MBA B716
Strategic Organizational Change Management
Fall 2023 Course Outline

DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course focuses on the process of implementing change through current models, case studies and personal reflection. The purpose is to help you (1) gain an understanding of how organizational change is achieved, and (2) enhance your personal capabilities and abilities to navigate change in your lives.

PROFESSOR AND TEACHING ASSISTANT CONTACT INFORMATION

Section 1 (C01): Fridays 11:30 to 2:30
Dr. S. Amy Sommer
Professor
sommes2@mcmaster.ca
Office phone: (+1) 905.525.9140 x 23574
Class Location: Ron Joyce Centre (RJC) room 357
Office Hours: Fridays 10:30-11:30 on days when class is held in RJC 224
Student Teaching Assistant
PhD Candidate: Javid Nafari
nafarij@mcmaster.ca

Course website: https://avenue.mcmaster.ca/

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
WebCT:	No	Ethics:	Yes	Numeracy:	No	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Groupwork	Yes	Oral skills:	Yes

COURSE DESCRIPTION

This course will enable students to cultivate the multiple capabilities required for ongoing, long-run strategic change. Leading change perspectives will be integrated and extended by utilizing a strategic organizational change framework. This systematic and multidimensional approach will provide students with tools for developing change capabilities in themselves, as well as their current and future organizations.

This course includes lectures, class discussions, skill development exercises, experiential exercises, and business cases. Using multiple methods provides students an opportunity to:

1. Test their understanding of theories and concepts provided in the classroom and the readings.
2. Use theories and concepts to analyze and solve actual problems in organizations. This theoretical knowledge is crucial: it allows you to be able to return to "first principles" to solve the new problems that you will face, continually, as a manager.
3. Develop skills in communicating ideas, in developing and presenting arguments, in listening to and understanding others, and in challenging others' views in a way that advances everyone's understanding.
4. Learn to think independently and critically: you will need to choose the theories or conceptual frameworks that best fit with the issues and problems in the case at hand.

In this course, the role of the professor includes lecturing, but will more often tend toward stimulating and guiding student discussion. I will review theoretical concepts but will also ask questions and encourage you to present, and support, different points of view in discussion.

LEARNING OUTCOMES

Upon completion of this course, your professional skills will be improved through:

➢ The development of capabilities required for managing ongoing, long-run strategic change.
➢ Familiarity with the activities and processes necessary for planning and implementing change and the how these processes are integrated with strategy and leadership.
➢ Learning how to anticipate, influence and generate change at individual, team, and organizational levels.
➢ Developing change agent competencies by establishing and executing plans designed to achieve meaningful and useful change initiatives.

REQUIRED COURSE MATERIALS AND READINGS

Harvard Business School Publishing: Price: $23.50 (digital)

1. HBS Change Simulation Online
2. Case: Health City Cayman Islands (HBS #714510)
3. Case: Apple and Its Suppliers: Corporate Social Responsibility (HBS #W16147)

HBS: Link to purchase: https://hbsp.harvard.edu/import/1082783
- Instructions for Students - Accessing Course Material (a Coursepack) Assigned to You: https://help.hbsp.harvard.edu/hc/en-us/articles/360001262588-Students-Accessing-Course-Material-a-Coursepack-Assigned-to-You
- After the students register for the Coursepack on our website, they can click on My Coursepack at the top right and then on the title of the course and click on Run Simulation to access the simulation.

Organizational Change: An Action-Oriented Toolkit. 4th Edition (2020). By Gene Deszca; Cynthia Ingols; Tupper F. Cawsey. SAGE Publications, Inc. For 120 days $75.89 CAD https://www.vitalsource.com/en-ca/products/organizational-change-gene-deszca-cynthia-ingols-v9781544351391

The readings listed in the Course Schedule are posted on the course website.

EVALUATION

Students' grades will be calculated as follows:

Components and Weights

1. Individual Action Plan for Personal Change		15%
2. Team Project		
	Interim Presentation	5%
	Final Presentation	10%
	Change Report	15%
	Peer evaluation	5%
3. Change in the News		10%
4. Power and Influence – Simulation HBS Press		5%
5. In Class Quizzes – two at 10% each		20%
6. Participation (individual)		15%
Total		100%

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme for the MBA program:

Letter Grade	Percentage	Grade Points
A+	90%+	12
A	85-89%	11
A-	80-84%	10
B+	75-79%	9
B+	70-74%	8
B-	60-69%	7
F	Less than 60%	

Course Deliverables

1. Individual Action Plan for Personal Change (15%)

Devise a plan for personal change. Begin with choosing what is the change that you plan to implement. For example, it could be increasing your sales targets, improving innovation in your team, exercising more, learning a new language, etc. State your desired change in positive terms and make your goal SMART.

