

MMO5490 Organizational Development & Change Management – session-based program

Extended syllabus
winter-spring 2024

Course
aims/objectives:

To give an in-depth understanding of the key organization development (change management) strategies and techniques, moving from the basic to the more complex. The organization change strategy the students will be working on as part of the course grade will enable them to apply the relevant organization development tools to analyse the real company's activities and performance. The course is necessary for future executive managers, owners, and supervisory board members, and for the team / department leaders to understand their role in the organization development process.

Learning outcomes:

1. Knows and understands organization development substance and practice.
2. Student can analyse organisation's culture, processes, and team / group dynamics and design proper interventions using organization development tools and templates.
3. Students can find key factors to anticipating change, understanding organization development process, realizing individual improvements and team performance boosting measures, and building organizational success using organization development tools and tactics.
4. Students can use a range of organization change tools and techniques, including the following:
 - organization development stages mapping (p. 33);
 - case analysis form (p. 27);
 - adaptive orientation modelling (p. 36);
 - values / conflict survey forms (p. 80-81);
 - diagnostic process flow (p. 91);
 - diagnostic tools: differentiation-integration model (p. 100), force-field analysis (p. 101, 139), sociotechnical systems model (p. 40, 101);
 - change modelling (p. 124), strength of culture (p. 380), strategy-culture matrix (p. 381);
 - integral approach to change: behavioral, structural, technological vs individual, team, intergroup (p. 151, 156);
 - practitioner diagnostic form (p. 163);
 - self-behavior questionnaire and scoring (p. 188, 189);
 - transactional analysis: structural analysis, transactional theory, psychological positions and scripts (p. 202-205);
 - team effectiveness form (p. 219);
 - transactional analysis form (p. 219);
 - conflict management and identification (p. 274-275, 284);
 - management by objective observer form (p. 366);
 - planned organization change strategy model (p. 376).
5. Student can prepare an Organization Change Strategy Report in accordance with the required structure and present it.

Brief description of
the course and
topics to be
covered:

Organization development is the management discipline aimed at improving organizational effectiveness by increasing use of human resources with the goal of making an organization more effective and enhancing the opportunity for individuals to develop their potential. This is explained by using the key strategies, models, and techniques and applying them to preparing an organization change strategy report for a real company.

Main course topics:

- 1) Anticipating change (Ch 1-3)
- (2) Understanding the organization development process (Ch 4-5)
- (3) Improving excellence in individuals (Ch 5-9)
- (4) Developing high performance in teams (Ch 10-11)
- (5) Organization and system-wide concepts (Ch 12-15)

**** A Professor-prepared case of Elon Musk implementing changes at Twitter (available to students in Moodle) will be used to practice organization development tools and techniques in class and to prepare the organization change strategy report. The case was chosen as a real-life illustration of a 'rocky' organization change implementation, which students can use to analyze, diagnose, and suggest improvements.**

Language of the course:	English
ECTS credits:	6 ECTS
Coverage of SDGs and ERS (sustainable development goals, ethics, responsibility and sustainability):	SDGs 5, 8, 9, 10, 11, 16, 17 are thoroughly covered, SDGs 1-4, 6,7, 12-15 16 in a more superficial form and ethical dilemmas are discussed in the context of the general management.
Students:	This is a compulsory course for students studying on HAPM10/22 programme.
Special needs:	Persons with disabilities can participate in this course. Please inform the professor in the beginning of the course of any special instruction, or assessments of this course that may be necessary to enable you to fully participate in this course.
Registration:	Students who would like to take the course should declare the course in the ÖIS (Student Information System) by deadlines set in the academic calendar.
Prerequisite courses and/or knowledge:	General management and leadership knowledge and/or practice.
Prerequisite resources:	MS Office programmes. For free student download see the instructions here
Professor(s):	Maryna Starodubska, MSc in Human Resources Management at Birkbeck University of London, Visiting Lecturer, mstaro@taltech.ee .
Contacting Professor(s):	Preferred means of contact e-mail, responses provided within 3 workdays. Successful completion of tests and assignments is not contingent and does not require correspondence with the Course Professor.
Schedule for classes:	Please see timetable in ÖIS https://ois2.ttu.ee (search by the course number MMO5490)
Study process description:	Flipped learning process where students are actively participating in the lectures, seminars, and consultations. Students must do the basic learning prior to working face-to-face with the teacher and then cover the applied learning and any problems in class, there is less passive learning in class and more active and personalised learning. Independently students are expected to do four written tests (quizzes), one reflection, two presentations, and write individually one Organization Change Strategy Report (problem-based case study).

