

Teaching Plan – “Congruence Model” (150 min total class time, 2 sessions)**Session 1:** (75 min)*Pre-class assignments:*

- read Slade Case
- complete online survey

Class Structure:

Session Phase	Time	Materials
1. Recap from last class – volunteer student presentation of BlackBoard Memo contribution	10 min	pull up student’s slides in advance
2. Class feedback to volunteer presenter give some own feedback	5 min	
3. Opening plenum discussion: “What is the problem in Slade?” [Students tend to name syndromes not the root-causes]	10 min	black board
4. Mini-lecture to explain the congruence model use previous case as illustration (“Google”) → prompt students for examples from Google while going through the components of the congruence model	ca. 15 min	ppt slides
5. Break-out small group work (to be continued next session): “Use the congruence model to analyze the root-causes of the problems in Slade’s plating department; not just the syndromes. Where do you see congruencies and incongruencies?” go around and check in with all groups, listening to their sense-making, prompting them, explaining questions about the congruence model	25 min	A3 congruence model template sketch paper
6. Short recap – congruence model as a tool for root cause analysis collect templates from groups to redistribute next session and check for problems in understanding in-between to guide focus next session mention assignments for next session & to bring at least one lap-top with ppt per team	5 min	

Make available after session on BlackBoard:

1. Empty congruence model template ppt for group-work
2. Slides of mini-lecture

Post-class assignments:

- read “Tushman and O’Reilly (1997) Managerial Problem Solving (Excerpt)”
- meet in group and transfer congruence analysis into ppt template:
“In your teams, continue working on the congruence analysis of Slade, drawing on your individual notes from your reading assignment. Complete the congruence model template and focus on identifying the root cause of the problems Porter is facing. What should Porter do about them? Be prepared to present your group’s work to the class.”

Session 2: (75 min)

Class Structure:

Session Phase	Time	Materials
1. Plenum Q&A on conceptual reading	5 min	
2. Break-out small group work (continued): “Prepare your presentation on your recommendations for Porter. What should his action plan be given the root causes of the problem you identified?” go around and check in with all groups, listening to their sense-making, prompting them, explaining questions about the congruence model have all groups email their slides → feedback after session	25 min	empty ppt templates with prompt on each slide available online
BREAK prepare for presentation	5 min	pull up group’s slides
3. (Volunteer) student group presentation (10 min) extra-credit opportunity for presenters (up to 3 points) collect reactions/thoughts from audience – give short own feedback → lead naturally into plenum discussion	20 min	group’s ppt slides
4. Plenum Discussion: Action Plan & Lessons discuss action plan - “What should Porter do?” Use pre-class survey opinion poll statistics to show the class how they thought about it before the exercise	15 min	ppt slides
5. Summary of take-aways & wrap up	5 min	ppt slides

Post-Class Grading:

1. Participation notes
2. Grade the final slides for each group and prepare to hand back feedback next class

Make available after session on BlackBoard:

1. Sample solution of Slade congruence model application
2. Slides of mini-lecture