For the report, choose *two change theories* and explain how they apply to your change. You should consider:

- What are you motivated by?
- Can you observe any individual characteristics (e.g., personality, self-efficacy) that are relevant to your success?

You are expected to illustrate your claims with specific examples from your experiences. Your paper will conclude with a consideration of the cause-and-effect between the theories/ topics you have identified; some overall observations about your approach to the change plan and resulting experiences and performance; and concrete take-aways.

In your report, make sure that you use the appropriate change management terminology, and be sure to define everything. It is important that you show clear evidence in support of your arguments.

The paper should:

- Be no longer than *four (4)* double-spaced pages

Bibliographies should be on a separate page and include all relevant information. Use APA style. Make sure that you include a reference for every citation that you have included, but do not include works that you have read but not cited. Use the following formats:

Sommer, S. A., Howell, J. & Hadley, C. N. (2016). Keeping positive and building strength: The role of affect and team leadership in developing resilience during an organizational crisis. *Group and Organization Management*. 1-31.

Colquitt, J.A., Lepine, J.A., Wesson M.J., & Gellatly, I.R. (2013). *Organizational Behaviour: Improving Performance and Commitment in the Workplace.* 2nd Canadian edition, McGraw-Hill Ryerson.

2. Team Project

As future managers it is important for you to understand how change occurs in organizations. The class will be divided into 8 teams for the final Team Project. The objective of this assignment is designed to highlight what you have learned throughout the course by applying your understanding of strategic change management to an organization experiencing challenges. You will select an organization that is in the process of, or completed an innovation, recreation of themselves, or is failing or perhaps in bankruptcy.

You will interview people at the organization. After completing your interviews, you are required to develop a project to accomplish a meaningful, worthwhile change. Projects should be designed to create a change in a process, system, structure etc. within the organization that you have selected.

You will identify the change, and gather secondary (and if available, primary) data on that change. Using this data, together with change management concepts, you will develop an analysis of the reasons for the event or series of events.

I encourage you to select an organization for which there is either a lot of public data (e.g., newspaper reports, legal testimony, retrospective articles, or books) available or for which you have unique access (e.g., a failure at a recent employer).

You will present your analysis to the class at two phases of analysis and lay it out in greater detail in a report. By presenting your analysis to the class, you will build the class's shared knowledge about contemporary management challenges.

Sign-Up Sheet for Team Project topics:

https://docs.google.com/spreadsheets/d/12KI-EsmcfbuXwejQjAMtP1K1s8rz7H3ZyX5YY52Dz7I/edit#gid=0

A. Interim Presentation: (5%)

Your initial presentation will be about 10-15 minutes and should include discussion of:

1. Description of the organization
2. Reason for change and Vision statement
3. Stakeholder, force field and power analysis

The presentation will be evaluated on <u>how specific you are about what you are studying, depth and breadth of data</u> that you have gathered thus far, <u>clarity of your analysis</u>, and <u>relevance of change management concepts</u> and theories in your analysis.

You are encouraged to use this presentation as a way to "workshop" the direction of your analysis and recommendations. That is, your analyses should be based on evaluation of data, but they do not need to be finalized. Your colleagues in the class can, <u>through Q&A</u>, help you to focus your analyses for the second part of the project and determine whether there are additional data sources you require.

Teams will be also evaluated on the skillfulness of the presentation itself (e.g., <u>diction, poise, organization, visual aids</u>). All team members must actively participate in the presentation. All team members receive the same grade.

A slide with names and photos of team members is required.

Presentation slides must be submitted electronically through the course website <u>at least one hour before the beginning of class on the day of the presentation</u>.

B. Final Presentation (10%)

Your second presentation will be 10-15 minutes and will build on the first presentation. It should include:

1) A recap of what you are studying, and your analyses about the organizational issues that contributed to the change. These are likely to be more developed now than they were at the time of the first presentation.
2) Add you your action plan.
3) Include the elements below in the Change Report.

The presentation will be judged on the concreteness and plausibility of your action plans and their grounding in change management concepts and theories. Groups will be also evaluated on the skillfulness of the presentation itself; e.g., diction, poise, organization, visual aids. All group members must actively participate in the presentation. All group members receive the same grade. A slide with names and photos of team members is required.

