



## 2018 Summer Syllabus

### **MGMT 5365-01: Management of Change**

<b>Instructor:</b>	Robert Spencer, MUS
<b>Class:</b>	Pigott 200, Mondays 5:30 to 9:00 pm
<b>Office:</b>	Pigott 5 <sup>th</sup> Floor Adjunct Lounge, Thursdays, 4:30 to 5:15 pm, or by appointment
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#### **Course Description:**

This course reviews major theories and principles involved in managing change but at the same time emphasizes the practicalities involved, including techniques for diagnosing and managing change impacts, and the steps required to build an effective change program in any organization. Students will review how to manage a variety of change responses and work in teams to construct a change plan that applies change principles and best practices to real world organization change challenges.

The course is organized in two modules. The first half of the course reviews basic change principles and how to conduct change conversations, manage a range of change reactions, and develop adaptive leadership capabilities. The second half then focuses on how to build a change plan to leverage these change principles, including orchestration of change roles, sequencing of change work, how to deal with culture and how to consult on change as an internal advisor to get desired results.

#### **Required Material:**

- *HBR 10 Must Reads On Change*
- William Bridges, *Managing Transitions*
- DBM, *I SPEAK Your Language* (a single questionnaire only)
- HBR Case Studies – see below - available through the Library

#### **Optional Material:**

- Chip and Dan Heath, *Switch*

- Warren Parry, *Big Change, Best Path*

### **Change Diagnostic**

In the 4<sup>th</sup> week of class a 500+ word paper will be due on Bridges' *Managing Transitions*. This paper will discuss how the author's insights and techniques might have been used to interpret and manage a change experience the student has had. The paper is expected to focus on the book (though may draw on lecture material and classroom discussions, this will not count towards the grade for this assignment) to diagnosis and identify techniques to manage change reactions.

### **Team Project – Preparing a Change Plan**

Teams will be formed to do two things at the first session of the class. Each week a different team will facilitate a class discussion of an assigned HBR case study. Second, each team will outline a change plan for a past or present organization change as a final project.

Each team will include a subject matter expert (SME) for their organizational change, and teams will outline a plan for the SME's actual business initiative (past or present). To develop diagnostic and planning skills, the most useful change initiatives will have a number of common attributes:

- They will have obvious and important value for the organization (e.g., by reducing costs, increasing revenues, scaling operations, etc.).
- They will require that people in the organization do their work differently in some material way (e.g., by using a new customer information system, working in a different location, reporting to a different part of the organization, etc.).
- They will require an investment of capital and a business case to justify that expenditure (although no business case will be constructed in this class).

The important thing is that the case cannot be theoretical or merely drawn from different readings – it should be or have been real and important for the SME's organization. If it is a past change, it can have been successful or unsuccessful.

Teams will not interview members in the case organization, but are free to collect data from secondary sources or develop data from within the team. Data accuracy, however, is not important. The purpose of the project is to demonstrate an understanding and ability to apply principles and concepts explored in the course in a practical way. In all instances the important underlying question is: "How can the change be managed to create value for an organization and a just outcome for its stakeholders?"

Each team will prepare a presentation (slides only) of their change plan as a final work product. This will be submitted to the professor and presented the last week of class.

As an alternative and depending on the class size, up to six students can opt out of the team project by signing up to provide a culture commentary on three (3) of the assigned cases – student's choice of which cases. These students will be expected to use a culture diagnostic lens (e.g., Hofstede) to note how the case issues would have to be approached in a foreign culture. A 500-word paper of the analysis is required and a brief (~3 minute) synopsis of the cultural insights or constraints shared with the class.

### **Team Project – Presentation Guidelines**

1. Each team will have **5 minutes** per member for their presentation, plus up to 5 minutes for Q&A. Teams will be scored on their organization, use of course content, quality of insights and arguments, professional demeanor, and time management.
2. All members must speak. You are expected to come professionally attired, as if you were presenting to an executive steering committee. Please do not wear jeans, t-shirts, etc.
3. The class is expected to engage with the teams, time permitting, by asking the kinds of probing questions an executive steering committee might ask. The professor will select the questioners.

