SEATTLE
UNIVERSITY

2022 Summer Syllabus

MGMT 5365-01: Management of Change

Instructor:	Robert Spencer, MUS
Class:	On-line Synchronous, Mondays 5:30 to 9:00 pm
Office:	Via Zoom or phone by appointment
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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 a social justice change challenges.

The course is organized into two modules. The first three sessions in 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 will focus 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 to address a social justice issue of the day.

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 3rd week of class a 500+ word paper (12-point font, double-spaced) 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 an organizational or personal 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 based on how well they demonstrate an understanding of and ability to apply key concepts that Bridges presents.

Team Projects

Teams will be formed before the first session of the class to do two things. First, each week a different team will facilitate a class discussion of an assigned HBR case study. These case discussions should explore how principles and techniques studied in the course apply to the situations described, including team prescriptions for addressing the issues involved.

Second, each team will prepare a final paper discussing a social justice issue, including an outline of a change plan to address it. These papers should include the following:
1. An explanation of why the social justice issue is a change management challenge;
2. How change principles help describe impacts on major stakeholders this far; and
3. What change management techniques and principles could/should be used to resolve the issue.

Note: as an alternative and depending on the class size, some students may 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 (from Trompenaars, Hofstede, Bennett, or Meyer) to note how the case issues would have to be approached in a foreign culture. A 500-word paper of the analysis is required in addition to a brief (~3 minute) synopsis to be shared with the class of the cultural insights or constraints.

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; 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 will have an assigned article and begin with a six questio, multiple choice quiz on it. Quiz results will be discussed to highlight major points in the articles.

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 the change 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. In addition to the points earned for a *Managing Transitions* paper, the team or culture commentary work, and class discussions, 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* for their organizational or personal change paper. To discourage free-riding, 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 a significant adjustment of the grade earned.

Assignments	**Points**	**Total**
Team – Social Justice Paper (1)	35	35
Team - Case Discussion (1)	5	5
Or Culture Commentaries (3)	10	40
Managing Transitions Paper	25	25
Weekly Quizzes (3)	10	30
Weekly Class Discussions	0 – 2	5
Peer Evaluation	?	+/-
TOTAL:		**100**
Extra Credit Paper	5	5

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*	Lecture Bibliography	Due Dates
1	Jun 27	The Change Process *Key Principles & Foundational Ideas*	None	None	❑ 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*	**Complete *I SPEAK Your Language* Instrument 6 July**
2	Jul 11	Frames of Reference Understanding the Role of Communication Styles	"A Survival Guide for Leaders"	"The Cost Center that Paid Its Way"	❑ *I SPEAK Your Language Manual* Robert Bolton & Dorothy Grover Bolton, *People Styles at Work*	
3	Jul 18	Managing Resistance Engagement & Adaptive Leadership Techniques	Kagen Video (no quiz) *https://www.youtube.com/watch?v=FFYnVmGu9Zl*	"The Best-Laid Incentive Plans"	❑ William Bridges, *Managing Transitions* ❑ Chip Heath & Dan Heath, *Switch* ❑ Daryl Conner, *Managing at the Speed of Change* ❑ Ronald Heifetz, et. al., *The Practice of Adaptive Leadership* Warren Parry, *Big Change, Best Path*	***Managing Transitions* Paper Due 18 July**

Wk	Date	Lecture	10 Must Reads Article	HBR Case Studies*	Lecture Bibliography	Due Dates
4	Jul 25	Change Roles Managing Relationships & Setting Expectations	"The Hard Side of Change Management"	"Too Old to Learn"	❑ 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 Michael Beer & Nitin Nohria, *Breaking the Code of Change* Daryl Conner, *Managing at the Speed of Change*	
5	Aug 1	Culture & Change What it Takes to Transform an Organization	"Why Change Programs Don't Produce Change"	"Can This Merger Be Saved?"	❑ 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*	
6	Aug 8	Change Planning Models Strategies for Organizing Change Programs	None	"Welcome Aboard (But Don't Change a Thing)"	❑ 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*	**Team Social Justice Papers and Peer Evaluations Due 10 August**

Course Policies:

- **<u>Late submissions and make-up assignments will be made at the discretion of the faculty</u>**. 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 and make-ups are not provided.

- <u>Academic Honesty Policy</u>: 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.

<u>University Resources and Policies</u>

Office of Institutional Equity

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)

Notice Regarding Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (https://www.seattleu.edu/media/policies/Policy-onReligious-Accommodations-for-Students---FINAL.PDF)."

Academic Resources

- Library and Learning Commons
  (http://www.seattleu.edu/learningcommons) *(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)*
  Note: The Learning Commons does not offer tutoring for EXLR/EMBA/HEMBA-level students.
- Academic Integrity Tutorial *(found on SU Online and link below)*

Academic Policies on Registrar website:
(https://www.seattleu.edu/registrar/academics/performance)

- Academic Integrity Policy (https://www.seattleu.edu/redhawk-axis/academic-policies/)
- Academic Integrity Tutorial (https://www.seattleu.edu/academic-integrity/resources-for-students/)
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Support for students concerning Disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of Covid, even after recovery ("long-Covid"), if a health care provider determines it is a chronic health problem.

If you have, or think you may have, a disability that interferes with your performance as a student in this class, and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

Health and safety protocols during COVID

Safe Start Health Screen
Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the Safe Start Health Check screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

Please track and record the names of those individuals with whom you have been in close contact in class (including other students and faculty) in case SU Public Safety requires your assistance in contact tracing. For the purposes of contact tracing, "close contacts" are people who have been within six feet of you for 15 minutes or longer.

Face coverings
We will all wear face coverings consistent with SU's COVID-19 Face Covering Policy (or as amended).

Change in Delivery of Instruction
SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.