Managing Complex Change Initiatives
MASY1-GC 3330 | 100| Spring 2024 | 01/22/2024 -05/06/2024 | 3 Credits
Modality: Online (Sy)
Course Site URL: https://brightspace.nyu.edu/

General Course Information
Name/Title: Dr. Joy Ohayia, Adjunct Instructor, She/Her/Hers
NYU Email: jo73@nyu.edu
Class Meeting Schedule: 01/22/2024 -05/06/2024 | Mondays | 7:00 pm - 9:35 pm
Class Location: Online(Sy)
Office Hours: Office hours will be by appointment before class meetings or as needed after class meetings. Zoom calls can be scheduled via email as needed.

Description
The focus of this course is to manage change and recognize how individuals, teams, and organizations do so. The course explores structural, process, technological, and human change dynamics. Students examine cases from small and large companies that have implemented change strategies. Students learn to apply organizational development/change models and theories and to use readiness and assessment tools for self, individual, and organizational audit. They also develop metrics to benchmark progress and competencies, to identify complacency conflicts, to successfully leverage change, and to foster positive attitudes among workplace professionals toward change.

Prerequisites
1250 – Project Management

Learning Outcomes
At the conclusion of this course, students will be able to:
- Design organizational structures that create proactive and positive teams and coalitions for sponsoring change
- Plan for the challenges of change in complex organizations
- Apply the appropriate frameworks for diagnosing organizational states
- Create organizational strategies to institutionalize change
- Create an organizational change plan

Communication Methods
Be sure to turn on your NYU Brightspace notifications and frequently check the "Announcements" section of the course site. This will be the primary method I use to communicate information critical to your success in the course. To contact me, send me an email. I will respond within 24 hours.

Structure | Method | Modality
There are 14 session topics in this course. The session topics are organized into three (3) areas of study: 1) History, 2) Learning Principles, and 3) Instructional Design in Practice.

Active learning experiences and small group projects are key components of the course. Assignments, papers, and exams will be based on course materials (e.g., readings, videos), lectures, and class discussions. Course sessions will be conducted synchronously on NYU Zoom, which you can access from the course site in NYU Brightspace.

This course is Online (Sy) and will meet once a week on Wednesday, with assignments, announcements and emails being sent through Brightspace. Zoom is the remote instruction platform used at NYU. Students are expected to check email and/or Brightspace at least twice a week for announcements concerning assignments, class changes or cancellations, and other important information. The course will involve lecture/discussions/forum discussions as well as case studies. Two major papers/projects are required that will both be done on an individual basis.

Expectations

Learning Environment
You play an important role in creating and sustaining an intellectually rigorous and inclusive classroom culture. Respectful engagement, diverse thinking, and our lived experiences are central to this course, and enrich our learning community.

Participation
You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class. Since this course meets 14 Sessions, it is required that students attend class and be part of the group case studies discussions that will take place in groups. Each student is expected to contribute to the discussions around case studies. Each session will require students to read the case studies individually prior to that session. In the first session, students will be broken into groups of 3 or 4(based on the number of enrolled students in the course). Each student is required to contribute his or her own ideas, opinions, and feedback during their group discussion about the case study. Each student will then be required to present a part of their group's final analysis to the entire class. In addition, there are two papers/projects that require each student to present and discuss their paper/findings to the class.

Assignments and Deadlines
Please submit all assignments to the appropriate section of the course site in NYU Brightspace. If you require assistance, please contact me BEFORE the due date.

Assignments and Deadlines
There are two (2) major assignments due during the 14 sessions.
- Assignment 1 consists of the Change Leader Interview.
- Assignment 2 consists of the Change Project.
Please see the specific explanation and due dates for each of these 2 assignments below:
Assignment 1 - Change Leader Interview Assignment – Written paper (25%) and Power Point presentation (15%): Due: 03/10/24. Each Student will present on 03/04/24. The written assignment is due Sunday, March 10, 2024.

