MGMT 3304 CRN 11485

Organization Development

Fall 2019: August 26th-December 5th

Monday & Wednesday 12:00 pm to 1:20 pm

COBA 329

Instructor: Kingshuk Saha; Assistant Instructor, COBA, UTEP.

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Office Hours: Thursday: 12:00pm-3:00pm in Room 315 at COBA.

Required Textbook: Strategic Organizational Change, Third Edition (Textbook Only)
Author: Michael A. Beitler, PhD
ISBN 10: 0972606467
ISBN 13: 978-0972606462

Required Case-Study: Harley-Davidson: Preparing for the Next Century
Authors: Richard L. Nolan and Suresh Kotha
Harvard Business School Case-Study 906410

Students are required to purchase both the required textbook and
the required case-study.

Prerequisite: MGMT 3303

Course Description:

The concepts, values, underlying assumptions, and intervention techniques that are common in the practice of organizational development and change are discussed in this course.

By completing this course, you will develop a conceptual framework about *organization development (OD)*. OD is the study of proactive, planned change in some or all aspects of an organization's functioning to improve its long-term effectiveness. In this course, you will be a member of an OD consulting team that will enter, contract, gather data, feedback, diagnose, design,

implement and evaluate an OD intervention to improve the organizational effectiveness of a U.S. firm.

Course Key Learning Objectives—Activities—Evaluations Matrix

Objectives	Activities	Evaluations
1. Understand key OD concepts (e.g., Action Research Model), assumptions, values and ethics that emphasize client collaboration.	1. Reading assignments, discussions, team exercises, consulting team diagnostic and intervention plans (team papers).	I. Examinations, team exercises, consulting team diagnostic and intervention plans (team papers).
2. Understand the collaborative role of the OD consultant as a process facilitator.	2. Reading assignments, discussions, team exercises, consulting team diagnostic and intervention plans (team papers).	2. Examinations, team exercises, consulting team diagnostic and intervention plans (team papers).
3. Understand effective ways to collaboratively gather data, provide feedback, diagnose and plan actions to improve organizational effectiveness.	3. Reading assignments, discussions, team exercises, consulting team diagnostic plans (team papers and presentations).	3. Examinations, team exercises, consulting team diagnostic plans (team papers and presentations).
4. Understand how to develop, implement and evaluate OD (strategic planning, structural, cultural, human process) interventions that improve organizational effectiveness.	4. Reading assignments, discussions, team exercises, consulting team intervention plans (team papers and presentations).	4. Examinations, team exercises, consulting team intervention plans (team papers and presentations).

Course Learning Process Objectives

1. Become comfortable with the fact that the "real world" does not contain "correct answers." Instead, organizations possess ambiguous OD problems and opportunities that require diverse, analytical perspectives to formulate sound actions to solve OD problems or exploit OD opportunities.

2. Develop analytical and critical thinking abilities relevant to OD problems and opportunities.

3. Develop interpersonal skills for effective communication and teamwork within diverse groups.

Course Learning Methodology

- I expect you to read your text and additional reading assignments in advance of class so that you will be prepared to demonstrate your understanding through discussions and team exercises. I will prepare discussion questions on slides and will post them on the course's Blackboard website in advance of class.

- In addition to concepts developed from the text and additional readings (that you obtain from UTEP Library's electronic resources), you will apply the key conceptual frameworks of the Action Research Model (data gathering, feedback, diagnosis, designing, implementing, evaluating) and Organization

Performance Model that links the organization's strategy, design elements, culture, performance and business environment. The primary application will be improving organizational effectiveness.
- To conduct the Team Exercises, Team Papers and Team Presentations, students need to form teams with 6 members each. Students are free to form the teams but they should keep in mind to have members who have high writing and presentation skills. Also students should make their team members know when they are available to meet given that most students are busy with work and other class schedules. Students are more than welcome to get help from the Writing Center at UTEP Library before submitting their Team Written Projects.

