**Syllabus for COMMLD 560 C**

**Communication for Change Management: Supporting People and Organizational Culture**

**Fall 2020**

**Instructor**: Mrs. KD Hall

**Office Hours:** Monday and Thursday, as arranged.

**To schedule a meeting with the instructor**, please visit: [https://kela-6.youcanbook.me/](https://kela-6.youcanbook.me/%20)

**Contact Information:**

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**Class times:** Monday (6:00 pm - 8:20 pm) October 5th - December 7th

**Course Canvas page:** <https://canvas.uw.edu/courses/1418073>

**Zoom Link for Class:**

<https://zoom.us/j/94293181674?pwd=MG9ORFk2ZXJuVUJ4QnM2YWZuRndZZz09>

**Meeting ID:** 942 9318 1674

**Passcode:** 607329

**Every week on Mondays, until Dec 14, 2020,**

**(11 occurrences)**

Oct 5, 2020 06:00 PM

Oct 12, 2020 06:00 PM

Oct 19, 2020 06:00 PM

Oct 26, 2020 06:00 PM

Nov 2, 2020 06:00 PM

Nov 9, 2020 06:00 PM

Nov 16, 2020 06:00 PM

Nov 23, 2020 06:00 PM

Nov 30, 2020 06:00 PM

Dec 7, 2020 06:00 PM

Dec 14, 2020 06:00 PM

Find your local dial-in number if needed: <https://zoom.us/u/amFMO9jWz>

**Attending Your Class Using Zoom: Class Norms, Best Practices, Troubleshooting Tips**

**Getting Started**

• To attend class in Zoom: click the meeting URL shared with you. This is also available on our Canvas homepage. You may also use Canvas’s Calendar feature or the Zoom tab in our course page to access the link to our lecture meeting.

• If this is your first-time using Zoom: go to the meeting URL in advance of the class start time. You may join the meeting early, to test your connection and settings. You might also need a few minutes to download Zoom software before you can enter the meeting.

**Zoom Class Norms**

• Audio: keep mic off until called to ask a question, or when participating in breakout groups.

• Video: if using your camera, dress appropriately and minimize distractions in the background.

• Participants: use the Participants window to raise your hand if you have a question or issue.

• Chat: use the Chat window for academic purposes only, such as asking a question.

• Views: use Speaker View (pinned) for lecture and Gallery View for breakout groups.

• Recording: only record for academic purposes, not for TikTok, Snapchat, Instagram, etc.

**Zoom Best Practices**

• Space: Choose an appropriate space for joining your virtual classroom: a quiet place where you can focus and won’t be disturbed. Coordinate with roommates or family to minimize noise and competition for internet bandwidth while you are attending class online.

• Audio: When joining a meeting, your microphone will be muted to minimize any chatter or background noise. Unmute it to speak, and mute it again afterwards. If you have earbuds or headphones (with microphone), wear them to improve the experience for everyone.

o When joining Zoom, you have two options for audio:

 Join by “Computer Audio” (this is by default selected)

 Join by “Phone Call” (If your internet is at all struggling, we suggest “join by Phone Call” – via a cellphone or landline – to improve the audio quality.)

• Video: If you use video, frame yourself so you can be seen clearly and fully from shoulders to the top of your head. Ensure the room is well lit, but with minimal light directly behind you, as that will make it difficult to see your face. Position yourself so that most of the light is coming from in front of you (behind your monitor). If you have a window behind you, shut the blinds.

• Remember that when you are connected, everyone can see you, not just the host.

• Participants: open this window to use the “raise hand” feature, which will give the group a visual cue for when you wish to speak.

• Chat: use this space to ask questions, offer contributions, and be involved. Some students may not have working microphones and, therefore, may be unable to contribute via voice.

**Zoom Troubleshooting Tips**

• Test your Zoom connection in advance using the meeting link provided to you.

• Test your Audio and Video by going to https://zoom.us/test (Links to an external site.)

• If your microphone is not working, use the phone number listed in the Zoom invitation. You can use your phone as the microphone and audio source for your call rather than your computer’s built-in microphone if necessary.

