COURSE INFORMATION

Course title:	Managing Change		
Course code:	BAHR 508	Credits:	1.5
Session and term:	2024W1	Class location:	HA335
Section(s):	001	Class times:	Tue/Thu 8:00 AM-10:00 AM
Course duration:	Oct 29- Nov 28, 2024	Pre-requisites:	n/a
Division:	OBHR	Co-requisites:	n/a

INSTRUCTOR INFORMATION

Instructor:	Wayne Rawcliffe, MBA, EdD, CPHR, SHRP		
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COURSE DESCRIPTION

Change is the new normal for organizations. Demand for leaders who can lead positive, sustainable, and effective organizational change initiatives is increasing. Today's business organizations are facing unprecedented organizational change. Forces for change include globalization, mergers, and acquisitions, and changing demographics, needs, values, and expectations of employees, clients, and the public.

This course explores the fundamentals of leading and managing organizational change. Research often cites that 70% of organizational changes fail to achieve stated objectives. Students will explore the knowledge, skills, and perspectives that lead to effective, sustainable, and positive change in dynamic organizations. The course will cultivate students' understanding of the need to design, develop, and implement people-focused change leadership and change management strategies that enable needed shifts in organizational strategy.

COURSE FORMAT

The course combines classroom learning, team and individual projects, and case preparation.

LEARNING OBJECTIVES

By the end of this course, students will be able to:
- Apply theoretical principles of organizational change in a variety of organizational contexts.
- Differentiate between the organizational and individual change curves.
- Identify the role that personal loyalties play in leading adaptive change in organizations.
- Describe the failure modes of organizational change, proactive and reactive modes of change, and typical individual change resistance behaviours.
- Identify the powerful role of corporate culture in the context of leading and managing organizational change.
- Using case analysis techniques, recommend organizational change leadership and change management strategies that minimize resistance, align with an organization's business strategy and maximize organizational productivity.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
Goal 4: Quality Education	***Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*** Eliminate disparities in access to training and development related to organizational change readiness, implementation, and sustainment. Account for literacy and numeracy, equity in access to learning, responsible management topics, and safe, inclusive, and effective learning environments.

ASSESSMENTS

Summary

Component	Weight
Active Learning	20%
Individual Assignments	60%
Reflection Paper	20%
Total	100%

Details of Assessments

ACTIVE LEARNING (20%)

Participation

This course will be most successful when you actively and thoughtfully participate with other students. The purpose of active learning is to engage with peers and the instructor by applying materials from the course. You are expected to attend classes in full as specified by the RHL Graduate School Attendance & Tardiness Policy. Attendance will be monitored.

This class utilizes the flipped classroom approach. Pre-class material and activities will be posted on Canvas before the live class. Please review the pre-class material in detail before class. Viewing assigned readings, media clips, cases, and recorded lessons will count toward active learning. Attending and contributing to class discussions will count toward your participation grade.

Pre-Class Survey

The pre-class survey asks you about your experience of organizational change.

Case Discussion Board

You will be required to read a change management-related case study. You will post your thoughts, analysis, insights, application of tools, concepts, etc., from class on a discussion board. You will also respond to two other student posts for the discussion board. A rubric will demonstrate how your posts will be evaluated based on insight, application of concepts, etc. The discussion board evaluation is part of the active learning grade.

Simulation and Simulation Quiz

The Change Management simulation allows you to test your understanding of change management principles and strategies within a hands-on environment. The simulation presents scenarios for you to "manage" as the change agent for the organization. Following the simulation, you will reflect on your experience and understanding of the impact of your choices for each scenario. Your reflection will take the form of short answers to questions in Canvas Quizzes, providing the rationale for your decisions.

INDIVIDUAL ASSIGNMENTS 60%

Students will complete a series of assignments throughout the course, each focusing on a key element of a change management plan. These assignments will progressively build towards a final, fully integrated change management plan.

Assignment Series

1. **Change Project Overview**
   - **Assignment Description:** Students will create the change profile and define the scope of the change initiative.
   - **Deliverable**: A detailed description of the change, including the proposed change, key considerations, rationale for change, future state description, estimated time frames, change strategy, strategy alignment, and stakeholder impact.
   - **Learning Outcome:** Students will demonstrate an understanding of the change, its scope, and its impact on the organization.

2. **Stakeholder Management Plan**
   - **Assignment Description:** Students will identify and categorize the key stakeholders involved in a proposed organizational change, analyzing their influence, interests, and potential impact.
   - **Deliverable:** A detailed stakeholder map and analysis report.
   - **Learning Outcome:** Students will demonstrate the ability to systematically identify and assess the roles and perspectives of various stakeholders in a change process.