Course Requirements

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1. **Team exercises.** After each class discussion, each team will complete an exercise that relates knowledge gained from the material covered in class and the case study firm. Team exercises comprise 20% of your grade. You must be in class to complete team exercises when they are conducted; there are no make-ups unless I receive a valid reason. Hence, attendance for the class is included in the team exercises.

2. **Team papers.** Each OD consulting team will focus on one category of OD intervention: strategic planning, structural, human or cultural process.
   The first paper will reflect each team's plans to enter, contract, collaboratively collect data, provide client feedback, and conduct diagnosis with client.
   The second paper will reflect collaborative action plans developed with the client to design, implement, and evaluate interventions in the organization's strategic planning, structural, cultural or human process.
   (While most often teams assign different portions of the team paper to team members, one shortcoming of this approach is the creation of papers that are disjointed and often contradictory. Teams are strongly encouraged to assign one or more team members as editors with the responsibility of integrating their team papers into "seamless" documents.)

   The team papers should not be longer than ten pages, *single-sided*, *paginated* beginning with first page after title page (latter does not count toward 10-page limit), *double-spaced*, *font Times New Roman 12*, and *margins of one inch all around*.

   Each team paper will be worth 10% of the overall grade, for a total of 20% of the course grade. Team papers submitted late will have their grades lowered one letter grade for each week late. You must contribute to your team's papers; otherwise, you will receive no credit. *(Teams indicate member non-participation by leaving the "free-riding" team member's name off the paper's title page.)*

3. **Team presentations.** OD consulting teams will make their team presentations using PowerPoint slides. The purpose of this presentation is to share learning with the class and obtain additional comments. Each team will have 15 minutes to present their papers and five minutes to answer questions by the class. Each of the two presentations will be worth 5% of your overall grade, for a total of 10% of your course grade.

4. **Teamwork evaluations.** Teamwork is valued in business and is rewarded in this course. At the end of the course, you will be asked to submit electronically a teamwork evaluation form that assesses the performance of your team members. The teamwork evaluation comprises 10% of your grade.

5. **Examinations.** Two closed-book examinations will be administered, one for Chapters 1 - 6 (part 1) and related additional readings, and one for Chapters 6 (part 2) - 14 and related additional readings. Each exam will include true-false and multiple-choice questions. Each of the two exams will be worth 20% of your course grade, for a total of 40% of your course grade. There are no make-ups unless I receive a valid reason.

Grading Scale and Policy

Grading components		Points and Weight	
Team Exercises	(20*10)	200 Points	20%
Team Papers	(2*100)	200 Points	20%
Team Presentations	(2*50)	100 Points	10%
Teamwork Evaluations	(1*100)	100 Points	10%
Examinations	(2*200)	400 Points	40%
Total Weight		**1000 Points**	**100%**

Letter Grade	Total Points	Percentage
A	1000-900	90%-100%
B	899-800	80%-89%
C	799-700	70%-79%
D	699-600	60%-69%
F	599-0	Below 60%

Academic Honesty:

If you do it, I will have to report it. Policies on academic dishonesty will be strongly enforced to protect individuals and the integrity of the university.

UTEP Policy: Scholastic dishonesty includes but is not limited to "cheating, plagiarism, collusion, the submission for credit of any work or materials that attributable in whole or part to another person, taking an examination for another person, any act designated to give unfair advantage to a student or the attempt to commit such acts"

Disability/UTEP Policy:

If you have a disability and need classroom accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or by email to casss@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/class.

