

MNGT 4400, Organizational Change Fall 2014

Course Instructor:

	Achilles Armenakis
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Office Hours	9:30 T & 9:30 TH or by appointment

Time & Classroom: 8:00 - 9:15 T&Th, 126 Lowder Hall

Course Objectives:

- Awareness of the types of changes facing organizations and the challenges involved in each.
- Understand how to effectively create and manage change in organizations.
- Appreciate the complexities of organizational change.
- Appreciate the individual experience of change and the keys to motivating change.
- Be aware of and understand the underlying five key beliefs that create readiness for change and change commitment.
- Awareness of management and organizational practices used to reinforce change efforts.

Course Materials:

PDFs of selected published articles and cases/incidents on organizational change will serve as the primary reading requirements for the course. Most of these materials will be available via Canvas. Some will be available through the AU library.

Special Accommodations:

Any student needing special accommodations should contact Dr. Armenakis to discuss the “Accommodations Memo” as soon as possible. If you do not have an “Accommodation Memo” but need special accommodations, contact the Office of Accessibility, 1244 Haley Center, 334-844-5943 (Voice T/O).

Academic Honesty:

All portions of the Auburn University Honesty Code (Title XII), found in the *Tiger Cub*, will apply to this class.

Daily Class Requirements:

Each student will be expected to prepare for class and to actively participate in a discussion about the assigned readings and cases/incidents. Students are expected to integrate experiences and content from other courses and their own experiences in preparing for each class. Each class will integrate videos [V], readings [R], incidents [I], and cases [C]. Prior to most classes, the presentation slides for the class will be available for download from Canvas.

Analytical Case/Incident Analyses:

Cases/incidents: The cases (C) and incidents (I) are not to be turned in. Each student is expected to have analyzed each case/incident prior to coming to class and should be prepared to discuss the case/incident. Each discussion will include four segments:

- I. Problem Symptom
- II. Problem Cause
- III. Alternatives
- IV. Recommendation

Exams:

Three exams will be given. Each is worth 33 1/3% of your final grade. Two will be given during regular class times. The 3rd exam will be administered during the regular final exam period but will not be cumulative. Exam content will be comprised of the reading assignments, class lectures, and class activities.

Each exam will be primarily a mixture of essay and short answer questions (while unlikely, some multiple choice type questions might also be incorporated). Test content will deal with specific issues, concepts, and principles. For instance, questions will involve definition of terms, the results of specific research studies and cases, lists of various characteristics of concepts, integration of material, and the application of concepts in specific situations. *Thus, in preparing for tests, the students must read and study the material for details, understanding, and application.* Coming to class and actively participating will also be necessary to do well on exams.

Be ON TIME for all exams. If you arrive late for an exam, you will NOT be allowed to take the exam if any student has already turned in their exam.

Missed Exam Make-up Policy: Students who miss an exam will receive a zero grade, with no opportunity for a make-up, unless one of the following conditions has been met:

1. The absence was **APPROVED IN ADVANCE** by the instructor. This will only occur in rare situations involving sickness, required participation in official University events, or extenuating circumstances. Documentation is required. Approved absences are those outlined in the Tiger Cub. **STUDENTS WHO FAIL TO GET APPROVAL IN ADVANCE FOR ABSENCES OF THIS TYPE WILL FORFEIT ANY OPPORTUNITY FOR MAKE-UP WORK.**
2. The absence was due to a **LEGITIMATE EMERGENCY FOR WHICH IT WAS NOT POSSIBLE TO OBTAIN ADVANCED APPROVAL.** In this situation, the student must contact the instructor within 1 week of the exam or class and must provide documentation that: (a) the emergency was legitimate; **AND** (b) advanced notification/approval was not possible. **STUDENTS WHO FAIL TO MEET REQUIREMENTS (a) OR (b) WILL FORFEIT ANY OPPORTUNITY FOR MAKE-UP WORK.**

If arrangements are not made to make up exams or course participation exercises missed due to an excusable absence within one week of the missed exam, the opportunity to make it up is lost.