Presentation slides must be submitted electronically through the course website <u>at least one hour before the beginning of class on the day of the presentation.</u>

C. Change Report (15%)

Your task in the paper is to expand upon the analysis that you will present to the class in a report format. Your report should include the following key elements:

1. Choose *one* change model that describes the key aspects of the change that you propose to undertake. Describe the model. This model may be one of those offered in the course readings, or one discussed or developed in class. Alternatively, you may combine several models into one that is uniquely your own. You must give a

rationale for your preference of the model and exhibit a complete understanding of it (Two pages, maximum). You are not expected to discuss the model in detail.

2. Using the model in (1) and your Interim Presentation, describe your change project and how you expect it to alter things over time, how you would evaluate your successes & assess your challenges. Incorporate relevant learnings/insights from the course readings in this discussion. Demonstrate your understanding of the course material with this description.

3. Include in detail the interim report components (i.e., vision statement, stakeholder, power and force field analysis and your critique of your action plan).

4. An appendix summarizing in table format the data that you gathered for your analyses.

<u>Note:</u> Most of the emphasis in the report should be on demonstrating your knowledge of change management and applying class concepts.

The following is a list of points and tools that you should consider in your report:

A. VISION STATEMENT AND NEED FOR CHANGE
   Need for change
   1. Considers sources of need for change
      - Environmental & Personal
   2. Considers consequences of change
      - Concrete & tangible
      - Values-based & intangible
   3. Considers degree to which the belief of the need for change is accepted
      - How widespread is the understanding of the need for change?

   Vision statement (This is the change vision statement, not the organizational one!)
   Is it:
   1. Clear
   2. Concise
   3. Memorable
   4. Inspiring
   5. Challenging
   6. Related to project

B. STAKEHOLDER ANALYSIS, POWER ANALYSIS, FORCE FIELD
   Stakeholder analysis
   1. Identified all the stakeholders
   2. Quality of analysis of stakeholder needs
   3. Analysis of stakeholder support of change project

4. Identified those who influence the stakeholders
5. Analysis of influence

Power analysis
1. Have they understood the types of power
2. Quality of power analysis
3. Considered the possibility of coalitions

Force field analysis
1. Identified forces for and against change
2. Considered how these forces could be increased or decreased
3. Considered what new forces could be created
4. Considered "dumb moves" which could cause resistance

C. ACTION PLANNING
Which tools for action planning were useful? Why?
1. Goal setting: end goal; next goal
2. Critical path considered
3. Contingency planning done
4. Decision tree analysis done
5. Responsibility charting (who does what, when, where, how)
6. Others you considered and used

How would you propose to assess the validity of your action plan and its prospects for success?
1. Does the timed sequenced of activities flow in logical order?
2. Were metrics of success and success probabilities considered?
3. Is the plan realistic?
4. Do you have the personal competence to implement and if not, how will you develop needed competencies or make up for shortcomings in some other way?

D. FINAL CHANGE REPORTS
1. Description of change model
   – rationale for use
   – degree of understanding
2. Description of change project
   – fit with model; integration with readings
   – evaluation of success
3. Quality of analysis and tools used (A, B, C sections above)
4. Grammar, presentation, etc.

Plagiarism will not be tolerated. *Referencing and citations* throughout the project is very important and should be according to the APA method.

Your paper should:
• Be 2,500 words maximum (not including the title page and bibliography)
• Include the names and student numbers of all team members on the title page

The project should be compiled professionally and structured in an appropriate manner.

In the paper, you are expected to supplement your understanding of the concepts that you discuss with reference to at least ten academic sources beyond those we have covered in class. You need to include at least ten different articles from this list of publications in your bibliography (you can also cite other sources, but they will not count towards your ten):

Academy of Management Executive
Academy of Management Journal
Academy of Management Perspectives
Academy of Management Review
Administrative Sciences Quarterly
California Management Review
Career Development International
Harvard Business Review
Group & Organization Management
Group Decision and Negotiation
Human Performance
Human Relations
Human Resources Management
Human Resources Management Review
Human Resources Management Journal
IEEE Transactions on Engineering Management
Information & Management
Journal of Applied Psychology

Journal of Business and Psychology
Journal of Management
Journal of Management Information Systems
Journal of Management Studies
Journal of Occupational Health Psychology
Journal of Organizational Behavior
Journal of Personality and Social Psychology
Organizational Behavior and Human Decision Processes
Journal of Organizational and Occupational Psychology
Journal of Vocational Behavior
Leadership & Organizational Development Journal
Organizational Behavior and Human Decision Processes
Personnel Psychology
Personnel Review
Sloan Management Review
Small Group Research

It is recommended to use one of the McMaster University Library databases, such as Business Source Complete, rather than Google Scholar. A search by subject, keywords, or author name will usually yield much better results than searching through the journal portal. If you are not familiar with the databases, please ask the librarians or me for help.

