

BA4226 MANAGING ORGANIZATIONAL CHANGE
Tuesday-Thursday, 10.40-12.00, G209

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Office Hours:	Monday, 9.00-11.00 or by appointment
Course Web Page:	https://odtuclass.metu.edu.tr
Course Description:	
<p>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.</p>	
Relevance:	
<p>Organizational change is critical in today's complex and dynamic business environment. Organizations should be able to plan ahead for and respond 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.</p>	
Course Student Learning Objectives: (CSLOs)	
<p>At the end of the course, students will have acquired the knowledge of change concepts and practices based in different paradigms and have improved their teamwork skills through interactive learning. Upon completion of the course, students will be able to</p> <ol style="list-style-type: none"> 1. understand different organizational change paradigms and their implications. 2. explain reasons, sources, and types of organizational change. 3. link organizational vision and change. 4. define change communication. 5. discuss resistance in organizational change. 6. comprehend change implementation. 7. learn ways to sustain change. 8. appreciate the skills of the change manager. 9. improve teamwork skills through group work. 	
Learning and Teaching Methods:	
<p>This course will use lectures, case studies, group reports, discussions, and written exams and quizzes.</p>	
Recommended Reading:	
<p>Palmer, I., Dunford, R., and Buchanan, D. A., and Akin, G., <i>Managing Organizational Change: A Multiple Perspectives Approach</i>, New York, McGraw-Hill, third (2017) or fourth (2022) editions</p>	
Assessment and Grading:	
<p>Grades and notes are not subject to change unless miscalculated. <u>There will be no additional individual study for raising a student's grade.</u> 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.</p>	

Form of Assessment	Contribution %	Size of the assessment	CSLOs covered by the assessment	Feedback Method
Midterm 1	25	Multiple-choice, 50 minutes	1-2-3	Written and oral
Midterm 2	25	Multiple-choice, 50 minutes	4-5-6-7-8	Written and oral
Project reports and discussions	10	Group- and self-study, discussion, 4+ hours	1-2-3-4-5-6-7-8-9	Written and oral
Lecture participation	15	Discussion, class time	1-2-3-4-5-6-7-8-9	Oral
Case participation	15	Discussion, class time	1-2-3-4-5-6-7-8-9	Oral
Quizzes	10	Short question-answer, 2-3 minutes	1-2-3-4-5-6-7-8	Written and oral
Total	100			

Course Policies:

Midterms and make-up policy

Midterm exams will measure students' degree of knowledge of the conceptual material. There will be two midterms. Midterms will be composed of multiple-choice questions. Students may write a make-up exam if they apply to the instructor within one week, at the latest, after the date of the exam unattended with a legitimate, documented, excuse. **Make-up exams will be essay type.**

Project discussions and reports

In a group (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 and then the earthquakes in February 2023, most universities had to continue education online. Online education was not new for METU and was already applied in several courses; but the scale was unprecedented during the pandemic and after the earthquakes. The majority of courses were taught online. Hence, this was 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 and other students' experiences and observations on the change. They should consider those notes as a case of change from conventional to online education at METU. **The second organization** must be one that allows students to talk to its managers or employees in person. For this organization, **one or two interviews are required and students' notes should not simply be based on organizational documents or websites.** Like in the case of METU, students should compile their notes as a case of change on the organization of their choice.

Students should send an electronic copy of their notes on both first and second cases to ctopal@metu.edu.tr the day before the discussion session. They should also bring their notes on each case to the class on the day of the project discussion. In the first discussion session, students should interpret their notes and write a project report by using the powerpoint slides of chapters 1-2-3-4-5-6 as instructed in the class. **The first report will be submitted at the end of the class.** In the second discussion session, students should interpret their notes and write a project report by using the powerpoint slides of chapters 7-8-9-10-11-12 as instructed in the class. **Together with the second report, they should submit an appendix, which contains information about their interviews such as how long they take, when they are conducted, what positions interviewees occupy etc., to the instructor at the end of the class.**

In both reports, **students should explicitly relate their notes to the conceptual material.** They should analyze the change process at METU and the second organization as we analyze cases in class. They should not simply describe the change process without models/concepts. They should support and justify their points with their notes.

All group members should be involved in the group work with original contribution. **Using AI like ChatGPT is considered as cheating.** The members will get the group mark if they all agree that all members put at least fair amount of effort, **with their own original contribution**, into the group work. In order to determine that the members put enough honest effort, all members are required to fill in a peer evaluation form, **which should be submitted before the last day of classes; failure to submit the form timely will result in loss of points.** The form 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.

Lecture participation

It is important that students read the assigned chapter and listen to the recorded lecture on the chapter available at oduclass. **In the participation session in class, there will be no lecture; students are required to listen to the lecture before the session.** This is to prepare for the participation session, in which the instructor will guide a discussion on a number of questions and possibly relevant short cases provided by the instructor before or during the session. In the session, students will share their answers with the instructor and other students and discuss the points raised by others. They will form groups to further develop their ideas and submit a written group answer. **If a group includes the name of an absent student on the answer sheet, group members will lose their all participation marks and the instructor will consider forwarding the case to the attention of the disciplinary committee.** Students can also ask questions and provide comments on the chapter. 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.**

Case participation

Each week in class, students in groups are required to analyze a case related to the assigned chapter by using the concepts in the chapter and participate in a discussion guided by the instructor. Case participation, different from lecture participation, will be separately evaluated. **Case groups must be composed of 2 students. There is no make-up for this group activity.**

Quizzes

Quizzes will complement midterms to measure students' conceptual knowledge as well as encourage participation. They will cover the material in the assigned chapter. Note that **quizzes are an exam**; side conversations during quizzes, not stopping writing when instructed, or any other attempt to cheat will not be tolerated, **resulting in a zero mark without warning.** In quizzes, **students are required to use a pen not pencil and not to change their answers once written. Changed answers will be given zero.** **There is no make-up for quizzes.**

Student disabilities

Any student, who 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 late. They should also not leave sessions unless there is emergency.** Note that participation is important in grading. Students must be in class to participate. Giving credit to those students being late or leaving classroom or taking a long break during participation sessions is unfair for those students not doing so. Late arrivals and frequent breaks also create disturbances. Thus, this is not simply a matter of respect. Rather, this is about fairness.

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>

Tentative Course Schedule:			
Month	Day	Topic/Reading	CSLO
October	1	Introduction	1-2-3-4-5-6-7-8
October	3	Managing change: Stories and Paradoxes	1
October	8	Images of change management	1
October	10	Case study	1
October	15	Why change? Contemporary pressures and drivers	2
October	17	Case study	2
October	22	What to change? A diagnostic approach	2
October	24	Case study	2
October	29	National holiday, no class	
October	31	What changes and what does not?	2
November	5	Case study	2
November	7	Vision and the direction of change	3
November	12	Case study	3
November	14	Project discussion and submission	1-2-3-9
November	19	Midterm-1	1-2-3
November	21	Change communication strategies	4
November	26	Case study	4
November	28	Resistance to change	5
December	3	Case study	5
December	5	Organization development and sensemaking approaches	6
December	10	Case study	6
December	12	Change management, processual, and contingency approaches	6
December	17	Case study	6
December	19	Sustaining change vs. initiative decay The effective change manager: What does it take?	7-8
December	24	Case study	7-8
December	26	Project discussion and submission	4-5-6-7-8-9
December	31	Midterm-2	4-5-6-7-8