

MGT 307 – Organizational Change and Innovation Spring 2016 – Monday, Wednesday 5:30 – 6:45 p.m.

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Classroom: Collaborative Phone: Messages w/ Megan Borders 277-2550
Teaching & Learning 210

Textbooks:

- ◇ [HBR's 10 Must Reads on Change Management](#)
ISBN: 978-1422158005
Author: Harvard Business Review
Publisher: Harvard Business Review
- ◇ [HBR's 10 Must Reads on Innovation](#)
ISBN: 978-1422189856
Author: Harvard Business Review
Publisher: Harvard Business Review
- ◇ [Additional Materials and Readings to be handed out in class.](#)

Course Description:

Managers and leaders of organizations must understand how to relate, work in, and manage effectively in a rapidly changing workplace. This class is an intensive examination of behavioral science research and theory as a basis for understanding, managing and changing organizations. Emphasis is on a comparative organizational approach, public or private, as a socio-technical system.

Organizational development is a relatively new discipline aimed at increasing the effectiveness of an organization and its members through systematic change programs. This course is designed to provide an overview of development theory and practice. This class will introduce you to some of the different theorists contributing to this field and help you understand the bases for changing and managing organizations in a world of rapid change and uncertainty. We will focus on organizational design, structure, dynamics, culture and socialization with a look at the global and future implications of these fundamental factors.

Goals:

- ◇ To increase your awareness and understanding of organizational change as it relates to your professional career. We will be working with, diagnosing and assessing, as a group or individually, an organization grappling with change in its organization or in its environment.
- ◇ To broaden your understanding and knowledge of organizational behavior, change, development and culture.
- ◇ To develop a better understanding of your own personality preferences, and their influence on organizational behavior when applied to a specific organizational style.
- ◇ Increase awareness of the different aspects of organizational design and develop diagnostic skills for facilitating change in organizations.

- ◇ To further develop the skills and competencies you have to manage effectively within a corporate culture.

Course Philosophy:

My philosophy of education is one of active engagement on the part of the student and the professor. It is my responsibility to bring interesting and useful content into the classroom. It is the student's responsibility to bring enthusiasm for the course material, which includes preparation and participation. In short, the course is designed to be interactive, involving a dialogue between instructor and students, as well as among students.

Course Organization:

This course can be characterized by a mixed learning approach, including in-class lecture/discussion and case or experiential work, and out-of-class individual and team work. The required readings serve as key instructional materials. However, the class will also include lecture, group work, videos, case studies, guest speakers, and examinations.

Requirements:

Class Participation, experiential learning and attendance.

An essential element in a learning environment is active participation. In this class, your role will be an active participant and the degree of learning depends to a large extent upon your involvement and contributions. Please plan to attend every class and be prepared to participate in class discussions. Active participation by each and all is essential—not only for your own learning, but also for others who depend on your participation and interaction with the class.

Attendance will be taken every class period. Therefore, it's important to not ONLY be in class, but also to be ON TIME and INVOLVED. It is my intent to provide students with grades each class that reflect student behavior on the following three dimensions: attendance, timeliness, preparedness.

In order not to disturb the lecture and activities, students should always arrive on time and avoid leaving class early. Arriving late to the class or leaving early 3 times will account for one unexcused absence.

If you must be absent from an exam (illness, conflict, etc.), you must let me know before the exam starts. No exam absence will be excused – and no make-up given – after an exam starts.

Late assignments will not be accepted. Make-up exams/quizzes are not given. Hand written assignments are not acceptable.

Please turn your cell phones to silent during class. Please refrain from text messaging during class.

Laptop Use:

Students are welcome to bring and utilize laptop computers to support their learning. However, to avoid distracting other students, there will be zero tolerance for non-class related laptop use (e.g., emails, social networking, web-surfing, photo viewing, etc). Students who are using laptops for purposes unrelated to class topics will be asked to leave the class and will be given a zero in participation for that class period.

ACADEMIC INTEGRITY:

Anderson School of Management faculty, staff and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at Anderson, the student accepts the Anderson Academic Honesty Code and affirms the following pledge:

I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage.

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. FOR FULL TEXT OF ANDERSON'S ACADEMIC HONESTY CODE, please visit <http://www.mgt.unm.edu/honesty>

ADA Statement:

Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may

make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

Semester Design:

Class Participation and experiential learning.

An essential element in a learning environment is active participation. In this class, your role will be as an active participant and the degree of learning depends to a large extent upon your involvement and contributions. Please plan to attend class and be prepared to participate in class discussions. Active participation by each and all is essential—not only for your own learning, but also for others who depend on your participation and interaction with the class. Keep in mind that many management topics have few “right” or “wrong” answers and it may merely be your opinion that is asked for. Consideration of multiple perspectives is essential for life-long learning. Please plan on contributing your unique skills, experiences, and perspective to the class.

As a component of class participation, there will be assigned breakout groups that will have to teach back each week’s content. Breakout groups can use a mixed learning approach, including but not limited to in-class presentation/discussion, experiential activities and exercises.

Personal Expectations Paper – Write a 2 - 3 page paper explaining, in some detail, your expectations and goals for the course. Provide some background information about yourself in order to contextualize your goals. If you have any particular concerns or challenges, please discuss these also.

Business Brief Paper and Presentation: For the business brief you need to bring a recent article on a business-related issue that you think is interesting and applies to a topic of the class. You’ll introduce this article to the class and talk a little (about 10 min.) about why you think it is important or why it is an important element of change for businesses. Relate the article specifically to the concepts studied in class.