Course Schedule

Session	Date	Topic/Key Learning Objectives	Assignment	
1	8/26	**Course Overview** Key Learning Objectives: (1) Understand course objectives, structure and requirements; and (2) become familiar with effective team processes.	In Class:	Review course syllabus and effective team Processes.
2	8/28	**Team Startups/Organization Performance Model** OD consulting teams are organized on a diversity basis. Key Learning Objectives: (1) Understand Nadler and Tushman's (1980)'s congruence model for organizational analysis, to include (a) five basic system characteristics, (b) inputs, transformation process components and outputs, and (c) model congruence hypothesis; (2) understand the Organizational Performance Model (OPM) to include (a) five key variables in OPM, (b) OPM hypothesis and corollaries, (c) organizational assessment process, and (d) organization design process; and (3) relate the congruence model to OPM.	Homework: In Class:	Read discussion questions (DQs), Nadler & Tushman (1980) and Hanna's (1988) Organization Performance Model (OPM) handout. Discussion, TE
		9/2 Labor Day Holiday University Closed; No Class!		
3	9/4	**Organization Development Case Study** Key Learning Objectives: (1) Understand Harley-Davidson, Inc.'s (HDI's) historical/current sources of competitive advantage; (2) explain how HDI transformed itself during the 1980s; and (3) identify HDI's current strengths, weaknesses, opportunities, and threats (SWOT).	Homework: In Class:	Read DQs and Nolan & Kotha (2007) case study. Discussion, TE

4	**9/9**	**Chapter 1, The Strategy Driven Approach** Each OD consulting team is assigned an OD intervention category (strategic planning, structural, cultural or human process) that will be the basis for its two papers. <u>Key Learning Objectives</u>: (1) Understand (a) the role of the OD (OC) consultant as process facilitator and (b) the significance of mission and strategy to OD; (2) relate various OD interventions to OPM organizational design steps; and (3) understand the rationale for OD by relating: (a) the misalignments of four basic building blocks of the passive-aggressive organization to OPM design elements, and (b) the five initiatives designed to "cure" the passive-aggressive organization to (c) OPM organizational design steps.	<u>Homework</u>: Read DQs, *Strategic Organizational Change* (SOC) Chapter 1 and Neilson, Pasternick and Van Nuys (2005). <u>In-Class</u>: Discussion, team OD intervention assignment, TE
5	**9/11**	**Chapter 2, Foundations of OC (Organizational Change) Practice (Part 1)** <u>Key Learning Objectives</u>: (1) Understand concepts of Lewin's forcefield analysis and three-step model of change and relate them to OD; (2) grasp concepts of systems thinking and open systems and relate them to OD; and (3) relate the concepts of first- and second-order organizational change to Argyris' (1991) single-loop and double-loop learning.	<u>Homework</u>: Read DQs, SOC Chapter 2 pages 11-16 only and Argyris (1991), pages 99-100 only. <u>In-Class</u>: Discussion, TE
6	**9/16**	**Chapter 2, Foundations of OC Practice (Part 2)** <u>Key Learning Objectives</u>: (1) Understand the concepts of participative management and teams and diversity and relate them to OD; (2) grasp the concepts of conflict management and appropriate leadership styles and relate them to OD; (3) relate the Action Research Model's six steps to Susman and Evered's (1978) action research five phases; and (4) understand Susman and Evered's (1978) six characteristics of action research that are closely related to OD values.	<u>Homework</u>: Read DQs, SOC Chapter 2 pages 17-24 only and Susman and Evered (1978) pages 586-590, 601 only. <u>In-Class</u>: Discussion, TE
7	**9/18**	**Chapter 3, Process Consulting (Part 1)** <u>Key Learning Objectives</u>: (1) Distinguish between three consulting approaches and identify the advantages of the process consultation approach; (2) identify negative consequences of helping clients; (3) explain why "writing down all the things you don't know" is beneficial to the process consultant; and (4) identify the four elements of active inquiry and four levels of active inquiry (Schein, 1995; SOC lists three).	<u>Homework</u>: Read DQs, SOC Chapter 3 pages 25-31 only and Schein (1995). <u>In-Class</u>: Discussion, TE

