

Teaching Plan – “Congruence Model” Week (150 min total class time, 2 sessions)

Week’s Learning Objectives:

1. Content I: Students will understand and be able to apply the congruence model as an analytical tool.
2. Content II: Students will understand the utility of the congruence model and its limitations.
3. Skill I: Students will be able to independently identify the key points in an organizational decision situation and critically reflect on them.
4. [Skill II: Students will be able to effectively work in small groups and prepare a business case analysis presentation in a short time frame.]*
5. [Skill III: Students will learn to “stand up and deliver” – being able to communicate their work without much preparation time.]*

* learning objective of class overall, this week is only part of teaching the skill to students

Session 1: (75 min)

Pre-Class Assignments:

1. “Read the Slade Plating Department Case carefully and prepare to discuss” (60 min)
2. “Take the short online survey” (5 min); includes case content check questions and opinion poll, e.g.:
 - a. “Who are the most important players in the plating department?” [multiple choice]
 - b. “Morally, how wrong is the current punch-in/out system in the plating department?” [Likert]
 - c. “Should Porter do something to change the situation in the plating department?” [yes/no]

Class Structure:

Session Phase	Time	Materials
1. Recap from last class – volunteer student presentation of BlackBoard Memo contribution: Current example from the business press of last week’s theoretical concept/topic (“Organizational Culture”)	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 (“Lincoln Electric”) → prompt students for examples from Lincoln while going through the components of the congruence model	15 min	ppt slides

<p>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?”</p> <p>go around and check in with all groups, listening to their sense-making, prompting them, explaining questions about the congruence model</p>	20 – 25 min (buffer)	A3 congruence model template sketch paper
<p>6. Short recap – congruence model as a tool for root cause analysis</p> <p>collect templates from groups to redistribute next session and check for problems in understanding in-between to guide focus next session</p> <p>mention assignments for next session & to bring at least one lap-top with ppt per team</p>	5 min	

Post-Class Grading:

1. Participation notes [0, check, double check]
2. Go through work-in progress congruence model templates to identify problems to be addressed next class

Make available after session on BlackBoard:

1. Empty congruence model template
2. Slides of mini-lecture

Session 2: (75 min)

Pre-Class Assignment:

1. “Read the note on Congruence Analysis in the course pack. While reading, think through how it applies to the Slade Case and take notes on specific examples from the Slade Case. You will find an empty Congruence Model Template on BlackBoard which you may use to aid your note-taking.” (45 min)
[students get a chance to continue thinking through the Slade Case by themselves and prepare for continued group work in class; they also are encouraged to apply the conceptual reading as they engage with it]

Immediately before session:

1. Email out ppt template for in-class group-work

Class Structure:

Session Phase	Time	Materials
1. Plenum Q&A on conceptual reading	5 min	
2. Break-out small group work (continued): <p>“In your teams, please continue working on the congruence analysis of Slade, drawing on your 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.”</p> <p>go around and check in with all groups, listening to their sense-making, prompting them, explaining questions about the congruence model → focus on issues identified going through last sessions submissions</p> <p>have all groups email their slides</p>	25 min	redistribute congruence model templates sketch paper from last session (& empty ppt templates with prompt on each slide)
BREAK prepare for presentation	5 min	pull up group’s slides
3A. 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
3B. <u>Back-up</u> : Plenum discussion of case analysis fill-out congruence model together by prompting students discuss root-causes - “What are the main congruencies and incongruencies? How do they give rise to the problems at Slade?”	20 min	black board
4. Plenum discussion discuss action plan - “What should Porter do?” Ask for show of hands on relevant questions; use pre-class survey opinion poll statistics to show the class how they thought about it before the exercise discuss the utility of the congruence model and possible limitations/ challenges in application - “What has the congruence analysis changed in your answer to what Porter should do?” (compared to pre-class survey answer) “What are the tool’s advantages and disadvantages?” [help students realize learning and reflect about the learned]	12 min	ppt slides opinion poll results; ppt slide on congruence model evaluation
5. Summary of take-aways & wrap up point out example solution will be posted on BlackBoard	8 min (buffer)	

Post-Class Grading:

1. Participation notes [0, check, double check]
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
3. Team Paper 1 Assignment

Assessment Tools for Week's Learning Objectives:

1. Content I: Final slide deck created by each team in class; observation of group work; student discussion contributions
2. Content II: Closing plenum discussion; revisited in remainder of course
3. Skill I: Pre-class survey; student discussion contributions
4. [Skill II: Final slide deck created by each team in class; observation of group work; group's presentation]
5. [Skill III: group's presentation]