

**LER 590-CM:
Change Management in Human Resource Organizations**

Fall 2019 Room 53

Class Time: Monday, 11:00-1:50

Course Overview:

Change management is a core skill for all HR professionals. This course covers several models, building capability, and how to approach change management communication. You will build skills in making the case for change, understanding resistance to change, working with change champions, and serving as a change agent. You will explore how to conduct stakeholder mapping, use project management tools, track results with metrics, implement new technology, and bridge across cultural, organizational and national boundaries.

Faculty:

Steve Merkin

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Office Hours: By appointment

Larry Pearlman

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Room 115, LER Building

Office Hours: By appointment

Note: *Additional guest instructors will participate in various class sessions*

Readings:

There are four assigned books for the course, which are:

John P. Kotter, *Leading Change*, Cambridge, MA: Harvard Business School Press (1996)

Chip Heath and Dan Heath, *Switch, How to Change Things When Change is Hard*, New York: Broadway Books, Random House (2010)

T. Larkin and Sandar Larkin, *Communicating Change: Winning Employee Support for New Business Goals*, RR Donnelly Press (1994)

Chip Heath and Dan Heath, *The Power of Moments, Why Certain Experiences Have Extraordinary Impact*, Bantam Press, Transworld Publishers (2017)

Assigned readings are available on Compass if a link isn't provided. Caution: Some readings will be added during the term.

Note: *The readings vary from highly practitioner-oriented pieces to deeply theoretical pieces – you are expected to be able to read all of them critically – not just what is said, but how well it is supported and what the implications are.*

Course requirements: There are no exams in this course. All course requirements are designed as practical exercises aimed at reinforcing and extending your understanding of the material. The overall requirements relative weights are as follows:

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|--|--|
| 1. Class Participation | 30 points = 15% of the course grade |
| 2. Short Papers (3 @ 15% each) | 90 points = 45% of the course grade |
| 3. Assigned Reading Pop Quizzes | 20 points = 10% of the course grade |
| 4. Field Project Presentation/Submission | 60 points = 30% of the course grade |
| 5. Four absences, which translates into missing more than one-third of the classes will result in the student receiving a failing grade and overrides all other factors and weights | |

Totals: 200 points = 100% of the course grade

Here are additional details on the course requirements:

1. Class participation

You should prepare for class by doing the assigned reading. There will be a mix of lecture, debate, exercises, and other class activities. Class participation will be 15% of your course grade, with three components.

The first component includes a team of 3-4 students who will be responsible each week for leading the class through a discussion on the readings by preparing a presentation to the class, as follows.

- The PowerPoint document will include an introductory slide and a one-page summary of insights that evoke class discussion.
- The format of the one-page summary should contain 3-4 recommendations or principles directed to a Business Unit General Manager (GM). This may be in the form of a business memo or summary document from the student team to the Business Unit GM.
- The total allotted time is **ten** minutes.
- The power point discussion document needs to be submitted via e-mail by 8:00 PM the night before the class session in PowerPoint or PDF format.

There are 13 class sessions graded for participation (not the first overview session), both attendance and active participation in discussion. Self-assessments and Instructor assessments for participation will be done at midterm and at the end of the semester. Individuals are expected to bring name cards or tents and there will be both facilitated dialogue and “cold calls.”

The overall total for class participation is 30 points, which is 15% of the total grade.

Four absences, which translates into missing more than one-third of classes, will result in the student receiving zero points for class participation and a failing grade.

2. Short Papers

There are five short paper topics listed at various times during the semester and you are required to write short papers for three of these topics. The formats will include one short paper, one business memo, and one "A4" format, which will be explained in class.

The A4 needs to contain the following six items:

1. Project Title
2. What's Happening Today (the why)
3. Proposed Change (the what)
4. Proposed Approach (the who and how)
5. Expected Results (the business case and behavioral implications)
6. Change Challenges and Mitigations

The short paper and business memo should be two pages long (double-spaced, 12-point font, one-inch margins, excluding title page, references, figures and tables). Note that single-spaced quotes or bullet points may be included in the text of these papers. Each paper is worth 30 points or 15% of the total course grade. Papers will be assessed based on the following criteria:

- Overall crisp, well-constructed analysis (up to 5 points)
- Utilization of principles and concepts from the readings and a minimum of two sources with appropriate citations (up to 10 points)
- Good examples to illustrate key points (up to 10 points)
- Clear implications/recommendations and conclusions (up to 5 points)
 - What does it mean to organizations?
 - What are some strengths and weaknesses?
- Points will be reduced for papers that exceed two pages

The following points provide additional clarity around the Short Papers.