Course's e-support: Course materials can be accessed via the e-learning environment Moodle under the course title Organization Development and Change Management: [MMO5490 Session-Based Org Dev & Change Managmt](#). Students can enrol to the course themselves using the password: **Z-mirgo1**

Study literature: Donald Brown, "Experiential Approach to Organization Development", 8th edition, Pearson New International Edition, © 2014.

Link to textbook in TalTech library: https://tutl-prim0.hosted.exlibrisgroup.com/permalink/f/dl1p2d/372TUTL_SFX_DS2550000001126278

All compulsory course literature and material can be found in Moodle

ASSESSMENT Examination

Assessment methods	Assessment criteria
Test 1 to 4 (Evaluates learning outcome 1) independently solved test in Moodle	Maximum 100 points. Differentiated assessment: „1“ – 51-60 points – poor – minimum acceptable achievement of the most important learning outcomes along with application of knowledge and skills in a typical and limited manner. In atypical cases there are apparent both a serious lack of confidence as well as lack of knowledge and skills. „2“ – 61-70 points – sufficient achievement of learning outcomes, along with application of knowledge and skills in a typical manner. In atypical cases there are apparent both a lack of confidence as well as lack of knowledge and skills. „3“ – 71-80 points – good achievement of learning outcomes, along with proficiency in applying skills and knowledge in a relevant manner. A certain imprecision and lack of confidence are apparent in the depth and detail of knowledge and skills. „4“ – 81-90 points – very good achievement of learning outcomes, along with proficiency in applying skills and knowledge in a relevant and creative manner. Some details of knowledge and skills may exhibit errors which are neither substantive nor serious. „5“ – 91-100 points – outstanding and particularly profound achievement of learning outcomes, along with creativity and consummate proficiency in applying skills and knowledge.
Reflection (Evaluates learning outcome 1) independently written reflection in Moodle	Maximum 100 points. Differentiated assessment: „1“ – 51-60 points – poor – reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments. „2“ – 61-70 points – sufficient achievement of learning outcomes, reflection demonstrates limited critical thinking in applying, analysing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Minimal connections made through explanations, inferences, and/or examples. „3“ – 71-80 points – good achievement of learning outcomes, reflection demonstrates critical thinking in applying, analysing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Minimal connections made through explanations, inferences, and/or examples. „4“ – 81-90 points – very good achievement of learning outcomes, reflection demonstrates some degree of critical thinking in applying, analysing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.

