UNIVERSITY OF REGINA

GBUS 860-001

Managing Change

Spring 2020
5:00 pm – 7:45 pm
Monday & Wednesdays
Distance Classroom via Zoom

Professor: Allison Goldman
Office: Sessional Office, Floor 5, Education Building
E-mail: UR Courses email or Allison.Goldman@uregina.ca
Office Hours: Feel free to make an appointment for a time that suits your schedule, or you can reach me by email or telephone (mobile – 1-310-880-9023). We can meet by phone or Zoom.

TEXTBOOK:

CASE MATERIAL:
• Case Pack link on UR Courses (case studies will be used for discussion questions, assignments, and drop in course discussions)

SUPPLEMENTAL READING:
HBR Articles:
Scholarly Articles:


COURSE DESCRIPTION:
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 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 develop a change initiative for an 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.

LEARNING OBJECTIVES:

Upon successful completion of this course you will:

1. Understand the context for organizational change and transformation
   a. What is going on in your world now and how it is driving the need for change
   b. The continuum of incremental adaptation to total transformation
   c. The fundamentals of strategic organization design
      i. Contingency Theory and the SARFit Model
      ii. Organization structure and culture
      iii. The McKinsey 7-S Model

2. Understand your role as a leader during change
   a. How to mobilize resources and achieve the goals of the change initiative

3. Understand and apply an organizational change process
   a. Effective frameworks for managing change (e.g. Kotter’s 8 Step Model)
   b. How to promote awareness of the need for change
   c. Set the strategic direction
d. Assess and build readiness for change (e.g. ADKAR)

4. Anticipate, recognize and mitigate resistance to an upcoming change

5. Develop a change plan for an upcoming change

As part of this process, by the end of the term, you will be able to:

• Diagnose the need for change
• Identify the appropriate levels for change (organizational, group, and/or individual)
• Design the overall change needed
• Select the right change team
• Develop and communicate a change vision and goals
• Implement the change
• Assess change results and ensure its continued success

COURSE EXPECTATIONS:

• This course will consist of a combination of live (but recorded) lectures, discussion forums, drop in question periods, case discussions, videos, and group work. Your presence and active participation will make a significant difference to the dynamics of the class and the degree of learning that occurs. Therefore, you are expected to positively contribute each week to the online classroom.

• Students are expected to prepare in advance for each week to be able to effectively participate in class and forum discussions. This includes reading the material that will be discussed each week prior to that week.

• In this course, you will be encouraged and expected to engage in critical thinking. This will apply to class discussions, assigned readings, and assignments. Critical thinking involves being thoughtful, asking questions, and not taking things you read or are told at face value. As it relates to this course, critical thinking will require researching, understanding different viewpoints, and challenging underlying assumptions and beliefs. Through thinking critically, we are able to develop an appreciation for difference, ambiguity, and contradiction.

WRITING RESOURCES:
The University of Regina's Writing Clinic provides consultation for students in all disciplines and at all year levels. For further information, contact the clinic at 585-4076 or Room 230, Dr. William Riddell Centre. You can also visit the clinic at http://www.uregina.ca/sdc. The quality of your written expression will affect your grades!

ACADEMIC MISCONDUCT:
You are encouraged to interact with and learn from other students in this class. However, you are expected to behave with integrity and this includes adhering to the section on Student Behavior found in the Academic Calendar. Ask me in advance if you have any questions about misconduct.
GRADING:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Summaries Assignments</td>
<td>20</td>
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<td>Attendance &amp; Participation</td>
<td>10</td>
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<td>Individual Case Study</td>
<td>15</td>
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<td>Group Case Presentation</td>
<td>25</td>
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<td>Final Essay</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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ASSIGNMENTS, READINGS, & EXERCISES:
You will be working primarily from the reading packet listed above and though additional materials available on-line. 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 assignments, it is crucial that you read the assigned material before the beginning of each week of the class so that you can contribute thoughtfully to the class discussions and exercises.

READING SUMMARIES ASSIGNMENTS (20%):
You will complete ten reading summary assignments in this course. This assignment is due on May 20th. There will be a TurnItIn Submission open for you to do this on UR Courses. This assignment is intended to give you a basic understanding of organizational change and help you to participate in the weekly lectures and discussion forums effectively. Each student is required to complete 10 summaries of the course readings (articles only). Each summary should be one-two pages long. Each completed article summary is worth 2 points. The late penalty will be 5% per day up to five days.

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? You will be graded based on the following guidelines:

- Did you complete 10 reading summaries following the suggested format provided in the course syllabus and include all sections?
- Did you rephrase the articles and summarize to your own level of application and understanding?
- Did you provide a strong implications for applying the ideas section in each reading summary?
- If you used quotes from the textbook or articles, did you cite them?
- Are your reading summaries free of spelling and grammatical issues?
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 to 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 by 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.

ATTENDANCE & PARTICIPATION (15%):
There are two options for students to obtain attendance and participation grades:

Students can attend class via Zoom be engaged in class. High levels of participation include such things as active involvement in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing material discussed in class), and bringing in outside materials from news sources/current events and personal experiences/observations.

