TEACHING PLAN
ANURAG GROUP OF INSTITUTIONS
IV SEMESTER   MBA
LEADERSHIP & CHANGE MANAGEMENT

S.No	TOPIC	REFERENCES	NO.OF. CLASSES
	UNIT-I		
1	Introduction to leadership		**1**
2	Leadership definitions, components & types		**1**
3	Ways of conceptualizing leadership	**Effective Leadership Lussier/ Achua**	**1**
4	Trait versus process leadership		**2**
5	Leadership and management		**1**
6	Trait approach: description, five factor personality model and leadership		**2**
7	Emotional intelligence, strengths, criticism, applications		**2**
8	transformational leadership definition, model, team leadership model		2
9	Women leadership, culture and leadership		2
			14
	UNIT-II		
10	Change Management: Introduction, An overview of change	Radha R Sharma, Kavithasingh, Nilakant	1
11	Forces of Change		1
12	Types of Change		1
13	Change models,		2
14	Change programmes		1
15	Change levers		1
16	Change as growth,		2
17	Change as transformation		2
18	Change as turnaround		1
19	cases		2
			14
	UNIT-III		
20	Mapping and diagnosing change	Robert A Paton and James McCalman Palmer, Dunford, Akin	2
21	The role of diagramming in system investigation		1
22	A review of basic flow diagramming techniques		2
23	Systems relationships – systems diagramming and mapping,		2
24	Influence charts, multiple cause diagrams		1
25	A multidisciplinary approach		1
26	Cases		3

			12
	UNIT-IV		
27	Change Diagnosis & Resistance to Change	Radha R Sharma, Kavithasingh, Nilakant	1
28	Diagnosis Models and Component Analysis		2
29	Diagnosing readiness to change		1
30	Resistance to change: Factors contributing to resistance,		1
31	Cognitive and affective processes,		2
32	Recognizing resistance:Managers as resistors to change		1
33	Suggestions to manage resistance		1
34	Cases		3
			12
	UNIT-V		
35	Implementing change	Wendell French, Cicil, H.Bell, VeenaVohra	1
36	Organisation Development - Meaning, Nature and scope of OD		1
37	Dynamics of planned change		1
38	Person-focused and role-focused OD interventions		2
39	Planning OD Strategy – Implementing change through OD,		1
40	Appreciative inquiry and sense-making approaches		1
41	Contingency and Processual Approaches to implementing change		2
42	Cases		3
			12
		Total Classes	64

Name of the Faculty: C.Supriya

Unit I:
Short answers:
1. Define Leadership.
2. Define culture.
3. What is transactional & transformational Leadership?
4. Differentiate Leadership & Management.
5. Define Personality.

Long answers:
1. Describe the Big Five Personality dimensions.
2. Discuss why the traits of dominance are so important for managers to have.
3. Explain the models of a) Transactional leadership.
                              b) Transformational leadership.
   4. Differentiate Trait & process leadership.
   5. Explain about Women leadership, culture & leadership.

Unit II:
Short answers:
1. Define change.
2. What is planned change?
3. Define organizational climate.
4. Define organizational culture.
5. What is resistance to change?

Long answers:
1. Explain in detail about Forces of change.
2. What are the different steps that involved in change programme? Explain.
3. Explain A) Kurt Lewins change Model.
           B) Burke-Litwin change Model.
4. What are the 8 important organizational aspects of change?
5. Explain about change as a transformation.

Unit III:
Short answers:
1. System relationships
2. What is system mapping?
3. Define intervention.
4. What is multiple-cause diagramming?

   Long answers:
   1. What is role of diagramming in system investigation? Explain.
   2. What are the most common & revealing techniques employed by change Management in flow diagramming?
   3. Explain about system diagramming & its intervention strategy Model.
   4. Explain about A Multi- disciplinary approach.

Unit IV:

Short answers:
1. What is resistance to change?
2. Define driving forces?
3. What is restraining forces?
4. What are the sources of organizational resistance?
5. What is MYOPIC perception?

