



SOWK 7377 Managing Organizational Innovation and Change

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Office hours: Immediately after the class, or by appointment.

COURSE DESCRIPTION

The ability to manage innovation and change in organizations is essential in the increasingly turbulent environments. This course aims to enhance students' understanding of innovation processes in organization and how to manage such processes effectively. It introduces the key concepts, models, and techniques of innovation and organizational change management. Particular areas of emphasis will be the nature of innovation, innovation process, innovation typologies, changes in the external environment and drivers for change, models of organizational innovation and change, individual and group creativity, factors associated with innovation, practices for developing innovative organizations, organizational culture, and transformational leadership. The course will help students appreciate the importance of personal creativity and social interaction for development and implementation of new ideas, services, products, and processes.

COURSE OBJECTIVES

Upon completions of this course students should:

- have an understanding of the role and need for innovation in organizations.
- be able to act as change agents in the organization.
- be capable of developing creative attitudes in themselves and their colleagues.
- have an understanding of the ways in which innovation can be encouraged in the organization, and know the tools and techniques used to create and foster innovation.
- be able to use theoretical frameworks to interpret case studies and their own experience.
- be able to design a plan for implementing an innovation. Identify an organizational need or problem and design a plan for innovation based on the theories and models of innovation.
- understand and be able to analyze the creativity and innovation processes, identify the key players and the sources of creativity and innovation.
- recognize the factors inhibiting innovation and discuss how they can be overcome; know the organizational characteristics necessary to assist innovation process.
- understand the management of human side of innovation, the importance of organizational culture, and the use of power and politics as aids to or barriers to the innovation implementation.
- understand the role of diversity in the process of innovation.
- be able to critically evaluate the role of leader on her/his ability to lead the innovation process.

REQUIRED TEXTS

- Ross, B., & Segal, C. (2002). Breakthrough thinking for nonprofit organizations: Creative strategies for extraordinary results. San Francisco, CA: Jossey-Bass.
- Lundin, S. C., Paul, H., & Christensen, J. (2000). Fish! A remarkable way to boost morale and improve results.
- A course reading pack.

EXPECTATIONS OF STUDENT PERFORMANCE

1. Students are expected to attend all class sessions. The class will involve a range of learning experiences, including lectures, videos, group exercises, and case studies. If a student is absent, benefits received through class involvement are lost, as well as contributions to the learning of the fellow students.
2. Students are required to read (and think about) all readings for the class in advance and are expected to actively and critically participate in class discussions.
3. Students will use APA Manual style in their writing. All assignments should be typed.
4. Assignments are to be submitted **at the beginning** of the class session in which they are due. Late assignments will be marked down one letter grade. Students are to keep a copy of their papers in the event of a loss.

ASSIGNMENTS

- **Innovation proposal (35%)**. Students will be asked to write a proposal for the implementation of a specific innovation to be submitted to a potential funding agency. More information will be provided at the beginning of the semester. A one page outline will be due on March 21.
- **Website project (20%)**. Students will be asked to design a website related to the topics of innovation and change. More information will be provided at the beginning of the semester.
- **Mini-Papers (20%)**.
- **One time lecture (15%)**. Students will prepare a one-hour lecture on any of the topics covered throughout the semester.
- **Innovation proposal presentation (10%)**. Each student will prepare a Power Point presentation of their innovation proposal for oral delivery to the class.
- *****Individual Self – Reflection paper*** OPTIONAL (5%)** of the final grade will be granted for its submission.

GRADE POINTS

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

APPOINTMENTS

I will be happy to meet with any of you to discuss and/or clarify your proposal, assignments, or class material. Please e-mail me at kjaskyte@uga.edu in advance to set up an appointment.

SPECIAL NEEDS

Students who need special arrangements or accommodations to accomplish the goals of this course must present documentation of the disability to the Office of Disability Services. This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. It is the student's responsibility to present the accommodation letter to each of his/her instructors.

POLICY ON ACADEMIC MISCONDUCT

Academic misconduct includes, but is not limited to cheating, plagiarism, fabrication, and misrepresentation. University policies will be followed if the instructor has reason to suspect a student may have committed an act of academic dishonesty. Students should become familiar with the policy, and ask questions whenever they are unsure if an act is academically dishonest.