8	**9/23**	**Chapter 3, Process Consulting (Part 2)** <u>Key Learning Objectives</u>: (1) Grasp the advantages of building collaborative relationships with clients through status equilibration, "face work," perceptions, Schein's (1999) ten principles, entry and contracting; (2) distinguish between appreciative inquiry and action research and describe how they can be used effectively together; and (3) understand the different metaphors of change to better diagnose client mindsets and better manage the change process.	<u>Homework</u>: Read DQs, SOC Chapter 3 pages 31-38 only, Egan and Lancaster (2005) pages 29-37, 45-46 only, and Marshak (1993). <u>In-Class</u>: Discussion, TE
9	**9/25**	**Chapter 4, Leading Versus Facilitating Change (Part 1)** <u>Key Learning Objectives</u>: (1) Determine who is responsible for leading organizational change; (2) identify nine sources of organizational complacency that help maintain the status quo and thus prevent a sense of urgency; (3) understand the nature of the dual operating system for organizational change, the regular management-driven hierarchy and the volunteer strategy network; and (4) identify eight accelerators that are processes that enable the strategy network to achieve successful organizational change.	<u>Homework</u>: Read DQs, SOC Ch. 4 pages 39-48 only and Kotter (2012). <u>In-Class</u>: Discussion, TE
10	**9/30**	**Chapter 4, Leading Versus Facilitating Change (Part 2)** <u>Key Learning Objectives</u>: (1) Identify five bases of power in organizations; (2) explain how organizational leaders demonstrate political/power skills during organizational change; (3) grasp three key elements to leading organizational change (activity planning, commitment planning and change-management structures); (4) describe five activities used by change leaders to sustain change momentum; and (5) explain six methods for dealing with resistance to change.	<u>Homework</u>: Read DQs, SOC Chapter 4 pages 48-53 only and Kotter and Schlesinger (2008) [1979]. <u>In-Class</u>: Discussion, TE
11	**10/02**	**Chapter 5, Data Gathering** <u>Key Learning Objectives</u>: (1) Explain the advantages and disadvantages of seven data-gathering methods (Beitler's (2013) six and Schein's (2003) group assessment technique); (2) describe the relative effectiveness of the seven data-gathering methods in each of six target groups; (3) describe the relative effectiveness of the seven data-gathering methods in each of six target processes; (4) identify five process consultation traps; and (5) identify five processes of healthy organizations.	<u>Homework</u>: Read DQs, SOC Chapter 5 and Schein (2003). <u>In-Class</u>: Discussion, TE

12	10/07	**Chapter 6, Feedback, Diagnosis and Action Planning (Part 1)** <u>Key Learning Objectives</u>: (1) Understand the aims of the feedback and diagnosis steps; (2) contrast organizational-, group- and individual-level diagnoses; (3) compare the implicitly top-down feedback process described by Beitler (2013) with the bottom-up process espoused by Schein (1995) and identify the pros and cons of each; (4) identify the three stages of the client/consultant relationship; and (5) describe four characteristics of the client-consultant relationship that minimize the likelihood of unethical conduct allegations.	<u>Homework</u>: Read DQs, SOC Chapter 6 pages 73-82 only, Schein (1995) pages 16-17 only, and Ozley and Armenakis (2000). <u>In-Class</u>: Discussion, TE
13	10/09	**First Examination (60 Minutes)** Examination will cover text Chapters 1-6 (part 1), additional readings, discussion notes and team exercises.	<u>Homework</u>: Read all assigned materials, discussion notes and team exercises. <u>In-Class</u>: Conduct first examination.
14	10/14	**First Team Presentations (Day 1)** <u>Key Learning Objectives</u>: Based on their target organizations and processes, teams conduct 15-minute presentations of their first paper to include: (1) entering, (2) contracting, (3) data gathering, 4) feedback, and (5) diagnosis. Teams obtain feedback to improve their papers.	<u>Homework</u>: Teams prepare presentations. <u>In-Class</u>: Teams conduct presentations.
15	10/16	**First Team Presentations (Day 2)** <u>Key Learning Objectives</u>: Same as for Session 14.	<u>Homework</u>: Same as above <u>In-Class</u>: Teams present.
16	10/21	**First Team Paper Due***** **Chapter 6, Feedback, Diagnosis and Action Planning (Part 2)** <u>Key Learning Objectives</u>: (1) Define intervention and explain its relationship to diagnosis; (2) identify four prerequisites for choosing an appropriate intervention; (3) list eight possible benefits from interventions; (4) identify four (SOC lists six) types of interventions; (5) recognize three forms of change forces and four forms of resistance; (6) distinguish between situations calling for reactive change and those calling for proactive change; and (7) be able to action plan by selecting among the eight different change paths, based on the strength of the forces of change, whether they are opportunities or threats, the time available for change, and whether the organization is open or closed to change.	<u>Homework</u>: Submit first team paper. Read DQs, SOC Chapter 6 pages 83-87 only and Strebel (1994). <u>In-Class</u>: Discussion, TE