References should be in the following style if you are paraphrasing:

> An increasing number of research studies focus on contingent work arrangements (Connelly & Gallagher, 2004).

But use the following style if you are quoting directly:

> As noted by Connelly and Gallagher (2004, p. 978) "there has been a tremendous growth over the past ten years in the number of research studies that address the development and the consequences of contingent work arrangements."

Bibliographies should be on a separate page and include all relevant information. Make sure that you include a reference for every citation that you have included, but do not include works that you have read but not cited. Use the following formats:

Sommer, SA, Howell, J & Hadley, C. N. (2016) Keeping positive and building strength: The role of affect and team leadership in developing resilience during an organizational crisis. *Group and Organization Management*, 1-31.

Reid, EM. and MW. Toffel. 2009. "Responding to Public and Private Politics: Corporate Disclosure of Climate Change Strategies." *Strategic Management Journal*, 30(11): 1157-1178.

Colquitt, J.A., Lepine, J.A., Wesson M.J., & Gellatly, I.R. (2013). *Organizational Behaviour: Improving Performance and Commitment in the Workplace.* 2nd Canadian edition, McGraw-Hill Ryerson.

Because all team members receive the same grade (for the report and the presentation), it is your team's collective responsibility to manage the team's work process. If your team is having difficulty doing this, approach me for advice. Be sure to document any problems that you are having. If a member of your team is engaging in academic dishonesty, you are expected to let me know, and I will follow the McMaster University and DeGroote School of Business guidelines in prosecuting this.

D. Peer Evaluation (5%)

A critical component of your professional development in the MBA program involves improving your ability to contribute to and collaborate productively with a team. The best assessors of your ability to do so are the people with whom you work directly - your teammates. At the end of the semester, all project teammates will evaluate each other's contributions to the team project.

At the end of the project, you will complete a short questionnaire providing feedback on each of your teammates. You will provide feedback on each teammate's timeliness, participation, quality of work, attitude, and overall contribution to the success of the project. Peer feedback opens on session 12 and closes on session 13 at 11:59 p.m. with no late submissions accepted. Only one submission is allowed per person.

3. Change in the News: Group Presentations (10%)

There will be Change in the News Insight Sessions scheduled throughout the semester. Most scheduled class sessions will see one or two teams (with 2-3 members each, of your own choosing) present an analysis and summary of a topical situation that involves a clear need and/ or desire to change. Your teams are expected to analyze the change scenario using concepts from the assigned readings, cases, exercises, and discussions to date. You are also expected to support your presentation with your own research, unique insights and point of views.

Please keep your presentations to 10 minutes maximum to allow 5 minutes for questions. Evaluations will be based on relevance of application of models and tools covered in the course, the level of change-related insights offered to the class about your specific scenario, presentation style, creativity, ability to respond to questions, and the quality of your slides. Be sure to also highlight important research references.

This assignment is worth 10% of the final grade: 5% will be allocated to your class presentation and 5% will be assigned to the slides you submit on avenue to learn in PowerPoint format (no pdf, or shared drive access, etc.). See Course Schedule (below) for relevant presentation dates.

Sign-Up Sheet:
https://docs.google.com/spreadsheets/d/1YPj5C9CKSqcRxM85fGjG4iJALryINMst89D9OJ2ODYk/edit#gid=0
Sign-up is on a first-come, first-served basis.

4. Power and Influence – Simulation HBS Press (5%)

You will access the HBS Press simulation through the coursepack that you purchased. You will complete the simulation during class time, with structured class time after you complete certain portions of the simulation. Bring a laptop computer to class (not a tablet or phone).

5. In-class quizzes (20%)

There are two quizzes, each worth 10%. They are not cumulative: the first quiz covers materials before the quiz, and the second quiz covers the materials after. Quizzes will be in class and start promptly on time. There will be a series of multiple-choice questions. Bring a laptop computer on these days to class.