The following guide will be used in assessing participation grades:
1. Did you attend the Zoom session? Did you arrive on time? Were you in class/Zoom for the entire session. These two components are at least 50% of your daily participation grade.
2. Do you seem prepared for the lecture in terms of being able to ask relevant questions and synthesize the readings you were asked to complete in the comments you make in class?
3. When you contribute in class, are your comments original and do they add value to the conversation? Are they relevant to the class discussion? Do they further the understanding of the topic for you and your classmates? Does the student contribute only when they have value to add to the conversation or do they speak every chance they get?

Alternatively, if a student cannot make it to the live Zoom session, they have the option of watching the recorded Zoom session and then answering a related discussion question posted in a discussion forum. Additional information for each Zoom session will be provided.

INDIVIDUAL CASE STUDY (15%):
You will put together a case study response that analyzes the issues, provides possible solutions, decides on a course of action, and provides and action plan to achieve the recommended solution. You will follow the Case Study Report Outline document that I will provide you for best results. You will have a maximum of five pages (excluding the title page and reference pages) to work with. You must incorporate at minimum four academic references and as many non-academic references as you need to support your position(s). I will let you know which case you will be completing the case study on in class and a grading rubric will be provided. This assignment is due June 3, 2020.

Group Case Presentation (20%):
You will complete an organizational change case study analysis as a group and present your case to the class and myself. Groups will comprise of four or five students. Each group will select one organization and leader (or leadership team) to focus your presentation on. You will use the Bill Bilichick and the New England Patriots case as a loose framework for developing your own similar case. As a team you will have
20 minutes to present your case alongside an engaging PowerPoint. You will want to select a leader/organization where you can diagnose the need for a transformational change and walk your audience through how that transformational change successfully was managed and the techniques and strategies which the leader employed based on what you have learned in this class. In addition to the framework provided in the Bill Bilichick case, you will want to draw on as many tools and course concepts as possible.

**FINAL ESSAY – LINKING CHANGE MANAGEMENT THEORY WITH PRACTITIONER’S EXPERIENCES (30%):**
To summarize the key change management experiences of two to three change management experts, link their experiences to change management theory / research/ framework (including critical reflections), and to discuss the implications for your own practice as a leader and change agent. More details and a grading rubric will be provided. **The final write-up/report is due on June 22nd, 2020.**

**COURSE MANAGEMENT:**
The course homepage is available at [http://www.uregina.ca/urcourses/](http://www.uregina.ca/urcourses/). Lecture slides, announcements, assignments and all other related material will be posted on the course web page. Check the website regularly.

**TENTATIVE SCHEDULE:**
The course schedule is tentative with assignments, anticipated due dates and exam dates. Please check our class UR Courses site for updates. (This schedule is subject to change according to the needs and interests of the class or emerging change management issues.)

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<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic/Activity</th>
<th>Assignment</th>
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<tr>
<td>1</td>
<td>Monday, May 4th</td>
<td>Course Introduction, Course Expectations + Group Formation</td>
<td>None</td>
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<tr>
<td>2</td>
<td>Wednesday, May 6th</td>
<td>Change Management Introduction  The Drivers For Change Incremental Adaption versus Transformational Change Detonate: Chapters 1 &amp; 2</td>
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<td>3</td>
<td>Monday, May 11th</td>
<td>Contingency Theory &amp; SARFit Model Diagnosing The Need For Change: McKinsey’s 7S Model Detonate: Chapter 3 &amp; 4</td>
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<td>Wednesday, May 13th</td>
<td>The Role as a Leader Driving Change Kotter’s 8 Step Model For Leading Change Change Vision Statement Levels of Change Management Detonate: Chapter 5 &amp; 6</td>
<td>Must have read The Perils and Pitfalls of Leading Change Case</td>
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<td>5</td>
<td>Wednesday, May 20th</td>
<td>Managing Individual Change (ADKAR Mode, Satir Change Model) Resource Mobilization Detonate: Chapter 7 &amp; 8</td>
<td>Reading Summaries Assignment Must have read The Geosoft Inc. Case</td>
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<td>Monday, May 25th</td>
<td>The Perils and Pitfalls of Leading Change Drop In Discussion</td>
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<td>Wednesday, May 27th</td>
<td>Introduction to Change Communication Prosci’s 10-Question Checklist on Change Management Communication Prosci’s 5 Tips For Managing Resistance To Change Detonate: Chapter 9</td>
<td>Must have read Health Care Center For The Homeless Case</td>
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<td>8</td>
<td>Monday, June 1st</td>
<td>Geosoft Inc. Drop In Discussion</td>
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<td>Wednesday, June 3rd</td>
<td>Selecting The Right Change Team Change Management Plans/5 Levers of Change Management Culture of Continuous Learning/Change &amp; Disruptive Innovation Detonate: Chapter 10 &amp; 11</td>
<td>Individual Case Study Assignment Must have read Bill Belichick and the New England Patriots Case</td>
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<td>Monday, June 8th</td>
<td>Health Care Center For the Homeless Drop In Discussion</td>
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<td>Wednesday, June 10th</td>
<td>Assessing Change Results Group Presentation Review Detonate: Chapter 12 &amp; 13</td>
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<td>Monday, June 15th</td>
<td>Group Presentation Coaching Drop In</td>
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<td>13</td>
<td>Wednesday, June 17th</td>
<td>Group Presentations</td>
<td>Group Presentation</td>
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