• If your Internet connection is slow or lagging, consider temporarily turning off your video stream and only maintaining the audio stream. Sometimes, running the web camera on your computer will use up the Internet bandwidth in a way that might make communication challenging. Turning off the video should improve communication quality and consistency.

• For other problems or concerns, check the Zoom Help Center

**COVID 19 Resources List:**

Listed below are a selection of resources for all Comm Lead students. If you know of a classmate who is having trouble and cannot track down the help they need, please encourage them to reach out to Comm Lead leadership or me. We are here to help.

**Healthcare (Physical)**

* UW Medicine Virtual Clinic
* Health Insurance & COVID-19 FAQ

**Healthcare (Mental)**

* UW Counseling Center is offering Zoom appointments

**Food Support:**

* UW Food Pantry
* UW Emergency Aid (Can be used for a variety of needs)

**Technology & Course Support:**

* Student Tech Loans
* Low-Cost Computer Options
* Online Learning Tips from Academic Support Programs
* UW Libraries Support for Remote Learning
* UW web page on internet connectivity (also includes additional resources)

**UW & Community News:**

* Novel Coronavirus & COVID-19: Facts & Resources
* Department of Communication COVID-19 Resources

**UW Comm Lead Practices and Policies**

**Diversity, Equity, and Inclusion**

At Comm Lead, we recognize our power to effect change and embrace the responsibility that comes with it. Students, faculty, and staff are asked to be aware of their social position, privilege, and implicit biases. Classrooms seek a diversity of voices for guidance and authority. We advocate for the vulnerable and prioritize accessibility, inclusion, and equity in all of our work.

Comm Lead operates within the Department of Communication’s broader context, and our shared Diversity statement can be read here (Links to an external site.).

**Religious Accommodation**

Washington state law requires that UW develop a policy for the accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about requesting an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (Links to an external site.). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/) (Links to an external site.).

**Disability Accommodations**

The student experience in this class is important. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to your Comm Lead instructor at your earliest convenience so they can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. (Links to an external site.)DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the University of Washington’s policy and practice to create inclusive and accessible learning environments consistent with federal and state law.

**Comm Lead Electronic Mail Standards of Conduct**

Email communications (and all communications generally) among Comm Lead community members should seek to respect all members of the academic community’s rights and privileges. This includes not interfering with university functions or endangering other persons’ health, welfare, or safety. With this in mind, in addition to the University of Washington’s Student Conduct Code, Comm Lead establishes the following standards of conduct with respect to electronic communications among students and instructors:

• If, as a student, you have a question about course content or procedures, please first use the online discussion board designed for this purpose if such has been created. If you have specific questions about your performance, contact the instructor directly.

• Instructors strive to respond to Email communications within 48 hours. If you do not hear from them, please come to their office hours, call them with a provided phone number, or send a reminder email.

• Email communications should be limited to occasional messages necessary to the specific educational experience at hand.

• Email communications should not include CC-ing of anyone not directly involved in the specific educational experience at hand.

• Email communications should not contain any blind-CC-ing to third parties, regardless of the third party’s relevance to the matter at hand.

**Attendance**

While Comm Lead understands that as a professional program students will now and again have work or personal conflicts, it is expected that all students communicate well in advance to instructors so that arrangements can be made for making up the work that was missed. It is the students’ responsibility to seek out support from classmates for notes, handouts, and other information. Students who miss more than one class risk losing points for participation.

**Incomplete**

An Incomplete may be given only when the student has been in attendance and has done satisfactory work within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control. Please reach out to the instructor to have an initial conversation, and then if the instructor agrees, start the paperwork for filing for an incomplete.

To obtain credit for the course, a student must complete the work, and the instructor must submit a grade. In no case may an Incomplete be converted into a passing grade after a lapse of two years or more. An incomplete received by the graduate student does not automatically convert to a grade of 0.0, but the “I” will remain a permanent part of the student’s record.

**Grading**

Grades in this class are based on a percentage or rating scale.

