SYLLABUS MGMT E- 4032

Term: January 2013
Instructor: Jorrit de Jong, Email: jorrit.dejong@harvard.edu

Becoming an Agent of Change

Overview
This course examines strategic challenges of instigating change. With leadership and management as our underlying themes, we explore change in organizations, networks, communities, and society at large. The basic question we will ask is how one can effectively envision, promote and deliver change. To that end we will discuss domestic and international cases from the public, private, and nonprofit sectors. There are no universal truths and general laws in the field of change – although ‘change gurus’ may suggest otherwise – but we can learn in many ways from the successes and failures of ‘agents of change’. Why and how did they take action? How certain were they about their cause? What was the nature of the resistance they dealt with? These and many other questions will help us understand what it is that change-makers do. Rather than focusing on Fortune 500 CEOs and leaders of epic social change, like Gandhi, Dr. King and Mandela, this course discusses the strategic challenges of people that we can more easily relate to: ordinary people who made an extraordinary impact on their organization, neighborhood or society.
Schedule – Afternoons 1-4 pm (classes start at 1pm sharp)

**Personal Change Challenge due on December 30th 2012**

Class 1 – January 3rd  
**Challenges of Change: Discovery, Diagnosis, Engagement**

Class 2 – January 7th  
**Change in Private Sector Organizations: Business or Politics?**

Class 3 – January 8th  
**Change in Public Sector Organizations: Beyond Bureaucracy**

Class 4 – January 9th  
**Change in Networks: Principled Negotiation**

Class 5 – January 10th  
**Change in Communities: Empowerment and Participation**

Class 6 – January 14th  
**Change in Societies: Rewriting the Social Contract**

Class 7 – January 15th  
**Changing Hearts and Minds: Dealing with Anxiety and Resistance**

Class 8 – January 16th  
**Changing Perceptions: Managing Meaning**

Class 9 – January 17th  
**Changing in Time: Prompting Progress**

Class 10 – January 22nd  
**Becoming an Agent of Change: The Proof of the Pudding...**

Extra Class – January 23rd  
*Please reserve this date in case we need to make up for a cancelled class (snow days, etc)*

**Final paper (2000 words) due on January 24th!**

- Format and instructions will be provided in class
- Student presentations will be scheduled for class 7-10
- Students may start working on final paper in the second week of class
Focus

A substantial part of the work in this course is making sense of the work of others in order to apply lessons to one’s own context. What can we learn from businesses who negotiate a new standard for an emerging technology? What lessons does the story of a gynecologist who carefully reinvented health care for women and babies contain? How can we understand the struggle of a non-profit organization to revitalize support for the homeless? Throughout the course a variety of theories are considered, including leadership, strategic management, negotiation, innovation, organizational learning and social change. We will draw from a variety of disciplines within the social sciences and from the arts of management and leadership. The purpose of reading and discussing theory in this course is to take a few steps back and think more critically and strategically about the challenges of making change. The analytical frameworks offered by theorists provide languages in which we can speak about essential elements of the work. In other words, the emphasis of the course is on developing analytical and practical skills for instigating change in one’s own context.

Audience

The course will serve anyone with an open mind and at least 3 years of working experience. It is designed for people from different backgrounds, cultures, and political convictions. The course contents will appeal to anyone interested in making change, from team leaders to CEO’s and from entrepreneurs to community organizers. The course format will be most appealing to those who value discussion-based learning, as exemplified by the Harvard Case Method (see description below).

Format

The course pedagogy departs from the basic premise that you are all experienced, competent and curious persons who take responsibility for their own learning process. At the same time, you will have different education backgrounds and professional experience, and as individual human beings, you will have different views and opinions. We hope to offer a learning environment that accommodates the group’s diversity and encourages interaction and intellectual productivity. Since people learn in different ways, we will employ a variety of teaching methods, including case discussion, interactive lectures, simulations and negotiation exercises.
Case method

A case study is a written description of a problem or situation. Unlike other forms of stories and narrations, a case study does not include analysis or conclusions, but only the facts of a story arranged in a chronological sequence. The purpose of a case study is to place participants in the role of decision-makers, asking them to distinguish pertinent from peripheral facts, to identify central alternatives among several issues competing for attention, and to formulate strategies and policy recommendations. The method provides an opportunity to sharpen problem-solving skills and to improve the ability to think and reason rigorously. The case study method is demanding and requires significant preparation time as well as active class participation. It is intended to build on experiences of the class members and to allow them to learn from one another as well as from the materials and from faculty members. When preparing a case, in general, it is helpful to follow these steps:

- Look at the study questions that accompany the case (provided either with the case text or separately on the course website) to orient you to the issues.
- Read the case very carefully, underlining key issues, problems, alternatives or facts as you go.
- Prioritize any problems and alternatives.
- Develop a set of recommendations to address these problems and evaluate your decisions.

