2019 Summer Syllabus

MGMT 5365-01: Management of Change

Instructor: Robert Spencer, MUS

Class: Pigott 305, Mondays 5:30 to 9:00 pm

Office: Pigott 5th Floor Adjunct Lounge, Mondays, 4:30 to 5:15 pm, or by appointment

Phone: 206.605.8294

Email: r.spencer@comcast.net

Course Description:

This course reviews major change related theories and principles but at the same time emphasizes the practicalities involved, including techniques for diagnosing change reactions and the steps required to build an effective change program in any organization. Students will review major "how to" views 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 four weeks of the course we will review 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 put this altogether in a change plan teams will outline.

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 5th 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 to diagnosis and identify techniques to manage change reactions (lecture and classroom discussion material can be included but will not count towards the grade for this assignment). Papers will be evaluated on the basis that they demonstrate an understanding of key concepts that Bridges presents and can accurately relate them in other settings.

Team Project – Outlining a Change Plan

Teams will be formed at the first session of the class to do two things. 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.

Team projects will be based on an actual past or current initiative of a student in the class. That student will serve as the subject matter expert (SME) for the initiative to help the team make judgments about the organizational change and its various audiences.

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, following standardized processes, 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 change 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 <u>will not</u> interview members in the initiative's organization, but are free to collect data from secondary sources or develop data from within the team. Data accuracy 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 at the last class session.

As an alternative and depending on the class size, up to six students can opt out of the team project by providing instead a culture commentary on three (3) of the assigned cases – the 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

Each team will have **5 minutes** per member for their presentation. Teams will be scored on their organization, use of course content to diagnose and manage change phenomena, quality of insights, arguments, and time management. A scoring rubric will be posted on Canvas.

All members must speak. Students are expected to come professionally attired, as if presenting to an executive steering committee. Please do not wear jeans, t-shirts, etc.

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 <u>every</u> 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; instead, 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 or book will begin with a quiz. Quizzes will then be scored in class and used to discuss the points made in the reading.

The intent of this activity is two-fold. First is to expose students to change terms and concepts that are in common use. Second is, through classroom and team discussions, 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 in practice so limitations will be explored.

Grading:

Each student can earn up to 100 points based on individual and team contributions. An addition to these points earned for a *Managing Transitions* paper, the team or culture commentary work, and class discussions, because life happens students can also earn up to five points by writing a 500+ 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.* Each student participating in a project will also complete a peer evaluation of themselves and their teammates which,

depending upon the feedback, may result in an adjustment up or down (to discourage free-riding) of the grade earned.

	Points	**Total**
Team Project – Change Plan	25	25
Team Case Discussion (1)	5	5
Or Culture Commentaries (3)	10	30
Managing Transitions Paper	25	25
Weekly Quizzes (6)	6	36
Weekly Class Discussions (6)	1 - 2	9 Max
Peer Evaluation	?	+/-
Extra Credit Paper	5	5
TOTAL:		**100 – 105**

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 adjustment may be made based on peer evaluations.

Course Schedule:

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

Wk	Date	Lecture	10 Must Reads Article	HBR Case Studies*
1	Jun 24	The Change Process *Key Principles & Foundational Ideas*	None	None
		Lecture Bibliography ❑ William Bridges, *Transitions* ❑ Kurt Lewin, "Frontiers in Group Dynamics: Concept, Method, and Reality in Social Science; Social Equilibria and Social Change" Human Relations, 1, No. 1 (June 1974) ❑ Kurt Lewin's Change Theory in the Field and in the Classroom: Notes Toward a Model of Managed Learning by Edgar Schein ❑ Everett Rogers, *Diffusion of Innovations*		
2	Jul 1	Complete *I SPEAK Your Language* Instrument Before Class		
		Frames of Reference Understanding the Role of Communication Styles	"A Survival Guide for Leaders"	"The Cost Center that Paid Its Way"
		Lecture Bibliography ❑ *I SPEAK Your Language Manual* ❑ Robert Bolton & Dorothy Grover Bolton, *People Styles at Work*		
3	Jul 8	Change Conversations Manage Different Reactions	"The Real Reason People Won't Change"	"The Best-Laid Incentive Plans"
		Lecture Bibliography ❑ William Bridges, *Managing Transitions* ❑ Chip Heath & Dan Heath, *Switch*		

Wk	Date	Lecture	10 Must Reads Article	HBR Case Studies*
4	Jul 15	Managing Resistance Engagement & Adaptive Leadership Techniques	*Managing Transitions*	"Too Old to Learn?"
		Lecture Bibliography ❑ Daryl Conner, *Managing at the Speed of Change* ❑ Ronald Heifetz, et. al., *The Practice of Adaptive Leadership* ❑ Warren Parry, *Big Change, Best Path*		
5	Jul 22	*Managing Transitions* **Paper Due**		
		Change Planning Models Strategies for Organizing Change Programs	"Leading Change: Why Transformation Efforts Fail"	None
		Lecture Bibliography ❑ Daryl Conner, *Managing at the Speed of Change* ❑ John Kotter, *Leading Change* ❑ James Belasco, *Teaching the Elephant to Dance* ❑ Donald Kirkpatrick, *How to Manage Change Effectively*		
6	Jul 29	Change Roles Managing Relationships & Setting Expectations	"The Hard Side of Change Management"	"Can This Merger Be Saved?"
		Lecture Bibliography ❑ Rosabeth Moss Kanter, et. al., *The Challenge of Organizational Change* ❑ Jay Conger, "Effective Change Begins at the Top" and Warren Bennis, "Leadership of Change" in Micheal Beer & Nitin Nohria, *Breaking the Code of Change* ❑ Daryl Conner, *Managing at the Speed of Change*		
7	Aug 5	Culture & Change What it Takes to Transform an Organization	"Why Change Programs Don't Produce Change"	"Welcome Aboard (But Don't Change a Thing)"
		Lecture Bibliography ❑ Johnson, "Rethinking Incrementalism" ❑ Schein, *Organizational Culture and Leadership* ❑ Fons Trompenaars, *Riding the Waves of Culture* ❑ Terrence Deal & Allan Kennedy, *Corporate Cultures* ❑ Geert Hofstede, *Cultures and Organizations* ❑ Judith Bardwick, *Danger in the Comfort Zone*		
8	Aug 12	**Team Change Plan Outline & Presentations Due**		
		Course Debrief	None	None
		Team Peer Evaluations & Extra Credit Papers Due		

Course Policies:

- **Late submissions and make-up assignments will be made at the discretion of the faculty**. Students may submit a paper on *Switch* or *Big Change, Best Path* for extra credit – 500+ 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**: oie@seattleu.edu; **phone**: 206.296.2824