Percentage-scale grades are calculated by dividing the points earned by the points possible. This calculation may be performed for either individual assignments or the course as a whole. The grades for both are based on this progressive scale:

97% - 100% = 4

94% - 96.9% = 3.9

91% - 93.9% = 3.8

89% - 90.9% = 3.7

87% - 88.9% = 3.6

86% - 86.9% = 3.5

85% - 85.9% = 3.4

84% - 84.9% = 3.3

82.3% - 83.9% = 3.2

80.7% - 82.2% = 3.1

79% - 80.6% = 3

77.7% - 78.9% = 2.9

76.3% - 77.6% = 2.8

75% - 76.2% = 2.7

Rating-scale grades are based on the faculty member’s assessment of each assignment instead of a calculation from earned and possible points. The broad criteria for the ratings are given below. The ratings for some assignments may be multiplied by a constant (e.g., 2 or 3) to count more toward the final grade. The final grade is calculated as the average of all ratings.

4.0 - 3.9

Excellent and exceptional work for a graduate student. Work at this level is extraordinarily thorough, well reasoned, methodologically sophisticated, and well written. Work is of good professional quality, shows an incisive understanding of digital media-related issues, and demonstrates clear recognition of appropriate analytical approaches to the course-related challenges and opportunities. Clients who received a deliverable of this quality would likely develop loyalty toward the vendor to exclude other vendors.

3.8 - 3.7

Strong work for a graduate student. Work at this level shows some signs of creativity, is thorough and well-reasoned, indicates a strong understanding of appropriate methodological or analytical approaches, and demonstrates clear recognition and a good understanding of salient course-related challenges and opportunities. Clients who received a deliverable of this quality would likely recommend this vendor to others and consider a longer-term engagement.

3.6 - 3.5

Competent and sound work for a graduate student; well reasoned and thorough, methodologically sound, but not especially creative or insightful or technically sophisticated; shows adequate understanding of course-related challenges and opportunities, although that understanding may be somewhat incomplete. This is the graduate student grade that indicates neither unusual strength nor exceptional weakness. Clients who received a deliverable of this quality would likely agree to repeat business with this vendor.

3.3 - 3.4

Adequate work for a graduate student even though some weaknesses are evident. Moderately thorough and well reasoned, but some indicate that understanding of the important issues is less than complete and perhaps inadequate in other respects. Methodological or analytical approaches used are generally adequate but have one or more weaknesses or limitations. Clients who received a deliverable of this quality would likely entertain competitor vendors.

3.0 - 3.2

Fair work for a graduate student; meets the minimal expectations for a graduate student in the course; understanding salient issues are incomplete, and methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would be in jeopardy of sustaining graduate status in “good standing.” Clients who received a deliverable of this quality would likely pay the vendor in full but not seek further engagement.

2.7 - 2.9

Borderline work for a graduate student, barely meeting the minimum expectations for a graduate student in the course. Work is inadequately developed, important issues are misunderstood, and in many cases, assignments are late or incomplete. This is the minimum grade needed to pass the course. Clients who received a deliverable of this quality would likely delay payment until one or more criteria were met.

**Academic Misconduct**

Comm Lead is committed to upholding the academic standards of the University of Washington’s Student Conduct Code. If an instructor suspects a violation of that code from one of their students, the first expectation is that they will engage in a conversation with that student about their concerns.

In most cases, Comm Lead instructors can successfully resolve suspected academic misconduct incidences directly with that student. Please refer to the following link when addressing academic misconduct:

https://depts.washington.edu/grading/conduct/prevention.html (Links to an external site.)

After speaking and negotiating one-on-one with the student, a particular situation requires involvement beyond the Comm Lead instructor. In that case, the matter should be elevated to the Comm Lead Associate Director. In consultation with the Comm Lead Directors, the Comm Lead Associate Director can then work with you to pursue the next steps in accordance with the UW code of conduct guidelines: https://www.washington.edu/cssc/ (Links to an external site.)

While evidence of academic misconduct may result in a lower grade, Comm Lead faculty (indeed, all UW faculty) may not unilaterally lower a grade without taking the necessary steps outlined above.

Please review this information provided by the university for plagiarism issues: http://www.washington.edu/cssc/facultystaff/report-academic-misconduct/ (Links to an external site.)

