COURSE INFORMATION

Course title:	Managing Change		
Course code:	BAHR 508	Credits:	1.5
Session, term, period:	2019, Period 7	Class location:	HA 435
Section(s):	001	Class times:	M/W 2:00 am-3:20 pm
Course duration:	Oct 28 – Nov 27, 2019	Pre-requisites:	n/a
Division:	OBHR	Co-requisites:	n/a
Program:	Full-Time MBA		

INSTRUCTOR INFORMATION

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

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

COURSE GOALS

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 to lead 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 is blend of 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 organization 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 to an organization's business strategy and maximize organizational productivity.

ASSESSMENTS

Summary

Component	Weight
Class Participation	25%
Individual Assignment	30%
Group Case Study	45%
Total	**100%**

Details of Assessments

Class Participation (25%)

Participation is a central focus of the learning process in this course. There is a strong emphasis on experiential learning and in-class discussions. A greater number of thoughts shared by students in the class means your participation is indispensable. You are expected to participate, and be prepared to participate, in all in-class discussions and case study assignment discussions. Simply showing up to class and not contributing to discussion will result in an unsatisfactory class participation grade. Discussion quality is more emphasized than quantity in evaluating your participation.

Individual Assignment 20%

You must hand in one individual assignment. Choose a company that has experienced (or will experience) an organizational change. Begin your paper by describing the business purpose of the organizational change. Identify the nature of the change initiative (i.e. new technology implementation, downsizing, growth or expansion, merger, restructure, shift in corporate culture, etc.). Next, describe the change management strategies used (or proposed) by the company. Use the assigned readings to write a brief analysis of the company's chosen change management strategies. It is not necessary to apply all the readings, but instead focus on two or three key theories or principles for analysis purposes. Your summary and analysis must be concise yet descriptive and explanatory.

Individual Assignment: There is a 2,500-word limit (include word count) for the report, and no limit on appendices. All reports are due online in PDF format via Canvas Assignments on due date.

Group Case Study Assignment (25%)

In groups of 4-5, you will write and present an analysis of an assigned case study. Your analysis assumes you are consultants to the organization. Your analysis must go well beyond summarizing the facts in the case. Early in the lecture series, your group will be assigned specific questions for your assigned case study to help you frame up your analysis of an organizational change situation. Your presentation must include two components: summary case analysis and recommendations (approx. 20 minutes) and a class learning activity related to the case (30-40 minutes). Each of your group members must assume a role in the presentation.

Group Case Study Assignment: There is a 2,500-word limit (include word count) for the report, and no limit on appendices. All reports are due online in PDF format via Canvas Assignments on due date.

LEARNING MATERIALS

Reading Materials: The course materials consist of a reading package of articles and cases. The readings will be available via Canvas before classes commence. You are expected to complete all assigned reading (articles and cases) before classes commence. This will be critical for class discussions and application of concepts covered.

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. [This is standard for RHL courses.] [Enumerate other policies on missed or late assignments, and regrading of assessments.]

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form https://webforms.sauder.ubc.ca/academic-concession-rhlee. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

Other Course Policies and Resources

[Include the following policies and resources as appropriate.
- Policies on assessment due prior to students joining the course (i.e., during the add/drop period).

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 own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, 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 use the American Psychological Association (APA) reference style to cite your sources.
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.

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.

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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 and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval 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 class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
Class 1	Oct 28	Introduction & Course Overview	Leading Change: Why Transformation Efforts Fail	
Class 2	Oct 30	Leading & Managing Change	Leading Change When Business is Good Tipping Point Leadership	
Class 3	Nov 4	Results vs. Human Approach to Change	Cracking the Code of Change	
Class 4	Nov 6	Change as an Organizational Core Competency	The Network Secrets of Great Change Agents Home Depot's Blueprint for Culture Change	
	Nov 11	**No Class**		
Class 5	Nov 13	Simulation	Change Management Simulation: Power and Influence V2	
Class 6	Nov 16	Make Up Class	Guest Speaker	
Class 7	Nov 18	The New Frontier of Organizational Change	Department or Work Team Reaction Assessment Your Adaptive Challenge Worksheet	
Class 8	Nov 20	Group Case Study: Presentation #1 Group Case Study: Presentation #2	Robin Ash and Printzhof Press Utah Symphony and Utah Opera: A Merge Proposal	Group Case Study Assignment
Class 9	Nov 25	Group Case Study: Presentation #3 Group Case Study: Presentation #4	Domestic Violence in the NFL: Time for Real Change? Leading Change at Simmons (A)	
Class 10	Nov 27	Group Case Study: Presentation #5 Group Case Study: Presentation #6	Charlotte Beers at Ogilvy & Mather Worldwide (A) AW Ltd.: Managing Change	Individual Assignment

*The simulation does not require any advance preparation other than the assigned readings for the class. You must bring your laptop to class to engage in the simulation.