

BA4226 MANAGING ORGANIZATIONAL CHANGE

Tuesday-Thursday, 12.30-13.10 and 13.30-14.05, In-class and Online

<b>Instructor:</b>	Çağrı Topal
<b>Office:</b>	FEAS-B, H118
<b>Phone:</b>	210 2036
<b>E-mail:</b>	ctopal@metu.edu.tr
<b>Office Hours:</b>	Monday, 9.00-11.00 online or by appointment
<b>Course Web Page:</b>	<a href="https://odtuclass.metu.edu.tr">https://odtuclass.metu.edu.tr</a>
<b>Course Description:</b>	
This course examines organizational change theories and their implications in organizational practice. Specific questions addressed in this course are why and how organizations change and what changes in organizations, how we can understand the need for organizational change, and how we can promote and sustain organizational change.	
<b>Relevance:</b>	
Organizational change is critical in today's complex and dynamic business environment. Organizations need to be adaptive in this environment. They should be able to plan ahead for radical environmental transformations or react to minor and major changes to survive and thrive. Managers need to understand whether environmental and organizational conditions are ripe for change. Depending on the specific change type needed, they should be able to develop specific strategies and tactics, using organizational resources. This is one of the most challenging processes for managers. Thus, students as would-be managers need to develop at least a basic understanding of organizational change.	
<b>Course Student Learning Objectives: (CSLOs)</b>	
At the end of the course, students will have acquired the knowledge of change concepts and practices based in different organizational change paradigms and improved their teamwork skills through interactive learning. Upon completion of the course, students will be able to <ol style="list-style-type: none"><li>1. understand different organizational change paradigms and their implications.</li><li>2. explain reasons, sources, and types of organizational change.</li><li>3. link organizational vision and change.</li><li>4. comprehend change implementation and communication.</li><li>5. Discuss resistance and maintenance processes in organizational change.</li><li>6. appreciate the skills of the change manager.</li><li>7. show improved teamwork skills developed through group work.</li></ol>	
<b>Learning and Teaching Methods:</b>	
This course will use online lectures, discussions, case studies, group projects, and quizzes.	
<b>Required Reading:</b>	
Palmer, I., Dunford, R., and Buchanan, D. A. 2017. <i>Managing Organizational Change: A Multiple Perspectives Approach</i> (3rd edition). New York, NY: McGraw-Hill.	
<b>Assessment and Grading:</b>	
Grades and notes are not subject to change unless miscalculated. <b><u>There will be no additional individual study for raising a student's grade.</u></b> No individual request for such a study will be accepted. No non-academic criteria will be applied for grading. The percentages to apply to the coursework are seen in the following table.	

Form of Assessment	Contribution %	Size of the assessment	CSLOs covered by the assessment	Feedback Method
Quiz-1 Quiz-2	6	True-false, 8 minutes	1	Written and oral
Quiz-3 Quiz-4	6	True-false, 8 minutes	2	Written and oral
Quiz-5 Quiz-6	6	True-false, 8 minutes	2	Written and oral
Quiz-7 Quiz-8	6	True-false, 8 minutes	2	Written and oral
Quiz-9 Quiz-10	6	True-false, 8 minutes	3	Written and oral
Quiz-11 Quiz-12	6	True-false, 8 minutes	4	Written and oral
Quiz-13 Quiz-14	6	True-false, 8 minutes	4	Written and oral
Quiz-15 Quiz-16	6	True-false, 8 minutes	4	Written and oral
Quiz-17 Quiz-18	6	True-false, 8 minutes	5	Written and oral
Quiz-19 Quiz-20	6	True-false, 8 minutes	5-6	Written and oral
Case reports	10	Analysis of short cases, 1 hour	1-2-3-4-5-6	Written and oral
Participation	15	In-class or online discussion	1-2-3-4-5-6	Written and oral
Project reports	5+5	Group study, 6+ hours	1-2-3-4-5-6-7	Written and oral
In-class quizzes	5	Short question-answer, 2-3 minutes	1-2-3-4-5-6-7	Written and oral
<b>Total</b>	100			

### Course Policies:

#### Quizzes

There will be ten set of two quizzes (a total of twenty quizzes) at odtuclass. The quizzes will measure students' degree of knowledge of the conceptual material. They will be composed of true-false questions. From each set, the quiz with the higher grade will be counted towards the final grade. In other words, students have to take at least one quiz in each set to get credit; they may choose to leave one quiz out if they are satisfied with their grade of the first quiz in each set. **Because make-up quizzes are already embedded in each set, there will be no additional make-up (even when students add the course in the add-drop period).** If students miss both quizzes in a set, they will get no credit for the set.