- Feel free to use a case from your internship experience or something in the public domain. It does NOT have to be tied to your Field Project.
- The objective is to have you look at the case for change and analyze it based on your learnings from the readings, class discussion, and any other relevant, available material. The analysis, using one, or more, of the change models, i.e., Kotter, LaMarsh, Bridges, Deming, Heath, is what matters most.

The Short Paper and Business Memo should utilize the following format:

- Introduction of Issues (including a brief description of the A→B journey)-brief discussion of the situation to be discussed, including key considerations.
- Implications and Rationale-in essence, this analysis is the meat of the paper.
- Conclusion and Recommendations-this is the "So What". Based on your analysis, provide a clear conclusion and recommendations.

Samples of a Short Paper and Business Memo are provided at the end of the syllabus.

These papers must be turned in by the beginning of the scheduled class for which they are listed – no extensions will be allowed since the paper topics will be featured in the class discussion. These are individual papers – not to be written in collaboration with others.

Note: *If you want to improve your performance on the short paper or business memo, you may write a fourth paper and only the top three grades will be counted. This is only possible, of course, if you complete three of the first four topics.*

3. Assigned Readings Quizzes

Sessions two through thirteen include assigned readings. While each week a team of students will be responsible for leading a discussion on the readings, it's important that everyone in the class complete the readings to ensure that there can be an active, engaging discussion.

Four times throughout the semester, there will be unannounced quizzes that cover the week's assigned readings. Three of the top four quizzes will be used to determine 10% of your course grade. There will be no "make-up" quizzes for absences given the formula being used (except for extreme, pre-approved circumstances).

4. Field Project

You are required to complete one field project which will be an analysis of change management in an organizational setting. The focus can be on a wide range of possible change initiatives, including the introduction of new technology, the launch of a safety initiative, a change in the structure of pay or benefits, work redesign, a continuous improvement initiative, a legislative or policy change impacting an organization, an unexpected loss of revenue or market share, a new organizational strategy, and others. You are encouraged to discuss the proposed topic with the professors before you begin the project and to pick a topic that will be of value to you in your career.

The selection of an organization and a topic is due by the second class, on September 9th. Adjustments are possible; focusing on this early is critical since organizational access can sometimes take much longer than anticipated.

An outline of the project is due on October 14th. This should include a preliminary stakeholder map. The outline will likely be 1-2 pages and will feature key topics based on your initial review of the literature on your type of change and/or your organization. The stakeholder map should include the identification of relevant stakeholders (individuals and groups), as well as a listing of at least three relevant interests or "stakes" for each stakeholder group.

A partial bibliography (at least ten entries) and a plan for stakeholder interviews (at least three (just organization and title, no names), with selected questions identified, is due on October 28th (to ensure enough time to schedule and conduct stakeholder interviews).

Your instructors will provide feedback after each due date. We view this as a "Real World" business project in which you are expected to solicit feedback and act on it. You are requested to make revisions in accordance with the feedback and submit a revised document within seven days to receive credit for the assignment.

The project presentation takes place on December 9th and must be a crisp 4-minute presentation (no more than 3 PowerPoint slides can be used if you choose to do a PowerPoint presentation).

For projects completed individually, the submission field project should be no more than 10 pages (double-spaced, 12-point font, one-inch margins excluding title page, references, figures and tables). It is possible to have two-person teams, and the project should then be no more than 12 pages long and should reflect twice the amount of effort. The paper will be assessed based on the way it integrates lessons from the course materials with additional information from outside sources and situations (with proper references).

The key point here is that it is not enough to just describe your topic/case study – you must provide analysis and critical thinking on the topic and it must be presented in the context of the literature on this topic. Thus, just focusing on Item II in the following rubric is not enough. Item IV is not just random opinions, but well-structured analysis using frameworks or points from the readings and data/observations from the case or topic to identify organizational implications, unresolved tensions or challenges, and other interpretation. The use of 60 points corresponds to the 30% of the course grade – the feedback will be for each category. Participation in the final presentation is required.