This assignment involves choosing a leader who has been deeply involved in a change project and who will agree to be interviewed. Interview the manager/leader on his/her experiences and write a four (4) to six (6) page integration of what you have learned. The written integration should contain the following components:

1. A description of the complex change, the success or failure of the project and the leader's role in it.
2. A summary of what the leader said about organizational change and what leads to effectiveness and success.
3. An evaluation of what the leader said including a comparison of the advice given by the leader with that given in the textbook.
4. A section outlining the management implications of the leader's messages
5. Was an Organizational Consultant (OC) needed for the change? If so, what was the process they went through to obtain them.

In addition, each student will be required to prepare a 10 – 15-minute presentation summarizing your interview experience, why you chose the interviewee, do you feel that the change was good for the organization and your personal thoughts about the experience of the interview.

Each Student will present on 03/04/2024. The written assignment is due Sunday, 03/10/2024. Assignments must be submitted on or before the due date specified above. If an assignment is not submitted this will result in a grade of 0. If an assignment is submitted late, the grade will reflect one letter grade deduction for each day it is overdue.

Assignment 2 – The Change Project – Written Paper (25%); Presentation (15%) -Due 05/12/24. **(The Instructor will provide the order of presenters)**
Each Student will present on 05/06/24. The written assignment is due Sunday, 05/12/2024.

Students must develop and actively pursue a project to accomplish a meaningful, worthwhile change. Projects must create a change in a process, system, or structure within the community, a business or nonprofit organization, government institution, or the university. (This is an individual project, not a group project) The written paper Length is 15 - 20 pages (plus exhibits).

The change projects must meet two criteria:
1. It must show promise of being a worthwhile learning experience, and
2. It must have some societal value. Projects will not be approved if they will be only disruptive or if they are trivial.

In addition, the written paper\presentation should include the following:

● Describe your change project and evaluate your successes & challenges. Incorporate relevant learning from the course readings in this discussion. Demonstrate your understanding of the course material with this description.
● Comment on what you, *personally*, have learned from undertaking the project. Specify what lessons you have learned to apply to future change activities and what this project has taught you about yourself as a change agent. Relate your learning to the both the change model and the course readings. This section is critical to your

grade.
- Include in your exhibits a complete list of your activities and your contacts (include phone numbers), as well as any written memoranda, proposals, etc.
- Include in your exhibits the interim assignments due throughout the course (i.e., vision statement, stakeholder, power and force field analysis and your critique of your action plan).

<u>Note</u>:   Most of the emphasis in the report should be on demonstrating and discussing the learning from the project. Students should describe the project but not dwell on the chronology except as it leads to a deeper understanding of the change processes. Usually, the chronology can be presented effectively in an exhibit.

You are encouraged to select a project that you personally value and a goal for which you have a genuine concern that goes beyond a simple need to fulfill a course requirement. The individual projects are too much work for you to be involved in something you don't care about! Students are encouraged to talk to the instructor about their project ideas as early as possible and have it approved before proceeding.

Assignment 2: Written Paper – Interim Report due dates
For this project, there are interim due dates for the written paper, in which the student must hand in the written required project component on the date listed. These dates are as follows:
Interim Report 1 – Due: 02/11/24 **Students must hand in one typed page on which includes:**
- A concise statement of what the change project is and why it is important.
- A brief plan of what you think has to be done to achieve the change.
- A statement of how you will measure whether the change has been accomplished.

Interim Report 2 - Due: 03/31/24
- Reason for change and vision statement (Why change and what is your vision statement for this change - A **vision statement** is a declaration of an organization's objectives, ideally based on economic foresight, intended to guide its internal decision-making. The vision statement is the most critical component to this project.

- Stakeholder, force field and power analysis

- **Stakeholders** – who are they and why are they important to help with the change.
- **Force Field Analysis** is a method for listing, discussing, and evaluating the various **forces** for and against a proposed change. When a change is planned, Force Field Analysis helps you look at the big picture by analyzing all of the forces impacting the change and weighing the pros and cons; and
- **Power analysis** is an important aspect of experimental design. It allows us to determine the sample size required to detect an effect of a given size with a given degree of confidence.