#### Case reports

It is important that students read the assigned chapter and listen to the online lecture on the chapter at odtuclass. Each week, students are required to analyze a case and answer a number of questions on the case by using the concepts in the assigned chapter. It is strongly advised that students first look at the questions and read the chapter/listen to the lecture and then read and analyze the case. Students are required to write and submit a brief case report of **at most one page (single-spaced)**, which answers the questions, before the participation session. They should always justify their answers with relevant examples from the case. **There will be no credit for answers without justification.** Case reports are an individual activity. **They should not be based on the internet search, which is considered plagiarism.** They should reflect students' own interpretation as there are no right or wrong answers. **There is no make-up for this activity.**

## **Participation**

Students should also participate in the class or online session to discuss the case and share their answers with other students. The instructor will guide the session and possibly pose other questions related to the assigned chapter to discuss. In the session, students can also ask questions and provide comments on the chapter for additional explanation or clarification or discussion. They can share relevant personal experiences by applying the concepts in the chapter. Students should always justify their answers and comments with relevant examples or rational arguments. **There is no make-up for this group activity.**

## **Project reports**

In a group of students (group size depending on class size), students are required to study two different organizations that went or has been going through a change process. **The first organization is METU.** Due to the global pandemic, most universities including METU has to continue education through online channels. Although online education is not new for METU and is already applied in several courses, the current scale is unprecedented. The majority of courses are taught online. Hence, this is a major change from conventional to online education. Students should think about the changing practices in education, consider daily routines before and after the change, and take notes of their thoughts, experiences, and observations on the change. They should **consider their notes on their thoughts, experiences, and observations as a case on the current change from conventional to online education at METU** and in the first report, they should briefly describe the change process at METU in **1 page at most (double-spaced)** and interpret the process or case by using change implementation perspectives (chapter 9 or organization development and sensemaking approaches; chapter 10 or change management, processual, and contingency approaches) in **4 pages at most (double-spaced)**.

**The second organization must be located in Ankara** and allow students to talk to its managers or employees in person. For this organization, **one or two interviews are required and the project report should not simply be based on some organizational documents or websites.** In the second report, students should briefly describe the organization and change process in **1 page at most (double-spaced)** and interpret the process by using change implementation perspectives (chapter 9 or organization development and sensemaking approaches; chapter 10 or change management, processual, and contingency approaches) in **4 pages at most (double-spaced)**. In an appendix, **the study must also provide information about interviews** such as how long they take, when they are conducted, what positions interviewees occupy etc. while keeping identities confidential.

**In both project reports, please explicitly relate your thoughts, experiences, and observations (for METU) and findings (for the second organization) to the conceptual material explained in the Chapters 9 and 10.** Analyze the change process at METU and the second organization as we analyze the cases in Chapter-9 and Chapter-10. In the analysis part (4 pages), **do not simply describe the change process without the models/concepts.** In other words, support and justify your points in the analysis with thoughts, experiences, and observations on METU in the first report and with your findings on the second organization in the second report. Use only the material discussed in the course; **do not use the concepts and models not discussed in the course.** Also do as much analysis as possible; **use as many models/concepts as possible and keep the number of examples or explanations for each concept to a few sentences only.**

The first report is due on **December, 8 before 12.00 (noon)** and the second report is due on **January, 10 before 12.00 (noon)**, both to be submitted to [ctopal@metu.edu.tr](mailto:ctopal@metu.edu.tr). **There will be 1 point penalty for each day of late submission.** Each report will be at most 5 pages (excluding cover page, references, and appendix) to be typed on a word processor, double-spaced, and in 12-point Times New Roman font, with the name, surname, and student number of group members and report name on the cover page. References should be provided in an appropriate format if used (AOM or APA style). All page margins should be set to 1 inch (or 2.5 cm).

In order to determine that the group members put enough effort into the group work, all the members are required to fill in a peer evaluation form, which includes the following options:

4: The contribution of group member to the group work is above average.

3: The contribution of group member to the group work is fair.

2: The contribution of group member to the group work is below average.

1: The contribution of group member to the group work is almost nonexistent.

**Accordingly, if a member's average is between 1.5 and 2.5 (close to below average), s/he will lose 3 points subtracted from the total group mark. If a member's average is below 1.5 (close to almost nonexistent), s/he will lose 6 points subtracted from the total group mark.**

### **In-class quizzes**

In-class quizzes will complement online quizzes to measure students' conceptual knowledge as well as participation. They will cover the material in the assigned chapter. Note that **in-class quizzes are an exam**; side conversations during a quiz, not stopping writing when instructed, or any other attempt to cheat will not be tolerated, **resulting in a zero mark without warning**. There will be **no make-up for in-class quizzes**.