**Remote Online Access**

Participation in this course requires students to access Internet resources that may not be accessible directly in some places outside the UW campus. Specifically, students in this course will need to access UW resources, including Canvas and UW Libraries, which require users to log in with a UW NetID and some external resources such as Zoom, Google Docs, and YouTube and/or eBook websites. For students who are off-campus and are in a situation where direct access to these required resources is impossible, UW IT recommends that students use the official UW VPN, called Husky OnNet VPN (see instructions are below). However, students outside the US while taking this course should be aware that they may be subject to laws, policies, and/or technological systems that restrict the use of any VPNs. UW does not guarantee students’ access to UW resources when students are off-campus, and students are responsible for their compliance with all laws Links to an external site. Regarding the use of Husky OnNet and all other UW resources.

UW-IT provides the Husky OnNet VPN free for UW students via this linkLinks to an external site., and advises students to use it with the “All Internet Traffic” option enabled (see the UW Libraries instructions (Links to an external site.) and UW-IT’s FAQs regarding the Husky OnNet VPNLinks to an external site.). Doing so will route all incoming and outgoing Internet through UW servers while it is enabled.

**In closing, Comm Lead students are expected to:**

* Write coherently and clearly.
* Complete assignments on time and as directed.
* Engage as much as possible with classmates and the instructor; and
* Stay current with the latest developments in the field of communications and digital media.

**Please Note:**

*The instructor reserves the right to make changes in the planned*

*schedule according to how the course progresses and any unexpected circumstances.*

*All efforts will be made to keep these changes to a minimum and will be announced to*

*students as soon as they can be addressed.*

**Course description:**

This class will focus on change management and crisis management. You will learn how to navigate during times of change and to better understand your organizational change role.

The world we live in continues to change at a rapid pace. To succeed in this uncertain future, organizations must adapt to unpredictable market conditions by elevating leaders that focus on strategic planning, systems change, asset mindsets, and communication across all organization levels.

The COVID-19 pandemic has shocked the global healthcare system and the global economy. The Seattle Times reported in April 2020 that the global economy will suffer the worst year since the Great Depression of 1930.

There could not be a more critical time to take a course on change management. The essential skills taught in this course will prepare professionals for the shifting workforce. Upon completing the course, you will be able to help guide organizations to implement change management programs that support employees and reflect organizational culture.

There is global uncertainty as we navigate new work environments. The most basic activities, from the way work teams communicate to how programs are offered, have all been upended. Sports, grocery shopping, holding team meetings in the workplace, checking temperatures every morning before starting a work shift, and work-life boundaries/integration are just some of the pressures of working in the time of COVID-19.

Change is here to stay. That is probably no secret to you! For years it’s been echoed in workplaces that the “only constant is change.” Change is present in every aspect of your life and has become the norm in all organizations. The frequency and pace at which leaders--and this includes all of you given at Comm Lead where we believe in leadership from all levels--must ask colleagues or employees to change course or adapt to new systems and initiatives continue to accelerate. Especially now.

Change has both negative and positive connotations: it can be antagonistic, undesirable, and perilous, or pleasant, welcomed, and exciting. It is a leader’s job to identify the positive prospects and communicate the opportunity that change provides an organization or team.

This course will provide you a valuable primer on change management in the workplace and the many aspects of communication-related skills to support people and organizational culture. This class will always have as a backdrop the new realities of COVID-19 and the workplace shifts. The synergy between people and culture—and our ability to adapt to the unexpected—is a fundamental driving force to sustain and grow any organization across any sector.

**Course Format:**

This format and structure of this course is seminar style. This means it will rely heavily on student involvement through discussion, presentation and experiential exercises. Students will be presenting change management case studies in groups as well as submitting projects to discuss in the larger group.

**Instructional Philosophy**

My deep heartfelt desire in this process we call education is to assist you in the discovery of knowledge. Therefore, I see my role as a guide and

facilitator rather than distiller of information. Education, therefore, is more than the

accumulation and acquisition of mere facts, but pertains to the examination of that territory we

call the “self,” imagination and our relationship with the others and the world. Like medicine,

education is an “art,” and I hope that together we can co-create a safe, respectful and

supported healing environment where each of you feel invited to participate in active, playful

and joyful discussion and self-reflection. Therefore, this class will have a large experiential

component to it, where we all “try on,” “play with” and “embody” the concepts being

discussed through the change management process. Let us practice the “art” of listening to one

another with non-judgment and unconditional positive regard.