Interim Report 3 – Due: 04/21/24. A critique of your action planning – This is the final stage of the project. How will you implement your change, what is your action plan and how is it going to improve your organization?

Due Date for Assignment 2 Presentations 05/06/2024. Final written paper is due:

05/12/24.
Assignment 2 – The Change Project, which includes a written paper and class presentation, has the above interim deadline dates, in addition to the final written paper and presentation deadline dates. This project is the accumulation of the interim reports (listed above) and the information provided in these reports are to be included in the final written paper.

Students are to prepare a 10-12 minute presentation discussing the project you chose; the vision statement and the action plan you took to implement this change.

Assignments must be submitted on or before the due date specified above. If an assignment is not submitted this will result in a grade of 0.

Course Technology Use
We will utilize multiple technologies to achieve the course goals. I expect you to use technology in ways that enhance the learning environment for all students.

Feedback and Viewing Grades
I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades on the course site Gradebook.

Attendance
I expect you to attend all class sessions. Attendance will be taken into consideration when determining your final grade. Refer to the SPS Policies and Procedures page for additional information about attendance.

Students are expected to attend all on-line class sessions. Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported in advance. Unexcused absences from sessions may have a negative impact on a student's final grade. Students are responsible for assignments given during any absence.

Because we meet for 14 weeks, attendance is required. Students are expected to be ready to go at 7:00pm for each of the 14 sessions on Wednesday. If for some reason (excused absence) you will not be in class, you must notify the instructor prior to the scheduled session if you will not be attending and the reason. In addition, if you will be logging in late to class and you log in 15 minutes or more after the start time of 7:00pm and do not notify the instructor, this will be counted towards one unexcused absence.

Each unexcused absence or being late may result in a student's grade being lowered by a fraction of a grade. A student who has three unexcused absences may earn a Fail grade.

Textbooks and Course Materials
Students can purchase these items through the NYU Bookstore.

- **Required:** Textbook: W. Warner Burke; Organization Change Theory & Practice, 6th Edition, Sage Publishing; 2023; ISBN **978-1071869918**

- **Required**: Articles and Case Studies – In addition to the textbook, required readings will include four (4) Articles and six (6) case studies. Both can be purchased electronically from Harvard Business School Publishing using the course link for printed materials: https://hbsp.harvard.edu/import/1115791

Grading | Assessment

Your grade in this course is based on your performance on multiple activities and assignments. Since all graded assignments are related directly to course objectives and learning outcomes, failure to complete any assignment will result in an unsatisfactory course grade. All written assignments are to be completed using APA format and must be typed and double-spaced. Grammar, punctuation, and spelling will be considered in grading. Please carefully proof-read your written assignments before submitting them for a grade. I will update the grades on the course site each time a grading session has been completed— typically three (3) days following the completion of an activity.

DESCRIPTION   **PERCENTAGE**
Change Leader Interview Individual Paper ----------------------25%
Change Leader Individual Presentation--------------------------15%
The Change Project Individual Paper------------------------------25%
The Change Project Individual Presentation--------------------15%
Class Participation (Online Zoom) ----------------------------------20%
                                        TOTAL-----------100%

Assessment of Projects (Explanations of the two projects are listed above in Course Expectations)

- **Change Leader Interview Individual Paper– 25%**
    - **Marking Scheme for Leader Interview as follows:**
        - Is the leader chosen a reasonable choice?
        - Content of the interview integration:
        - Useful précis/ description/ summary change project. Covers key points.
        - Fair evaluation of leader's advice, i.e., effectiveness and success
        - Reviewer relates the leader's advice to the course material
        - Reviewer covers managerial implications of the leader's advice
        - If sources are used, cited correctly, using APA Format
- **Change Leader Individual Presentation – 15%**
    - Presentation to the class of what you learned and why you thought this person was a good choice. The class will be able to ask you questions based on your presentation.
    - Speaking clearly and concisely
- **The Change Project Individual Paper – 25%**
    - Most of the emphasis in the report should be on demonstrating and discussing the learning from the project. Students should describe the project but not dwell on the chronology except as it leads to a deeper understanding of the change processes. Usually, the chronology can be presented effectively in an exhibit.
- **The Change Project Individual Presentation –15 %**

      o   Presentation to the class of your project, including name, background, why you chose this project and what did you learn from your research.
      o   The class will be able to ask you questions based on your presentation.
      o   Speaking clearly and concisely
- **Class Participation Online Zoom – 20%**
      o   Participation will be measured on topic discussions, and case study reviews/discussions.