### **Case Study Discussions**

As descriptions of real managerial challenges, the HBR case studies represent "slices of life." They are intended to help students put themselves in the position of a manager confronted with a difficult change related problem, and thus represent a proxy for "learning by doing."

Success will require that every student come to class prepared, and that each student participates in an active, joint learning process. Each team will be assigned a case study and will facilitate its discussion. Teams and students will be evaluated on their contribution to the learning of others, through the experiences, insights and questions they share, and this is a key part of the case study learning process. Forget what the HBR experts have to say: what course material can be used to diagnose and resolve the change issues involved in the case?

### **Reading Quizzes & Discussions**

The objective of assigned articles each week is to expose students to different points of view and theories about change management. Each class session with an assigned article will begin with a quiz. Quizzes will then be scored in class and used to discuss the points the article makes.

The intent of this activity is to help students grasp salient points about change the readings have to offer (or not), and provide an opportunity to exchange and develop change views with their colleagues. All the articles present key ideas but not all are equally worthwhile to use.

**Grading:**

Each student can earn up to 105 points based on individual and team contributions but five of these points will be only awarded for clearly exceptional work. Students can also write a 750+ word paper on the book *Switch* or *Big Change, Best Path* noting key takeaways and how they improve upon or are inferior to *Managing Transitions*.

	<u>Points</u>	<u>Total</u>
<i>Managing Transitions</i> Paper	25	25
Team Project – Change Plan	15	30
Team Project – Peer Scores	5	
Team Case Discussion (1)	10	
Or Culture Commentary (3)	10	30
Weekly Quizzes (6)	6	36
Weekly Class Discussions (6)	1 - 2	6 – 9 Max
Extra Credit Paper	5	5
<b>TOTAL:</b>		<b>100 – 105</b>

**Note.** An A grade requires 94+ points; a B from 82 to 93 points; and a C at least 68 points. A plus or minus may be awarded based on class participation and insights.

**Course Schedule:**

\* Note. The schedule is subject to change. The HBR Case Studies are available through the Library.

Wk	Date	Lecture	10 Must Reads Article	HBR Case Studies*
1	Jun 25	The Change Process <i>Key Principles &amp; Foundational Ideas</i> Lecture Bibliography <ul style="list-style-type: none"> <li><input type="checkbox"/> William Bridges, <i>Transitions</i></li> <li><input type="checkbox"/> Kurt Lewin, “Frontiers in Group Dynamics: Concept, Method, and Reality in Social Science; Social Equilibria and Social Change” <i>Human Relations</i>, 1, No. 1 (June 1974)</li> <li><input type="checkbox"/> Kurt Lewin’s Change Theory in the Field and in the Classroom: Notes Toward a Model of Managed Learning by Edgar Schein</li> <li><input type="checkbox"/> Everett Rogers, <i>Diffusion of Innovations</i></li> </ul>	None	None
2	Jul 2	<b>Complete I SPEAK Your Language Instrument Before Class</b>		