6. Participation (15%)

Students are expected to attend and participate actively in all class exercises and discussions. Participation grades will be based on the quantity as well as the quality of your contributions to class discussion. Generally, you should err on the side of participating more than you would ordinarily. Your comments and questions are welcome, will not be judged, and help to make the entire course more interesting and enjoyable for everyone. There is no penalty for being "wrong." Professional demeanor is mandatory at all times. Behaviours or comments that would be inappropriate in a boardroom setting are also inappropriate in the classroom.

Attendance at all classes is absolutely essential. If you miss a class, it is your responsibility to acquire the course notes from one of your classmates, and course materials (e.g., slides) will also be available from the course website. All missed classes will be noted. Students with an excessive number of absences are at risk of failing the course. Only official university engagements, such as officially scheduled DeGroote sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews are not excused so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. Simply put, you cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.

All students must bring name cards to class. This will help me to remember your name and learn the names of your classmates. If you are wondering if your participation is adequate, send me an email or come to my office and I will provide you with an estimate of your anticipated participation grade for the semester. Participation will be graded on a weekly basis, so you can monitor your participation throughout the semester.

NOTE. All Written Submissions:

- Use 12-pt Times New Roman
- Have 1" margins and double-spaced
- Include page numbers

Submissions will be subject to the turnitin.com service and will be reviewed in accordance with the university's academic integrity policy. *All reports, assignments, projects, and/ or presentations should be submitted through the course website by the indicated due date. Late assignments will be penalized at a rate of twenty percent (20%) per 24 hours late (for instance if at 1 p.m. the submission is due, so 1:01-12:59 next day is 20% off and assignment marked out of 80 instead of 100; please submit early to avoid being late).*

TEAMWORK GUIDELINES

Your ability to work with other individuals in a team is extremely important. If an individual in a team is clearly not meeting his/her responsibilities, the team should hold a meeting to resolve the issue. Teams that do not take the necessary steps to deal with such individuals are avoiding the problem and are not doing their part to resolve the situation. As a last resort, if the team cannot resolve the issue, they will need to meet with me. Individuals who clearly do not meet their responsibilities on a team assignment will receive a lower grade than the other members of their team.

In instances where the actions of a member(s) significantly hinder the team's performance I reserve the right to pull the student(s) from their team. This would mean the student is in jeopardy of failing the course. Significant hinderances may include, and are not limited to, being highly argumentative, disruptive, chronically late, missing meetings, not doing assigned team work, plagiarizing, etc.

Team Cooperation Standards

TRAIT	Unacceptable	Acceptable	Exemplary
Commitment	Seems reluctant to engage fully in discussions and task assignments	Consistently demonstrates commitment to the project by being prepared for each group meeting.	Follows up on ideas and suggestions from previous meetings and reports findings to the group
Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to team members or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group	Volunteers to assist others and shares information openly.
Contributions	Does not offer ideas or suggestions that contribute to problem solving.	Frequently offers helpful ideas or suggestions	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.
Stays on Track	Takes group off track by initiating discussions unrelated to the task.	Introduces suggestions and ideas that are relevant to the task	Uses tact and diplomacy to alert group that focus has strayed from task at hand

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COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

http://mbastudent.degroote.mcmaster.ca/contact/anonymous/

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

GENERATIVE AI

USE OF GENERATIVE AI IS PROHIBITED

Students are not permitted to use generative AI in this course. In alignment with McMaster academic integrity policy, it "shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also state in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

There is one session on generative AI where we will used the technology in class together, and that is the only opportunity that generative AI is allowed in this course.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically

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either directly to Turnitin.com or via an online learning platform (e.g., A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ON-LINE PROCTORING

Some courses may use online proctoring software for tests and exams. Students may be required to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all our living, learning, and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online McMaster Student Absence Form (MSAF) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the Petition for Missed Term Work and the MBA Student McMaster University Student Health Certificate, can be found on the DeGroote MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) Petition for Missed Term Work per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.).

A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO to write a deferred examination by submitting an Application for Deferring a Final Exam with supporting documentation. The application must be made within five days of the scheduled exam date or the application may be denied.

The Application for Deferring a Final Exam and the MBA Student McMaster University Student Health Certificate can be found on the DeGroote MBA Current Student website (mbastudent.degroote.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Failure to write an approved deferred examination at the pre-scheduled time will result in a zero (0) mark for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript.