Assessment methods	Assessment criteria
	<p>„5“ – 91-100 points – outstanding and particularly profound achievement of learning outcomes, reflection demonstrates degree of critical thinking in applying, analysing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.</p>
<p>Organization Change Strategy Presentation part I and II (Evaluates learning outcomes 2 and 3) independently prepared presentation slides for a short in class presentation**</p> <p><i>** If the number of students admitted exceeds 30, in-class presentations give students 10 extra points to the grade for the submitted slides, as it will not be possible for more than 30 people to present in the allocated time. If the number of students admitted is 30 or less, in-class presentation is mandatory for everyone and is included in the final grade points.</i></p>	<p>Maximum 100 points. Differentiated assessment:</p> <p>„1“ – 51-60 points – poor – main points are not clear and lack significant detail. Some information is linked to the presentation topic in textbook / exercise materials. Information is loosely organized, no conclusions are offered from the information used.</p> <p>„2“ – 61-70 points – sufficient achievement of learning outcomes, main points are somewhat clear but could use more detail. Most information is linked to the presentation topic in textbook / exercise materials. Information is organized, some conclusions are offered from the information used.</p> <p>„3“ – 71-80 points – good achievement of learning outcomes, main points are somewhat clear but could use more detail. Most information is linked to the presentation topic in textbook / exercise materials. Information is organized, clear and structured conclusions are offered from the information used.</p> <p>„4“ – 81-90 points – very good achievement of learning outcomes, main points are clear and detailed. Information is linked to presentation topic in textbook / exercise materials. Information is well organized, conclusions from the information used are detailed and connected to the course materials.</p> <p>„5“ – 91-100 points – outstanding and particularly profound achievement of learning outcomes, main points are very clear and very detailed. Information is directly linked to presentation topic in textbook / exercise materials. Information is very organized, conclusions from the information used are detailed and connected to the course materials.</p>
<p>Organization Change Strategy Report (Evaluates learning outcome 1 to 5) independently written report in Moodle</p>	<p>Maximum 100 points. Differentiated assessment:</p> <p>„1“ – 51-60 points – poor – the report contains the minimum of required elements, but the terminology is not used correctly and in the right context, much smaller contribution than required, formatting errors exists, no conclusions are offered from the information used.</p> <p>„2“ – 61-70 points – sufficient achievement of learning outcomes, the report contains the required elements, but the terminology is not used correctly and in the right context, the deadline has not been respected, smaller contribution than required, formatting errors exists, some conclusions are offered from the information used.</p> <p>„3“ – 71-80 points – good achievement of learning outcomes, the report meets the requirements of both content and volume, the findings are not directly derived from the research, linguistically difficult to understand, correct formatting, there are some minor spelling mistakes, clear and structured conclusions are offered from the information used.</p> <p>„4“ – 81-90 points – very good achievement of learning outcomes, the report meets all requirements of both content and volume, depth analysis, associated with the broader organizational context, and the views and estimates of arguments; expression is clear and understandable, correct formatting, there are some very minor spelling mistakes, conclusions from the information used are detailed and connected to the course materials.</p> <p>„5“ – 91-100 points – outstanding and particularly profound achievement of learning outcomes, the report exceeds requirements of both content and volume, in-depth analysis, associated with the broader organizational context, and the views and estimates of arguments; expression is clear and understandable, correct formatting, there are no spelling mistakes, conclusions from the information used are detailed and connected to the course materials.</p>

Eligibility for assessment:

Active and prepared seminar participation.
Timely completed tests (within the limits stated further in syllabus).
Timely completed reflection (within the limits and in format stated further in syllabus).
Timely submitted and presented organization change strategy presentation parts I and II, organization change strategy report (within the limits and in format stated further in syllabus).

**** Late assignments are not graded and cannot be resubmitted, missed tests cannot be retaken. In both said cases a student receives a "0" (zero) grade for the late / missed test or assignment.**

Final grade formation:

1) Students perform a cumulative examination (Reflection, Test (quiz) 1-4) in written form (Moodle), which define 50% of the final grade.

2) Written homework (Organization Change Strategy Presentation part I and II, and the Report) defines 50% of the final grade.

The sum of points for each item is converted into a grade using the following principles:

"5" excellent 91-100

"4" very good 81-90

"3" good 71-80

"2" satisfactory 61-70

"1" poor 51-60

"0" fail less than 51

Academic integrity:

As a student at TalTech School of Business and Governance, you have an obligation to conduct your academic work with honesty and integrity according to University standards. It is expected that all work that you submit will be your own, and that you have actually done the work that you are submitting. Plagiarism and cheating will not be tolerated. Should you be found to be guilty of such activities, it will be followed with grade "0" for the assignment or the whole course and a notice will be filed to the School's Committee for Handling Violations of Academic Practice and Contemptible Behaviour. Depending on the Committee's proposal, it may lead to Dean issuing a letter of reprimand or in case of repeated or very severe misconduct, exmatriculation from the University.