Important information about Medical Excuses:

In the event of illness, the excuse must be signed by a physician or nurse (not a receptionist), and must indicate in writing that the student was too ill to participate in an exam or come to class on the given date. Excuses with boxes checked that indicate a student was seen in, for example, the University Health Center, do not indicate that the student was too ill to participate in the exam or attend class are not sufficient. Copies of excuses will not be accepted. You must provide the original excuse. Excuses must be presented in person within one week of the missed exam or class. Medical excuses **will be checked**. The penalty for a falsified excuse is determined by the Academic Honesty Committee, and may result in receiving an "F" in the course and suspension from school. Lack of preparation for an exam is not a valid excuse and students should not be tempted to *fake* a doctor's excuse due to lack of preparation. The penalty for this is severe and could affect you for the rest of your career.

Grading:

Each student's grade will be determined from scores made on exams #1 through #3 and written cases/incidents. Each exam will be weighted 30% (you cannot drop an exam) and five analytical case/incidents will be weighted 2%. Course grades will be rounded as follows: .5 and above will round up; .49 and below will round down. All grades will be posted via Blackboard.

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Note: The Office of Professional & Career Development (OPCD) is open in 101 Lowder to assist College of Business (COB) students with learning about their interests related to business careers (coaching, resources, and assessments), to assist students in learning how to market themselves (resumes, cover letters, interview preparation) for intern or career positions, and to prepare students (professional development seminars and programs) to perform as a business professional as they start their careers. The OPCD will also host and facilitate events such as Career Expos, employer panels, and speakers for business students through academic classes, COB student organization meetings, and individual OPCD programs. Services are available for freshman- thru graduate-level students. Undergraduate students should ideally start preparing for interviews for intern and career positions as a first-semester Junior.

MNGT 4400 COURSE SCHEDULE

Date	CLASS TOPIC	ASSIGNED READINGS
8/19	1. Class Introduction	▪ Syllabus
	Organizational Diagnosis	▪
8/21	2. What is Organizational Change?	▪ I: <i>Organizational Change Incident: A Bank Branch Surprise</i>
8/26	3. Types of Organizational Change	▪ C: <i>Hovey & Beard Company (Part 1 & 2)</i> (analyze part 2 only)
8/28	4. Organizational Diagnosis I: Paradigms and Biases	▪ R: Armenakis, A. A., Mossholder, K. W., & Harris, S. G. (1990). Diagnostic bias in organizational consultation. <i>Omega: The International Journal of Management Science</i> , 18(6), 563-572.
9/2 & 9/4	5. Organizational Diagnosis II: Groupthink	▪ V: <i>Groupthink</i>
9/9	6. Organizational Diagnosis III: Action Research and the Diagnostic Funnel	▪ R: Gregory, B. T., Armenakis, A. A., Moates, K. N., Albritton, M. D., & Harris, S. G. (2007). Achieving scientific rigor in organizational diagnosis: An application of the diagnostic funnel. <i>Consulting Psychology Journal</i> , 59(2), 79-90.
9/11	7. Organizational Diagnosis IV	▪ C: Armenakis & Burdg <i>Commercial Fertilizer (A); Commercial Fertilizer (B)</i> ; (A) is for background only; analyze (B) ▪ R: Armenakis, A., & Burdg, H. B. (1986). Planning for growth. <i>Long Range Planning</i> , 19, 93-102.
9/16	8. Internal Context: Culture	R: Armenakis, A., & Lang, I. (2014). Forensic diagnosis and transformation of an organizational culture. <i>Journal of Change Management</i> , 14(2), 149-170.
9/18	EXAM 1: Organizational Diagnosis	
	Change Readiness	▪
9/23	9. Reactions to Organizational Change: The Transition Curve	▪ V: <i>Managing People Through Change</i> ▪ I: Quality Circle Consequence
9/25	10. In Class Exercise	▪
9/30	11. Resistance to Change	▪ I: <i>Unexpected Resistance</i> ▪ In class exercise: <i>A1 Printing</i> (for class discussion only)
10/2	12. Creating Readiness I	▪ R: Armenakis, A. A., Harris, S. G., & Mossholder, K. M. (1993). Creating readiness for organizational change. <i>Human Relations</i> , 46, 681-703.
10/7	13. Creating Readiness II: The Whirlpool Case	▪ V: <i>The Global Awareness Program</i> ▪ V: <i>The New Structure Speech</i>
10/9	14. Creating Readiness III: The Whirlpool Case	