You will be required to turn in a copy of the article and a brief written summary (3 -5 pages) that describes why you chose this article to share with the class. You should discuss the issues (pro and con) and come to a position that you advocate with respect to the issue. An issue brief is a concise description and analysis of some current business-related issue that affects business. The completed issue brief, with some exceptions, may contain the following sections:

- ◇ Issue summary: A brief description of the issue being examined, including its major dimensions.
- ◇ Background analysis: Discuss the issue’s current context, why and how it has become a business issue, and the major implications for business organizations that are affected by the issue.
- ◇ Analysis of the intended and unintended consequences of implementing the proposed change or program—who would benefit and who would be harmed by implementation?
- ◇ Relate the proposed change or program to the concepts studied in this course.

Conclude with your personal position on the issues raised or change proposed.

Required Reading, Bi-Weekly Reflections and Assignments:

As a component of a semester long Personal Journal, you will be required to complete required readings and assignments prior to coming to class.

Required reading and assignments will be related to class discussions, reading assignments, and/or materials presented in class from your point of view and experience. Topics of discussion can be but not limited to your initial thoughts and impressions of the topics and concepts that we will be covering that week of class or the material we covered from the previous week.

The assignments and exercises will serve the purpose of integrating course concepts with realistic conditions found in the business world with your life experiences. Assigned topics of discussion can be found below on the calendar for that particular week and/or can be announced in class.

The Bi-Weekly Reflection writing assignment is due before the beginning of class on Monday UNM Learn.

Personal Journal/Action Plan

Throughout this course, a bulk of your grade will be determined by a personal journal/action plan. The personal action plan will be a collection of your thoughts, ideas, and impressions on the topics and materials in class. You will be required to turn in a 5 page typed personal action plan at the end of the semester.

This personal action plan will be an application project that describes how you will take the concepts from this course and apply them to your professional life. This paper should be written with your current situation in mind and looking forward.

Among the questions you might want to address in the different topics of this personal action plan are:

- ◇ What are the most relevant concepts from the course to you?
- ◇ How do anticipate those concepts impacting you professionally?
- ◇ How will you apply these concepts to your future work?
- ◇ What from this course has made an impact on you personally or professionally as you have progressed through this course?
- ◇ What from this course do you anticipate having the greatest impact on you professionally as you move forward in your career?
- ◇ Knowing what you know after taking this course, what will you do differently from now on?

The important criteria in this paper are application and specificity. Your success in this action plan will depend not only on how well you demonstrate an understanding of concepts, but on how well you can apply them to real world situations. The more specificity you bring to your discussion, the better the application will be.

Again, this action plan should be written/produced at a level consistent with a undergraduate program. However, as this is a highly personal paper, it is acceptable—and advisable—to write in the first-person. Think of this project as telling a story—a personal one about you and your work.

Exams: Exams will cover material from the readings and lectures and/or other means. The exam will encourage students to integrate concepts from class material with their experiences and practical application.

References:

APA style is required for **all** assignments including the group project when references are used. Also, under no circumstances will Wikipedia be considered an acceptable reference.

Evaluation:

Final grades will be computed on the following basis:

Exam I – 20%

Exam II – 20% *** Lowest Exam score will be dropped***

Bi-Weekly Reflections and Assignments – 20%

Business Brief – 20%

Personal Journal Project – 20%

Class Participation / Attendance – 20%

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ISBN: 978-1422189856
Author: Harvard Business Review
Publisher: Harvard Business Review
- ◇ [Assessments](#)
- ◇ [UNM Learn Article](#)
- ◇ [Writing Assignments](#)

Course Schedule:

The course schedule will be followed as closely as possible. However, the instructor, in consultation with the students, may alter the schedule during the semester if further attention is desired for any particular topic. Students are expected to read any assigned materials prior to coming to class.

Week	Topic	Required Reading and Assignments
January 20	Introductions, Overview, Objectives, Student Expectations & Class Contract	
January 25, 27	Leading Change and Innovation	Leading Change: Why Transformation Efforts Fail Personal Expectations Paper Due
February 1, 3	Intricacies of Change	The Innovation Catalyst Dealing with Change Assessment Adapt
February 8, 10	Setting Yourself up for Success: Encouraging Change & Innovation	Change Through Persuasion Stop the Innovation Wars Encouraging Innovation Bi-Weekly Reflection Due
February 15, 17	Business of Innovation	The Art of Innovation
February 22, 24	Exam I	Bi-Weekly Reflection Due
February 29, March 2	Swoosh! Inside Nike	Nike Sustainable Business Performance
March 7, 9	Mapping for Opportunities and Creative Influence	Radical Change, the Quiet Way The Customer-Centered Innovation Map Creative Style Profile Rules for Strategic Innovators Bi-Weekly Reflection Due
March 14, 16	Spring Break	
March 21, 23	Risk and Breakthrough	Tipping Point Leadership The Innovation Value Chain
March 28, 30	Pitfalls	The Real Reason People Won't Change Innovation: The Classic Traps Bi-Weekly Reflection Due
April 4, 6	Exam II	A Survival Guide for Leaders Is It Real? Can We Win? Is It Worth Doing?
April 11, 13	Business of Innovation	Cracking the Code of Change Discovery-Driven Planning
April 18, 20	Business Brief Presentations	Business Brief Paper and Presentations Due
April 25, 27	What's My Team Member Style	What's My Team Member Style Bi-Weekly Reflection Due
May 2, 4	Putting it all Together	Personal Journal/Action Planning
May 11	Personal Journal Due - Final	Personal Journal Due - 7:30 p.m.