Change Management – GBUS/MBA 860
Term: 201910

COURSE OUTLINE

“The function of the University is to enable you to shed details in favor of principles.”
Alfred North Whitehead, Principia Mathematica

Course duration: Jan 21- Jan 25, 2019
Class Times: 08:30 to 16:30 (8:30 am to 4:30 pm)
Instructor: Ron Camp, Ph.D., ICD.D
Office: ED 540.2 / 2 Research Dr., Rm 268
Phone: 337-2387 (office)
Email: ronald.camp@uregina.ca

Office Hours:
Feel free to make an appointment for a time that suits your schedule, or you can reach the professor by email (ronald.camp@uregina.ca) or telephone.

Special Needs:
If there is any student in this course who, because of a disability, may have a need for accommodations, please come and discuss this with the professor, as well as contacting the Coordinator of Special Needs Services at 585-4631.

Academic Misconduct
As per the university’s handbook for students, each student is expected to do his/her own work and to refrain from engaging in any dishonest activity (including plagiarism – refer to guidelines in GRST 900). Any instance of academic misconduct may result in immediate expulsion from the class, with a permanent grade of XF being placed on your transcript. There is no discretion in this matter for the instructor. The Associate Dean for Graduate Studies handles these cases.

Points will be deducted from late assignments.

Overview:
This course has two main goals. The first goal is to provide students with an understanding of the theory underlying the practice of organizational change management. The second goal is to provide students with the basic skills needed to effectively diagnose, plan and implement organizational change. In order to facilitate these goals, students will be exposed to a variety of information and experiences through readings in the text, articles on change, business cases, and a project to record a change initiative for an actual organization. The class will emphasize the roles of change agents and the strategies they employ. Examples of interventions in change situations will be highlighted through the cases explored.
Assignments, Readings, & Exercises:
You will be working primarily from the materials available through URCourses (and/or the UR Library). Concepts and how they apply in organizations may appear simple on the surface, but typically they are more subtle, complex and difficult to apply. To understand the material covered in this course and do well in the examinations, it is crucial that you read (at least skim) all of the material BEFORE CLASS SESSIONS so that you can contribute thoughtfully to the class discussions and exercises. (One way to do this is to share summaries.)

- Required summary material
- Optional summary material

Case Analysis Text (on reserve, UofR Library):

HBR Articles:

Other Research-based Articles:
db=sb
tid=13480


Cases:
Evaluation

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Summaries</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Case Write-ups (at 10, 10, 5, &amp; 5 pts)</td>
<td>30%</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Original Case &amp; Teaching Note</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Reading Summaries (10% of course grade)

Each student is required to complete 20 summaries of the course readings (chapters and articles). Each summary should be less than two pages long. Each completed article summary is worth ½ point. (No extra credit for length.)

For each entry, the first section (The Idea in Brief) will summarize the content of the source, presenting its overarching thesis. What is the main content of the source? If this is a research article, what types of evidence does the author use? What is the author’s main viewpoint/argument? How does the source relate to other relevant sources? The second section (Implications for Applying the Ideas) will provide practical advice for applying the main ideas. See sample. Following this section. This assignment is due **Jan 18**.

Participation (10% of course grade)

Students are expected to prepare for each class and to participate fully. Participation, defined broadly, includes attendance both in class and group meetings. High levels of participation would include active participation in class discussions (especially when that involves drawing others into the discussion) and might also include bringing information from outside sources (work/life experience, journal/magazine/newspaper articles, books, etc.) that enrich the learning experience of the class.

Marks for classroom contribution will be allocated in the following manner:

*Exceeds Expectations*

9-10 Students in this category provide leadership in and out of the classroom, challenge the thinking of others in the class, and work toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion. This includes explicitly incorporating comments made by other students in the discussion, directing questions to other students, and challenging group thinking.

*Meets Expectations*

7-8 For showing an active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand the course material; for being a positive group member, etc.

*Does not Meet Expectations*

0-6 For attending class on a regular basis and only occasionally contributing to the classroom experience. 0 For failing on all of the previously identified ways of contributing.
Case Write-ups (30% of course grade)
Case write-ups will be done in two parts. The first part consists of an individual case analysis for two of the cases, City Zoo and Hope’s Home. These write-ups should be no more than four pages long and follow the major headings of Long Cycle case analysis (Define the Issue, Analyze Data, Generate Alternatives, Select Criteria, Evaluate Alternatives, Select Alternative, Develop Action Plan). See Case Analysis Guidelines and Case Write-up Marking Guidelines in UR Courses. It may also be helpful to skim Learning with Cases, on two-hour reserve in the UR Library. These write-up assignments are due Jan 18.

For the second part students will work in groups during the class session to prepare a 2-page (maximum) written case memo for each of the 2 assigned cases. These memos (one per group per assigned case) are due at the beginning of the class following the case discussion. Each memo should be typed, double-spaced, using 12-point Times-Roman font, and with 2.5 cm margins. These memos should consist of three parts. The first part (1/2 page) is a summary of the symptoms (immediate issues) of one problem in the organization. This section should briefly identify the “immediate” issues/points raised in the case (who, what, when, how). The second (1/2 page) part of the memo is your analysis of the underlying causes (basic issues) of the symptoms identified in the first section. In this section, use specific course concepts to explain causal relationships. Explain how or why these issues are significant. The third part (1 page) consists of your recommendations. Based on the case discussion and specific issues you addressed in the previous two sections, briefly explain one solution/set of actions for addressing the issues you have addressed this case and how the decision maker in the case should implement that solution. Memoes will be written and revised in groups during class.