Learning format terminology used in course activities' description

SOC – physical contact at classroom (students come to TalTech School of Business and Governance premises for lectures / exercises)

Online – virtual contact over Moodle BBB (students do course activities with Professor online, following the provided link and materials)

E-Lecture – independent work (students do the indicated reading / tests / exercises from home, without Professor's involvement, using the materials provided)

DETAILED SCHEDULE AND TOPICS

The program plan is preliminary and might be changed in case of cancellations, changes in available reading material, etc.

Week	Topic	Activities
<p>Week 1</p> <p>04.02.2024 14:15-17:30 (break 15:45-16:00)</p> <p>SOC-lecture + exercise</p> <p><u>HAPM10/22</u></p>	<p>Introduction to Organization Development & Change Management:</p> <p>(1) Anticipating change (Ch 1-3)</p> <p>(2) Understanding the organization development process (Ch 4-5)</p> <p>(3) Improving excellence in individuals (Ch 5-9)</p> <p>(4) Developing high performance in teams (Ch 10-11)</p> <p>(5) Organization and system-wide concepts (Ch 12-15)</p> <p>Lecturer: Maryna Starodubska</p>	<p>Before class (E-Lecture, at home) ~2 hours of work:</p> <ul style="list-style-type: none"> - read home page's introduction to the course in Moodle; - study the extended syllabus. <p>In class (SOC-lecture):</p> <ul style="list-style-type: none"> - explanation how the course works and how learning will happen; - answering questions about tests and formats of assignments and class activities; - discussing students' expectations of the course using the Psychological Contract Worksheet, Ch 1, page 24-24 (options will be shown either on the slide or www.mentimeter.com poll will be used); - brief overview of the course structure; - brief overview of the organization change strategy report requirements and preparation (Twitter – will be the object of report analysis). <p>In class (SOC-exercise):</p> <ul style="list-style-type: none"> - interactive discussion of key stages of organization development, role of organizational culture in accepting and dealing with change, Model of Adaptive Orientation, contingency approach, Sociotechnical System - joint exercise: mini-cases will be used from public information about 4 real companies for students to identify their model of adaptive orientation and substantiate their choice using the approaches learned during the lecture <p>After class (E-Lecture, at home) ~4 hours of work:</p> <ul style="list-style-type: none"> - read Donald Brown, "Experiential Approach to Organization Development", Chapters 1 "Organization Development and Reinventing the Organization" and 2 "Organization Renewal: The Challenge of Change", including summaries and cases (OD Applications) using link to TalTech library textbook in Moodle or using your own copy.

<p>Week 2</p> <p>18.02.2024 14:15-17:30 (break 15:45-16:00)</p> <p>SOC-lecture + exercise</p> <p>HAPM10/22</p>	<p>Changing Organizational Culture – Ch 3</p> <p>The Diagnostic Process – Ch 4</p> <p>Overcoming Resistance to Change – Ch 5</p> <p>Lecturer: Maryna Starodubska</p>	<p>Before class (E-Lecture, at home) ~2 hours of work:</p> <ul style="list-style-type: none"> - do Moodle Test #1 (quiz)¹ based on Chapters 1 and 2 of the textbook <p>Open the quiz: 18.02.24 21:00 Close the quiz: 26.02.24 21:00</p> <p>In class (SOC-lecture):</p> <ul style="list-style-type: none"> - interactive discussion of corporate culture key components (values, processes, perception of justice, communications, role of management, feedback loops), its impact on business results, and practical approaches to its change (examples will be used from relevant frameworks applied to real companies). <p>In class (SOC-exercise):</p> <ul style="list-style-type: none"> - group exercise: analyzing the corporate culture of Twitter using Values Survey Form (Ch 3, pages 80-81, will be prepared for students to use in electronic format) and MIT Management Review Cultures 500 data. <p>After class (E-Lecture, at home) ~6 hours of work:</p> <ul style="list-style-type: none"> - read Donald Brown, “Experiential Approach to Organization Development”, Chapters 3 “Changing the Culture”, 4 “The Diagnostic Process”, and 5 “Overcoming Resistance to Change”, including summaries and cases (OD Applications) using link to TalTech library textbook in Moodle or using your own copy.
<p>Week 3</p> <p>03.03.2024 14:15-17:30 (break 15:45-16:00)</p> <p>E-Lecture</p> <p>HAPM10/22</p>	<p>Reflection on corporate culture diagnostics and change</p> <p>Lecturer: Maryna Starodubska</p>	<p>This week’s we’ll not see each other at TalTech, and you will be doing your exercise at home.</p> <p>In class (E-Lecture, at home) ~10 hours of work:</p> <ul style="list-style-type: none"> - watch the short videos (3-7 min each) in the respective Moodle section about Elon Musk’s interventions to change Twitter (to be provided in the course materials) and write individual reflections (maximum size 1 A4 page – 2500 <u>characters without spaces</u> (characters are letters, not words, use word count function in Word), .pdf; - reflection format (mandatory components): <ul style="list-style-type: none"> - what model of adaptive orientation Elon Musk used when he took over Twitter; - did Elon Musk view Twitter as a sociotechnical system – why or why not;