Rubric for Evaluation of Course Project:

Class Presentation (5 minutes)	5 points
I. Introduction, thesis/motivation, methods/approach	5 points
II. Presentation of evidence, findings, data, observations	15 points
III. Connections to readings, course concepts, and other source materials	10 points
IV. Interpretation of findings, organizational implications, dilemmas, and tensions	10 points
V. Summary and conclusions	5 points
VI. Additional points for innovation and creativity	10 points
Total:	60 points

An alternative option is for you to put together a ‘data package’ to support your change management approach. This data package will include the following:

Class Presentation (5 minutes)	5 points
<ul style="list-style-type: none"> • Summary of the “A to B journey” which inspires & motivates (1 slide) • Business Case Summary Memo to the CEO asking for approval and detailing the business case for the change (1-2 pages) • Team Charter that describes the purpose, outcomes and guiding coalition (1-2 slides) • Memo or A4 to employees or the CEO to ‘sell’ or communicate the change, using principles from class (1-2 pages) • Memo to CHRO on Staffing and/or Talent Implications of the changes (1 page) 	<p>5 points</p> <p>5 points</p> <p>5 points</p> <p>5 points</p> <p>10 points</p>

• Metric & Collection Plan (1 slide)	10 points
• Sustainability/Governance Plan that describes how the changes will be managed, monitored and governed (1 slide)	5 points
• Memo to CHRO using one or more change model(s) for <u>analysis and recommendations (2 pages)</u>	<u>10 points</u>
Total:	60 Points

Additional Note on Grading: Once all assignments are graded, there may be further adjustments to the course grades so that the final course grades average at approximately 90 out of 100.

Academic Integrity: Dishonesty in any form in relation to any component of this course will lead to failure from this course. The academic standards of the University protect the quality of education and research at this School. These standards of conduct are detailed in the Student Code and can be found at the following URL:

http://studentcode.illinois.edu/article1_part4_1-402.html

As a student, you should avoid obtaining (1) answers for any assigned work from any unauthorized source or (2) working with another person or persons on any assignment when not specifically permitted by the instructor. Under no circumstances may a student 'sign in' for another student; this will result in course failure for all parties involved.

The Student Code also discusses plagiarism. A student should neither fail to credit sources used in a work product in any attempt to pass off the work as one's own, nor attempt to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Any problems of academic integrity on an individual assignment will result in a student receiving a failing grade for the whole course. Conduct yourself in such a manner, at all times, to avoid any suspicion of wrongdoing. Avoid helping anyone else break the rules. Enrollment in this course indicates you have read and accepted the terms of this course outline.

Recording of Class Lecture

The instructors reserve the right to make audio and/or video recording of class lectures for documenting the class, for future playback, or to serve as the basis for academic writing. Students will be asked to sign releases to provide permission.

LER 590-CM Session Objectives, Short Paper Topics and Readings

Session 1 Aug. 26th Course Overview and Change Management Models

At the end of this session you should be better able to . . .

- *Understand the structure and operation of this class*
- *Understand the three change models that will be the focus of the class*

Sept. 2nd NO CLASS

Session 2 Sept. 9th Business Strategy and Business Partnering, and Assessment

At the end of this session you should be better able to . . .

- *Gain an appreciation for the connection for business strategy and HR strategy*
- *Appreciate the roles that an HR Business Partner can play under different change situations*
- *Understand the importance of proper change communication strategy*
- *Write a change management charter*

Readings:

- *Leading Change: Chapter 1 (Transforming Organizations: Why Firms Fail), and Chapter 2 (Successful Change and the Force that Drives it)*
- *Communicating Change: Chapter 1 (Target Supervisors), and Chapter 2 (Don't Go Directly to the Front Line)*
- *Ulrich, Dave & Allen, Justin, "Helping HR Know the Business", RBL Institute Mini Forum White Paper, January 2009*
- *Younger, John, Smallwood, Norm and Younger, Aaron, "The A to Z of Becoming a Business Ally" (To be distributed by Instructors)*

Field Project: Submit a proposed organization and topic, along with a one paragraph summary by the start of class on September 9th

Session 3 Sept. 16th Alignment and Change Management Readiness Tools

At the end of this session you should be better able to . . .