OUTLINE WITH READINGS

Jan 9 Overview of the class. Mini-paper 1: Interview 2 key informants. Due Jan 24.

Jan 16 Holiday – MLK day

Jan 23 Why innovate? The change environment. Drivers for change.

Readings:

- Ross & Segal, Introduction.
- Ross & Segal, Chapter 2. Need-performance gap.
- Walters, J. (2001). Understanding innovation: What inspires innovation? In M. A. Abramson & I. D., Littman (Eds.), *Innovation*. New York, NY: Rowman & Littlefield Publishers, Inc., 18-37.
- Boehm, A. (1996). Forces driving competition in human service organizations and positional competitive responses. *Administration in Social Work*, 20(4), 61-78.
- Wheatley, M. J. (2002). We are all innovators. In F., Hesselbein, M., Goldsmith, & I., Somerville (Eds.). *Leading for Innovation and Organizing for Results*. Drucker Foundation Wisdom to Action Series, 11-21.

Jan 30 Defining innovation and change; Innovation typologies; Levels of innovation; Innovation process.

Readings:

- Ross & Segal, Chapter 3. Radical vs incremental innovation.
- Smale, G. (1996). Inoculation and managing of change fallacies. In G. Smale (Ed.) *Mapping change and innovation*. London: HMSO, 23-37
- West, M. A, Y Farr, J. L. (1990). Innovation at work. In M. A, & J. L. Farr (Eds.), *Innovation and creativity at work*. John Wiley & Sons Ltd., 3-13.
- King, N., Anderson, N. (1995). The innovation process. In *Innovation and change in organizations*. New York, NY: Routledge, 115-128.
- Types of Innovation. In *Managing Creativity and Innovation*. Harvard Business Essentials.
- Smale, G. (1996). Level two: Innovation trinity. Part II – Analyzing the innovation. In G. Smale (Ed.), *Mapping Change and Innovation*. London: HMSO, 73-83.

*****Video: Everyday creativity *** **** Presenting the interview results******

Feb 6 Innovation and change process. Understanding peoples' reactions to change.

Readings:

- Rousseau, D. M. (1996). Changing the deal while keeping the people. *Academy of Management Executive*, 10(1), 50-61.
- King, A., & Anderson, N. (1995). Resistance to change. In *Innovation and change in organizations*. New York: Routledge, 156-181.
- Bridges, W. (2003). It Isn't the Changes that Do You In. In *Managing Transitions. Making most of Challenge*.

***** Video: Managing people through change*****

Feb 13 Individual contributions: The role of individuals in the process of innovation. Idea generation

Readings:

- Smale, G. (1996). Level one: The foundations of change. What changes – What stays the same. In G. Smale (Ed.), *Mapping Change and Innovation*. London: HMSO, 47-53.
 - Smale, G. (1996). Level two: Innovation trinity. Part I – The people. In G. Smale (Ed.), *Mapping Change and Innovation*. London: HMSO, 55-71.
 - Smale, G. (1996). Level two: Innovation trinity. Part III – Understanding the context. In G. Smale (Ed.), *Mapping Change and Innovation*. London: HMSO, 85-90.
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Feb 20 Individual creativity; Factors associated with individual creativity.

Guest speaker Robert Alan Black

Readings:

- Ross & Segal, Chapter 4
- Amabile, T. M., & Sensabaugh, S. J. (1992). High creativity versus low creativity: What makes a difference? In S. S., Gyskiewicz & D. A. Hills (Eds.), *Readings in Innovation*. Center for Creative Leadership, 19-28.
- Amabile, T. M. (1992). Social environments that kill creativity. In S. S., Gyskiewicz & D. A. Hills (Eds.), *Readings in Innovation*. Center for Creative Leadership, 1-17.
- Amabile, T. M. (1997). Motivating creativity in organizations: On doing what you love and loving what you do. *California Management Review*, 40(1), 39-58.