The success of a case study class depends largely on your active and vigorous participation. Remember to:

- Assert your ideas and prepare to support them.
- Listen to others and evaluate their positions.
- Keep an open mind and be willing to change it with new insights or evidence.
- Make a decision; avoid equivocating.
- Enjoy yourself.
Simulation exercises

Simulations are representations of actual historical or common situations that produce or have produced dilemmas for decision makers. The simulations used in this course will not use computers, but offline role-play. They are in many ways a more intense, hands-on version of the Case Method. Each participant will be assigned a certain role in the simulation and together, the group will reenact the dilemma situation, thereby involving everyone’s analytical and communicational resources. After the simulation, the group will analyze the process and discuss the observed behavior and results and explore alternative ways to handle the situation. Simulations are intensive teaching tools and they usually yield a lot of energy and creativity among participants. A simulation game is ‘serious fun’. It is a game, but it is hard work. The exercises are designed to be dynamic, demanding and even frustrating – just like real life. The most important part of the exercise is the post-game reflection, where we will evaluate the collective experience in terms of the theoretical frameworks derived from the course literature.

Personal ‘Change Challenge’

An important learning method in this course is the work you will do on a "change challenge" of your choice. This might be a challenge you are currently working on in the organization you work for, the neighborhood you live in, the church you attend, the industry you are operating in as a business, or the school your kids go to. It might also be a challenge you would like to take on in the future, or a challenge you have dealt with in the past. No challenge is too big or too small, as long as it requires a deliberate change effort that involves you. It is important to realize that you are expected to work on your challenges throughout the course, using the discussed frameworks to reflect on it from different viewpoints. **All students will be asked to present their challenge in class.** If you want to keep the details of your challenge confidential, feel free to use fictional names and places.

You are required to **submit your written challenge by December 30th.** It is important to meet this deadline, because (some of) the challenges will be discussed in our first class meeting in the first week of January. Please use the following questions to describe your challenge in no more than 750 words (I will stop reading after that).
Change Challenge Format

1. Describe the situation you would like to change

For example:

- An underperforming business;
- A dysfunctional relationship between agencies;
- Structural maltreatment of certain social groups;

2. What would you like to see changed and why?

For example:

- Introducing performance management because this would increase accountability for individual and team performance;
- Better co-operation between agencies because results will improve and less tax dollars are wasted;
- Establish rights because maltreatment would become illegal and could be sanctioned

3. What is your role or position in this situation?

For example:

- A head of department, an employee, a shareholder
- A concerned citizen, an affected party, a senior public manager
- A human rights activist, a journalist, a politician

4. What are the main actors in this situation?

For example:

- Staff, the media, politicians, government agencies, activists, clients, pressure groups, etc.
5. **What assets/resources do you have that will be valuable to making change?**

For example:

- Time, information, authority, money, skills, a social network

6. **What limits your ability to make change?**

For example:

- Lack of time, information, authority, money, skills, a social network

7. **What do you perceive to be the most important strategic challenge?**

- Just write down what comes to mind, in your own words

Please remember: no challenge is too big or too small. What really matters is that you establish a concrete point of reference for yourself, for your fellow students and for the instructor. The challenge you choose to describe will not define you, but it will help you to articulate – and re-articulate – the way you think about change. In fact, it may be useful to pick the most concrete, tangible and desirable change you can imagine. You may be asked at any time during the course to talk about your challenge.
Assignments & Grading

Written assignments will determine 55% of your final grade. There will be two written assignments (see table below). Your presentation in class will make up 20% of your final grade. Your individual participation in class discussions will determine 25% of your final grade. Class participation is essential to the course since much of what you learn will come through conversations with your colleagues.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Subject</th>
<th>Due by</th>
<th>Maximum</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Challenge</td>
<td>Case of your own choice</td>
<td>Dec 30th</td>
<td>750 words</td>
<td>5</td>
</tr>
<tr>
<td>Presentation in Class</td>
<td>Diagnosis of your own challenge, application of analytical frameworks</td>
<td>TBD</td>
<td>8 minutes plus Q&amp;A</td>
<td>20</td>
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<tr>
<td>Final Paper</td>
<td>TBD</td>
<td>January 21st</td>
<td>2000 words</td>
<td>50</td>
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<tr>
<td>Class Participation</td>
<td>n/a</td>
<td>n/a</td>
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<td>25</td>
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</tbody>
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Requirements

1. *Prepared, complete and on-time attendance.* Every class builds on the previous ones, so it is important to attend all sessions. Please let the instructor know in advance by email if you are ill or have an emergency situation and can’t make it to class. All students are expected to be well prepared and to have read all reading materials before class.

2. *Active participation.* What matters is not the quantity or volume of comments, but the quality and relevance to the discussion. The key questions are: How much and how well did each student mobilize learning for fellow students in the class?
3. *Papers should be submitted on time* and within the size limits (maximum number of words). There will be no flexibility with regard to the deadlines, except in cases of medical and family emergencies.

**Reading Assignments**

This syllabus lists required readings and case-study assignments for each class session. In addition, ‘suggested’ readings will be posted on the course website. These are mainly intended for future reference - if you are especially interested in a specific topic you may want to read more about it.

