

**Submission to the
2015 OBTC Teaching Conference for Management Educators**

1) Title of Proposal:

Teaching Change

2) Abstract:

Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.

Leading, implementing, or coping with change is now a core management skill. But no area is more subject to the “knowing-doing gap.” Analyses and recommendations for change often make no difference, as cultures, structures, habits and routines sustain themselves. Even where changing one’s own behavior is crucial to survival, individuals routinely ignore their own well-being and persist in old habits.

Behavioral shifts—not understanding—determine whether change succeeds. Teaching about change, then, can never be effective if participants do not experience change for themselves, learning by doing. This session offers a range of approaches and exercises for bringing this about.

3) Keywords:

Use three or four keywords to describe your session.

Teaching Change, Managing Change, Behavior, Experiential

4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes (*will reduce to 60 if necessary*)

6) Planning Details:

Does your session have any special requirements for space or materials?

Video projection.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

- a) How to teach the behavioral side of change along with the intellectual content
- b) What kind of projects, simulations, and behavioral exercises are available to do this well
- c) What underlying models and practices for learning change are most useful for those studying the subject

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Leading, managing, or coping with change is now the core skill set for many if not most managers. In the past 25 years management education has reflected this in the number of courses devoted to or including change.

But no area of learning is more subject to the knowing-doing gap than that of change. Studying how changes occur has little if anything to do with developing the skills to make (or help) them happen well. At the organizational level, brilliant analyses and recommendations for how to change and succeed routinely end up making no difference, as cultures, structures, habits and routines sustain themselves even in the face of all business logic. At the individual level, even where changing one's own behavior is crucial to survival, individuals repeatedly show strong tendencies to ignore their own well-being and persist in habits that will, in not-so-extreme cases, shorten their lives.

So it is behavioral shifts, rather than intellectual understanding, that determine whether change succeeds. Teaching about change, then, can never be effective if participants do not experience change for themselves and learn by doing how to make it happen and how to sustain it. This session, hosted by two longstanding teachers of leadership and change—both with significant commercial and international experience and one who has co-authored a leading text on managing change--will set out a range of approaches and exercises for bringing this about in different educational settings from undergraduate to executive programs.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

The session will run through different approaches to teaching change (see below), starting with 1-2 useful conceptual models but moving quickly to experiential approaches that make these real. For each topic, we will ask participants for their inputs based on experience, and lead a discussion connecting the examples we bring with the knowledge in the room.

The case/video section will feature one or two examples in which real-time participation brings home the lessons of why change is so challenging, and will lead into a discussion on classroom-based change exercises, again with 1-2 examples for participants to try.

As change simulations take significant time, we will simply present two or three examples here and provide participants with links to try them out. These are, however, the next level of experiential learning, and we will point out a few of their benefits (as well as costs and hazards).

Some of the highest levels of experiential learning take place when we make something happen that we very much want to bring about anyway. This idea will be the basis for the group and individual projects discussion. We will offer a few approaches and examples and will ask attendees to describe their own experiences from both teaching and learning points of view.

Session Plan

Intro – 5 m

Change models (forces for and against, behavioral responses, reinforcement) and why they are necessary but not sufficient – 10 m

Change cases (including participative responses) and videos – 10 m

Change exercises in the classroom – 15 m

Change simulations (examples and links) – 10 m

Group projects in change – 15 m

Individual projects in change – 15 m

Wrap-up – 10 m

Total – 90 m

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

If accepted, we will include a detailed list of cases, exercises, videos, simulations and project examples for the proceedings CD.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

It will provide immediately applicable tools and approaches to teaching a subject that has proven easy to address in theory but fiendishly difficult to accomplish in practice.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

Because change is something individuals rarely do well on their own, the session will feature group projects in change, as well as, for individual projects, the community element of external reinforcement.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

The proposal is specific to OBTC, and designed for the OBTC audience.

14) References and/or Additional Materials:

Jick, T.D. and Peiperl, M.A. (2011), *Managing Change: Cases and Concepts* (Third Edition). New York: McGraw-Hill/Irwin.