17	**10/23**	**Chapter 7, Strategic Planning Interventions (Pt. 1)**	Homework: Read DQs, SOC

17 **10/23** **Chapter 7, Strategic Planning Interventions (Pt. 1)**
Key Learning Objectives: (1) Understand the concept of fit in strategic planning; (2) describe the strategic planning process that includes mission statement, SWOT analysis, strategic alternatives and their analysis, strategy selection, organizational support analysis, strategic plan, tactics, responsibilities assignment, communication and follow-up; (3) understand the role of OD in mergers and acquisitions as well as interorganizational relationships; (4) grasp the value of developing a strategic system instead of organizational restructuring; (5) explain how a set of strategy maps can comprise a firm's strategy; and (6) compare the strategic planning process to the strategy map process.

Homework: Read DQs, SOC Chapter 7 pages 89-93, 94-95, 100-104 only and Kaplan and Norton (2006).
In-Class: Discussion, TE

18 **10/28** **Chapter 7, Strategic Planning Interventions (Pt. 2)**
Key Learning Objectives: (1) Define strategy, explain where sustained competitive advantage comes from, and identify two critical strategy tasks; (2) recognize IBM's strategic planning, structural, human process and cultural interventions; and (3) compare and contrast IBM's strategic planning intervention to: (a) Beitler's (2013) strategic planning process, (b) Kaplan and Norton's (2006) strategy maps, and (c) Hanna's (1988) OPM model.

Homework: Read DQs and Harreld, O'Reilly and Tushman (2007).
In-Class: Receive graded first team papers, discussion, TE

19 **10/30** **Chapter 8, Structural Interventions (Part 1)**
Key Learning Objectives: (1) Identify five different types of organizations and describe each of their advantages and disadvantages; (2) distinguish between restructuring and reengineering; (3) explain why ambidextrous organizations are superior to the other three; (4) distinguish between the ambidextrous organization's two businesses' different strategies, structures, cultures and processes; (5) identify four lessons from firms that became ambidextrous; and (6) explain how ambidextrous firms avoid four innovation traps (strategy, process, structure, skills).

Homework: Read DQs, SOC Chapter 8 pages 107-113, O'Reilly and Tushman (2004), and Kanter (2006).
In-Class: Discussion, team exercise

20 **11/04** **Chapter 8, Structural Interventions (Part 2)**
Key Learning Objectives: (1) Identify downsizing's short-term gains and long-term costs; (2) explain what a psychological contract is and how downsizing violates it; (3) describe three different approaches to job design and identify which is most effective; and (4) identify six transition management principles that make resizing (downsizing) more effective.