Long answers:
1. Explain the factors contributing to Resistance.
2. Discuss about a) Force Field analysis
   b) 7 s frame work.
3. What is open system theory &Weisbord's six – box model?
4. Explain in detail about Congruence Model for Organization analysis.
5. How to recognize resistance. What are the suggestions for managing resistance to change?
6. What are the methods for handling resistance?

UnitV:
Short answers:
1. Define Organization development.
2. What is planned change?
3. Define OD intervention.
4. What is Instrumentation?
5. Define Encounter groups.

Long answers:
1. Explain in detail about facilitator-Active Intervention.
2. What is planning OD strategy? Explain.
3. What is Role- Focused OD intervention? Explain its characteristics.
4. Explain Appreciative inquiry and sense making approaches.
5. Discuss in detail about contingency and procesual approaches to implementing change.

MODEL PAPER

ANSWER ALL THE FOLLOWING:

1. Define Leadership.
2. Define culture.
3. What is planned change?
4. Define organizational culture.
5. What is system mapping?
6. Define intervention.
7. What is resistance to change?
8. What is MYOPIC perception?
9. Define Encounter groups.
10 .Define OD intervention.

ANSWER ANY THREE OF THE FOLLOWING:

1. Describe the Big Five Personality dimensions.
2. Explain in detail about Forces of change.
3. Explain A) Kurt Lewins change Model.
           B) Burke-Litwin change Model.
4. What are the most common & revealing techniques employed by change Management in flow   diagramming?
5. Discuss in detail about contingency and processual approaches to implementing change.

LCM CASES:

UNIT-I:

Case Study 1: Building a Team

Joe is Maintenance Coordinator for a public university. Joe is responsible for all the building maintenance and physical systems on campus. He has a number of departments to accomplish the assigned workload. He has an Electrical Department, a Plumbing Department, an HVAC Department, a Carpentry Department, and a Painting Department. The workload for his departments has increased in the last several years as the physical plant continues to age. Joe requested to hire additional workers, but the budget did not allow for it. It became apparent that Joe needed to find more creative ways to better utilize his current resources in order to get more accomplished.

Joe had observed that his departments were not working together well, or even at all, in some cases. It was common for one department to go into a building, "fix" a problem, and then leave a mess for the next department coming in behind them to do their part of the work. Workers seemed to think only about maximizing the output of their own department and finishing their own work quickly, with little regard for the impact on other departments and the long-term impact on the university.

What could Joe do to better coordinate the work of his departments and make better use of the resources he has, so that more work can be accomplished with the limited budget?

Allow your groups to discuss this and come up with strategies. After discussion of the case, ask the question: How could these same ideas be applied in our organization?

UNIT-II:
Case study - impact of effective change management

Prosci is releasing a four-part series on "why change management" to provide several different perspectives on how to make the case for applying a structured approach to manage the people side of change for organizational initiatives. This series includes:

- Correlation data on the impact of effective change management
- Cost-benefit analysis for change management
- *Case study on project impact of effective change management*
- Emergence of change management

This tutorial presents a case study at Texas Children's Hospital, and demonstrates the impact of effective change management with real project data.

Helping Employees Adapt to Change at Texas Children's Hospital by Stephanie Elam and Tammy Christensen, Texas Children's Hospital Special guest authors for the Change Management Learning Center and winners of the 2009 Global Conference success story competition

Introduction

In 2006, Texas Children's began an aggressive $1.5 billion expansion project. The expansion includes the erection of four new buildings, and the addition of new service lines and programs, leading to a large increase in employee resources. By 2010, the organization is expected to grow from 6,600 to 9,000 employees and increase medical staff by 70. Simultaneously, the organization is transitioning from a paper to an

electronic medical record system. This expansion initiative is considered to be the largest ever in the United States to be completed within a four-year window.

Project Background

Texas Children's has begun the implementation of an electronic medical record system that will provide immediate access to patient records and information across the organization, thus promoting improved patient care and patient safety while streamlining efficiencies. The electronic medical record will facilitate instant communication between the primary care and specialty services while also allowing on-going access to patient information for research purposes. The first phase of the project was deployed in two major business units in the organization, impacting approximately 6,000 employees or 85% of the workforce.

