1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

   Date Submitted: 11/25/2013

1b. Department/Division: B&E Graduate Center

1c. Contact Person

   Name: Steven Skinner

   Email: steve.skinner@uky.edu

   Phone: 257-1543

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: EMBA 618

2c. Full Title: Complex Organizational Change

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course examines both the content and process of complex organizational change. The first part of the course is dedicated to content issues, including an introduction to a systems view of organizations and organization structure, an examination of the role of organizational structure in creating competitive advantage, and understanding how structure and strategy need to be aligned within various environmental constraints. The second pasrt of the course focuses on the complexity and intricacies of the change process, includingn working with internal and external change agents.

2k. Prerequisites, if any: Admission to the EMBA program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   Yes

   If YES, enter the off campus address: Possibly at the U. of Louisville

4. Frequency of Course Offering: Summer,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   40

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   Yes

   If YES, name the proposed new program: Joint Executive MBA Program with the Univesity of Louisville

   b. Will this course be a new requirement for ANY program?:   No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ZNNIKO0|Roshan N Nikou|EMBA 618 NEW Graduate Council Review|20140107

SIGNATURE|MKT210|Steven J Skinner|EMBA 618 NEW College Review|20131125

EMBA 618
Complex Organizational Change

Professor:
Office:
Office Hours:
Phone:
E-Mail:

COURSE DESCRIPTION

This course looks examines both the content and process of complex organizational change. The first part of the course is dedicated to content issues, including an introduction to a systems view of organizations and organization structure, an examination of the role of organizational structure in creating competitive advantage, and understanding how structure and strategy need to be aligned within various environmental constraints. The second part of the course focuses on the complexity and intricacies of the change process, including working with internal and external change agents. We also look at top managers' roles in leading interorganizational change, with a special focus on interorganizational cooperation within the supply chain and in a global context. We finish with a look at the limits of managers' abilities to change their organization, given the constraints and opportunities provided by the organization's structure and environment.

LEARNING OUTCOMES

Participation in this course will help you to:
1. Effectively diagnose the need for organizational change and restructuring.
2. Recognize different organization structures, their inherent strengths and limitations, and methods for mitigating their deficiencies.
3. Manage a complex organizational change, including how to deal with the limitations inherent in any such process.
4. Interact with and learn from organizational change agents.

READING MATERIALS

The following reading material is required:
1. Reading packet, containing cases for class discussion and Harvard Business Review readings
2. Porras, J.I., & Robertson, P.J. 1992. Organizational development: Theory, practice, and research. In M.D. Dunnette & L.M. Hough (Eds.), Handbook of Industrial and Organizational Psychology, second edition, vol. 3: 719-822. Palo Alto, CA: Consulting Psychologists Press.

The following reading material is optional, but encouraged:
3. French, W.L., & Bell, C.H. 1995. Organization development: Behavioral science interventions for organization improvement. Englewood Cliffs, NJ: Prentice-Hall.
4. Harrison, M.I., & Shirom, A. 1999. Organizational diagnosis and assessment: Bridging theory and practice. Thousand Oaks, CA: Sage.
5. Cameron, K. S., & Quinn, R. E. 2006 (2nd Ed.). Diagnosing and changing organizational culture. San Francisco: Jossey-Bass.
6. Palmer, I., Dunford, R., & Akin, G. 2009 (2nd Ed.) Managing organizational change: A multiple perspectives approach. Boston: McGraw-Hill Irwin.

CLASS SESSIONS AND TEACHING PHILOSOPHY

Students learn best when they are active and honest partners in all aspects of the class. Therefore, I strongly encourage you to speak your mind, ask questions, debate each other (and me), and even disagree with class material. This will NOT be a stereotypical lecture-format class. In most class sessions, we use cases to motivate our discussion, and most of the learning comes through discussion. My experience is that people who participate in class do better in terms of grades because actively discussing and asking questions assists in the learning process. However, I will not force you to participate through the introduction of a participation "grade".

EXPECTATIONS ABOUT ATTENDANCE

This course emphasizes learning through discussion. Most class periods will include a case discussion. If you are not in class, you are missing most of the learning in the course.

Excused Absences:
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

EXPECTATIONS ABOUT PROFESSIONAL BEHAVIOR

There are very high expectations about professional behavior in the classroom. The following unprofessional behaviors are disruptive to everyone, so please do not engage in them:
1. Arriving late or leaving early.
2. Holding side conversations, even if they are related to the class topic, while I am lecturing.
3. Inattention (e.g., reading unrelated materials, doing work for other classes or for your organization, surfing the Internet, answering email).
4. Please turn off all phones during class meetings and arrange to not take calls during class time.

EVALUATION

Final grades will be assigned according to the following percentage point system:

A	90-100%	C	70-79.99%
B	80-89.99%	E	<70%

If you have any concerns about any aspect of your work or your grades in this course, please schedule an appointment with me or attend my office hours (see section on "Contact Information").

Course Requirements

You will be evaluated on the following basis:

1. <u>Case write-ups</u> (25%) – All class members are expected to submit one-to-two page case write-ups at the beginning of each class. The write-ups should: succinctly identify the major issues in the case assigned for that day, include your preliminary conclusions of what the individuals and companies depicted in the case did correctly and incorrectly, and include three discussion questions for class.

2. <u>Case knowledge management summaries</u> (25%) – Each class member is expected to manage the knowledge derived from at least one case during the course. At the end of the case discussion, it is this person's responsibility to summarize what has been learned through the discussion and the prior readings for the day. This person is then expected to generate a short document codifying that knowledge. Depending on the number of course participants, you might be asked to do this as a group project.

3. <u>Tool-kit for change management</u> (25%) – All class members are expected to create a tool-kit for change management that is due prior to the end of the semester. This tool-kit should take a form such as a binder or Dropbox folder that will allow you to quickly access theoretical and practical information on change management after the end of the program. This tool-kit can be completed either as an individual project or as a group project with the level of group integration left to each individual's preference.

4. <u>Examination</u> (25%) – this cumulative exam will cover key elements of the lecture material and course readings. The format will be multiple choice and short answer.

ACADEMIC INTEGRITY

As with all classes and work conducted at the Gatton School of Business and Economics, the principles and articles of the Code of Student Rights and Responsibilities are in force (see below). In addition, the following principles apply to this class:

1) For most negotiations, you will have both confidential, role-specific information, as well as general information that is shared by all participants. **You may not show your confidential role instructions to those with different roles either before or during the negotiations.** In addition, do not make up "facts" that materially change the nature of the case. You may not read other roles unless instructed to do so.

2) Do not discuss cases or test material with people outside of class. **Class information stays in class**. All papers are confidential.

3) Written assignments assigned as an individual-level assignment should reflect your work and your work only. If you are uncertain as to whether you can work with someone on a particular assignment, please ask me.

4) Students do not have access to prior exams. Viewing prior exams is an honor code violation.

If you have any questions about the Code please contact me. The Code is extremely important, and I expect that it will not be violated in my course.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

ACCOMMODATIONS DUE TO DISABILITY

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

PROPOSED TOPICS LIST

1. Understanding the Systems View of Organizations
2. The Role of Organization Structure in Competitive Advantage
3. Strategy, Environment, and Organizational Change
4. The Use of Networks and Coalitions in Intra-Organizational Change
5. Top Managerial Vision for Complex Organizational Change
6. Top Managers as Interorganizational Change Agents
7. Internal/External Change Agents and the Change Process
8. Structural Constraints to Organizational Change
9. Organizational Design and Exploration, Innovation, and Learning
10. Globalization and Industry Change