¹ All Tests (quizzes) are mandatory for all Organizational Development & Change Management students, they are replacing the final examination in written. The closed-book theoretical quiz consists of true/false and/or multiple-choice questions (always only one of the alternatives is correct).

		<ul style="list-style-type: none"> - did Elon Musk appear to realize Twitter workforce 'profile' when he began radical changes – why or why not; - how would you define the key values of culture Elon Musk tried to instil at Twitter and whether they fostered the necessary change climate (compatible with existing values, caused no ethical dilemmas, etc.); - based on the change model (impact on culture vs degree of change), how big are Elon Musk's chances of success in implementing the change he wants at Twitter. <p>Due date: 03.03.24 21:00 Cut-off date: 07.03.24 21:00</p> <p>After class (E-Lecture, at home) ~4 hours of work:</p> <ul style="list-style-type: none"> - read Donald Brown, Chapter 6 “OD Intervention Strategies”, Chapter 7 “Process Intervention Skills”, including summaries and cases (OD Applications) using link to TalTech library textbook in Moodle or using your own copy.
<p>Week 4</p> <p>17.03.2024 14:15-17:30 (break 15:45-16:00)</p> <p>SOC-lecture + exercise</p> <p>HAPM10/22</p>	<p>OD Intervention Strategies – Ch 6</p> <p>Process Intervention Skills – Ch 7</p> <p>Employee Empowerment and Interpersonal Interventions – Ch 8</p> <p>Team Development Interventions – Ch 9</p> <p>Intergroup Development – Ch 10</p> <p>Lecturer: Maryna Starodubska</p>	<p>Before class (E-Lecture, at home) ~2 hours of work:</p> <ul style="list-style-type: none"> - do Moodle Test #2 (quiz) based on Chapters 6 and 7 of the textbook <p>Open the quiz: 17.03.24 21:00 Close the quiz: 25.03.24 21:00</p> <p>In class (SOC-lecture):</p> <ul style="list-style-type: none"> - interactive discussion (with examples from real companies) of key aspects of interpersonal and team interventions (model of communication processes, ego and Transactional Theory, psychological positions & scripts, team roles, groupthink, intergroup conflict sources and styles, intergroup techniques). <p>In class (SOC-exercise):</p> <ul style="list-style-type: none"> - group exercise: diagnosing the change measures implemented by Elon Musk after his takeover as Twitter CEO using Team effectiveness profile, transactional analysis form, and decision critique form (Ch 9, p. 219, Ch 10, p. 259 - will be prepared for students to use in electronic format); materials with examples of the said measures will be provided in Moodle. <p>After class (E-Lecture, at home) ~6 hours of work:</p>