For all of the cases you are expected to actively participate in the class discussion, identifying immediate case issues, drawing in basic issues identified in your readings, and suggesting courses of action for the decision makers in the cases.

Exam (20% of course grade)
There will be 1 take-home exam administered in this course, worth 20% of your final course grade. The exam will be a combination of short-answer essays related to the “Deaconess Glover” case. This exam will be based primarily on APPLICATION of the reading material and class discussions to the case. The completed exam is Due Feb 1 at 5:00 pm CST.

Original Change Case (30% of course grade):
For this part of the assignment you are to develop your own 4-6 page organization change case with a two (+) page teaching note. Take one or two topics from your reading summaries and, based on your observations and experience, analyse a change situation at work or a situation you are otherwise familiar with (e.g., from interviewing a business leader). The case should lead the reader to apply these concepts to make a leadership decision or a set of recommendations (e.g. this could be a case on how a leader’s change initiative failed and what he/she can do through the application of appropriate change principles, e.g., Kotter’s 8-Step Change Model, to get the change back on track). Do not identify people in the case by their real names. More extensive directions are provided through the following files: “Case_Writing HowToWriteAGoodCase”, “Case_Writing Worksheet”, and “Case_Writing sample case with teaching note”. Case development will be discussed during the course. The final write-up/report is due March 1, 2019 at 5:00 pm CST.
Sample Summary:

The Idea in Brief
Every organization includes three key subcultures of management: Operator, Engineering, and Executive. “The three communities of executives, engineers, and operators do not really understand each other very well. A lack of alignment among the three groups and their core assumptions can hinder learning in an organization,” and therefore cause change to fail.

Operator Culture
The operator culture is an internal organizational culture based on operational success:
- Organizational success depends on people’s KSAs and commitment (especially at the level of line units).
- KSAs required for success are “local” and based on the organization’s core technologies.
- No system is perfect. Operators must be able to learn and deal with surprises.
- Complex operations are non-linear, involve complex interdependencies, and often defy simple, quantitative explanations. Operators must work as a collaborative team.

Engineering Culture
The engineering culture is world-wide, composed of the designers and technocrats who drive an organization’s core technologies. Its key assumptions include the following:
- “Engineers” are proactively optimistic that they can and should master nature.
- “Engineers” are pragmatic perfectionists who prefer “people free” solutions.
- The ideal world is one of elegant machines and processes without human intervention.
- “Engineers” over-design for safety.
- “Engineers” prefer linear, simple, cause-and-effect, quantitative thinking.

Executive Culture
The executive culture is a world-wide occupational community focused on capital markets:
- **Financial Focus**
  - Financial survival and growth to ensure returns to “shareholders” and to society.
- **Self-Image: The Embattled Lone Hero**
  - Hostile, competitive environment where the CEO is isolated, yet in total control.
  - Executives must trust their own judgment.
- **Hierarchical and Individual Focus**
  - Organization hierarchy is the primary means of maintaining control.
  - The organization must be a team, but accountability must be individual.
  - Experimenting and risk taking only to permit the executive to stay in control.
- **Task and Control Focus**
  - Large organizations must be run by rules, routines (systems), and rituals
  - Ideal world is one in which the organization performs like a well-oiled machine.
  - People are a necessary evil, not an intrinsic value.

Implications for Applying the Ideas
Organizations will not learn effectively until they recognize and confront the implications of these three cultures and their differences: stimulate communication that fosters a greater level of mutual understanding. In communicating change to each of these audiences, recognize and communicate to deeply embedded (tacit), shared assumptions of executives, engineers, and operators.
<table>
<thead>
<tr>
<th>Time</th>
<th>Mon - Jan 21</th>
<th>Tue - Jan 22</th>
<th>Wed - Jan 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:45</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>3:00</td>
<td>Case 1: City Zoo</td>
<td></td>
<td>Case 5: <em>Wallford Police</em> Group Case Memo</td>
</tr>
<tr>
<td>4:30</td>
<td>End</td>
<td>End</td>
<td>End</td>
</tr>
<tr>
<td>Time</td>
<td>Thu - Jan 24</td>
<td>Fri - Jan 25</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td><strong>Reading Discussion: Uncertainty &amp; Change</strong></td>
<td><strong>Reading Discussion: Continuous Change, Learning &amp; TPS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brosschota, Verkuila, &amp; Thayer (2016)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hirak et al (2012)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15</td>
<td>Break</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td><strong>Reading Discussion: Continuous Change</strong></td>
<td>Continuous Change Exercise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Edmondson (1999)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lawrence, Dyck, Maitlis, &amp; Mauws (2006).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worley &amp; Lawler (2006)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>Thompson (1995)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weick (1996)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weick &amp; Quinn (1999)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>Case : Mann Gulch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>