- *Understand the importance of alignment and how to influence when needed*
- *Understand methods to gain top team alignment*
- *Appreciate how different managerial levels impact change communication*
- *Utilize change management readiness tools*

Readings:

- *Leading Change: Chapter 5 (Developing a Vision and Strategy)*
- *Communicating Change: Chapter 3 (Don't Trickle Down through Middle Management), and Chapter 4 (Middle Managers: Improving Their Communication)*
- *Switch: Chapter 1 (Three Surprises about Change) and Chapter 2 (Find the Bright Spots)*

Participating Guest Instructor, Sheila Fain, CEO, LaMarsh Global

Session 4 Sept. 23rd The Case for Change, Resistance to Change, Change Dynamics

At the end of this session you should be better able to . . .

- *Develop a “case statement” for planned change*
- *Appreciate the many legitimate (and some not so legitimate) factors driving resistance to change*
- *Identify “predictable stress points” for change efforts*

Readings

- *Leading Change: Chapter 3 (Establishing a Sense of Urgency) and Chapter 6 (Communicating the Change Vision)*
- *Switch: Chapter 3 (Script the Critical Moves) and Chapter 4 (Point to the Destination)*
- *The Power of Moments: Chapter 1 (Defining Moments) and Chapter 2 (Thinking in Moments)*

Short Paper Topic#1: Select an organization’s A →B journey and conduct a critical analysis of its strengths, weaknesses, and implications using one of the change management models.

Participating Guest Instructor, XXXXX, President and CEO,

Session 5 Sept. 30th Champions, Change Agents, Stakeholders

At the end of this session you should be better able to . . .

- *Identify champions and establish a “social contract” with them*
- *Serve as a change agent and identify partners in change*
- *Create a stakeholder map*
- *Appreciate the human side of change*

Readings:

- *Leading Change: Chapter 4 (Creating a Guiding Coalition)*
- *The Power of Moments: Chapter 3 (Build Peaks)*
- *Communicating Change: Chapter 7 (Communicating a Downsizing) and Chapter 23 (How to Communicate When Everything is Uncertain)*
- *Carolyn Aiken and Scott Keller, “The CEO’s Role in Leading Transformation,” McKinsey Quarterly, 2006*
- *T. Larkin and Sandar Larkin, “Reaching and Changing Frontline Employees,” Harvard Business Review, May-June 1996*

Session 6 Oct. 7th Talent Management: The Foundation for Change

At the end of this session you should be better able to . . .

- *Assess the talent needed to support change*
- *Integrate change management capability into recruitment, selection, and career development processes*

Readings:

- Switch: Chapters 7 (Grow Your People), 9 (Build Good Habits), and 10 (Rally the Herd)
- The Power of Moments: Chapter 4 (Break the Script) Matthew Guthridge, Asmus Komm, and Emily Lawson, "The People Problem in Talent Management," *McKinsey Quarterly*, (2006), No. 2
- Buron, Raoul J. and McDonald-Mann, Dana, "Leadership Through Feedback, Helping Subordinates Succeed", *CCL Leadership in Action*, Volume 20, Number 1, 2000
- Pfeffer, Jeffrey, *McKinsey Quarterly*, January 2016, "Getting beyond the BS of leadership literature"

Participating Guest Instructor, Alan Collins, Founder, Success in HR

Business Memo Topic #2: From the VP, HR to the CEO, Identify and assess issues involving talent/capacity/competencies in an organization's A->B journey and make recommendations on plans to address.

Session 7 Oct. 14th Change Management Communication and Project Management

At the end of this session you should be better able to . . .

- *Understand the dynamics associated with communication and construct a communication plan*
- *Construct a project plan, with milestones, budget, staffing, metrics, and deliverables*
- *Understand the A4 methodology and construct an A4 document*
- *Understand adjustments needed when things don't go according to plan*

Readings:

- Communicating Change: Chapter 8 (Communicating Change Is Not The Answer), Chapter 9 (Making Supervisors Number One Priority), and Chapter 10 (If It's Not Face-To-Face, It's Not Communication)
- Leading Change: Chapter 8 (Generating Short-Term Wins)
- The Power of Moments: Chapter 10 (Create Shared Meaning)

Field Project: submit an outline by the start of class on October 14th

Session 8 Oct. 21st HR Metrics and Workforce Analytics

At the end of this session you should be better able to . . .