		<p>- read Donald Brown, “Experiential Approach to Organization Development”, Chapters 8 “Employer Empowerment and Interpersonal Interventions”, 9 “Team Development Interventions”, and 10 “Intergroup Development” including summaries and cases (OD Applications) using link to TalTech library textbook in Moodle or using your own copy.</p>
<p>Week 5</p> <p>24.03.2024 14:15-17:30 (break 15:45-16:00)</p> <p>SOC-lecture + exercise</p> <p>HAPM10/22</p>	<p>Work Team Development – Ch 11</p> <p>High Performing Systems and Learning Organizations – Ch 12</p> <p>Lecturer: Maryna Starodubska</p>	<p>Before class (E-Lecture, at home) ~2 hours of work:</p> <ul style="list-style-type: none"> - do Moodle Test #3 (quiz) based on Chapters 8, 9 and 10 of the textbook <p>Open the quiz: 24.03.24 21:00 Close the quiz: 01.04.24 21:00</p> <p>In class (SOC-lecture):</p> <ul style="list-style-type: none"> - brief introduction to Rensis Likert system 4 parameters questionnaire – theoretical underpinnings and practical utility; brief overview of the key team development and high performing systems-related interventions. <p>In class (SOC-exercise):</p> <ul style="list-style-type: none"> - group exercise: using Rensis Likert system 4 parameters questionnaire (will be prepared for students to use in electronic format), analyzing the prevalent management style at Twitter Elon Musk was trying to instil compared to the style used before and discussing compatibility between those styles. <p>After class (E-Lecture, at home) ~4 hours of work:</p> <p>read Donald Brown, “Experiential Approach to Organization Development”, Chapters 11 “Work Team Development” and 12 “High Performing Systems And Learning Organizations”, including summaries and cases (OD Applications) using link to TalTech library textbook in Moodle or using your own copy.</p>
<p>Week 6</p> <p>14.04.2024 14:15-17:30 (break 15:45-16:00)</p> <p>SOC-lecture + exercise</p> <p>HAPM10/22</p>	<p>Organization Change Strategy</p> <p>Presentation Part I (based on the Elon Musk – Twitter case)</p>	<p>Before class (E-LECTURE, at home) ~8 hours of work:</p> <ul style="list-style-type: none"> - prepare presentation slides for a short presentation during class exercise and upload them before class seminar to Moodle; - mandatory presentation structure: <ul style="list-style-type: none"> - Title slide: student name, course, date, assignment title - 5 organization development stages => which ones are covered in this presentation (1 slide) - Current situation analysis: what is happening with the company, why, what outcomes are defined by professional sources and experts, how those outcomes are evaluated (1 slide) - Case analysis form for anticipating change stage (1 slide)

		<ul style="list-style-type: none"> - Model of adaptive orientation => management style at Twitter before and after ongoing changes (1 slide) - Twitter culture vs Elon Musk-imposed culture => brief comparison and contrast - values / conflict survey form (1-2 slides) - Preliminary 'diagnosis' of the ongoing change process: forces of influence, what's happening at the level of goals, values, psychosocial, structural, technical (1-2 slides) <p>- presentation due date: 13.04.24 14:00; cut-off date: 14.04.24 13:45</p> <p>In class (SOC-exercise):</p> <ul style="list-style-type: none"> - students are making presentations, up to ~10 minutes / presentation, including Q&A, total ~10-12 presentations. <p>After class (E-Lecture, at home): continue working on your individual homework Organization Change Strategy Report.</p>
<p>Week 7</p> <p>28.04.2024 14:15-17:30 (break 15:45-16:00)</p> <p>SOC-lecture + exercise</p> <p>HAPM10/22</p>	<p>Goal Setting for Effective Organizations – Ch 13</p> <p>Organization Transformation and Strategic Change – Ch 14</p> <p>The Challenge and Future for Organizations – Ch 15</p>	<p>Before class (E-Lecture, at home) ~6 hours of work:</p> <ul style="list-style-type: none"> - read Donald Brown, “Experiential Approach to Organization Development”, Chapters 13 “Goal Setting for Effective Organizations”, 14 “Organization Transformation and Strategic Change”, and 15 “The Challenge and Future for Organizations” including summaries and cases (OD Applications) using link to TalTech library textbook in Moodle or using your own copy. <p>In class (SOC-lecture):</p> <ul style="list-style-type: none"> - brief overview of goal-setting, large-scale transformation and future challenges in OD (goal-setting theory, MBO, culture strength, strategy-culture matrix, strategic change management). <p>In class (SOC-exercise):</p> <ul style="list-style-type: none"> - group exercise: analyze the fit of the changes Elon Musk was implementing at Twitter to the company's culture, using planned organization change strategy model Ch 14, p. 376 and strategy-culture matrix Ch 14, p. 381 (both will be prepared for students to use in electronic format, materials with examples of the said measures will be provided in Moodle). <p>After class (E-Lecture, at home) ~2 hours of work:</p> <ul style="list-style-type: none"> - do Moodle Test #4 (quiz) based on Chapters 13, 14 and 15 of the textbook <p>Open the quiz: 28.04.24 21:00</p>

