizational Sciences

Human Resource Design Program – Spring 2009

HRD 320 – Planned Change Management
Fridays April 10th and April 24th (6 – 8:50 pm)
Saturdays April 11th and April 25th (9 am – 5:30 pm)

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This course introduces students to the dynamics of change management planning and implementation in organizations. In the human resources field, we often need to think about change in an architectural manner. That is, we have to conceptualize it, we have to design it, and we have to put it into practice. And then we need to figure out whether what we intended to accomplish is, in fact, what we actually did. Doing all of this effectively requires that we be very aware of the organizational culture in which we're operating because culture, like personality at the individual level, is resistant to change. Additionally, our great ideas and best laid plans can end up going nowhere if we don't attend carefully to the systems and people who have to engage and enact the change we intend. Thus, pushing our organizations forward requires that we work with and are sensitive to both the cultures and structures which are at the core of organizational functioning.

As managers and human resource professionals, we can be confronted with the need for planned change on the part of both individuals and systems. An executive may need to be more efficient in her work habits, or an organization may need to become more welcoming to employee diversity. An administrative assistant may want to develop management skills, or a work group may need to learn how to discuss the real issues at its meetings. For the purpose of our course, this has two implications. The first is that we need to examine planned change at both the individual and the systems level. (In real life, we will almost always operate at the intersection of these two levels). The second is that we need to become comfortable dealing with the resistance that, overtly or not, always accompanies change.

The process of the course has been designed to get you smart about change planning and implementation, and to understand the impact of organizational culture and individual resistance on change projects. Prior to and during the course we will tackle readings and parameters of practice that will help us understand and respond to change issues that face individuals, groups, and organizations. Over the two weekends we will have several "case conferences" in which we will assess the planning and implementation of planned

change efforts. These cases are identified in the course schedule and will be distributed in class. And on the last day of class we will participate in a change simulation which will allow you to put into practice what you've learned in the course.

In addition, two types of written assignments will be used in helping you to get the most out of this course and in evaluating your learning. The first assignment is a written response to each of the practice cases we discuss in our case conference. They will be completed in class and provide an opportunity for you to try yourself out in change management situations. The second assignment is an appraisal of your team's performance in the change simulation. Completion of this second assignment will be optional. The format for both assignments will be discussed in class.

The books that will be used in the course are *Practicing Organization Development* (abbreviated as *POD* in your syllabus) by Rothwell and Sullivan (2005) and *The Heart of Change Field Guide* (abbreviated as *HCFG* in your syllabus) by Cohen (2005). These books provide a grounding in elements of and approaches to planned change management. Assigned chapters from these books are identified in the course schedule below. These chapters should be read before the class session in which the related topic will be discussed.

Texts for the Course

Cohen, D.S. (2005). *The Heart of Change Field Guide*. Boston: Harvard Business School Press.

Rothwell, W.J. and R. Sullivan (Eds.). (2005). *Practicing Organization Development*. San Francisco: Pfeiffer.

Evaluation of Student Learning and Performance

Grading will be based on the following distribution of assignments (noting that assignments may be modified to fit the class size):

Preparation for and participation in class sessions	10%
Practice case responses	20%
Team performance in the change simulation	70% (or 50%)
Evaluation of team performance in the simulation	0% (or 20%)*

* The evaluation will be an additional option that will be available to those groups that do not achieve the success level they'd like on the simulation.

Schedule of Class Sessions

Evening of April 10th – Overview of the Change Management Process

The evidence is in... The organizations that are most effective in change efforts are those which are continually changing and looking to be even more effective in the future. Organizations that plan change efforts and learn from their experiences tend to engage change more successfully than those that don't. One way to characterize this learning process is to call it "evaluation." More broadly, however, we want to consider how organizations can embed learning into their planning and implementation. We also want to look at where change efforts go wrong and what's needed to try again and succeed. This class session will provide an overview of planning, enacting and learning from change efforts, as well as consideration of the skills and aptitudes that are useful for effective change management.

Reading: *POD* Chapters 9, 10, and 12
 HCFG Introduction, Steps 1, 3, and 9

Example Case: *Before and After*

Note: Chapters 9 and 10 should be reviewed and are considered in greater depth in the prerequisite for this course, HRD 303.

Morning of April 11th – Initiating Change: Contracting and Action Planning

One of the critical tasks faced by those confronting problem situations or developmental opportunities is connecting action plans to an assessment of the situation at hand. Determining the root cause of what's off or what's deficient is essential to plotting a course for change. So one of the first things those involved in "fixing" need to be up to is "learning"... learning about the system, groups, and individuals who are part of the way things are now. To make things better, we need to get a clear read on how things came to be the way they are today. If we get this one wrong, we run the risk of changing things that are better left alone, tackling symptoms rather than problems, and, metaphorically, heading for Ontario when we meant to be going to Irvine. In this class session we will talk about how to successfully contract and plan for and implement the work to be done after sizing things up.