Homework: Read DQs, SOC Chapter 8 pages 113-120 and Marks and De Meuse (2005).
In-Class: Discussion, team exercise

Nov 1ˢᵗ Fall Drop/Withdrawal Deadline

21	11/06	**Chapter 9, Organizational Culture Interventions**	<u>Homework</u>: Read DQs, SOC Chapter 9 pages 123-127, 130-134, 135-136 and Schein (1990).
		<u>Key Learning Objectives</u>: (1) Explain how organizational culture can be indirectly changed; (2) distinguish between three (SOC lists four) levels of organizational culture and explain how to diagnose its deepest level; (3) outline the five steps to diagnosing organizational culture and developing a cultural change strategy; (4) describe six primary embedding and six reinforcing mechanisms to embed cultural assumptions into the organization; and (5) identify seven ways that leaders can take to produce desired cultural changes.	
			<u>In-Class</u>: Discussion, team exercise

22	11/11	**Chapter 10, Human Process Interventions**	<u>Homework</u>: Read DQs and SOC Chapter 10 pages 139-142, 146-147, 148-149, 153-154.
		<u>Key Learning Objectives</u>: (1) Identify eight characteristics of high-performing work teams; (2) distinguish between three types of team-building interventions, describe the seven steps of a generic team-building intervention, and outline the eight steps in conducting a forcefield analysis; (3) grasp why conflict management skills are becoming increasingly important; (4) describe the generic conflict management intervention process; and (5) distinguish between two types of conflict, explain how they relate to dysfunctional and functional conflict and, describe how each conflict type can be resolved.	
			<u>In-Class</u>: Discussion, team exercise

23	11/13	**Chapters 11-12, Management Development and Organizational Learning Interventions**	<u>Homework</u>: Read DQs, SOC Chapter 11 page 157-159, 163-168, Chapter 12 pages 171-178, 180-185 and Argyris (1989)
		<u>Key Learning Objectives</u>: (1) Identify and describe the three elements of management development systems; (2) enumerate the six different types of developmental activities; (3) describe the two performance management subsystems; (4) distinguish between organizational learning, knowledge management and learning organization; (5) compare the four-phase traditional training model and the action research model used in OD; (6) contrast traditional learning with self-directed learning; (7) explain the advantages of learning agreements; (8) contrast codification and personalization knowledge management systems; and (9) distinguish between technical and human theories of control and how their conflict is linked to individual/organizational defensive routines.	
			<u>In-Class</u>: Discussion, team exercise

24	**11/18**	**Chapters 13-14, Evaluating OC and Future of OC** Key Learning Objectives: (1) Distinguish between two types of OD evaluations; (2) list five institutionaliza-tion indicators; (3) identify three major problems in evaluating OD interventions, OD consultants and clients; (5) identify five characteristics of the 21st century workforce and organizations; (6) identify three OD globalization constraints; (7) list seven challenges facing OD consultants in the 21st century; and (8) list six strategic imperatives facing future organizations and eight core competencies that need to be developed to meet the strategic imperatives.	Homework: Read DQs, SOC Chapter 13 pages 189-195, 200-202, Chapter 14, and Nadler and Tushman (1999). In-Class: discussion, receive team paper feedback, team exercise
25	**11/20**	**Second Examination (60 Minutes)** Examination will cover text Chapters 6 (part 2) – 14, additional readings, discussion notes and team exercises.	Homework: Read all assigned materials, discussion notes and team exercises. In-Class: Conduct second examination.
26	**11/25**	**Second Team Presentations (Day 1)** Key Learning Objectives: Based on their target organiza-tions and processes, teams conduct 15-minute presenta-tions of their second paper to include: (1) designing, (2) implementing, and (3) evaluating OD interventions. Teams obtain feedback to improve their papers.	Homework: Teams prepare presentations. In-Class: Teams conduct presentations.
27	**11/27**	**Second Team Presentations (Day 2)** Key Learning Objectives: Same as for Session 26.	Homework: Same as above In-Class: Teams present.
28	**12/02**	**Second Team Presentations (Day 3)** Key Learning Objectives: Same as for Session 26.	Homework: Same as above In-Class: Teams present
28	**12/04**	**Second Team Paper Due***** **Second Team Paper Submission** Turn in second team paper along with Team Evaluations	Homework: Finish team evaluations

Course Additional Reading Assignments (Included in Team Exercises and Exams)

Session No.   **Additional Reading Assignment(s)**

2   Hanna, D.P. 1988. *Organization Performance Model.* [Blackboard Course

         Materials Folder]

         Nadler, D.A. & Tushman, M.L. 1980. A model for diagnosing organizational

         behavior. *Organizational Dynamics*, 9(Autumn 1980) 35-51.