10/14	15. The Change Message: An Application Case	<ul style="list-style-type: none"> ▪ R: Armenakis, A. A., & Harris, S. G. (2002). Crafting a change message to create transformational readiness. <i>Journal of Organizational Change Management</i>, 15(2): 169-183.
10/16	Fall Break	<ul style="list-style-type: none"> ▪
10/21	16. Creating Readiness IV: Active Participation	<ul style="list-style-type: none"> ▪ V: <i>Win Teams</i>
10/23	EXAM 2: Change Readiness	
	Adopting and Institutionalizing Change	<ul style="list-style-type: none"> ▪
10/28	17. Creating Readiness V	<ul style="list-style-type: none"> ▪ I: Mosley Aircraft Incident. Prepare your analysis to provide PS, PC, Alt, and Recommendation. Also prepare a readiness program for the impending organizational change.
10/30	18. Change Agent Attributes I	<ul style="list-style-type: none"> ▪ V: <i>Credibility</i>
11/4	19. Change Agent Attributes II	<ul style="list-style-type: none"> ▪ C: <i>A Question of Character</i>
11/6	20. Change Recipient Attributes	<ul style="list-style-type: none"> ▪ V: <i>Negotiating Corporate Change.</i>
11/11	21. Implementation I	<ul style="list-style-type: none"> ▪ R: Armenakis, A. A., Harris, S. G., & Feild, H. S. (1999). Making change permanent: Institutionalizing change interventions. In W. A. Pasmore & R. W. Woodman (Eds.), <i>Research in Organizational Development and Change (Vol. 12)</i>: 97-128. Stamford, CT: JAI Press, Inc.
11/13	22. Implementation II	<ul style="list-style-type: none"> ▪ V: <i>The Confirmation Speech</i>
11/18	23. Integrative case	<ul style="list-style-type: none"> ▪ C: Charan, R. (2006). Home Depot's blueprint for culture change. <i>Harvard Business Review</i>, April, 61-70. ▪ See Instructions for Analyzing Home Depot Case
11/20	24. Integration of Factors: Change Content, Process, and Context	<ul style="list-style-type: none"> ▪ Self, D., Armenakis, A., & Schraeder, M. (2007). Organizational change content, process, and context: A simultaneous analysis of employee reactions. <i>Journal of Change Management</i>, 7(2), 211-229.
11/24	Thanksgiving Break	<ul style="list-style-type: none"> ▪
- 11/28		

12/2	25. Change Assessment	<ul style="list-style-type: none"> ▪ R: Armenakis, A., Bernerth, J., Pitts, J. & Walker, H. (2007). Organizational change recipients' beliefs scale: Development of an assessment instrument. <i>Journal of Applied Behavioral Science</i>, 43(4), 481-505. ▪ R: Armenakis, A. A., Harris, S. G., Cole, M. S., Fillmer, J. L., & Self, D. R. (2007). A top management team's reactions to organizational transformation: The diagnostic benefits of five key change sentiments. <i>Journal of Change Management</i>, 7, 273-290.
12/4	26. The Development of the Five Beliefs Approach	<ul style="list-style-type: none"> ▪ R: Armenakis, A. A., & Harris, S. G. (2009). Reflections: Our journey in organizational change research and practice. <i>Journal of Change Management</i>, 2, 127-142.
12/10	EXAM 3: Adopting and Institutionalizing Change, 8-10:30 AM	