Reading: *POD* Chapters 11 and 13

Practice Case: *The OD Letters*

Afternoon of April 11th – Implementing Planned Change with Individuals

Frequently in management, HR, and consulting work, planned change efforts are focused on improving or developing individuals' performance. That is, we're given the job of helping a particular person perform better. The popular terminology used for this kind of work these days is "coaching". We help a manager to conduct performance appraisals; we prepare an executive for her new responsibilities as VP; or we cultivate a newcomer's ability to show up for work on time. In this class session we will discuss the application of change technology at the individual level. It's important to note that even systems-level change requires the buy-in, commitment, and effective action of individuals to be a success. As a result, understanding change at the individual level is an essential building block for our further work.

Reading: *POD* Chapter 15

Practice Case: *To be determined*

Evening of April 24th – Implementing Planned Change with Work Teams

Teamwork is increasingly a way of life in organizations. Self-managed teams are used more and more to increase productivity at work. In this class session we will examine reasons for using team structures, the composition and process features that make them effective, and interventions for enhancing team functioning through enhanced communication, cooperation, and cohesion.

Reading: *POD* Chapter 16
HCFG Step 2

Practice Case: *Steele Enterprises*

Morning of April 25th – Implementing Planned Change with Systems

Enacting change at the systems level is a challenging venture because of the complex nature of systems. There are more relationships, parts, divisions, goals, processes, boundaries, outcomes, motivations, and... And that means that we need to be even more systematic, integrative, and responsive in taking on change efforts at that level. And we need to consider and account for variables including leadership, organizational mission and strategy, internal and external stakeholders, resources and process management, and our intended performance results. To guide our work in mapping successful large-scale change efforts this morning we will draw on the Baldrige Quality Program's criteria for organizational effectiveness.

Reading: *POD* Chapters 14 and 17
 HCFG Steps 6, 7, and 8

Practice Case: *The Keyboard Company*

Afternoon of April 25th - Planned Change Simulation

This class session will be devoted to our participation in a planned change simulation. Teams of students will be formed, and each team will work through a planned change effort with an identified organization. The extent of each team's success in navigating the change process will determine their simulation grade. The simulation provides both an opportunity for practicing change management and for evaluating the learning you've done over the two weekends. Following the simulation, we will debrief your experience with the change process.

Additional Resources

In addition to your likely involvement in SHRM, connection with an additional organization may be of use to you if you are routinely involved in change management or pursue a career in consulting. This organization is the OD Network, a national organization for practitioners and scholars involved in organization development. You can find them nationally at www.odnetwork.org or in Los Angeles at www.laodn.org. They provide a variety of resources for professionals in the field, including local conferences and the opportunity to connect with other professionals in the field, a critical task for folks in this line of work.

The following books may also be of significant help to you, dealing with issues of change in organizations.

Argyris, C. (1990). *Overcoming Organizational Defenses: Facilitating Organizational Learning*. New York: Pearson Allyn & Bacon.

Block, P. (1999). *Flawless Consulting: The Art of Getting Your Expertise Used*. San Francisco: Jossey-Bass.

Carter, L., Giber, D., and M. Goldsmith (Eds.). (2001). *Best Practices in Organization Development and Change*. San Francisco: Jossey-Bass. (note that this text comes with a CD that provides many useful forms for working with change at the organizational level).

Cloke, K. and J. Goldsmith. (2003). *The Art of Waking People Up*. San Francisco: Jossey-Bass.

Culbert, S.A. (2008). *Beyond Bullsh*t*. Stanford, CA: Stanford Business Books.

Culbert, S.A. (1996). *Mind-Set Management*. New York: Oxford University Press.

French, W.L., and C.H. Bell, Jr. (1994). *Organization Development: Behavioral Science Interventions for Organization Improvement*. Englewood Cliffs, N.J.: Prentice-Hall.

Goleman, D., McKee, A, and R.E. Boyatzis. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard University Press.

Schein, E. (1999). *The Corporate Culture Survival Guide*. San Francisco: Jossey-Bass.

Senge, P.M. (1994). *The Fifth Discipline*. New York: Currency.

Instructor Background Information

Scott Schroeder, Ph.D. is Dean of Academic Affairs at the Bainbridge Graduate Institute, the country's top-ranked business school for developing socially responsible leaders. Scott's career has been lived as a management activist, dedicated to putting into practice management systems and approaches that bring out employees' best work and eradicate employee abuse and exploitation in organizations.

His research focuses on individuals' personal power and social influence at work, with special interest in getting people the power they need to have personal and professional success in their careers. He is most recently co-author with Donald Gibson of "Who Ought to be Blamed? The Effect of Organizational Roles on Blame and Credit Attributions," in *The International Journal of Conflict Management*.

He has done extensive clinical work in executive psychotherapy and coaching, and consults on issues of executive development and team effectiveness. His clients have included individuals and organizations from industries including entertainment, professional sports, health care, advertising, education, government services, the U.S. military, high tech, not-for-profit, as well as religious organizations.

Scott has held administrative, research, or faculty positions at several universities, including University of Arizona, Arizona State University, UCLA, and Antioch University, where he was responsible for developing a graduate program in organization development which was consistently ranked among the top ten programs nationally during his tenure as chair. Prior to joining BGI, Scott was most recently Dean of Business and Professor of Management at Chaminade University of Honolulu. He has taught courses on individual effectiveness, organization development, and crisis management in the HRD program at CGU since 1996.

Scott completed doctoral specializations in management and psychology at UCLA and post-doctoral work in university leadership at Harvard University.