**Learning Objectives:**

After completing this course, students will be able to:

● Define and identify when organizations require change management, and what steps to take to increase communication through change with colleagues;

● Increase your awareness and behaviors during the organizational change process;

● Determine how and when to use particular communication strategies during organizational change;

● Self-manage during the team and organizational change;

● Contribute to an organization’ crisis communication plan and the role of the media;

● Implement programs to motivate colleagues to manage change, align their values and goals with organizational goals; and

● Create a crisis management plan and a change management plan.

**Required Text:**

**Making Sense of Change Management: A Complete Guide to the Models, Tools, and Techniques of Organizational Change**, 5th Edition by Esther Cameron and Mike Green

Purchase on Amazon: Paperback or Kindle

**[NOTE: Be sure to purchase the 5th edition.]**

**All other required material for the class is provided in Canvas:**

Relevant articles, TED talks, case studies, guest lecturers, and chapters from books and podcasts will be used as materials in addition to the course required text.

**Class Preparation:**

All chapters are expected to be read before class. For example, Our first class session is October 5th, but the quarter begins on September 30th. You will have five days to read and be prepared to discuss each chapter via multiple activities and assignments throughout each week. You are also expected to engage throughout the week with a weekly discussion summary and respond to one classmate’s post per week.

**Guest Lecturers:**

The field of change management is constantly evolving and so the students learning experience will be enhanced by two guest lecturers. Both Starla Sampaco and Noah Prince are subject matter experts in their field of work outlined above and are excited to join us.

They have prepared their lectures with the learning objectives of this course in mind, with the goal of drawing parallels between their work in the media and as a change management consultant focusing on workplace equity training and development. Students should attend both sessions prepared and ready to engage, and as a professional courtesy, make sure to visit their LinkedIn pages in advance and use other means to research our speakers and their work.

**Week 3**: Starla Sampaco: TV Host, KCTS | Founder, Career Survival Guide

<https://www.linkedin.com/in/starlasampaco/>

Starla will speak on the media role in managing a public crisis and the responsibility to report objectively and cover the facts.

**Week 6:** Noah Prince: Consultant/Facilitator/Coach: Equity, Diversity, and Inclusion

White Men as full Diversity Partners

<https://www.linkedin.com/in/noah-prince-2007048/>

Noah will speak on how to bridge the gap between equity, inclusion, and diversity and discuss how to fully integrate change in culture led by both strategy and people at the center of the solution.

**Attendance:**

Attendance is important, and it is even more essential with us being in a virtual, distance learning model. It is also important to come to class on time and prepared. Class time serves as a time to generate and share ideas with the class community. If you miss class, you cannot make up the discussions or the in-class activities during that time. Therefore, missing this time can affect your performance in the class, which will impact your grade.

**Late Policy:**

All graded assignments will only be accepted through the Canvas platform.

Late assignments will only be considered for full credit with (1) at least one-week prior arrangement and an excellent reason (up to me to decide), (2) in the event of a severe emergency or illness, or (3) if advance arrangements regarding a documented disability.

Examples of an “unavoidable absence” are provided by university policy to include: “death or severe illness in the immediate family, illness of the student, and, offered previous notification is given, observance of regularly scheduled religious obligations discussed at the beginning of the quarter.”

Please complete all the assignments on time. If you turn in late work, you will receive 5% off your grade each day for six days after the assignment is due. You cannot turn in assignments that are more than six days late.

**Additional Course Requirements:**

· The student is responsible for the material presented and the handouts distributed in all class

sessions, including any sessions for which they are not present.

· The student is responsible for checking their school email account and or Canvas email and site for information about this course sent throughout the semester, especially as related to course changes related to illness, and or weather.

· The student is responsible for completing an assessment of this course.

· The student is responsible for all readings/articles/handouts assigned in this class.