3   Nolan, R.L. & Kotha, S. 2007. *Harley-Davidson: Preparing for the next*

         century. Harvard Business School Case Study 9-906-410. [Purchased]

4   Neilsen, G.L., Pasternack, B.A. & Van Nuys, K.E. 2005. The passive-aggressive

         organization. *Harvard Business Review*, 83(October 2005): 82-92.

5   Argyris, C. 1991. Teaching smart people how to learn. *Harvard Business*

         Review, 69(May/June 1991): 99-109. *(Read pages 99-100 only.)*

6   Susman, G.I. & Evered, R.D. 1978. An assessment of the scientific merits of

         action research. *Administrative Science Quarterly*, 23: 582-603.

         (Read pages 586-590, 601 only.)

7   Schein, E.H. 1995. Process consultation, action research and clinical inquiry: are

         they the same? *Journal of Managerial Psychology*, 10(6): 14-19.

8   Egan, T.M. & Lancaster, C.M. 2005. Comparing appreciative inquiry to action

         research: OD practitioner perspectives. *Organization Development*

         Journal, 23(Summer 2005): 29-49. *(Read pages 29-37, 45-46 only.)*

         Marshak, R.J. 1993. Managing the metaphors of change. *Organizational*

         Dynamics, 22(Summer 1993): 44-56.

9   Kotter, J.P. 2012. Accelerate! *Harvard Business Review*, 90(November 2012):

         44-58.

10   Kotter, J.P. & Schlesinger, L.A. 2008 [1979]. Choosing strategies for change.

        Harvard Business Review, 86(July/August 2008), 130-139.

11   Schein, E.H. 2003. Five traps for consulting psychologists: Or, how I learned

        to take culture seriously. *Consulting Psychology Journal: Practice and*

        Research, 55(Spring 2003): 75-83.

12   Ozley, L.M. & Armenakis, A.A. 2000. "Ethical consulting" does not have to be
        an oxymoron. *Organizational Dynamics*, 28(4): 38-51.

        Schein, E.H. 1995. Process consultation, action research and clinical inquiry: are

        they the same? *Journal of Managerial Psychology*, 10(6): 14-19. *(Read*

        pages 16-17 only.)

16   Strebel, P. 1994. Choosing the right change path. *California Management*

        Review, 36(Winter 1994): 29-51.

17   Kaplan, R.S. & Norton, D.P. 2006. How to implement a new strategy without

        disrupting your organization. *Harvard Business Review*, 84(March

        2006): 100-109.

18   Harreld, J.B., O'Reilly, C.A. & Tushman, M.L. 2007. Dynamic capabilities at

        IBM: Driving strategy into action. *California Management Review*,

        49(Summer 2007): 21-43.

19   Kanter, R.M. 2006. Innovation: The classic traps. *Harvard Business Review*,

        84(November 2006): 72-83.

        O'Reilly, C.A. & Tushman, M.L. 2004. The ambidextrous organization.

        Harvard Business Review, 82(April 2004): 74-81.

20   Marks, M.L. & De Meuse, K.P. 2005. Resizing the organization: Maximizing

        the gain while minimizing the pain of layoffs, divestitures, and closings.

        Organizational Dynamics, 34(Summer 2005): 19-35.

21   Schein, E.H. 1990. Organizational culture. *American Psychologist*, 45(February

        1990): 109-119.

23   Argyris, C. 1989. Strategy implementation: An experience in learning.

        Organizational Dynamics, 18(Autumn 1989): 5-15.

24   Nadler, D.A. & Tushman, M.L. 1999. The organization of the future: Strategic

        imperatives and core competencies for the 21st century. *Organizational*

        Dynamics, 28(Summer 1999): 45-60.