3. **Change Implementation Roles**
   - **Assignment Description:** Students will identify and define the key roles and responsibilities at each stage of the commitment curve.
   - **Deliverable:** Detailed behavioural description of the key roles involved in the change implementation, including responsibilities, authority, and the relationships between different roles.
   - **Learning Outcome:** Students can define and assign roles and behaviours at each commitment curve stage.

4. **Risk Analysis**
   - **Assignment Description:** Students will identify potential risks associated with the change initiative and develop contingency plans to mitigate these risks.
   - **Deliverable:** A risk management and contingency planning document that outlines potential risks, their impact, likelihood, and mitigation strategies.
   - **Learning Outcome:** Students will develop the skills needed to anticipate challenges and proactively plan for their resolution, ensuring the resilience of the change initiative.

5. **Change Readiness Assessment**
   - **Assignment Description:** Students will assess the organization's readiness for change, evaluating cultural, structural, and resource-related factors.
   - **Deliverable:** An organizational readiness assessment highlighting strengths, weaknesses, opportunities, and threats.
   - **Learning Outcome:** Students will develop the ability to critically assess an organization's preparedness for change and identify areas requiring attention.

6. **Culture and Climate Assessment**
   - **Assignment Description:** Students will assess the current organizational climate and culture to determine how these factors may influence the change initiative's success and propose strategies to align the change with the existing culture or to facilitate cultural shifts as needed.
   - **Deliverable:** An evaluation of the organization's climate and culture, identification of potential cultural challenges, and recommendation of strategies for aligning or reshaping the culture to support change.
   - **Learning Outcome:** Students will be able to analyze organizational climate and culture and develop strategies to ensure cultural alignment or facilitate necessary cultural shifts during the change process.

7. **Resistance Assessment**
   - **Assignment Description:** Students will identify potential sources of resistance to the change initiative and analyze the factors contributing to this resistance.
   - **Deliverable:** Outline key resistance points, their underlying causes, and proposed strategies for addressing and mitigating resistance.
   - **Learning Outcome:** Students will be able to assess and manage organizational resistance, developing strategies to engage stakeholders and reduce opposition to change effectively.

8. **Communication Plan**
   - **Assignment Description:** Students will develop a communication and engagement plan to ensure stakeholder buy-in and active participation throughout the change process. This includes crafting key messages and selecting appropriate communication channels.
   - **Deliverable:** A communication and stakeholder engagement plan, including timelines and responsibility assignments.
   - **Learning Outcome:** Students will gain experience in creating effective communication strategies that foster stakeholder engagement and minimize resistance.

9. **Ethical Considerations**
   - **Assignment Description**: Students will identify potential ethical issues in the change initiative and propose strategies to address them, ensuring that the change process aligns with organizational values.
   - **Deliverable**: Analysis of the ethical challenges, outlining mitigation strategies, and demonstrating alignment with the organization's values.
   - **Learning Outcome**: Students will be able to identify ethical dilemmas in change management and develop strategies to ensure ethical, fair, and transparent change processes.

10. **Final Change Plan**
    - **Assignment Description**: Students will compile and integrate all previous assignments into a comprehensive final change management plan, applying feedback and refining each element to ensure coherence and effectiveness.
    - **Deliverable**: A fully developed change management plan that includes all key components for a real-world organizational change project.
    - **Learning Outcome**: Students will demonstrate the ability to create a cohesive and actionable change management plan, integrating theory and practice to address the complexities of organizational change.

REFLECTION PAPER (20%)
You will submit a paper describing your reflections on the course. The reflection paper is an opportunity to reflect on the course content, your learning, and your ability to apply what you learned in your

organization. Your organizational experience and context have unique characteristics, market conditions, cultural norms, strategy, and management capabilities. Include learning from readings, cases, lectures, simulations, models, frameworks, etc., in your reflection, thinking about the relevance of what you learned to your ability to understand and lead change in your organization.

Reflection Paper: The paper has a 1,000-word limit (provide word count). All reports are due online in PDF format via Canvas Assignments on the due date. References page: optional (use APA Citation Style for all sources). The paper will be graded based on the depth of your reflection and the effective descriptions of key lessons you learned in this course.

LEARNING MATERIALS

Reading Materials: The course materials consist of a reading package of cases, a Harvard Business Simulation, and assigned readings from the Library Reserve. The course package (for purchase) and readings are available on Canvas before classes commence. You are expected to complete all assigned readings before class. It won't be easy to participate in class activities without this preparation.