**Class Schedule:**

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| **Week 1: October 5th, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Understanding how personal change impacts individual performance in the workplace.  Review of current events and their impact and relevance to the real-world practice of change management | **In-class activity:**   * Introduction to our virtual classroom * Course overview and expectations * Introductions * Overview of relevant current events in the change management landscape. * Lecture and discussion reviewing change management and change management tools. * Breakout groups for additional discussion and topic review. * Question and Answer Session. | **Required Online Video Lectures/Videos**  <https://youtu.be/T2_zW8YCsiY>  **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 1: *Individual Change* – Pages 11-64   **Required Activities**   * No Discussion Post Due this week |

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| **Week 2: October 10th, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Learning how to improve team effectiveness in a time of change.    Real-world examples of current change and crisis management. | **In-class activity:**   * Lecture and discussion including the effective management of team change * Breakout Groups for additional discussion and review. * Instructor overview of the Bellevue College Case Study. * Cohort groups meet to discuss presentation and case study | **Required Online Video Lectures/Videos**   * <https://www.youtube.com/watch?v=GqEpr-5bW5A>   **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 2: *Team Change* – Pages 65-102   **Required Activities**   * Review and post 2nd week Discussion Questions (Due 10/11th) * Case Study Review (Due 10/19) |

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| **Week 3: October 19th, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Examination of organizational change and how it impacts team performance.  Review of the role that the media plays during crises and how those crises become external news stories. | **In-class activity:**   * **Guest Speaker**: Starla Sampaco – The role of accurate storytelling during a crisis that becomes news. * Guest Speaker question and answer session with students. * Lecture and Discussion covering organizational change and the importance of internal and external communications. * A review of common mistakes when interacting with the media. * Breakout Groups for review of media management topics | **Required Online Video Lectures/Videos**   * <https://youtu.be/2ssUnbrhf_U>   **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 3: *Organizational Change* –   Pages 103-140  **Required Activities**   * Review and post 3rd week Discussion Questions (Due 10/18) |

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| **Week 4: October 26th, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Understanding the role of leadership during organizational change.  Review of leadership styles and how their various aspects affect the change management process. | **In-class activity:**   * Lecture and Discussion covering leadership and leadership styles and how they affect change management strategies. * Breakout Cohort Groups for additional discussion of required videos and lecture. * In class discussion of the roles that leadership will play in upcoming projects. * Discussion about the most important leadership qualities for effectively managing crises. | **Required Online Video Lectures/Videos**   * <https://www.youtube.com/watch?v=rVtMYpOSNmA>   **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 4: *Leading Change* – Pages 141-202   **Required Activities**   * Review and 4th week Discussion Questions (Due 10/25) |

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| **Week 5: November 2nd, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Understanding how to leverage change agents as an organization creates and manages its crisis management plan.  Overview of relevant current public crises and how organizations are managing them. | **In-class activity:**   * Lecture and Discussion covering change agency models, tools, and frameworks. * Breakout Cohort Groups to select group roles for the crisis management presentation? * Instructor will visit each breakout group to provide any clarification or resources as the groups begin to prepare their presentation? | **Required Online Video Lectures/Videos**   * <https://youtu.be/1aLyRN3hMaM>   **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 5: *The Change Agent* – Pages 204-246   **Required Activities**   * Review and post week 5 Discussion Questions (Due 11/1)   No DQ required |

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| **Week 6: November 9th, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Understanding Culture and Change: How values drive culture.  Learning the fundamental principles of establishing cultural change within an organization.  Noah Prince lecture will cover the complexity of culture, race, and change. | **In-class activity:**   * **Guest Speaker**: Noah Prince– The role of accurate storytelling during a crisis that becomes news. * Guest Speaker question and answer session with students. * Breakout Groups for additional discussion of guest lecture topics. * Time for any student questions/clarifications on assignments. | **Required Online Video Lectures/Videos**  <https://youtu.be/r2XE87EoI7M>  **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 8: *Culture and Change* – Pages 310-343   **Required Activities**   * Review and post week 6 Discussion Questions (Due 11/8) * **NO DQ** |