Change Management Overview

To assist with the "people side" of change associated with the system implementation, a change management team was created. Throughout the project, the change management team partnered with the project implementation team and organizational leaders to facilitate activities designed to reduce employee resistance and build commitment for the implementation. Two notable activities included creating a Change Agent Network and conducting dress rehearsal activities.

Local leaders selected individuals to make up a Change Agent Network. The network was comprised of participants from throughout the organization who served as extensions of the change management team as "on-the-ground" peer champions. The change management team provided Network members with ongoing information, reminders, and tips which they shared with their peers. Periodic meetings and conference calls allowed change agents to connect with each other and exchange ideas about how to build commitment, as well as keep the change management team informed about issues and major areas of resistance that required attention.

In addition to the Change Agent Network, the change management team developed dress rehearsal activities to help prepare end users for the implementation. The activities were set up as real-life simulations and provided an opportunity for end users to walk-though and practice system and process changes prior to implementation. The dress rehearsals were intended to help end users understand what to expect at Go-live and minimize anxiety. Additionally, the activities helped identify any potential "hiccups" that might not otherwise have been identified until the system went live, including incorrect end user security settings. Being proactive prior to Go-live was important because experiencing problems upon Go-live could have contributed to a mind-set that the system "didn't work" and created unnecessary resistance

UNIT- IV:

CASE STUDY ON RESISTANCE TO CHANGE

Victor is the head of a division in a state agency. He has been in his management position for 15 years and has worked his way up to his current position. Throughout his career, he has seen many people leave and join the department. He has stayed because he enjoys public service and working with familiar faces in the agency. He also knows that he brings his many years of experiences in a public agency to the table when solving problems. His personality fits the working environment of a state agency; he likes working with the familiarity of rules and procedures.

Victor is proud of his service, but he is really looking forward to his retirement, which, for him, is not coming soon enough. Within the last few years, lots of changes have occurred on a department level that is also changing much of the familiar procedures, rules, and norms that Victor has been accustomed to during his 25 years in the department. Some of these changes include hiring younger staff, reorganization of job responsibilities, performance plans to increase staff competencies and skills in new areas, and recent layoffs to help balance the budget.

As part of his attempt to make his mark on the division, and to bring in past experiences that he thinks can be of value, Victor proposed numerous ideas for the division at a staff meeting. His staff—*which, in recent years, has become increasingly more diverse in demographics and cultural backgrounds*—suggests improvements and changes to his ideas. They are not so sure that his changes are the most appropriate given the overall strategic directions of the department. Furthermore, they are not sure how they can implement strategies when the ideas call for outdated resources and technology. Some of the younger staff members are more vocal and mention recent trends and practices in strategic thinking that could be more beneficial to accomplishing the division goals.

Victor views these suggestions as attacks directed at him and as resistance on the part of the staff. He feels like every time he makes a suggestion, he is thrown a curveball from one of the younger staff members. Why is this happening to him now? He knows he has to manage this. He cannot let this type of dynamic go on for an additional five years—or could he?

1. What cultural assumptions fuel Victor's perspective as a leader of a state agency?
2. Where does Victor's motivation to lead come from?
3. How would you describe Victor's self-concept and the influence of it on his leadership?

Reflection

Victor has several cultural assumptions that can be broken down into different cultural levels: individual, team, organizational, and national cultures. His assumptions and beliefs may include any of the following: working hard will get you to the top, everyone must obey rules and procedures, and you must have experience in order to know what you are doing in a job. This could be why he feels attacked when his younger employees make suggestions. It is also important to note that Victor may have been raised in a homogenous culture that did not allow him to interact with others who did not share his same cultural values and belief. Victor can benefit from learning about his self-concept and how his values contribute to his management. By doing so, Victor helps his team to understand him more.