- *Operate in the context of balanced scorecard organizational metrics, including safety, quality, cost, schedule, skills, environment, and others*
- *Connect change management to HR metrics, including selection yield, turnover, internal pay equity, and others*
- *Understand workforce analytics and the use of data to test hypotheses and solutions*

Readings:

- Leading Change: Chapter 9 (Consolidating Gains and Producing More Change)
- Switch: Chapter 8 (Tweak the Environment)
- The Power of Moments: Chapter 8 (Multiply Milestones)
- The Irrational Side of Change Management (McKinsey Quarterly 2009)

Participating Guest Instructor, Brad Kolar, Kolar Associates

A4 Topic #3: Develop an A4 for a proposed change in safety or quality metrics in a manufacturing or supply chain environment.

Session 9 Oct. 28th Acquisition/Integration/Merger and Turnarounds

At the end of this session you should be better able to . . .

- Understand change dynamics in Mergers, Acquisitions, and Integrations
- Assess the role of change management when faced with a Turnaround situation
- Utilize change management tools and tactics in these business scenarios

Readings:

- Communicating Change: Chapter 6 (Communicating New Technology)
- Mercer Research Report, "People Risks in M&A Transactions", 2014
- <http://phd.meghan-smith.com/wp-content/uploads/2016/01/Badrtaiei-I.-Bates-D.-L..pdf>
- <http://neworleanscitybusiness.com/blog/2013/03/25/commentary-hr-needs-a-seat-at-the-merger-table/>

Participating Guest Instructor Neil Samuels, President Profound Conversations

Field Project: submit a bibliography of at least 10 sources and at least 3 planned stakeholder interviews (title/role and organization (no names) and selected questions to be used) by the start of class on October 28th

Session 10 Nov. 4th Change Management across Organizational and National Boundaries

At the end of this session you should be better able to . . .

- *Appreciate the dynamics of change in virtual teams*
- *Understand the implications of change that spans national settings (with contrasting cultures and sub-cultures)*
- *Understand stakeholder alignment in complex systems that span multiple organizations*

Readings:

- Leading Change: Chapter 11 (The Organization of the Future)
- Richard M. Locke, "The Promise and Perils of Globalization: The Case of Nike," MIT Sloan Working Paper (2002)

Short Paper/Business Memo Topic #4: Analyze and assess change management in a virtual team.

Session 11 Nov. 11th Change Management and Diversity

At the end of this session you should be better able to . . .

- *Consider the many ways that cultural diversity impacts planned and unplanned change*
- *Build on cultural differences as a source of strength and innovation in organizations*
- *Examine gender and change management in the context of higher education*

Readings:

- Deborah Tannen, "The Power of Talk; Who Gets Heard and Why," *Harvard Business Review*, September-October 1995
- Three studies on gender equity at MIT (1999, 2002, and 2011) to be read with a change management lens:
 - <http://web.mit.edu/faculty/reports/pdf/overview.pdf>
 - http://facultygovernance.mit.edu/sites/default/files/reports/2002-03_Status_of_Women_Faculty-All_Reports.pdf
 - http://facultygovernance.mit.edu/sites/default/files/reports/2011-03_Status_Women_Faculty-SoE_and_SoS.pdf

Session 12 Nov. 18th Change Management Tools**At the end of this session you should be better able to . . .**

- *Recognize change management challenges*
- *Utilize change management tools, including: Day in the Life, Change Accelerators, Gaming, Learning Maps, etc.*

Readings:

- Switch: Chapter 5 (Find the Feeling), Chapter 6 (Shrink the Change), Chapter 11 (Keep the Switch Going)
- Communicating Change: Chapter 17 (Your Employees Don't Care About the Company) and Chapter 22 (If You're the Boss, Communicate Performance)
- Sarah Clayton, "Change Management Meets Social Media," *Harvard Business Review*, November 10, 2015

Short Paper/Business Memo Topic #5: Analyze an organization's change management journey using the methodology in "Switch", including what went well, what could have been done better, and recommendations for future initiatives.

Alternative: Short Paper/Business Memo Topic #5: Analyze an organization's use of social media to support a change management journey, including what went well, what could have been done better, and recommendations for future initiatives.