Since this course meets 14 sessions, it is important to be part of the group case study discussions that will take place in their groups. Each student is expected to contribute to the class discussions around case studies. Each session will require students to read the case studies individually prior to that session. During the session, students will be broken into groups of 3 or 4(based on the number of enrolled students in the course). Each student is required to contribute his or her own ideas, opinions, and feedback during their group discussion about the case study. Each student will then be required to present a part of their group's final analysis to the entire class. In addition, there are two individual papers/projects that require each student to present and discuss their paper/findings to the class. Each assignment will be in Brightspace with due dates.

See the [“Grades” section of Academic Policies](#) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

Course Outline

Start/End Dates: 01/22/2024 -05/06/2024 | Mondays
Time: 7:00 pm - 9:35 pm
No Class Date(s): Monday - 2/19/2024 and 03/18/2024
Special Notes: Spring Break 03/18/24 - 03/24/24

Assignments should be submitted via Brightspace.

Please note: Articles and Case Studies are available through the HBR Link provided in the Required and Recommended Section of this Syllabus.

Please note: The Week starts on Sunday and ends on Saturday. Assignments have a SUNDAY, due date, a one-day grace period is included.

Please note: The Readings are due for the dates they are assigned. For Example, Readings for Session 1 are due for Session 1.

Session 1 - 01/22/24
Topic Description: The Paradox of Planned Organization Change
- Making the Case for Organization
- Planned Organization Change is Complex

Assignments:

- Professor will review Syllabus & Assignments for the 6 weeks in the first session, as well as expectations for students
- **Read: Textbook Chapter 1-** Sources for Understanding Organization Change, pp 1 - 8
- **Read: Textbook Change 2** - Rethinking Organization Change, pp 9 – 27
- **Read HBR Article:** What Everyone Gets Wrong About Change Management

Session 2 – 01/29/24

<u>Topic description</u> – A Brief History of Organization Change

- Scientific Management
- The Managerial Grid and Organization Development

Assignments:

- **Read: Textbook Chapter 3** – A Brief History of Organization Change, pp 28 – 53
- **Read Textbook Chapter 4** - Theoretical Foundations of Organizations and Organization Change, pp 54 – 72
- **Read Case Study –** Reinventing Best Buy

Session 3, 02/05/24

<u>Topic description</u> – Theoretical Foundations of Organizations and Organization Change

- Open – System Theory
- Implications for Organizations and Organization Change

Assignments:

- **Read Textbook Chapter 5** – The Nature of Organization Change, pp 73 – 99
- **Read HBR Article**: Paul Levy: Taking Charge of the Beth Israel Deaconess Medical Center
- **<u>Interim Report 1- Due 02/11/2024 by 11:55 PM ET-</u>**Hand in one typed page on your project which includes concise statement of the change project and why it's important; a brief plan of what you think has to be done to achieve the change; a statement of how you will measure whether the change has been accomplished.

Session 4, 02/12/24

<u>Topic description</u> **– Change in Organizations at Each Level**

- Individual, Group and Larger Systems

Assignments:

- **Read Textbook Chapter 6** – Levels of Organization Change, pp 100 - 138
- **Read Case Study:** Bad Blood on the Senior Team

NO CLASS - 2/19/2024 PRESIDENTS DAY

Session 5, 02/26/24

Topic description – Change Models for Organizational Change

- Kotter's 8 Step Process
- Lewin's Three Steps

- Additional Models and Frameworks

Assignments:

- **Read Textbook Chapter 8** – Conceptual Models for Understanding Organization Change, pp 169 - 201
- **Read Textbook Chapter 9** - Integrated Models for Understanding Organizations and for Leading and Managing Change, pp 202 – 221
- We will review Kotter's 8 Step Process and other Change Models