CI Model in Action

- Acquire: Victor has a lot of knowledge about working in public sector organizations. His tenure in a state agency makes him very familiar with this type of culture. But he lacks knowledge about what is unfamiliar to him, particularly around generational issues. He knows what areas of his work frustrate him; now, he needs to acquire information that help him understand why it frustrates him. To improve his cultural intelligence, Victor would need to develop a plan that helps him to become more familiar with the different cultures in his work team.
- Build: To build his knowledge in cultures, Victor can develop strategies that help him connect his current cultural knowledge to the new knowledge he wants to gain. For example, he identifies that the characteristics of a younger generation are new to him. He can put together a plan where he monitors his

communication with the staff to gauge whether he is really understanding what is going on. It is important here that when he builds new knowledge, he is aware of the skills he has and what he lacks when working with a younger generation.

- Contemplate: Victor's self-efficacy is an issue in this cultural situation. He has a few years left before retirement and considers giving up. He needs to make a shift, changing his attitude from one of frustration to a positive perspective. He can do this by visualizing the positive end results and reminding him that he can and should keep trying. He needs to put in place a plan where he can monitor his internal motivation toward the issue.

- Do: It seems in this situation that change will be difficult for Victor because he is set in his ways. Victor can be mentored and coached to think about change and its impact on his situation by asking himself: What is changing, What will be different because of the change, and What will he lose? Using these three questions he will learn to identify the change and behaviors that need to change, the potential results of the change, and what beliefs and values he will need to discard in the process. By identifying specific areas of change, Victor can transition better.

UNIT-V:

Case Studies of OD interventions by Plummer & Associates

Here are example consulting engagements where we helped organizations succeed through various people focused interventions. As our clients don't want their specific "pains" identified, the organization names are not listed. OD Case 1 - 2-Hr Team Building Session for Exec Team Retreat The CEO of a 300-person company was planning a 2-day retreat with his executive team. His tentative agenda was filled with critical business issues, including acquisition plans for the coming year. He also wanted to focus attention on how they worked together as an executive team. He wanted his team "tuned up" for the coming challenges and had 2 hours he could give for "team building". He thought the team should discuss process and he also wanted some feedback on how they viewed his as a leader. We proposed a short survey to gather team member's perspectives on their effectiveness and on the CEO's leadership. We also included three questions about the business acquisition process. Survey results were sent to the team for review 2 days prior to the retreat. We started the team building session with a trust-building exercise. Then we spent an hour reviewing and discussing the survey results. What did it say about our team?• What insights do the results provide about how we can improve our effectiveness?• How does the CEO's

view of our team differ from the members' views of the team?• How do we collectively view our effectiveness on handling acquisitions?• What are our priorities for improving our acquisition process?• To wrap up the session, we took the team to the next room where we had set up a fun, fastpaced exercise called VisionWeb. The exercise consists of a "web" of ropes and pulleys that participants use to achieve a team goal of stacking cylinders. The simulation consists of two parts. In the first part, only the leader is aware of the goal and the participants cannot see what is going on with other team members. It only takes a few minutes to realize that the team is going nowhere fast. In part 2, the participants can see that the goal is to stack cylinders. They then fairly quickly "work the web" in concert with other members to achieve the goal. After the exercise, we did a quick debrief of how the two approaches were different and what could be learned from the exercise to help their team. In closing, we brainstormed action items to improve team effectiveness and asked for individual commitments for one or two actions they would take to help the team get even better. We received excellent feedback. They felt the advance survey helped them get to their team issues quickly and facilitated a more in depth and honest discussion of the team in the meeting. They also enjoyed the ropes exercise and felt it underscored how important it is for everyone in the organization to understand goals and work interdependently to achieve them. OD Case 2 - Intervention to Improve Inter-Group Communications (This case also illustrates the use of short, issue-focused surveys.) An HR Director asked us to help resolve conflict between the HR and Finance departments. While acknowledging that personality differences existed between the two Dept. Heads, the conflict also involved several team members in each department. The groups needed to interact on a variety of projects and poor communication was impacting morale and productivity. We interviewed each Director to understand their perspective about the conflict. We also interviewed a couple of key team members from each department. To gather further advance information for the meeting, we developed a short online survey for the two groups. Each person was asked to assess their group's performance and the performance of the other group on various communication topics. They were also asked to describe how they viewed themselves, how they viewed the other group, and how they felt the other group viewed them. The data from the mini survey was summarized and sent to members of both teams a couple of days prior to the meeting. All department members also completed an on line Myers Briggs assessment. The full day workshop began with a two-hour, Myers-Briggs communications workshop with all Department members. This helped people understand that all the preferences are needed to obtain best results and to appreciate the different preferences of their peers and leaders. We gave them information about how to communicate effectively with different types. The rest of the morning was spent reviewing the results of the survey and breaking into small, action planning teams with HR and Finance represented on each team. The groups were asked to look at the data from each group's perspective and then develop some specific plans to improve communications. The morning session was closed out by reassembling the entire group and asking each person to share something they personally planned to do to help improve future communications. In the afternoon, our facilitator met for a coaching session with just the two Directors. The survey data was reviewed with them and the morning workshop debriefed. The Directors were also asked to talk honestly about what their personal contributions to the conflict issues were and to brainstorm ways that they and the two groups could begin to improve their inter-group communications. The feedback on the workshop from the team members and the Directors was very positive. They felt that the honest discussions about communication

