

Strategic Organizational Change (38:533:685)

Joe McCune, Ph.D.

e-mail jmccune@smlr.rutgers.edu

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848 445-1052

Course Overview

Companies are increasingly confronted with changes in their environment (e.g., new legislation, increased competition, changing demographics, and evolving technology) that profoundly affect how they do business. The ability to manage change effectively is critical for a company's survival, as external forces continue to disrupt long-standing business models. More importantly, companies must innovate and proactively shape the competitive landscape if they are to prosper in the future. Strategic planning processes are now using the VUCA Model (i.e., volatility, uncertainty, complexity and ambiguity) to address future challenges and HR must reinvent itself to contribute to this effort.

Human Resource (HR) leaders must help companies anticipate and adapt to change, implement organizational improvement initiatives and work to develop organizational strategic agility. Dave Ulrich's research concerning HR competencies has identified "Culture and Change Champion" as one of the key roles for HR Professionals. Unfortunately, organizational change programs fail at alarming rates and few companies are truly agile. The reason often involves the company's inability to change its organizational architecture and culture to match the changing strategic goals. Making organizations more strategically agile is a sustainable source of competitive advantage and the ultimate goal of HR Leaders.

The Course

The course will focus on strategic HR practices and organizational development tools and techniques to provide a methodology to improve a company's organizational capability, competitive advantage and quality of work life. Using lectures, case studies, exercises and two projects, students will learn to plan, execute and evaluate organizational change programs. Specifically, the class will provide a practical approach to determine what an organization needs to change (i.e., diagnostic model) and a structured process for actual organizational change (i.e., change model). The role of the change leader and the role of HR as a change agent will be emphasized.

Note: the content of this class is aligned with two other MHRM classes: HR Strategy II: Business & Competitive Advantage and HR Strategy III: Measurement Issues. Further, this class provides a foundation in strategic organizational change that provides the context for the more tactical and applied content in the **HR Consulting Skills** class, which focuses on the role of the Strategic HR Business Partner.

1	The Challenge of Change ➤ Reasons for studying change ➤ Winners & losers ➤ Why change efforts fail ➤ The role of HR	Ulrich: <i>Culture & change champion</i> Nadler: <i>Reshaping the entire Enterprise</i>
2	Forces of Change ➤ External & internal drivers of change ➤ The special challenge of disruptors ➤ Developing a change perspective ➤ Requirements for Winning Diagnosis ➤ Understand diagnostic frameworks ➤ How to conduct a diagnosis ➤ Diagnostic tools and processes	Kotter: <i>Leading change</i> Burkett: <i>Case for change capability</i> McCune-Thriving in Uncertain Times Nadler: <i>Where to start</i>
3	Organizational Assessment ➤ Tactical vs Strategic diagnosis ➤ Organizational success metrics ➤ Stakeholder analysis ➤ Balanced Scorecard (BSC+V) Organizational Models ➤ Strategic Diagnostic Models ➤ BSC, Likert, Ulrich, Weisbord ➤ Nadler Congruence, Star Model	Weisbord: <i>6-Box Model</i> The Goal (video) Cates: <i>Fundamentals of org. design</i>
4	Individual Change Models ➤ Successful change ➤ Why people resist change ➤ Psychological change models ➤ Ensuring commitment to change Change Models ➤ Psychological change models ➤ Organizational Change Models ➤ McCune Unified Change Model	Nadler: <i>Winning hearts & minds</i> <i>Conceptual models of change-Integrated models</i>
	MIDTERM EXAM	

EVALUATION:

Exam I	20 points
Exam II	20 points
Assignments	15 points
Discussion	15 points
Team Project	30 points

Academic Honesty and Code of Conduct

Students are expected to abide by Rutgers's Academic Integrity Policy and Code of Student Conduct. Acts of cheating, plagiarism, forgery, fabrication or misrepresentation are not tolerated and will be dealt with according to the university policies and procedures. If you have doubts concerning committing a potential act of academic dishonesty, please contact the course instructor for advice. Moreover, you are advised to check the websites of the Office of Academic Integrity at:

<http://academicintegrity.rutgers.edu/> and the Office of Student Conduct at:
<http://studentconduct.rutgers.edu/>

Special Needs and Accommodation

“Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>”. For additional information, please visit the website of the Office of Disability Services at:
<https://ods.rutgers.edu/students>.

Learning Goals

- Understand how to diagnose organizational change situations using a structured diagnostic model
- Demonstrate an understanding of relevant psychological and organizational change theories and techniques.
- Develop skill in selecting organizational change initiatives that are feasible and linked to the company's strategy and culture

- Determine appropriate change actions using an appropriate organizational change model

SMLR Learning Objectives

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

- Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)