Nov. 25th NO CLASS**Session 13 Dec. 2nd Change Management within HR and Facilitation Workshop****At the end of this session you should be better able to . . .**

- *Consider the challenges of building change management capability in an HR organization*
- *Build and utilize facilitation skills, including small and large group facilitation, brainstorming techniques, Work-Out methodologies and decision-making techniques*

Readings:

- Leading Change: Chapter 10 (Anchoring New Approaches in the Culture) and Chapter 12 (Leadership and Lifelong Learning)

- Communicating Change: Chapter 11 (Video), Chapter 12 (Briefing Meetings), and Chapter 13 (Company Newspaper)
- The Power of Moments: Chapter 9 (Practice Courage)
- Four articles on the HR Function
 - Ram Charan's article on Splitting HR (to be distributed by Instructors)
 - Dave Ulrich's Letter to Ram Charan about Splitting HR (to be distributed by Instructors)
 - Peter Capelli's article on Why Blowing Up HR Isn't the Answer (to be distributed by Instructors)
 - <http://www.fastcompany.com/53319/why-we-hate-hr>

Session 14 Dec. 9th Concluding Session: Course Paper Presentations

At the end of this session you should be better able to:

- *Build on key lessons learned in a format that is likely to be useful during your career*

Project Presentations and Additional Preparation: Review of all the class discussion and other class notes. Prior to the start of class provide a list of 2-3 lessons learned in this course that are likely to be helpful to you 5-7 years from now in a PowerPoint presentation, one lesson per page.

Field Project: Submit your final field project by 11:59 p.m. on Friday, Dec. 13th

Instructor Biographical Statements

Steve Merkin:

Steve serves as Senior Vice President, Human Resources for RoundTable Healthcare Partners, an operationally oriented private equity firm, assuming this role in May 2017. Previously, he was Senior Vice President, Human Resources for Renaissance, an integrated manufacturer of generic injectables and specialty pharmaceuticals, and a portfolio company of RoundTable. Prior to Renaissance, he was Senior Vice President, Human Resources for Cardinal Health's Medical Segment, joining them in 1999 where he also held senior Human Resources roles supporting the company's Consulting and Services, Manufacturing, and Manufacturing Products and Technologies businesses. Prior to joining Cardinal Health, Steve had over 17 years of Human Resources experience with Cobra Golf, Allegiance Corporation, Baxter International, and Consumers Power Company.

He is a former member of the Board of Directors of HRMAC (Human Resources Association of Chicago) and serves as a member of the Advisory Board of MorganHR, Inc.

Steve received his B.S. in Business Administration with a concentration in Organization Behavior and M.A. in Labor and Industrial Relations from the University of Illinois in Urbana-Champaign.

Larry Pearlman:

Larry is a Senior Vice President with Marsh Risk Consulting, with expertise in safety, organization culture and change management. Working with teams that include "C level" executives to front-line employees, Larry has been instrumental in designing and implementing transformational change and process improvement efforts for Fortune 100 companies. Some of his clients include BP, CN, Delta, Direct Energy, Hess, HSBC, National Grid, Shell, Suncor and Toyota.

Larry began his career in 1989 and has held various leadership positions. In addition to Marsh, Larry has been employed by Amoco BP, Corven, Diageo, Oliver Wyman, PepsiCo and Pfizer. He is a certified lean Master Black Belt.

Larry received his B.B.A. in Economics and Industrial Relations and Human Resources from the University of Iowa and M.A. in Labor and Industrial Relations from the University of Illinois in Urbana-Champaign.

Short Paper Sample

Introduction of Issues (including a brief description of the A → B journey)

Implications and Rationale

Conclusion and Recommendations

Introduction Example: The recent acquisition of Acme by US Holdings has brought about the need in the short-term to ensure there are no losses of key individuals as we develop an integrated strategy, structure, and business plan.

- Key-Brief discussion of the situation to be discussed, including key considerations.

Implications and Rationale Example: The following are examples of things to discuss: 1) Uncertainty of Acme's employees causes the need to assess key employees that need to be retained for both short and long-term business needs. There are pros and cons of letting key employees know their value to the business (discuss/reference e.g., Larkin and Larkin, Bridges, etc.); 2) Consider change management training/timing and implications (reference e.g., Bridges model here or at end); and 3) Discuss development of a change management model (reference e.g., Kotter/Heath) to guide actions.

- Key-In essence, this Analysis is the meat of the paper.

Conclusion and Recommendations: Conclusion and recommendations (one can reference e.g., Larkin and Larkin, Bridges, Kotter/Heath here), your thoughts on what was done, how well/not so well, changes on how it could have been done better.

- Key- "So What," provide a conclusion and recommendations.

Business Memo Sample

To:

From:

Date:

Subject:

Introduction of Issues (including a brief description of the A → B journey)

Implications and Rationale

Conclusion and Recommendations

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- Key- "So What," provide a conclusion and recommendations.