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| **Week 7: November 16th, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Understanding the digital challenges presented by crises and how they affect the creation of a crisis management plan.    Studying the emergence of digital workspaces.  Learning how to effectively leverage employees in a digital environment during a crisis. | **In-class activity:**   * Overview of challenges that global, national, and regional crises present to leaders and organizations. * Lecture and Discussion covering the digital integration of change and crisis management plans. * Breakout Groups to discuss best practices for digital tools during a crisis | **Required Online Video Lectures/Videos**  **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 9: *Digital Transformation* – Pages 344-374   **Required Activities**   * Review and post week 8 Discussion Questions (Due 11/15) |

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| **Week 8: November 23rd, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Understanding methods to ensure sustainability within an organization during times of change and crisis.  Review of current events and their impact and relevance to the real-world practice of change management | **In-class activity:**   * Reviewing what sustainability means for an organization * Overview of effective methods of improving organizational sustainability * Lecture and Discussion covering change management models and systems. * Breakout Groups for additional discussion on the use of change management frameworks. | **Required Online Video Lectures/Videos**  **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 10: *Becoming a sustainable business* – Pages 375-418   **Required Activities**   * No Discussion Post Due this week |

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| **Week 9: November 30th, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Understanding how to implement and integrate complex change plans when serving in a leadership role.  How to cope with and communicate during periods of uncertainty within an organization. | **In-class activity:**   * Lecture and Discussion covering the implementation of complex change management and crisis management plans. * Breakout Groups for additional discussion of leadership and employee management and coping strategies. * Review of tips and tricks for rolling out a typical change management plan. | **Required Online Video Lectures/Videos**   * In canvas   **Required Reading** (additional articles to be found on Canvas)   * **Textbook** Chapter 11: *Complex change* – Pages 421-438 * **Textbook** Chapter 12: *Leading change in uncertain times* – Pages 439-468   **Required Activities**   * Review and post 9th week Discussion Questions (Due 11/28) |

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| **Week 10: December 7th, 2020** | | |
| **Topics and Themes** | **Outline of Context** | **Assignments** |
| Final Team Change Management Plan Presentations | **In-class activity:**   * Each cohort will present their final presentation slides using Zoom to the class followed by a brief question and answer period from the whole class. * Closing remarks | **Required Online Video Lectures/Videos**   * No required video   **Required Reading** (additional articles to be found on Canvas)   * No required reading this week   **Required Activities**   * No Discussion Post Due this week |

**Graded Assignments for Fall 2020 Semester**

**(Rubrics available on Canvas)**

**WEEKLY FORUM DISCUSSION POSTS** - **Graded Weekly** (28 points – 4 points per week)

* Each student must post to the weekly forum discussion 7 times throughout the quarter.
* There is no discussion week 1, 6, 8, or week 10 so that students do not have to post the weeks of their group presentations.
* Prior to each class, all students are *to read, and review articles/studies/videos* posted on

Canvas.

* Each student is to post one original *brief* commentary (Between 250 and 500 words) and one response to colleagues on Canvas no later than *the following Monday at 11am.*
* Each student should arrive to class ready to discuss articles/studies/videos posted
* For a list of discussion questions please see appendix A

**CASE STUDY REVIEW – Due on October 19, 2020** - (22 points)

* Each student will review the case study provided and discussed by the instructor and complete the essay questions at the end.
* Students will submit the answers to the questions in the form of a three to five (3-5) page report in APA format including all references.

**CRISIS MANAGEMENT PLAN GROUP PRESENTATION PROJECT – Due on November 24th, 2020 – (20 points)**

Assignment:

Team Assignment: **CRISIS MANAGEMENT PLAN GROUP PRESENTATION PROJECT – Due on November 24th, 2020 – (20 points)**

* Each group is to choose an **organization** on which to research, study, review and present Crisis Management Plan on
* Presentation is expected to be, in part, informational and experiential.
* The Presentation is expected to be 30 minutes per group in which each member is expected to have a role in the Presentation or the creation of the Crisis Management plan in our Class on 11/30
* Presenters should focus on the critical review of the Company, crisis management plan and why your group picked the organization (for technique in general and treatment of specific conditions),
* Presenters will facilitate an experiential of the technique and facilitate discussion section in Presentation

about participants' experience.