There are several ways in which you can obtain the reading materials:

- Most readings will be available on campus in the Grossman Library on the third floor of Sever Hall.
- Most cases and articles will be posted on the course website in PDF format **per December 15th 2012**.
- Some cases need to be purchased from Harvard Business School Publishing or the Harvard Kennedy School Case Program. **Information about placing case-study orders will be provided in a supplementary memo on the website**.
- Many students find it convenient to purchase the most important readings. The Harvard COOP has been notified of the required readings for this course. Online booksellers are also likely to have these titles in stock. Alternatively, you may want to check availability of **used books** at Amazon.com or other online sellers that sell used books as well.

To avoid the situation that certain readings are not available in the library when you need them to prepare for class, it is recommended (not required) that you purchase the books that we will read and discuss almost entirely:

Instructor

Jorrit de Jong is Academic Director of the Innovations in Government Program at Harvard University's Kennedy School of Government, where he teaches strategic management and innovation in the public sector. He is a Senior Fellow and Adjunct Lecturer in Public Policy with the Ash Center for Democratic Governance and Innovation at HKS. Jorrit is co-founder of the Kafka Brigade, an action research organization specialized in public problem solving, based in the UK and the Netherlands. He is also co-founder of Global Faculty, a non-profit network connecting leading academics with ambitious practitioners in developing countries through Leadership Labs.

Dr. de Jong holds Master degrees in Public Administration and Philosophy and a PhD in Public Policy and Management. As a researcher, consultant and trainer to public and non-profit organizations in Europe, Asia, North America and Africa, he developed innovative methods to facilitate citizen centered governance and organizational learning. His publications include: The State of Access: Success and Failure of Democracies to Create Equal Opportunities (Brookings Institution Press, 2008, with G. Rizvi), Becoming an Agent of Change: Strategies and Tactics of Social Innovation (Brookings Institution Press, 2012, with S. Cels and F. Nauta), and Dealing with Dysfunction: Innovative Problem Solving in the Public Sector (Brookings Institution Press, forthcoming).

Email: jorrit_dejong@harvard.edu (if you send me an email, please leave a phone number if you want me to call you back)
Outline & Required Readings

!!! Personal Change Challenge due on December 30th 2012 !!!

Class 1 – January 3rd The Challenges of Change: Discovery, Diagnosis and Engagement

- Case: “The Librarian” (course website, 1 page).
- Case: “For a Purpose Greater than Politics. The Story of Middelburg” (course website, 6 pages)

Class 2 – January 7th Change in Private Sector Organizations: Business or Politics?

- Case: “HP at a Strategic Crossroad: 2005” (HBS website, case HKU418, 23 pages).

Class 3 – January 8th Change in Public Sector Organizations: Beyond Bureaucracy

- Case: “Harry Spence and the Department of Social Services”(course website, 20 pages)"
- Sanderijn Cels, Jorrit de Jong and Frans Nauta, Agents of Change. Strategies and Tactics for Social Innovation, Chapter 1 and 2
- Bob Behn, “Management by Groping Along” (Course Website)
Class 4 – January 9th  
**Change in Networks: Principled Negotiation**

- Simulation Exercise: “Setting Standards” (materials distributed in class and via website, 6 pages).
  Chapters 1, 6, 8 (recommended, not required)

Class 5 – January 10th  
**Change in Communities: Empowerment and Participation**

- Case: “The Dudley Street Initiative in Boston” (course website, 5 pages).

Class 6 – January 14th  
**Change in Societies: Rewriting the Social Contract**

- Case: “Aruna Roy and the Birth of a People’s Movement in India” (course website, 20 pages).

Class 7 – January 15th  
**Changing Hearts and Minds: Dealing with Anxiety and Resistance**

- Case: Emma’s Perspective (course website, 4 pages)
- Exercise: “The Four Column Exercise” (course website, 3 pages)
- William R, Noonan, *Discussing the Undiscussable: A Guide to Overcoming Defensive Routines in the Workplace*. **Chapters 2-4, 7**
Class 8 – January 16th  Changing Perceptions: Managing Meaning

- Case: Housing the Homeless. Implementing the Vulnerability Index in New Orleans (course website, 15 pages).
- Sanderijn Cels, Jorrit de Jong and Frans Nauta, Agents of Change. Strategies and Tactics for Social Innovation Chapter 5

Class 9 – January 17th  Changing in Time: Prompting Progress

- Case: “The Hara Factor. Introducing Medical Informatics in Japan” (course website, 7 pages)
- Sanderijn Cels, Jorrit de Jong and Frans Nauta, Agents of Change. Strategies and Tactics for Social Innovation Chapter 4

Class 10 – January 22nd  Becoming an Agent of Change: The Proof of the Pudding...

- Sanderijn Cels, Jorrit de Jong and Frans Nauta, Agents of Change. Strategies and Tactics for Social Innovation Chapter 3 & Conclusion

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Bibliography


Further Reading


