COURSE INFORMATION

Course title: Managing Change
Course code: BAHR 508   Credits: 1.5
Term, period: 2022 W1   Class location: HA 435
Section(s):   001   Class times: Tue/Thu 2:00-3:50 PM
Course duration: Nov 1-Dec 1, 2022   Pre-requisites: N/A
Division: OBHR   Co-requisites: N/A
Program: FTMBA

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: Mon/Wed 3:00-4:00PM

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, 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 is a 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 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 to an organization's business strategy and maximize organizational productivity.

ASSESSMENTS
Summary

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

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 engaged in learning with peers, and the instructor in applying materials from the course. You are expected to attend classes in full as specified by 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. Review the pre-class material in detail before class. Viewing assigned readings, media clips, cases, and recorded lessons will be counted toward active learning. Attending and contributing to class discussions will be counted towards 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 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 of the active learning grade.

Work Team Reaction Assessment
In preparation for 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.

Simulation and Simulation Quiz
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 you are familiar with and that has experienced, is experiencing, or will experience a significant 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 the analysis. 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 assigned teams of 4-5, you will write an analysis of an assigned case study. Your analysis assumes you are consultants to the organization providing a recommendation to the organization to address key issues. 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 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 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 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 that 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 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.

Other Course Policies and Resources

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 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.

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 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. Students from diverse backgrounds and perspectives must 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 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 the 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 recordings 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.

ACKNOWLEDGMENT

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)

Date	Topic	Readings or In-Class Activities	Assignment
Class 1 Nov 1	Introduction & Course Overview **SETTING THE FOUNDATION** Change models, definitions, roles **Canvas Class Preparation**	**Article**: Leading Change: Why Transformation Efforts Fail	Pre-class survey
Class 2 Nov 3	**CONTEXT FOR CHANGE** Types of Change Change Models and Drivers of Change **Canvas Class Preparation**	McKinsey 7S Model **Article**: Leading Change When Business is Good **Article**: Tipping Point Leadership	
Class 3 Nov 8	Results vs. Human Approach to Change **Canvas Class Preparation**	**Article**: Cracking the Code of Change	
Class 4 Nov 10	**APPLICATION** **Change Simulation** Change Simulation Modules in Canvas **Canvas Class Preparation**	**Simulation:** Change Management Simulation: Power and Influence V2 **Case**: AW Ltd.: Managing Change	Simulation Post Simulation quiz **Individual Assignment**
Class 5 Nov 15	**Resistance** Addressing resistance and removing barriers **Canvas Class Preparation**	**HRB Article**: The Real Reason People Won't Change **In-class:** Work Team Reaction Assessment	
Class 6 Nov 17	**Case Analysis** Case Analysis: Utah Symphony Utah Opera Merger **Canvas Class Preparation**	**Case**: Utah Symphony Utah Opera Merger	**Discussion Board Case Analysis:** Utah Symphony Utah Opera Merger

Class 7 Nov 22	**Organizational Readiness** Change Leadership The Heart of Change The People Side of Change **Canvas Class Preparation**	**Article**: The Network Secrets of Great Change Agents **In-class:** Change Impact Chart	
Class 8 Nov 24	**CHANGE TOOL KIT** Elements of A Change Plan Change Role Behaviours Stakeholders and Influencers **Canvas Class Preparation**	**In-class:** Change Roles Behaviour Model	**Group Case Study**: Transitions Asia: Managing Across Cultures
Class 9 Nov 29	Guest Speaker: Kate Hill, Leader, Strategic Transformation - Organization Development, Planning & Transformation at Fraser Health Authority	Guest Speaker	Reflection Paper
Class 10 Dec 1	Putting it all together **Canvas Class Preparation** Summary and wrap up **Recorded lecture**: Elements of a Change Communication Plan	**Article**: Home Depot's Blueprint for Culture Change **Case**: Domestic Violence in the NFL Time for Real Change	

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