Information expected in Presentation and an example:

<https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/52/2019/10/14123423/Crisis-Communications-Plan-Final-Oct-2019.pdf>

**CHANGE MANAGEMENT PLAN GROUP PRESENTATION PROJECT – Due on December 7th, 2020 – (30 points)**

* Each group is to choose a specific mind-body topic from the weekly outline on which to research, study, review and present
* Presentation is to be both informational and experiential and should last at least 15-20 minutes in length
* Presenters should focus on critical review of literature (for technique in general and for treatment of specific conditions), neuroscientific explanation of technique, alignment with Polyvagal theory, and possible ways to integrate into therapy.
* Presenters will facilitate an experiential of the technique and facilitate discussion

about participants experience.

**Appendix A:**

**Fall 2020 Discussion Questions**

**Week 1**

In chapter one, we read about KOLB’s learning cycle on page 15 of your assigned reading.

This model unpacked how learning occurs and what stages a typical individual goes through to process their knowledge. It shows that we learn through a process of doing and thinking.

We also learned about the internal experience and what changes need to happen; based on your comprehension, what is the best way to effect change? What are strategies individuals can use to build their resilience to change?

**Week 2**

In chapter two, we read about change, and how it impacts groups and teams. In our current state, we are living in a virtual world. Please share your experience working or attending school in virtual reality. How has your routine changed? What do you enjoy most about the virtual environment, and what are your biggest challenges?

**Week 3**

In chapter 3, we read about organizational change, the process, if change can be planned for or prevented. We learned about organizational change in three sections:

How organizations work, models, and approaches to organizational change, summary, and conclusions.

Keeping this in mind, please identify an example fromcurrent events from any sector of your choice and answer the questions below.

What is the issue or crisis the organization is facing? If you could have planned the crisis, which model or approach would you use from chapter 3 to address the crisis?

**Week 4**

In chapter 4, we read about leading through organizational change. We examine the leaders’ role in the change process, identify how leaders of change can adapt their style, and focus on the change process’s different phases. Table 4.1, on page 136, discusses a wide range of styles and skills required of leaders, depending on the metaphor in use. The list is long and, at times, is viewed as unattainable. The goal of chapter 5 is to help leaders focus on their top three skills.

Please identify each leadership style’s pros and cons and reflect on how important each of these leadership styles is to you. Which one do you exhibit traits from the most?

· Visionary leadership

· Adaptive leadership

· Connective leadership

**Week 5**

In chapter 5, we read about the role of the change agent. We discussed change agent tools and frameworks; we also explored the change agent’s competencies. Please review Tables 5.1 and 5.2 before answering the following question.

Based on your knowledge from previous experience and in-class discussions and readings, if you had to choose one of the models to lead change as the change agent role, which model would you use from Table 5.1? Please explain the strengths and weaknesses of the model by examining Table 5.2?

**Week 6**

In chapter 8, we examined change and culture. Culture is perhaps the most complex and challenging dimension to understand and describe because it encompasses a broader range of behavioral territory than the others. Executives generally believe that change in strategy requires fundamental changes in the way business is conducted at all levels of the organization, which means that people will need to develop new attitudes and behaviors and change their culture. If there are competing values in the way business was done and how the industry is changing. How can we enact or stimulate change across the competing values framework? Describe tactics to use.

**Week 7**

Chapter 9 discussed the digital challenge and the need for a digital integration amid COVID and the potential of another future crisis. Please choose a minimum of one of the ten external strategic issues on page 347-348 and respond to which issues you see as likely issues the company of your choice will need to address as they integrate digital presence.

**Week 8 : In class Discussion (Special)**

In chapter 10, we learned about developing a sustainable strategy and how essential it is to the health and longevity of the business. After reading chapter 10, what are your thoughts on the organizational stance on developing a sustainable strategy? What are frameworks to enable shifts in thinking about sustainability?

**Week 9**

After reading chapter 11, we learned that understanding how complexity science applies to organizational change. Which of the tools that support complex change do you think would be used to best support your cohort’s organization of choice?

In chapter 12, what were the skills and tools to support leading change through the uncertainty that would best benefit the organization that your cohort is writing a change management plan for?