Note: A fee of $50 will be charged for a deferred exam written on campus and a fee of $100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, *including lectures* by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

http://www.pre.ethics.gc.ca

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing

information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

http://reo.mcmaster.ca/

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g., on A2L, in the classroom, etc.) to the various learning activities of MBA B650 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. *It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.*

Lack of awareness of the course policies *cannot be invoked* at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

MBA B716
Strategic Organizational Change Management

Session	Date (Fridays)	Deliverables	Topic
1	09/15/2023		**I. Course Overview:** **The Individual in Change** Preparation Materials: - Shaffer, R. (2017). All management is change management. *Harvard Business Review online.* - Read chapter 1 of Deszca et al.**:** Changing Organizations in Our Complex World Change in the News sign-up: https://docs.google.com/spreadsheets/d/1YPj5C9CKSqcRxM85fGj G4iJALryINMst89D9OJ2ODYk/edit#gid=0
2	09/22/2023	Teams Assigned Change in the News - 2 presentations	**Leaders of Change** Preparation Materials: - Ibarra & Hansen. (2011). Are you a collaborative leader? *Harvard Business Review.* - chapter 2 of Deszca et al.**:** How to Lead Organizational Change: Frameworks

3	09/29/2023	Change in the News – 1 presentation	**II. When and What to Change?** Preparation Materials: - Case: Apple and Its Suppliers: Corporate Social Responsibility (HBS #W16147) - Bertonolini, M., Duncan, D., Waldeck, A. (2017). Knowing when to reinvent. *Harvard Business Review.* - chapter 3 of Deszca et al.: What to Change in an Organization: Frameworks
4	10/6/2023	Change in the News - 2 presentations	**International Context of Change** Preparation Materials: - chapter 4 of Deszca et al.: Building and Energizing the Need for Change
5	10/13/2023	**Quiz 1**	**III. How to Change:** **Power and Influence for Change** Preparation: - Be prepared to write Quiz 1 at the beginning of class - Bring a laptop computer (not a table or phone) - Grenny, J., Maxfield, D., & Shimberg. 2008. How to have influence. *MIT Sloan Management Review.* - chapter 5 of Deszca et al.**:** Navigating Change through Formal Structures and Systems
6	10/20/2023	**Interim Presentation**	**Interim (Practice) Presentation** Preparation: - Presentation Materials due on Avenue to Learn 1 hour before class in PowerPoint format.
7	10/27/2023	Change in the News – 1 presentation	**IV. Accomplishing Change:** **Power and Networks for Change** - HBS online Simulation in class and debrief Preparation: - Bring a laptop computer (not a tablet or phone) - Read the simulation preparation materials 3 pages - chapter 6 of Deszca et al: Navigating Organizational Politics and Culture

8	11/3/2023	**Individual Action Plan for Personal Change** Change in the News - 2 presentations	**V. Recognizing Successful Change:** **Global Change and Expansion** Preparation: - Case: Health City Cayman Islands (HBS #714510) - chapter 9 of Deszca et al: Action Plan and Implementation (p. 323 to 335)
9	11/10/2023	Change in the News - 2 presentations	**Organizational Crisis Before a Change** Preparation: - Hadley, Pittinsy, Sommer & Zhu. (2011). Measuring the efficacy of leaders to assess information and make decisions in a crisis: The C-LEAD scale. *Leadership Quarterly.* - chapter 9 of Deszca et al: Action Plan and Implementation (p. 336 to the end of the chapter)
10	11/17/2023	**Quiz 2**	**VI. Future of Change:** **AI and Change** - Exercise on ChatGTP in class Preparation: - Be prepared to write Quiz 2 at the beginning of class - Bring a laptop computer (not a tablet or phone) - Get your own free ChatGTP3 account working prior to class - Lakhani, K. (2023). AI won't replace humans - but humans with AI will replace humans without AI. *Harvard Business Review.* - Podcast: AI & Humans Working Together: https://podcasts.apple.com/us/podcast/what-happens-next-in-6-minutes/id1537283585?i=1000621234560
11	11/24/2023		**Team Report and Presentation Preparation** - This time is set aside for preparation of presentations and reports. I will be available to meet with students.
12	12/1/2023	**Report and PPT due 1 hour before class**	**Team Project and Course Wrap-Up** Preparation: - Presentation Materials in PowerPoint format, and Report due on Avenue to Learn 1 hour before class
13	12/8/2023		**Team Project and Course Wrap-Up**