

UNIVERSITY OF REGINA

GBUS 860-001

Managing Change

Fall 2023

7:00 pm – 9:45 pm

Mondays

Room ED 514

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).

TEXTBOOK:

- Tuff, Geoff, & Goldbach, Steven (2018) Detonate: Why – And How – Corporations Must Blow Up Best Practices (and bring a beginner’s mind) To Survive. *Wiley*.

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:

- Beer, Sisenstat, & Spector. (2002). “Why change programs don’t produce change.” *Harvard Business Review*.
- Fuller, Joseph B. Fuller et al. (2019). “Your Workforce Is More Adaptable Than You Think.” *Harvard Business Review*.
- Garvin, Edmondson, & Gino. (2008). “Is yours a learning organization?” *Harvard Business Review*.
- Kotter. (1995). “Leading change: Why Transformation Efforts Fail (HBR Classic).” *Harvard Business Review*.
- Kotter. (2008). “Communicating the change vision: Overcoming barriers to organizational change.” *Harvard Business School Press*.

Scholarly Articles:

- De Smet, A., Pachtod, D., Relyea, C., & Sternfels, B. (2020). Ready, set, go: Reinventing the organization for speed in the post-COVID-19 era. *McKinsey & Company*.
- Lawrence, K. (2013). Developing leaders in a VUCA environment. *UNC Executive Development, 2013*, 1-15.
- Sancho-Zamora, R., Gutiérrez-Broncano, S., Hernández-Perlino, F., & Peña-García, I. (2021). A multidimensional study of absorptive capacity and innovation capacity and their impact on business performance. *Frontiers in Psychology, 12*, 751997.
- Edmondson. (1999) "Psychological Safety and Learning Behavior in Work Teams." *Administrative Science Quarterly, 44*(2): 350-383.
- Lawrence, Dyck, Maitlis, & Mauws. (2006). "The Underlying Structure of Continuous Change." *MIT Sloan Management Review, 47*(4): 59
- Lipton. (1996). "Demystifying the Development of an Organizational Vision." *Sloan Management Review, 37*(4); p. 83-92.
- Pustkowski, Scott, and Tesvic. (2014) "Why implementation matters." McKinsey & Company.
- Rafferty, Jimmieson and Armenakis. (2013) "Change Readiness: A Multilevel Review." *Journal of Management, 39*(1): 110-135.
- Ready & Conger. (2008). "Enabling Bold Visions." *Sloan Management Review, 49*(2); p. 70-76.
- Spreitzer & Quinn. (1996). "Empowering middle managers to be transformational leaders." *The Journal of Applied Behavioral Science; 32*(3); pg. 237.
- Tucker & Edmondson. (2003). "Why hospitals don't learn from failures: Organizational and psychological dynamics that inhibit system change." *California Management Review, 45*(2).
- Worley & Lawler (2006) "Designing Organizations That Are Built to Change" *MIT Sloan Management Review; 48*(1): 19-23.

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 lectures, discussions, cases, 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 can develop an appreciation for difference, ambiguity, contradiction, and holding multiple perspectives.

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 & AI POLICY:

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.

While AI is an excellent tool for generating thought and ideas, it is expected that your work and

contributions in class are generated and developed by you and not AI with an emphasis on all written components.

GRADING:

Component	Percentage
Reading Summaries Assignment	20
Attendance & Participation	15
Group Case Write-Ups (5% each)	15
Personal/Professional Vertical Development Assessment & Plan	5
Final Group Presentation	15
Final Individual Assignment	30
Total	100

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 **October 2nd**. 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 single-spaced. Each completed article summary is worth 2 points. It is encouraged to read all thirteen articles provided, however you only need to summarize your selected ten of the thirteen articles. 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 articles, did you cite them?
- Are your reading summaries free of spelling and grammatical issues?

