

COURSE INFORMATION

Course title:	Managing Change	Credits:	1.5
Course code:	BAHR 508	Class location:	Virtual via zoom
Session, term, period:	2020 W1, Period 7	Class times:	Mon/Wed, 2:00-4:00pm
Section(s):	001	Pre-requisites:	n/a
Course duration:	Nov 2 – Dec 3, 2020	Co-requisites:	n/a
Division:	OBHR		
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Wayne Rawcliffe, MBA, EdD, CPHR, SHRP	Office location:	Virtual
Phone:	604.868.6929	Office hours:	Th 1-3pm or by appointment
Email:	wayne.rawcliffe@sauder.ubc.ca		

[When applicable ...]

Teaching assistant:	[name]
Office hours:	[days of week and times, and location]
Email:	[email address]

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.

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

Online live lectures on Zoom (dates and times as per class schedule) and a blended format of pre-recorded videos, discussions, cases, quizzes, flipped classroom approach.

The online course delivery will consist of asynchronous pre-class material, synchronous live-class activities, and post-class assignments. Pre-class notes and recordings for each session will be posted on the course website. You are required to review the pre-class material before we apply these concepts in live class. You will have an opportunity to practice and apply change management skills via online Harvard Business change management simulation.

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

<u>Component</u>	<u>Weight</u>
Active Learning	25%
Individual Assignment	25%
Group Case Study	30%
Reflection Paper	20%
Total	100%

Details of Assessments

Active Learning (25%)

This course will be most successful when you actively and thoughtfully participate with other students. The purpose of active learning is to be actively engaged in learning with peers, the instructor, and applying materials from the course. You are expected to attend both online live classes in full as specified by RHL Graduate School Attendance & Tardiness Policy. Attendance will be monitored. This term, classes will be delivered live via Zoom online meeting platform.

We will utilize the flipped classroom approach. Pre-class material and activities will be posted on canvas before the first live class. Review the pre-class material in detail prior to live-classes. Viewing assigned readings, media clips, cases, and recorded lessons will be counted towards participation. Attending and contributing to live-classes will be counted towards your participation.

Live classes will also include Breakout Group work, where you will be randomly assigned to a group on Zoom and moved into a virtual room to collaborate. Breakout Groups may be asked to present their work during the live class.

Discussion Board

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

Work Team Reaction Assessment

In preparation to leading change, it is important to understand and deal with resistance to change. The Work Team Reaction Assessment is an exercise to help you prepare yourself and your team for implementing change by understanding and dealing with personal resistance.

Adaptive Leadership Challenge

To lead change, it is important that you understand the unconscious barriers to change based on your loyalties. After reading the article on adaptive leadership, you will complete an adaptive leadership challenge worksheet with a colleague.

Simulation

The Change Management simulation provides you with an opportunity 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 Assignment 25%

You will hand in one individual assignment. Choose a company that has experienced, is experiencing, 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. References page: optional (use APA Citation Style for all sources)

Group Case Study Assignment (30%)

In groups of 4-5, you will write 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 a case study for your analysis of an organizational change situation.

Your team will complete a team assessment survey capturing the things that your team did well and things that would have made the team experience better. As well, each team member will provide feedback to each other team member on things that that member did well to contribute to the team project and things that the person could do (or stop doing) that would improve the team experience.

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. References page: (use APA Citation Style for all sources).

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

LEARNING MATERIALS

Reading Materials: The course materials consist of a reading package of cases and a Harvard Business Simulation and assigned readings from the Library Reserve. The course package (for purchase) and readings will be available via Canvas before classes commence. You are expected to complete all assigned readings before class. It will be difficult to participate in class activity without this preparation.

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.]

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) <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](#).

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

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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>.

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 status as a First Nation, Metis, Inuit, or Indigenous person, 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.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find

substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

COPYRIGHT

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 and could be subject to legal action. Any lecture recordings are for the sole use of 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. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

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

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

Course Schedule
(Subject to change with class consultation)

Date	Topic	Readings or Activities	Assignment
Class 1 Nov 2	Introduction & Course Overview Setting the Foundation Change models, definitions, roles Canvas Class Preparation Week 1: Setting the Foundation	Leading Change: Why Transformation Efforts Fail	Pre-class survey
Class 2 Nov 4	Types of Change Context for Change Canvas Class Preparation Week 2: Change Models and Drivers of Change	McKinsey 7S Model Leading Change When Business is Good Tipping Point Leadership	
Class 3 Nov 9	Results vs. Human Approach to Change Building Your Change Network Canvas Class Preparation Week 3: Change Network	Cracking the Code of Change The Network Secrets of Great Change Agents	Individual Assignment
Nov 11	NO CLASS (Make-up class: Friday Nov 13)		
Class 4 Nov 13	Simulation Canvas Class Preparation Week 4: Chan	Change Management Simulation: Power and Influence V2	Post Simulation quiz
Class 5 Nov 16	The New Frontier of Organizational Change Leading & Managing Change Immunity to Change Canvas Class Preparation Week 5: Change Leadership	The Real Reason People Won't Change	Work Team Reaction Assessment Your Adaptive Challenge Worksheet Discussion Case Analysis: Utah

Date	Topic	Readings or Activities	Assignment
			Symphony Utah Opera Merger
Class 6 Nov 18	Tool kit for Change Case Analysis: Utah Symphony Utah Opera Merger Canvas Class Preparation Week 6:	Home Depot's Blueprint for Culture Change	
Class 7 Nov 23	Elements of A Change Plan Understanding and Managing Resistance The Heart of Change Canvas Class Preparation The People Side of Change	SCARF: a brain-based model for collaborating with and influencing others	
Class 8 Nov 25	Managing Change and Applying the Model Build a behaviour-based role assessment Canvas Class Preparation Change Role Behaviours		
Class 9 Nov 30	Build a Change Communication Plan Canvas Class Preparation Change Communication Plan		Group Case Study: Case: Digital China Holdings Limited
Class 10 Dec 2	Summary and wrap up		
Dec 11	Reflection Paper		Reflection Paper

*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.