

Public Affairs 7311
Models and Tools of Change Management
Spring 2008

“If you want to make some enemies, try to change something.” Woodrow Wilson.

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Change is a constant in the organizations of the developed world. The skills to lead and cope with this reality are critical to professional and organizational success. Clearly, the most difficult task for any leader is to produce effective and sustained change.

This class provides students with both intellectual and applied tools for understanding and leading organizational change. Most efforts at large-scale organizational change fail. This is due, in part, to both the complexity of the task and to a general lack of knowledge of change processes and implementation activities.

Planned or “managed” change is the applied focus of this course. While change is inherently uncertain, using a structured, systematic methodology for introducing and managing change is more likely to produce desired outcomes than is an unplanned or poorly planned approach. Most change efforts fail due to the failure of management to attend to the behavioral issues that dominate change efforts.

Students will take from this course an improved appreciation of the various models and theories of organizational change. Students will also take from this course a variety of skills and tools for engaging in actual organizational change efforts. These skills and tools are directly applicable to real-world change efforts.

Course Goals:

- (1) to introduce students to the study of organizational change as an academic enterprise
- (2) to acquaint students with the contemporary literatures of organizational change and change management
- (3) to prepare students to conduct research in the field of organizational change
- (4) to provide students with a systematic approach to organizational change
- (5) to familiarize students with the intellectual, behavioral and emotional demands of organizational and institutional change in the 21st century
- (6) to identify and leverage individual competencies as means for personal and professional development

Required Substantive Course Books:

Argyris, Chris. 2004. *Reasons and Rationalizations: The limits to organizational knowledge*. Oxford, UK: Oxford University Press.

Cialdini, Robert B. 2001. *Influence: Science and practice*. 4th ed. Boston, MA: Allyn and Bacon.

Gardner, Howard. 2004. *Changing Minds: The art and science of changing our own and other people's minds*. Boston, MA: Harvard Business School Press.

Light, Paul. 1998. *Sustaining Innovation: Creating nonprofit and government organizations that innovate naturally*. San Francisco: Jossey-Bass Publishers.

Palmer, Ian, Dunford, Richard and Akin, Gib. 2006. *Managing Organizational Change: A multiple perspective approach*. Boston, MA: McGraw-Hill Irwin.

Required Supportive Course Books:

Kosslyn, Stephen M. 2007. *Clear and to the Point: 8 psychological principles for compelling powerpoint presentations*. Oxford, UK: Oxford University Press.

Turabian, Kate L. 2007. *A Manual for Writers of Research Papers, Theses and Dissertations: Chicago style for students and researchers*. 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph Williams and the University of Chicago Press editorial staff. Chicago, IL: The University of Chicago Press.

Required Journal Articles:

Students can obtain the majority of the required journal articles noted in the syllabus through the UTD library website. You must purchase three articles (\$6.50 per article) from the Harvard Business Review Online service at http://harvardbusinessonline.hbsp.harvard.edu/b01/en/hbr/hbr_current_issue.jhtml. Professor Kiel will supply all other articles.

Course Requirements: All students will complete three course requirements.

Course Requirement 1 – Research Paper – All students will complete a ten-page (meaning no more than 10 pages) formal research paper examining and analyzing one of the theories of change examined in class. Possible titles of such papers include “Complexity theory: valuable metaphor or system theory redux” or “Conflict Theory as a Model of Change: conflict as an essential element of organizational improvement.” These papers should examine the theory/model and then explore its relevance to an organizational environment chosen by the student. You may also use your intended dissertation topic as a foundation for your research paper, but the research paper must use a theory of change as a foundation of the work. This paper should include a minimum of 20 references in the bibliography. Of these 20 references, at least five should come from the list of journals noted on page five of this syllabus. Thus, the best papers will show that the student read and incorporated material from journals with a focus on change management. This paper is due February 28.

Course Requirement 2 – Integrative Paper - All students will complete a fifteen to twenty page (meaning no more than twenty pages) integrative paper. This paper should include in its bibliography all of the required readings in this syllabus. This means that you will cite all of the course readings in the text of the paper. The goals of this paper are to show the professor that you read all of the required material and that you can synthesize this material into a coherent paper. You will want to identify four or five themes that you think encompass the course readings. Then organize your paper around these themes. The best papers will be creative and will not rely on Professor Kiel's syllabus as a chosen framework. This paper comprises 50% of the course grade and is due April 24.