NO DISTRIBUTION OF RECORDINGS

There is no distribution of class recordings. Classes are designed as and are intended to be in-person. Your attendance is expected. If you cannot attend, the policy regarding missed classes described in this syllabus applies. You must ensure that you have the materials you need for missed classes.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions Policy

Requesting Academic Concessions

If you experience unanticipated events or other circumstances that constitute valid grounds for academic concession as defined by UBC's Academic Concession Policy, complete and submit the Academic Concession Request & Declaration Form. Concessions are time-senstive and the online form should be submitted within 48 hours of the missed deadline. Upon submission, your request will be recorded in the RHL and you will also receive an email with further insturctions. Please read this email carefully and be sure to also refer to the relevant course syllabus for each concession tht you have requested. Please know that you should continue to work on the coursework for the course(s) which you submitted a concession fo. You should anticipate being asked to submit work or write an exam as soon as the circumstances affecting your ability to fulfil your academic responsibilities are resolved.

Code Plagiarism

Code plagiarism falls under the UBC policy for Academic Misconduct. Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their academic potential and that of their classmates and cause unnecessary disruption to the learning environment. Students who miss over 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without receiving an academic concession will be withdrawn from that course. Depending on timing, withdrawals could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please cite your sources using the American Psychological Association (APA) reference style.

Details of the above policies and other RHL Policies are available at:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

Generative AI Permitted Where Specified With Attribution

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework where the instructor expressly specifies it. In these permitted use cases, students must disclose any use of AI-generated material per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations and references. Please see your assessment guidelines for full details.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright. It may lead to academic discipline and could be subject to legal action. Any lecture recordings are solely for the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE (Subject to change with consultation)

Date	Topic	Readings / Activities	Assignment
Week 1 **Class 1** Oct 29	**Introduction & Course Overview** Change models, definitions, roles Change Models Drivers of Change	**Article**: Leading Change: Why Transformation Efforts Fail **Article:** What Everyone Gets Wrong About Change Management **Video:** McKinsey 7S Model **Canvas Preparation**	**Pre-class survey**
Class 2 Oct 31	**The Case for Change** Types of Change Organizational Readiness Change Approach: Results vs. Human Change Impact Analysis	**Article**: Leading Change When Business is Good **Article**: Tipping Point Leadership **Article**: Cracking the Code of Change **Canvas Preparation**	**Change Project Overview**
Week 2 **Class 3** Nov 5	**Stakeholder Engagement** Identifying and prioritizing stakeholders Stakeholder Analysis and Engagement	**Canvas Preparation**	**Stakeholder Management Plan**
Class 4 Nov 7	**Change Sponsorship and Leadership** Leading vs. Managing Change Sponsorship Change Roles Behaviour Model Power and Influence	**In-class:** Change Roles Behaviour Model **Canvas Preparation**	**Change Implementation Roles**
Week 3 **Class 5** Nov 12	**Change Implementation Plan** Components of A Change Plan	**Case**: Utah Symphony Utah Opera Merger **Canvas Preparation**	**Discussion Board Case Analysis:** Utah Symphony Utah Opera Merger **Risk Analysis**

Class 6 Nov 14	**Managing Resistance** Addressing resistance and removing barriers Wilfried Kruger's Iceberg of Change The People Side of Change	**HRB Article**: Ten Reasons People Resist Change **Case**: AW Ltd.: Managing Change **Canvas Preparation**	**Change Readiness Assessment** **Culture and Climate Assessment**
Week 4 **Class 7** Nov 19	**Change Network** Change Leadership	**Simulation:** Change Management Simulation: Power and Influence V3 **Article**: The Network Secrets of Great Change Agents **In-class:** Change Impact Chart **Canvas Preparation**	**Post Simulation quiz** **Resistance Assessment**
Class 8 Nov 21	**Communication and Change** Role of communication in change Communication planning Crafting and delivering change messages, feedback loops, and continuous communication.	**Canvas Preparation**	**Communication Plan**
Week 5 **Class 9** Nev 26	**Monitoring and Evaluation** Metrics and KPIs for Change Management Ensuring the long-term sustainability of Change	**Article:** Home Depot's Blueprint for Culture Change **Canvas Preparation**	
Class 10 Nov 28	**Ethical Considerations** Ethical Implications of Change Decisions Summary and wrap-up	**Case:** Domestic Violence in the NFL Time for Real Change **Canvas Preparation**	**Ethical Considerations** **Final Change Plan** **Reflection Paper**