

COURSE INFORMATION

Course title:	Managing Change	Credits:	1.5
Course code:	BAHR 508	Class location:	HA 133
Session, term, period:	2021 W1 Period 7	Class times:	Mon/Wed 4:00 – 6:00pm
Section(s):	001	Pre-requisites:	N/A
Course duration:	Nov 1 – Dec 3, 2021	Co-requisites:	N/A
Division:	OBHR		
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Wayne Rawcliffe, MBA, EdD, CPHR, SHRP		
Phone:	604.868.6929	Office location:	David Lam 427
Email:	wayne.rawcliffe@sauder.ubc.ca	Office hours:	Tue/Thu 11-12 or by appointment

Teaching assistant:	Mehmud Iqbal
Phone:	778 869 2204
Office hours:	Thursday, 12-1:00pm, or by appointment
Email:	mehmud.iqbal@ubc.ca

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

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

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

Details of Assessments

ACTIVE LEARNING (25%)

Participation

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.

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

Classes will include Breakout Group work. 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 the discussion board. 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 the 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 the 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 activities 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.

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](#). 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.

COVID-19 Policies for Attendance & Academic Concessions

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

COVID-19 Safety in the Classroom

Masks: Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

Seating in class: To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:
<https://students.ubc.ca/campus-life/returning-to-campus>

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>.

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.

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 x^wməθk^wəy̓əm (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)

Date	Topic	Readings or Activities	Assignment
Class 1 Nov 1	Introduction & Course Overview SETTING THE FOUNDATION Change models, definitions, roles Canvas Class Preparation	Leading Change: Why Transformation Efforts Fail	Pre-class survey
Class 2 Nov 3	Types of Change CONTEXT FOR CHANGE Canvas Class Preparation Change Models and Drivers of Change	McKinsey 7S Model Leading Change When Business is Good Tipping Point Leadership	
Class 3 Nov 8	Results vs. Human Approach to Change Building Your Change Network Canvas Class Preparation Change Network	Cracking the Code of Change The Network Secrets of Great Change Agents	Individual Assignment
Class 4 Nov 10	Change Simulation Canvas Class Preparation Change Simulation Modules	Change Management Simulation: Power and Influence V2	Post Simulation quiz
Class 5 Nov 15	The New Frontier of Organizational Change Leading & Managing Change Immunity to Change Canvas Class Preparation Change Leadership	The Real Reason People Won't Change	Work Team Reaction Assessment Your Adaptive Challenge Worksheet Discussion Board Case Analysis: Utah Symphony Utah Opera Merger

Date	Topic	Readings or Activities	Assignment
Class 6 Nov 17	TOOL KIT FOR CHANGE Case Analysis: Utah Symphony Utah Opera Merger Canvas Class Preparation Case Analysis	Home Depot's Blueprint for Culture Change	
Class 7 Nov 22	Elements of A Change Plan Understanding and Managing Resistance The Heart of Change Canvas Class Preparation The People Side of Change		
Class 8 Nov 24	Managing Change and Applying the Model Build a behaviour-based role assessment Canvas Class Preparation Change Role Behaviours		
Class 9 Nov 29	Build a Change Communication Plan Canvas Class Preparation Change Communication Plan		Group Case Study: Case: Digital China Holdings Limited
Class 10 Dec 1	Summary and wrap up		
TBD	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.