Course Requirement 3 – Group Presentation - All students will work in groups in order to complete a team-based change plan. Students will join in to "communities of interest" that are driven by current professional interests and affiliations. The elements of the plan will follow the topics as detailed in the course schedule. Student teams will determine the organizational platform for their change plan, develop the plan during the course and present the plan to the class. During the class sessions from February 21 through April 3, a large portion of the class period will allow the groups to work on defined elements of their change plans. Professor Kiel will provide the tools that support these efforts each week.

Substantive requirements of each change plan.

1. Must be of significant scope and scale that the intended change crosses unit or organizational lines.
2. Must intend to produce a fundamental change in behavior of a significant number of actors affected by the change.
3. Must face substantial resistance of both a passive and active nature.

The plan will include applications of the change management tools examined in class as they relate to each team's specific change effort. You will also include a project schedule with relevant activities and a budget. You will provide a written document to Professor Kiel and a PowerPoint presentation to the class. You should imagine that your presentation is directed to key sponsors or key stakeholders in the change effort.

An ideal change plan uses a current organizational effort or future effort from one of the team member's organizations. This provides the obvious benefit of dealing directly with an actual organizational change challenge while developing new skills in change management. Groups will present on April 10 and April 17. All required elements are due on the evening each group presents.

Grading: The research paper comprises 30% of the course grade. The integrative paper comprises 50% of the course grade. The group project entails 20% of the course grade.

Submitted Papers and Proper Academic Style: Scholars distinguish academic work from other writing by the precision and documentation required. Precision is required to describe the phenomena under investigation in an exacting manner. Precision is also required because mistakes can be costly. Consider a chemist who publishes experimental results but makes an error at the third decimal point in a chemical mixture. Now consider a reader of the chemist's paper who attempts to reproduce the published experiment. This reader may find himself on the wrong end of deadly chemical reaction at now faulty of his own. Students in the social and management sciences have the same responsibility for precision as do natural scientists. Our mistakes can lead practitioners off into wrong directions that can be damaging to individuals and to groups.

Proper documentation is required to ensure that our work is verifiable. Readers must be able to verify the validity of our claims. This is particularly true when quoting authority. You must always provide a page number when quoting another author. How can the reader verify a quote without a page number? Surely, the author cannot expect the reader in this case to search the entire quotes source to find the actual quote.

Now, what does all of the rhetoric in the two previous paragraphs mean for you as a student? It means that Professor Kiel will deduct letter grades from your submitted papers for violations of academic form. Thus, please purchase a copy of Turabian. Read the Turabian book and memorize the essential elements of when to use in-text parenthetical cites and how to display such cites. No one is perfect and that includes your professor. However, this professor does expect exacting usage of academic form. In particular, please apply strict adherence to proper citing of quotes. Improper citing of quotes will lead to full letter grade reductions.

Naturally, some students will ask why Professor Kiel is so strict concerning the use of proper academic form. A Freudian analysis suggests that he is anally retentive and spends far too much time keeping an orderly office. However, no one who knows Professor Kiel's politics or who has seen the state of his office would likely consider him such a Freudian misfit.

Professor Kiel is strict considering the use of proper academic form because using this form is essential to publishing in the academy. Journal and book editors will simply not publish or even allow improperly references papers to make it into print. Finally, if you are not willing to engage in the exacting work necessary for careful academic publication then you should

Class Notes: While we do not have traditional exams in this class, I expect students to take notes during class. These notes will likely help you with future research endeavors or if you decide to teach such a class yourself. Please also remember, that if you wish to teach at some point you should be able to tell people that you can teach any class that you took as a graduate student. Please take notes by hand.

Laptop Policy in the Classroom: One of the challenges of living in an information intensive world is the maintenance of focus. The challenge of focus is obvious to anyone holding a job of managerial level authority in any organization in the United States. There is an expanding body of evidence that the multitasking that typifies the modern workplace and modern life is counterproductive. I will be happy to provide this literature to any student. Thus, Professor Kiel does not allow students to take notes with laptops in class. In short, these technologies are distractions that extend far beyond simple hand written note taking. There are, however, two dates that students should bring their laptops to class.

Cell phone Policy in the Classroom: Unless you are a law enforcement officer or some other emergency personnel I do not allow cell phone use in class – this includes blackberries and other communication devices. You may have cell phones on stun/vibrate and respond to calls during class breaks. Cell phones, just as laptops, create issues of multitasking that inhibit focus and concentration.

Professor's Expectations: This is a graduate class. I expect everyone to be fully prepared for each class and to participate in each class. I also demand that everyone give complete respect to anyone holding the floor to speak. I do not appreciate background conversations while someone has the floor. Professional behavior requires attentiveness to our peers. I will do my best to listen carefully to you. I expect you to treat your peers in the same manner.

