UCONN
SCHOOL OF BUSINESS

Managing Innovation & Change (Mgmt 5223)

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Course Description

In today's competitive, complex, fast paced, global economy organizations cannot stand still. Organizations, ranging from Fortune 500 firms to small entrepreneurial start-ups find that they need to innovate and change in order to succeed and survive. The focus of this course is on developing a better understanding of the challenges, techniques, burdens, and successes associated with innovation as well as initiating and implementing change. The overall objective of this course is twofold; first to prepare you to become managers or consultants who are ready to lead and implement innovation and meet the challenges of organizational change, and second, to help you all become educated and savvy change consumer.

Objectives

Upon completion of this course students should be able to:

- Describe and explain the steps involved to effectively manage organizational innovation and change in a variety of contexts and settings.
- Distinguish between the different types and terminologies of organizational change.
- Describe the process of organizational change.
- Identify the type and significance of various drivers of organizational change.
- Identify the nature and significance of various impediments to organizational innovation and change (e.g. organizational inertia, resistance to change).
- Explain organizational change processes from multiple perspectives (e.g. change agent, leaders, middle management, and recipients).
- Recognize an improvement in ability to synthesize, articulate, and disseminate information and knowledge concerning organizational innovation and change.

REQUIRED MATERIALS
Readings and announcements for this class are (will be) posted to Blackboard/HuskyCT. You need to be registered for the class to have access.

A case pack for the course is available at the UConn Co-op (GBLC). Please note that a case from this packet is <u>needed</u> for the second class (9/17/15).

Most of the readings are accessible through the Blackboard/HuskyCT Library link.

Other readings if necessary will be in a folder labeled "additional readings" on Blackboard/HuskyCT or handed out in class – students are responsible for <u>all</u> readings.

GRADING

Class Participation	15%
Innovation & Change in the News	25%
Case Assessment	35%
Organizational Change Evaluation	25%

Grading Standards:
The case assessments are due at the **beginning** of class. Late projects will not be accepted. If you will not be in class please let me know so we can discuss how you can deliver the assignments to me in a timely fashion.

Grade cutoffs points are shown below.

Grade	% of Points
A+	97-100
A	93-96.9
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C	70-79.9
F	0-69.9

Participation
Full participation is a critically important and participation will be graded for every class. The active involvement of <u>all</u> class members in discussion is expected. Given this, you must be prepared and have read the assigned readings and case prior to class. In addition, you will be called upon to contribute to discussion. To earn an A grade in this class, you MUST participate and contribute on a regular basis. Obviously, if you miss a class for any reason, you will receive a 0 grade for that session's participation.

Case Evaluations

Individually you must hand in a one-page write up for each case that we discuss in class (total of **6** – Chris Cunningham is not included) – memos handed in after the class has met will not be accepted. Memos should be *1* page double-spaced. Because this is a very short assessment DO NOT restate the case, rather what I am looking for is your thoughts regarding the MAIN innovation or change issue being addressed. Grades will be assigned based upon your ability to link class materials and readings into this assessment.

Innovation & Change in the News

Innovation and change are very "hot" topics at the moment and consequently there are many articles on these themes appearing in the news daily. Every article approaches the topic from a different angle and every author has his or her way of introducing the *concept.*

In class on September 17th groups will be formed. If you will not be in class on this date please let me know in advance so I can place you into a group.

Starting on Saturday October 3rd, groups will present on a leadership topic in the news that ties in with the theme for the class. Presentations can be no longer than 20 minutes, should be innovative, engaging, and encourage class participation.

Grading will be based on the thoroughness of the discussion and your ability to integrate class material and current events. Grades will be assigned by me (55%), class (30%) and peer evaluations (15%).

Organizational Change Evaluation

Each student must write and organizational change evaluation on the organization where they are currently or have been previously employed. The goal here is to critically evaluate your organizations innovation OR change practices. Evaluations should be 3-5 pages double spaced and all the cases and readings that have been covered during the semester should be considered as reference material. Grading will be based on thoroughness, thoughtfulness, inclusion of course readings, and class discussion. The organizational evaluation is due during the time scheduled for the class' final exam.

For all assignments, you must properly cite sources of information as well as the ideas and words of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Cheating of any sort will not be tolerated and will result in a failure of the exam or assignment, deduction in the class participation grading component, and potential failure of the course.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code. For details refer to http://www.dos.uconn.edu/student_code.html Appendix A section B.- Conduct Rules

and Regulation item 1 - Violation of the Academic Integrity in Undergraduate Education and Research.

CLASS SCHEDULE

Thursday Sept 10 – **Course Overview and Introduction**

Thursday Sept 17 - **Forces for Change**
> *Readings*
> - Customer Value: The Linchpin of Organizational Change
> - What Great Managers Do
>
> *Case*
> - Chris Cunningham (Case Pack)

Thursday Sept 24 – **Vision and Change**
> *Readings*
> - Why Vision Matters more than Ever
> - Women and the Vision Thing
> - Leading Change when Business is Good
>
> *Case*
> - Bob Galvin & Motorola (Case Pack)

Saturday Oct 3 – **Change Agents**
> *Readings*
> - What is a Change Agent
> - On Becoming a Transformational Change Agents
> - Managers as Change Agents
>
> *Case*
> - From Regional Star to Global Leader

Thursday Oct 8 – **Creativity and Innovation in Managing Change**
> *Readings*
> - Creativity and the Role of the Leader
> - The Art of Innovation: A Dark Art No More
> - How GE Teaches Teams to Lead Change
>
> *Case*
> - How Pixar Fosters Collective Creativity

Saturday Oct 17 - **Implementation & Innovation**
> *Readings*
> - Putting Metaphors to Work for Change in Organizations
> - Power of Emotional Appeals in Promoting Change
> - When your Culture needs a Makeover

Case

- *One Laugh at a Time*

Thursday Oct 29 – Guest Panel
What Does Success Look like for Women in Different Countries

Thursday Nov 5 - Implementing Change
Readings
- Balance Between Values and Numbers
- Understanding and Managing Cynicism
- The Psychology of Change Management

Case
- When Key Employees Clash

Saturday Nov 14 - Recipients of Change
Readings
- Strategic Change and Leader-Follower Alignment
- Developing Better Change Agents
- Decoding Resistance to Change

Cases
- Donna Dubinsky & Apple Computer (Case Pack)
OR
- Debi Coleman & Apple Computer (Case Pack)