Session 6, 03/04/24
This session is for Student Presentations

- Assignment 1 - Change Leader Interview Assignment: Presentation and Written Paper Due 03/10/2024 11:55 PM ET.
- **Change Leader Presentations – Order of presentations to be determined**

Session 7, 03/11/24
<u>**Topic description**</u> **–** The Burke-Litwin Casual Model of Organizations
- Define Organizational Climate
- Performance and Change

Assignments:

- **Read Textbook Chapter 10** – The Burke-Litwin Casual Model of Organization Performance and Change, pp 222 – 244
- **Read Case Study:** Tony Hsieh at Zappos: Structure, Culture and Radical Change

NO CLASS - 3/18/2024 SPRING BREAK

Session 8 – 03/25/24
<u>**Topic Description**</u> – Organizational Culture and Unconscious Bias
- Culture and Unconscious Bias

Assignments

- **Read Textbook Chapter 11** – Organizational Culture Change, pp 245 - 259
- **In Class** – Culture Assignment
- **Read HBR Article:** Don't Give Up on Unconscious Bias Training – Make it Better
- **Interim Report 2 – Due 03/31/2024, 2022 by 11:55 PM ET**. Reason for change and vision statement (Why change and what is your vision statement for this change - A **vision statement** is a declaration of an organization's objectives, ideally based on economic foresight, intended to guide its internal decision-making. The vision statement is the most critical component to this project.

Session 9 – 04/01/24
<u>**Topic Description**</u> – Transformational and Transactional Dimensions
<u>**Assignments:**</u>
- **Read Textbook Chapter 14** – Transformational Leadership, pp 295 - 320

- **Read Case Study:** Unilever's new Global Strategy: Competing through Sustainability
- **Read HBR Article**: Lessons on Leading through Chaos from U.S. Special Operations

Session 10 – 04/08/24
Topic Description – Experiencing Organizational Culture

Assignments
- **Read Textbook Chapter 15**, Leading Organization Change, pp 321 - 349
- **Read Case Study: Starbucks Coffee Company Transformation and Renewal**

Session 11 – 04/15/24
Topic Description - Organization Change – What We Need to Know – Including Agile

Assignments
- **Read Textbook Chapter 17,** Organization Change What We Need to Know, pp 370 – 397
- **Read HBR Article: What to Expect from Agile**
- **Interim Report 3 Due 04/21/24 by 11:55 PM ET** - A critique of your action planning – This is the final stage of the project. How will you implement your change, what is your action plan and how is it going to improve your organization?

Session 12 – 04/22/24
Wrap Up/ Course Review
Session 13– 04/29/24
Individual Coaching Sessions

Session 14– 05/06/24 Student Presentations
- **The Change Project Presentations – order of presentations to be determined by 05/03/24**
- **The Change Project PowerPoint and written paper due 5/12/2024 – submit through Brightspace**
- **Please complete Course Evaluation**

NOTES:

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the SPS IDBEA Committee*).

New York University School of Professional Studies Policies

1. <u>Policies</u> - You are responsible for reading, understanding, and complying with University Policies and Guidelines, NYU SPS Policies and Procedures, and Student Affairs and Reporting.

2. <u>Learning/Academic Accommodations</u> - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the Moses Center for Student Accessibility. If you are interested in applying for academic accommodations, contact the Moses Center as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the Moses Center Portal as soon as possible (mosescsa@nyu.edu | 212-998-4980).

3. <u>Health and Wellness</u> - To access the University's extensive health and mental health resources, contact the NYU Wellness Exchange. You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.

4. <u>Student Support Resources</u> - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the NYU SPS Office of Student Affairs site.

5. <u>Religious Observance</u> - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the University Calendar Policy on Religious Holidays for the complete policy.

6. <u>Academic Integrity and Plagiarism</u> - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

Turnitin, an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the Academic Policies for NYU SPS Students page.

7. <u>Use of Third-Party Tools</u> - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the "Terms of Use" (TOU) associated with such apps/platforms/software.

These services may require you to create an account but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop deadline.