		Close the quiz: 06.05.24 21:00
<p>Week 8</p> <p>12.05.2024 14:15-17:30 (break 15:45-16:00)</p> <p>SOC-lecture + exercise</p> <p>HAPM10/22</p>	<p>Organization Change Strategy</p> <p>Presentation Part II (based on the Elon Musk – Twitter case)</p>	<p>Before class (E-Lecture, at home) ~8 hours of work:</p> <ul style="list-style-type: none"> - prepare presentation slides for a short presentation during class exercise and upload them before class seminar to Moodle; - mandatory presentation structure: <ul style="list-style-type: none"> - Title slide: student name, course, date, assignment title - Twitter change model – how much resistance / how likely success is (1 slide) - Strategy vs culture compatibility (strategy-culture matrix) => key risks, how should be managed (1 slide) - Key behavioral, structural, technological interventions done on individual, team, intergroup, organization levels (1-2 slides) - Key diagnostic conclusions regarding the ongoing changes - practitioner diagnostic form (1 slide) - How ongoing change are communicated - team effectiveness and transactional analysis forms (1-2 slides) - presentation due date: 11.05.24 14:00; cut-off date: 12.05.24 13:45. <p>In class (SOC-exercise):</p> <ul style="list-style-type: none"> - students are making presentations, up to ~10 minutes / presentation, including Q&A, total ~10-12 presentations. <p>After class (E-Lecture, at home): continue working on your individual homework Organization Change Strategy Report.</p>
		<p>Organization Change Strategy Report (E-Lecture, at home) – expected ~42 hours of work</p> <ul style="list-style-type: none"> - Students must independently write a written case analysis (Organization Change Strategy Report) covering all the issues in the chosen case in a complete manner – based on the insights from part I and part II of Organization Change Strategy Presentation completed before and using the following (mandatory) structure: <ul style="list-style-type: none"> - Title slide: student name, course, date, assignment title

		<ul style="list-style-type: none">- Introductory situation analysis: what is happening with Twitter after Elon Musk took over as CEO (expert evaluations and conclusions); key challenges encountered, key risks involved (up to 2 slides)- I. Evidence of the need for change in terms of: management style, culture, strategy-culture fit, individual / team / intergroup / org-level interventions (up to 3 slides)- II. Diagnostic conclusions: specification of what kind of change takes priority and why on the following levels: individual / team / intergroup / org-level interventions; beliefs and values; psychological / structural / technical (up to 3 slides)- III. Action plan to implement change with (a) suggested actions; (b) techniques / strategies to implement them; (c) expected results- IV. Monitoring & stabilization: how resistance is expected and how it will be dealt with; how changes will be communicated <p>- Completed Reports must be submitted through Moodle on deadline below: Due date: 13.05.24 21:00 Cut-off date: 14.05.24 21:00</p>
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Bye, bye ;-)