### **Student disabilities**

Any student, who, because of a disabling condition, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible. Students should present the appropriate documentation from the university's Disability Support Office (METU Library, Solmaz İzdemir Hall, phone: 2107196, e-mail: engelsiz@metu.edu.tr, website: <http://engelsiz.metu.edu.tr>) verifying their disability, and outlining the special arrangements required. **Please note that no accommodations will be provided prior to the completion of this approved university process.**

### **Academic dishonesty**

The Department of Business Administration has no tolerance for acts of academic dishonesty. Such acts damage the reputation of METU, the department and the BA/MBA/MS degree and demean the honest efforts of the majority of students. **The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.**

### **Cheating**

All university, faculty/institute, and department principles on academic honesty will be strictly enforced. **The usual consequence for academic dishonesty is failure in the course and referral of the case to the Dean of the Faculty/Institute for additional disciplinary action.** Examinations are individual and are to be completed without outside assistance of any sort. Students observed cheating during examinations will receive a failing grade in the course. Homework assignments are individual, unless otherwise specified by the instructor, and are to be completed without outside assistance of any sort, as well. Students observed cheating in their homework assignments will receive a score of zero for the portion of the semester grade allocated to such assignments.

### **Plagiarism**

The instructor assumes that students will do their own work. By placing their names on assignments (individual or team), students affirm that the contents are their original work. **Any previous work available from files or past students as well as materials available on the internet may be used only as a suggestive model.** Violation of this provision will be considered as unethical behavior subject to disciplinary action. If you have any doubt about the use of a specific material, see the instructor ahead of time. Any material used from outside sources should be referenced appropriately.

### **Metu honor code**

Every member of METU community adopts the following honor code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted:

**“The members of the METU community are reliable, responsible and honorable people who embrace only the success and recognition they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents.”**

### **Civility**

Civility is a requirement. Developing and maintaining a course environment that is conducive to learning is the responsibility of students as much as instructors. Inappropriate behavior in offline or online course settings will result, minimally, in a request to leave the setting. Students are required to use an impersonal, professional language in discussions and avoid offensive remarks. They are to be on time for participation sessions; **they may not be let in after the instructor**. They should also not leave sessions unless there is emergency.

### **Academic regulations**

Please see the regulations for undergraduate studies at: <http://oidb.metu.edu.tr/en/middle-east-technical-university-rules-and-regulations-governing-undergraduate-studies>

### **Academic calendar**

Please see the calendar and note the important dates at: <https://oidb.metu.edu.tr/en/academic-calendar>

<b>Tentative Course Schedule</b>			
<b>Month</b>	<b>Day</b>	<b>Topic/Reading</b>	<b>CSLO</b>
October	19	Introduction	1-2-3-4-5-6-7
October	21	Managing change: Stories and Paradoxes Images of change management	1
October	26	<b>Quiz-1</b> <b>Quiz-2</b>	1
October	28	Why change? Contemporary pressures and drivers	2
November	2	<b>Quiz-3</b> <b>Quiz-4</b>	2
November	4	What to change? A diagnostic approach	2
November	9	<b>Quiz-5</b> <b>Quiz-6</b>	2
November	11	What changes and what does not?	2
November	16	<b>Quiz-7</b> <b>Quiz-8</b>	2
November	18	Organization development and sensemaking approaches	4
November	23	<b>Quiz-11</b> <b>Quiz-12</b>	4
November	25	Change management, processual, and contingency approaches	4
November	30	<b>Quiz-13</b> <b>Quiz-14</b>	4
December	2	Project study	1-2-3-4-5-6-7
December	7	Vision and the direction of change	3
December	8	<b>Project report submission</b>	1-2-3-4-5-6-7
December	9	<b>Quiz-9</b> <b>Quiz-10</b>	3
December	14	Change communication strategies	4
December	16	<b>Quiz-15</b> <b>Quiz-16</b>	4
December	21	Resistance to change	5
December	23	<b>Quiz-17</b> <b>Quiz-18</b>	5
December	28	Sustaining change vs. initiative decay The effective change manager: What does it take?	5-6
December	30	<b>Quiz-19</b> <b>Quiz-20</b>	5-6
January	4	Project study	1-2-3-4-5-6-7
January	10	<b>Project report submission</b>	1-2-3-4-5-6-7