Nature of Class Sessions: This class is built around team-based activities. This is done for the purpose of modeling behavior. To succeed, organizational change efforts must be group efforts. Professor Kiel expects all students to give their best efforts during all group exercises. In particular, during class session 7 through 12, the class will minimize traditional lecture in favor of class discussion and group activities.

Change Management Journals: There are several quality journals with a change management focus. Examples of these journals are the *Journal of Change Management*, the *Journal of Organizational Change Management*, *Leadership and Organizational Development Journal*, *The Learning Organization*, the *Journal of Organizational Transformation and Social Change* and the *International Journal of Knowledge, Culture and Change Management*. All of the leading public administration and business management journals also include articles on the topic of organizational change. Many of these journals are available on-line through the University library web site.

Course Schedule, Topics and Readings

Jan. 10

Class Introduction

Assignment of Semester Teams
Models of Macro Change – Change as a Systematic Process
What is Change? Review of the Field of Study
Change Exercise for All Students

Jan. 17

Micro Models to Macro Models and Theories of Change

Palmer et.al. Chpts. 1-2
Gardner Chpts. 1-2
Argyris Chpts. 1-3

Weick, Karl E. and Robert E. Quinn. 1999. Organizational Change and Development. *American Review of Psychology* 50: 361-386.

Jan. 24

More Theory and the Elements of Planned Change

Palmer et.al. Chpts. 7-8
Gardner Chpts. 3-5
Argyris Chpts. 4-5

Higgs, Malcolm and Deborah Rowland. 2005. All Changes Great and Small: exploring approaches to changes and its leadership. *Journal of Change Management* 5, no 2 (June): 121-151.

Jan. 31

Change and Institutional Contexts Linking Change to Organizations and Strategy

Argyris Chpts. 6-7

Robertson, Peter and Sonal Seneviratne. 1995. Outcomes of Planned Organizational Change in the Public Sector: A Meta-Analytic Comparison to the Private Sector. *Public Administration Review* 55, no.6 (November/December): 547-458.

Goffee, Rob and Gareth Jones. 1996. What Holds the Modern Company Together? *Harvard Business Review* (November/December): 134-148.

Kiel's Systems Model

March 6 **Mapping the Resistance to Change - Applied Research Stage**
Resistance Assessment Tools – The Risk of Change

Palmer et.al. Chpt. 6
Cialdini Chpts. 4-5

Piderit, Sandy Kristin. 2000. Rethinking Resistance and Recognizing Ambivalence: a multidimensional view of attitudes toward an organizational change. *Academy of Management Review* 25, no. 4 (October): 783-794.

March 13 **SPRING BREAK**

March 20 **Creating Support for the Change – Development Stage**
Securing Sponsors, Assessing Stakeholder Interests
Influence Strategies, Emotions and Change

Palmer et.al. Chpts. 10-11
Cialdini Chpts. 6-7

March 27 **Developing the Change Plan – Planning Stage**
Creating a Communication Plan
Application of Project Management Tools

Communication Plan, NIH – October 2001. – provided by Kiel in class.

April 3 **Implementation – Putting the Project Into Action – Implementation Stage**
Measuring Success – Evaluation Stage

Elements of a successful launch, Team Work Audit, Metrics for Success

Palmer et.al. Chpt. 12

April 10 **Team Presentations**

April 17 **Team Presentations**

April 24 **Sustaining Change** **INTEGRATIVE PAPER DUE**

Cialdini Chpt. 8

Buchanan, David, Louise Fitzgerald, Diane Ketley, Rose Gollop, Jane Louise Jones, Sharon Saint Lamont, Annette Neath and Elaine Whitby. 2005. No going back: A review of the literature on sustaining organizational change. *International Journal of Management Reviews* 7, no. 3 (September): 189-205.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). If necessary, your Professor will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning

security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Rules for Writing a Research Paper

Produced By L. Douglas Kiel
Spring 2008

General principles:

Research demands that the researcher view the world from an analytical and conceptual perspective. Research demands that the researcher be hardheaded and objective. The goal is to remove you from the situation (as much as one can) and analyze the topic at hand.

Public Affairs research includes elements of both basic (pure) and applied (solutions) research. Basic research attempts to answer the questions, “what exists”? Applied research seeks to solve problems and asks the question, “what is the proper solution”? This reality creates particular challenges. Students of public affairs may both produce objective research that describes the world, but may also, at times, sell/advocate improvements discovered through research or developed via their own creativity. So students of public affairs must be able to distinguish between the proper use and application of both pure and applied research.

