ORGANIZATION THEORY

Specific Guidelines for the December 16, 2003 Group Presentations on Analyzing GE Canada

1. Be sure to read the formal instructions provided in your course syllabus: GROUP PRESENTATIONS. ***Double-check and triple-check these instructions regularly in order to make sure that you are not overlooking — or selectively distorting — what is required!***

2. Be sure to review all prior course material (and that you are up to date on new course material, class by class) so that your mental schemas allow you to see the complex dynamics in the GE Canada case study. If you do not know all the material, you won't see all that is going in this organization. ***There is a lot more in the case study than common-sense knowledge (shallow schemas) will reveal; you must see deep into the GE Canada story with all the organization-theory knowledge (deep schemas) provided in this course.***

3. Be sure to read (and reread) the assigned case study on GE CANADA. Every time you read this case (especially after you have learned new course material (or reviewed earlier course material) you will see additional, deeper dynamics. ***Thus there is a vital, deepening learning cycle of reviewing the course material, rereading the case study, reviewing the course material, reviewing the case study, and so on.***

4. Be sure to read the explicit criteria that will be used to evaluate the performance of your Group Presentation, which is attached to the original course syllabus: GUIDELINES FOR CASE ANALYSIS AND PRESENTATION. ***Double-check and triple-check these GUIDELINES regularly in order to make that you are not overlooking — or selectively distorting — what is required.***

5. The most important part of this assignment is to demonstrate that your group can effectively apply all course material on this complex case study. In the language of process management, don't just satisfy me – the key customer – ***delight*** me by using a wide range of course concepts (from the readings, articles, cases, instruments, overhead slides, class notes, class discussions, and group exercises) to illuminate GE Canada's problems with transforming itself for the future.

6. Use the first two steps of problem management in order to *sense transformation problems* or GAPS (the crucial differences between GE Canada's efforts at transformation and how real transformation must be conceived, initiated, planned, implemented, and evaluated) and then to *define the root causes of these gaps* – making use of decision trees explicitly. Make sure that these decision trees are based on what you learned from this course on the ***people*** aspects of organizational problems (mental schemas, mental prisons, attached egos, fears of death, personality styles, leadership styles, etc.) and the ***system*** aspects of organizational problems (cultural norms, sanctioning systems, organization-wide skills in problem management and assumptional analysis, group dynamics, strategy-structures, reward systems, etc.). Note: Assumptional analysis might help you to see more clearly into the deeper causes of problems in GE Canada by using one or more initial conclusions: This organization is already transformed; this organization will continue to transform itself without having to do anything else; this organization has the essential knowledge to transform itself. ***Several slides will help you present problem sensings (symptoms), decision trees (people and system root causes behind symptoms), and perhaps some use of assumptional analysis (even if these assumptions are derived in a modified, simplified manner).***

7. Based on the first two steps of problem management, conduct the third step by *deriving several possible solutions* (different branches on your decision trees) for closing the transformation gaps – by explicitly addressing the root causes of the transformation problems in GE Canada. Make use of the ***eight tracks for transformation*** so that you are sure to include the crucial aspects of quantum infrastructures, formal systems, and management processes – in sequence – in order to create a quantum organization (via personal and organizational transformation on people and system aspects of the organization). ***One or more slides will enable you to highlight your proposed solutions that — if implemented effectively (step 4 of problem management) — can be expected to close the identified transformation gaps.***

8. Be sure to spend some time at the end of your group presentation on Criteria #9 and #10 in GUIDELINES FOR CASE ANALYSIS AND PRESENTATION. Criterion #9 includes your being specific on how your group process changed and improved over time and how you made use of your Process Observers (POs). Also indicate how you plan to continue improving your future contributions on subsequent group projects. (Note: Be sure you refer specifically to one or more of the 10 key principles of group process.) Criterion #10 involves the processes that your group used to do the entire assignment *from beginning to end* (and, thus, not just focusing on group processes during group meetings). Some of these additional *learning processes* include the following: ensuring that every group member thoroughly understands

all the course material and the whole case study on GE Canada; ensuring that every group member fully understands the nature of the formal assignment; ensuring that every group member fully understands the ten criteria from the GUIDELINES FOR CASE ANALYSIS AND PRESENTATION; making sure that *knowing* these requirements get translated into *fulfilling* them for your GROUP PRESENTATION; effectively learning from your instructor whenever you are uncertain or confused or simply when you want to confirm what you believe you truly know; doing the steps of problem management, efficiently and accurately (without errors); doing an assumptional analysis on one or more initial conclusions; making sure that the diverse members of your group are fully utilized (in sharp contrast to what is described in the Free Rider Case Study). BOTTOM LINE: Once your project is complete, given what you learned about these learning processes, what would you recommend to another class doing the same group project – essentially, *how the study groups in this next class could do a much better job in much less time than your group was able to do in this course?* ***Use one or more slides to summarize key aspects of (1) your group process and (2) knowledge about your learning processes that you can transfer to future students***.

A SUGGESTED OUTLINE FOR YOUR GROUP PRESENTATION

1. TITLE OF PRESENTATION AND NAMES OF GROUP MEMBERS

2. OVERVIEW OF PRESENTATION: SEQUENCE OF TOPICS AND WHICH GROUP MEMBER WILL COVER EACH TOPIC

3. ASSUMPTIONS THAT SUPPORT YOUR PROBLEM ANALYSIS: WHY YOU BELIEVE THAT YOU ARE PRESENTING A THOROUGH, ACCURATE, AND COMPELLING ANALYSIS AND RECOMMENDATION FOR ACTION

4. SENSING PROBLEMS: SYMPTOMS AND TRANFORMATION GAPS

5. DEFINING PROBLEMS: **PEOPLE** TREES AND **SYSTEM** TREES

6. ASSUMPTIONS BEHIND YOUR INITIAL CONCLUSION

7. TREE BRANCHES: **PEOPLE** SOLUTIONS AND **SYSTEM** SOLUTIONS

8. MONITORING AND IMPROVING OUR **GROUP** PROCESSES

9. MONITORING AND IMPROVING OUR **LEARNING** PROCESSES

10. CONCLUSIONS: OUR MOST VALUABLE LESSONS LEARNED – INCLUDING **HOW WE TRANSFORMED OURSELVES**