Sample Summary:

Schein, E. H. (Fall 1996). "Three cultures of management: The key to organizational learning." *Sloan Management Review*, 38(1)

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.
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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 in person or via Zoom and 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 class in person or via 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 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?

GROUP CASE WRITE-UPS (15%):

In groups of four or five students, you will complete three case study write-ups worth 6.66% each. Guidance on structure and a grading rubric will be provided to you in class with supporting materials posted to UR Courses. You will have time throughout the course week to work with your groups to complete the case study write-ups. The case write-ups will be graded with a quick turnaround so you can apply the feedback to the future case study write-ups. These write-ups should also help to prepare you for your final case presentation.

PERSONAL/PROFESSIONAL VERTICAL DEVELOPMENT ASSESSMENT + PLAN ASSIGNMENTS (5%):

You will be provided with a vertical development assessment. Based off the assessment feedback, course content, and lectures leading up to the assignment due date, you will develop a professional and personal plan for your own development as a component of further developing your ability to lead change. More information will be provided to you in class. This assignment is due on **October 23rd**. The late penalty will be 5% per day up to five days.

FINAL GROUP CASE PRESENTATION (15%):

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 INDIVIDUAL ASSIGNMENT (30%):

You will have the option to select one of two final individual assignments to complete. In both cases, full details and respective grading rubrics will be provided in class. Whichever option you select, your assignment will be due on **December 13th**. The two options will include:

Final Essay – Linking Change Management Theory With Practitioner’s Experiences:

For this option you will 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 discuss the implications for your own practice as a leader and change agent.

Original Change Case + Teaching Note:

The original change case, is intended to give you an opportunity to apply what you have learned from your reading and participation in class to a real world change situation.

For this assignment you are to develop your own 3-5 page organization change case with a 1 to 2 page teaching note. Take one or two topics from your reading summaries and, based on your observations and experience, analyze 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 to get the change back on track).

COURSE MANAGEMENT:

The course homepage is available at <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.)

Class #	Date	Topic/Activity	Assignment Due
1	Monday, September 11 th	Course Introduction, Course Expectations + Group Formation	None
2	Monday, September 18 th	Change Management Introduction The Drivers For Change Incremental Adaption versus Transformational Change Detonate: Chapters 1 & 2	None
3	Monday, September 25 th	Contingency Theory & SARFit Model Diagnosing The Need For Change: McKinsey's 7S Model Detonate: Chapter 3 & 4	None
4	Monday, October 2 nd	The Role as a Leader Driving Change Kotter's 8 Step Model For Leading Change Vertical Development + Vertical Development Assessment	Individual Assignment: Reading Summaries Assignment
5	Monday, October 9 th	READING WEEK – No Class	None
6	Monday, October 16 th	Change Vision Statement Levels of Change Management Managing Individual Change (ADKAR Mode, Satir Change Model) Detonate: Chapter 5 & 6	None
7	Monday, October 23 rd	Resource Mobilization Detonate: Chapter 7 & 8	Individual Assignment: Personal/Professional Vertical Development Assessment & Plan
8	Monday, October 30 th	Introduction to Change Communication Prosci's 10-Question Checklist on Change Management Communication Detonate: Chapter 9	Group Assignment: Case #1
9	Monday, November 6 th	Class Discussion: Case #1 Prosci's 5 Tips For Managing Resistance To Change Selecting The Right Change Team Change Management Plans/5 Levers of Change Management	None
10	Monday, November 13 th	Culture of Continuous Learning/Change & Disruptive Innovation Detonate: Chapter 10 & 11	Group Assignment: Case #2
11	Monday, November 20 th	Class Discussion: Case #2 Assessing Change Results Group Presentation Review Detonate: Chapter 12 & 13	None
12	Monday, November 27 th	Class Discussion: Case #3 Group Presentation Coaching Sessions + Preparation	Group Assignment: Case #3
13	Monday, December 4 th	Group Presentations + Course Evaluations	Group Assignment: Final Presentation