Your paper should ask a question. For example such a question might be, “Why are medical doctors so subject to the self-confirming bias”? Or another question might be, “Managers attitudes toward risk: Are Managers risk-averse”?

Literature Review:

All research must review the existing literature. This ensures that your analysis is not re-inventing a well-discovered wheel. The literature review also helps to show how your research may contribute to the body of knowledge. The literature review also shows that you have adequate understanding of existing knowledge to make statements about that knowledge. The literature review may also reveal gaps in the literature that you can discuss or use as a platform for your own research agenda.

Proper Citing of Authority:

1. If you write the phrase “A large body of literature...” you are obligated to cite examples of that “body of literature”. Your goal is to make verification of your research easy for the reader. Verification is essential to the scientific process.
2. If you write, “According to Smith...” – you are obligated to provide a parenthetical citation of the date of the article/book by Smith of which you are referring.
3. Always use the primary resource as your first choice – avoid using secondary resources.
4. When using another author’s ideas – always give them credit.
5. When quoting an author always include the page number in the reference.
6. Limit the number of direct quotes from other sources. For a 12-15 page paper – 2 quotes is plenty.
7. When using another author’s numbers, such as “52% of people prefer cold, rather than hot turkey sandwiches” you must provide the author cite and a page number.

8. When citing a chapter from an edited volume, use proper form – e.g. Hunt, J.G. (2004) What is Leadership? In J. Antonakis, A.T. Cianciolo and R.J. Sternberg (Eds.), *The Nature of Leadership* (pp. 19-47). Thousand Oaks, CA: Sage Publications, Inc.

Grammar:

- avoid colloquialisms – e.g. “that dog won’t hunt”!
- do not end sentences with a preposition such as – at, by, in, from, of, with, to
- avoid the use of self-referential pronouns such as I and We – this is not a “hard” rule but keeps the writer from falling into an overly informal style and also helps to avoid story-telling. See Turabian (2007) page 116. In fact in Professor Kiel’s class, do not use the words “I” or “we” in your papers. Using these words fires his amygdala in a manner that overwhelms the regulatory components of his prefrontal cortex.
- avoid short – 3 word or less sentences – that is reserved for journalists
- avoid one sentence paragraphs – at least 3 sentences is best
- do not use contractions such as can’t or isn’t - always use language that is more formal such as cannot or is not
- the period follows the parenthetical citation at the end of the sentence – (Smith, 2001).
- Do not use “etc.” – it is meaningless. Write what you intend to convey – do not ask the reader to read your mind.

Formatting:

- indent paragraphs – a research paper is not a business letter!
- no extra space between paragraphs
- always number your pages
- never embolden words in the text– the writer’s challenge is to use language that expresses such emphasis – such shortcuts are for journalists. You may embolden section headers or the paper title.
- always break your paper into logical sections – see any published refereed journal article – helps organize your thoughts

Other Issues:

1. Be sure to produce an introduction that interests the reader, details the theme/intent of the paper and that outlines the structure of the paper.
2. In your introduction, always include a paragraph that details the organization and structure of the paper. For example, “This paper is organized in to five sections. The first section examines the” Such a section informs the reader as to what to expect and helps you lay out the logic of your paper.
3. **DO NOT** – insert figures, tables or graphs from another author’s work. Even if you properly cite the author and work, this practice is generally a violation of U.S. copyright law. To reproduce such material you must receive permission to do so from the publisher.
4. Proofread – no one is perfect, but numerous typos and awkward sentences are nuisances for the reader and show a lack of care for your work. Good scholarship requires a great concern for details! We do not want to mislead any one or waste their time. Pay an editor to read your paper if necessary.

5. Definitions – always define your terms.
6. Beware of unsubstantiated claims – do not make a claim that you cannot support with authority from the relevant research.
7. Read directions – part of being a good scholar is to be careful in your work – again, no one is perfect but we can save time this way. For example, all refereed journals provide, in detail, the proper formatting direction for the journal. If you do not do this, you are in for considerable additional work.
8. Avoid excessive use of web sites – any one can establish a web site and claim authority. Use established journals and publishers. On-line databases including academic journals are increasingly available through on-line services and your library.
9. Be sure that all references in your bibliography show up in your in-text citations.
10. Be sure that in-text citations show up in your bibliography. Go through each of your papers before you submit it and then type into a spreadsheet every author name and date in parentheses in the text. Then sort this list alphabetically and compare it with the alphabetized bibliography to ensure that the two lists are consistent.