issues would help them improve. We checked back with the Directors two months after the workshop and they indicated that inter-group communications had improved dramatically. They were pleased that each group's perceptions of the other group were now more positive as were their own understanding of each other. OD Case 3 - Comprehensive Employee Survey Process We won a bid on a comprehensive employee survey process for a 250-person town government. The RFP included designing and conducting an extensive employee survey to measure the "organizational health" of the town government and identify areas for improvement. In addition to the employee survey, the RFP also called for: advance focus groups with a cross section of employees to help identify critical• employee issues to include in the survey, follow-up, small-group action planning sessions with all employees• 360-feedback process with the Town's senior executive team, including follow-up• coaching sessions with each executive to review their 360 results and the employee survey results for their department. The advance focus groups with a cross section of 30 employees provided input for the survey design and created positive press for this first time employee survey. Our client, the HR Director, and we were pleased with the 80% participation in the survey. We presented the survey results and our recommendations to the exec team and also shared plans and asked for feedback about the follow-up action planning sessions. These sessions yielded numerous additional improvement ideas. Employees appreciated that the survey results were being taken seriously by the exec team believed that improvements would be made. The concurrent 360 process also worked well. The employee satisfaction data was a great complement to the 360 feedback the execs received from their subordinates, peers, and internal and external customers. In their coaching sessions, we helped the execs review both sets of data and build action plans for improvement. This organization was performing well before the survey. The survey results helped them identify plans to further improve the organization. Several months later, the client was awarded national recognition for quality processes. The HR Director shared that she felt the survey process and 360 coaching was an important factor in their recognition. OD Case 4 - Conducting focus groups to obtain input for a new VP This large transportation organization transferred in a new vice president for a large call center. He wanted to gain an impartial overview of what employees liked and didn't like about the current work and environment. We conducted 20 focus groups of call center, billing, accounting, and technology employees working on three shifts at two sites. Input was gathered on topics such as: the job, the work environment, leadership, and what's working well and what could be improved. We prepared a written report of themes and recommendations and presented these findings at an off site retreat with Customer Service leaders. Through these efforts, the employees embraced the leadership of their new VP and he successfully used the plan as a roadmap during his time in this role. The Technology Department liked the approach and result and also asked for focus groups, a written report and presentation regarding how they could better support the Customer Service Dept.
 OD Case 5 – Coaching for a new Leader An organization made an external hire for Director of a 120 person department. The Director quickly made changes in how the work was performed resulting in serious employee dissatisfaction. Internal customers also complained about the changes. We were brought in to coach the Director. After some initial sessions, we then interviewed each direct report. We designed a workshop to address issues and suggestions for improving communication with this team. The Myers Briggs Type Inventory was taken by the team and results were shared in the workshop. There were many "ah ha" moments where the Director and dept. managers gained insight about each otherspreferences in making decisions, sharing info in staff

meetings, etc. The Director modified his approach and the team members began to trust and have confidence in his willingness to listen and flex his approach.