Wk	Date	Lecture	10 Must Reads Article	HBR Case Studies*
		Frames of Reference Understanding the Role of Communication Styles	"Cracking the Code of Change"	"Too Old to Learn?"
		Lecture Bibliography <input type="checkbox"/> <i>I SPEAK Your Language Manual</i> <input type="checkbox"/> Robert Bolton & Dorothy Grover Bolton, <i>People Styles at Work</i>		
3	Jul 9	Change Conversations Manage Different Reactions	"The Real Reason People Won't Change"	"Welcome Aboard (But Don't Change a Thing)"
		Lecture Bibliography <input type="checkbox"/> William Bridges, <i>Managing Transitions</i> <input type="checkbox"/> Chip Heath & Dan Heath, <i>Switch</i>		
4	Jul 16	Managing Resistance Engagement & Adaptive Leadership Techniques	"A Survival Guide for Leaders"	"The Cost Center that Paid Its Way"
		Lecture Bibliography <input type="checkbox"/> Daryl Conner, <i>Managing at the Speed of Change</i> <input type="checkbox"/> Ronald Heifetz, et. al., <i>The Practice of Adaptive Leadership</i> <input type="checkbox"/> Warren Parry, <i>Big Change, Best Path</i>		
5	Jul 23	<b>Managing Transitions Paper Due</b>		
		Change Planning Models Strategies for Organizing Change Programs	"Leading Change: Why Transformation Efforts Fail"	None this session
		Lecture Bibliography <input type="checkbox"/> Daryl Conner, <i>Managing at the Speed of Change</i> <input type="checkbox"/> John Kotter, <i>Leading Change</i> <input type="checkbox"/> James Belasco, <i>Teaching the Elephant to Dance</i> <input type="checkbox"/> Donald Kirkpatrick, <i>How to Manage Change Effectively</i>		
6	Jul 30	Change Roles Managing Relationships & Setting Expectations	"The Hard Side of Change Management"	"The Best-Laid Incentive Plans"
		Lecture Bibliography <input type="checkbox"/> Rosabeth Moss Kanter, et. al., <i>The Challenge of Organizational Change</i> <input type="checkbox"/> Jay Conger, "Effective Change Begins at the Top" and Warren Bennis, "Leadership of Change" in Micheal Beer & Nitin Nohria, <i>Breaking the Code of Change</i> <input type="checkbox"/> Daryl Conner, <i>Managing at the Speed of Change</i>		
7	Aug 6	Culture & Change What it Means to Transform an Organization	"Why Change Programs Don't Produce Change"	"Can This Merger Be Saved?"
		Lecture Bibliography <input type="checkbox"/> Johnson, "Rethinking Incrementalism" <input type="checkbox"/> Schein, <i>Organizational Culture and Leadership</i> <input type="checkbox"/> Fons Trompenaars, <i>Riding the Waves of Culture</i> <input type="checkbox"/> Terrence Deal & Allan Kennedy, <i>Corporate Cultures</i> <input type="checkbox"/> Geert Hofstede, <i>Cultures and Organizations</i> <input type="checkbox"/> Judith Bardwick, <i>Danger in the Comfort Zone</i>		
8	Aug 13	<b>Team Change Plan Outline &amp; Presentations Due</b>		
		Course Debrief	None	None
		<b>Team Peer Evaluations &amp; Extra Credit Papers Due</b>		

## **Course Policies:**

- **No late submissions and no make-ups will be accepted.** Students may submit a paper on *Switch* or *Big Change, Best Path* for extra credit – 750 words for up to 5 points. The paper should address the same change situation used in the Bridges' paper but describe how the authors' approach would differ or not, including conclusions as to which model or diagnostic might be best.
- The ability to manage change starts with being able to recognize and interpret change reactions. The instructor is available before class or by phone to discuss questions or issues emerging for students in the class. Please call at least 24 hours prior to any requested discussion to reserve time.
- Students are encouraged to participate actively in class discussions. You are responsible to understand your tendencies and be able to hold them in check as a change manager – the class interactions are meant to sensitize you to how you react and behave around change. As for class attendance, you are expected to attend all the sessions and arrive to class before it starts. Most classes will start with a quiz on the assigned reading - do not come late to class as missing a quiz will lower your final grade.
- The use of computers during the class hours is only limited to review of course materials. If a student misuses a computer (such as web browsing, chatting, doing homework for other classes), it will lower his/her final grade (5 points off for each incident).
- Academic Honesty Policy: This course includes a team project and encourages cooperative learning. Still, students using work authored or created by others anywhere (including the Web), are expected to provide appropriate reference. Failure to do so will be treated as academic dishonesty with course dismissal.
- Cell Phones and PDAs: Cellular phones and PDAs must be turned off before entering the classroom. If your phone emits any sound during a class session or you answer your phone, you will be asked to leave.
- If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.
- Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email:** [oiie@seattleu.edu](mailto:oiie@seattleu.edu); **phone:** 206.296.2824)