Feb 27 Group processes and innovation

Readings:

- Ross & Segal, Chapter 5 and 7.
- King, A., & Anderson, N. (1995). Group processes and innovation. In *Innovation and change in organizations*. New York: Routledge, 66-94.
- Wright, R. F. (1992). Fostering creativity and innovation in a new-product research group. In S. S., Gyskiewicz & D. A. Hills (Eds.), *Readings in Innovation*. Center for Creative Leadership, 195-209.
- Isaksen, S. G. (1992). Facilitating creative problem-solving groups. In S. S., Gyskiewicz & D. A. Hills (Eds.), *Readings in Innovation*. Center for Creative Leadership, 99-135

March 6 Leadership and innovation

Readings:

- Ross & Segal, Chapter 10.
- Mintzberg, H. (2002). Managing to innovate. In F., Hesselbein, M., Goldsmith, & I., Somerville (Eds.). *Leading for Innovation and Organizing for Results*. Drucker Foundation Wisdom to Action Series, 141-152.
- Clubb, M. K. (2002). Inviting Innovation, F. Hesselbein, M., Goldsmith, & I., Somerville (Eds.). *Leading for Innovation and Organizing for Results*. Drucker Foundation Wisdom to Action Series, 153-163.
- Leonard, D. & Swap, W. (2002). How Managers Can Spark Creativity. In F., Hesselbein, M., Goldsmith, & I., Somerville (Eds.). *Leading for Innovation and Organizing for Results*. Drucker Foundation Wisdom to Action Series, 55-65.
- Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in nonprofit organizations. *Nonprofit Management and Leadership*, 15(2), 153-168.

*****Video: Excellence in Nonprofit Leadership*****

March 13 Spring break

March 20 Facilitating structures: Communication, Organizational structure, Employee Development

Readings:

- Ross & Segal, Chapter 11.
- Carlopio, J. (2001). Group/individual level facilitating structures. In J. Carpio (Ed.), *Implementation: Making workplace innovation and change happen*. Kuala Lumpur: Synergy Books International, 35-131.
- Smale, G. (1996). Level three: Negotiation, staff and organization development. In G. Smale (Ed.), *Mapping Change and Innovation*. London: HMSO, 91-99.
- Hastie, K. L. (1992). Establishing a corporate environment for stimulating innovation. In S. S., Gyskiewicz & D. A. Hills (Eds.), *Readings in Innovation*. Center for Creative Leadership, 139-156.

***** Video: Fish Sticks *** A one-page outline of the final paper due.**

March 27 Catch the energy and release the potential!!!

- Lundin, S. C., Paul, H., & Christensen, J. (2000). Fish! A remarkable way to boost morale and improve results.

*** Video: Fish!***

April 3 Catch the energy and release the potential!!! (cont.)

- Lundin, S. C., Paul, H., & Christensen, J. (2000). Fish! A remarkable way to boost morale and improve results.

April 10 Assessing your organization's innovativeness and creativity

Readings:

- Ross & Segal, Chapter 8
- Higgins, J. M. (1995). Measuring your organization's IQ. In *Innovate or evaporate*. Winter Park, FL: New Management Publishers, 70-84.
- Koester, N., & Burnside, R. M. (1992). Climate for creativity: what to measure? What to say about it? In S. S., Gyskiewicz & D. A. Hills (Eds.), *Readings in Innovation*. Center for Creative Leadership, 69-77.
- Useful implementation tools (2003). In *Managing Creativity and Innovation*. Harvard Business Essentials.

April 17 Organizational Culture – path to innovation.

Readings:

- Ross & Segal, Chapter 9.
- Kanter, R. M. (2002). Creating the culture for innovation. In F., Hesselbein, M., Goldsmith, & I., Somerville (Eds.). *Leading for Innovation and Organizing for Results*. Drucker Foundation Wisdom to Action Series, 73-85.
- O'Reilly, C. (1989). Corporations, culture, and commitment: Motivation and social control in organizations. *California Management Review, Summer*, 9-25.
- Tan, S., & Brown, J. (2005). The World Café in Singapore. *The Journal of Applied Behavioral Science*, 41(1), 83-90.

April 24 Partnerships and Innovation

- Austin, J. E. (2000). Collaboration drivers and enablers. In *The Collaboration Challenge. How Nonprofits and Businesses Succeed through Strategic Alliances*. A Drucker Foundation Leader Book, 147-171.
- Proehl, R. A. (2001). Building collaborative relationships. In *Organizational Change in the Human Services*.
- Jaskyte, K. & Lee, M. (2006). Interorganizational relationships: A source of innovation in nonprofit organizations? *Administration in Social Work*, 30(3), 43-54.

May 1 Presentations