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Section – A (Short Answer type questions)   (10 2 20 marks)

Answer all questions

1. Organisational change

2. Change levers

3. System Investigation

4. Multiple Cause diagram

5. Readiness to change

6. Cognitive process of change

7. Second order change

8. OD strategy

9. OD Interventions

10. Vision and Mission

Section – B (Essay type questions)   (5 x 8= 40marks)

Answer all questions, each question carry equal marks

11. A) Define Change. Explain the various forces and types of change?

OR

B) Discuss the different aspects of Change as a transformational process.

12. A) Explain the basic flow diagramming techniques?

OR

B) Describe the multidisciplinary approach in mapping and diagnosing change?

13. A) Explain the diagnostic models of change?

OR

B) What is Resistance to change? Discuss the methods of dealing with it.

14. A) Explain the meaning, nature and scope of OD?

OR

B) Write about the following.

i) Appreciative Inquiry

ii) Contingency approach to change.

15. A) Describe the strategies for communicating change?

OR

B) Explain the various aspects involved in Consolidating change?

ANURAG GROUP OF INSTITUTIONS
(Autonomous)
School of Business Management
II-M.B.A-II-Semester End Examinations, August 2015
Subject: MANAGEMENT OF CHANGE

Time: 3 Hours   **Max.Marks:60**

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Section – A (Short Answer type questions)   (10 2 20 marks)

Answer all questions

Write a short note on the following:

15. What is Change?
16. Change Transformation.
17. Mapping.
18. Steps in system investigation.
19. Cognitive process.
20. Affective process
21. OD and Change.
22. What are Interventions?
23. Vision.
24. Importance of communication in change.

Section –B (Essay type questions)   (5x8=40Marks)

Answer all questions

11. A) Discuss elaborately about levers to change and models to
                           change. OR

    B) Change is difficult, not changing is fatal – elucidate with examples.

12. A) What is diagnosing readiness to change? Explain the basic flow
        diagramming techniques.
                              OR

    B) Discuss the Multi disciplinary approach to change.

13. A) Explain how the readiness to change can be diagnosed? Discuss the
       factors contributing to resistance to change.
                              OR

    B) It is well known facts that even many managers are resistant to change.

       Discuss the reason for their resistance and also suggest how to manage

       resistance to change.

14. A) Explain the dynamics of planned change. Elaborate how the organizations can
    plan

       OD strategies.
                              OR
    B) Describe in detail about appreciative inquiry and sense-making
       approaches for change?

15. A) Explain the role played the vision of the organization in change management.

OR

B) Elaborate the actions to consolidate to change and signs of consolidation to change.

ANURAG GROUP OF INSTITUTIONS
(Autonomous)
School of Business Management
II-M.B.A-II-Semester Supplementary Examinations, Jan / Feb- 2016
Subject: MANAGEMENT OF CHANGE

Time: 3 Hours   **Max.Marks:60**

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Section – A (Short Answer type questions)   ⟨**10x2=20 Marks**⟩

Answer all questions

   Write a short notes on the following:

1. Change levers.

2. Participative change

3. System investigation

4. Multiple cause diagram

5. Readiness to change

6. OD Interventions

7. Planned change

8. OD strategy

9. Appreciative inquiry

10. Vision Vs Mission   **(5x8=40Marks)**

Section –B (Essay type questions)

Answer all questions

11. A) Define Organisation change? Explain in detail about the Kurt –Lewin model of

    change?

OR

  B) Explain the concept of Transformational and Transactional change?

12. A) Discuss the basic Flow diagramming techniques?

OR

  B) Explain the significance of diagramming in System investigation?

13. A) Discuss the various diagnosis models of Change?

OR

B) Explain the factors contributing to resistance to change and also suggest remedies to manage resistance?

14. A) Define Organisation Development? Explain the scope and process of OD?

OR

B) Describe the contingency and Processual approaches to implementing change?

15. A) Discuss the essential ingredients of a meaningful Vision. What is the role of vision in managing change?

OR

B) Explain the steps involved and the precautions to be taken in Consolidating change?