

Online MBA MGMT 5120 V:

Fundamentals of Leading and Managing Organizational Change

Course Syllabus

1. General Course Information

Course Title: Fundamentals of Leading and Managing Organizational Change

Credit Weight: 0.5 credits

Prerequisites: MGMT 5100 and registration in the Management and Change concentration or a grade of A- or better in MGMT 5100.

Instructor:

2. Course Description

How individuals, groups and organizations respond to change; overview of key change models and change strategy. At the micro level how individuals respond to change, how change should be managed, change management competencies and changing organizational culture.

3. Course Rationale

It has been estimated that three-quarters of organizational change initiatives fail to achieve their goals. The factors that influence the success or failure of change include conceptual ones such as the drivers of change, structural ones such as the design and implementation of change strategies, and interpersonal ones such as leadership and human behaviour. This course explores these factors with the intention of giving you a broad understanding of organizational change. The goal is that you will complete this course with an appreciation of the different elements that affect organizational change and the factors that contribute to the design of effective organizational change strategies.

4. Course Learning Objectives

After successfully completing this course, you will be able to:

- CO1. Provide examples of drivers and different kinds of organizational change.
- CO2. Compare different styles of leadership in organizational change.
- CO3. Illustrate the role of culture and resistance in organizational change.
- CO4. Create an example of use of one or more change management methods.
- CO5. Explore digital technology and data analytics value in organizational change.
- CO6. Create an example of a change management strategy to maximize organizational performance.

5. Course Modality: Asynchronous

This is a fully online course where instructors and students share information, ideas, and learning experiences in a virtual course space. Asynchronous courses do not require participation in scheduled meetings. However, students are expected to remain up to date with the deadlines and due dates provided by the instructor. This course requires high-speed Internet access and a computer.

Technical Skills:

Minimum technical skills for the course:

- [Essential Technological Skills for Students](#) include but are not limited to:
 - Knowledge of how to transfer and share files
 - Understanding of digital storage software
 - Digital presentation skills
 - Advanced word processing skills
- Tips for [Learning in an Online Environment](#)
 - Preparing to learn in an online environment
 - Recommended technical requirements

Please note that all Carleton students receive free access to Microsoft 365 / Office.

- [Get Microsoft Office for Students](#)

6. Student Support

Academic Support

The Centre for Student Academic Support (CSAS) is a collection of student support services designed to help you achieve your goals and improve your learning.

- CSAS can help you with academic reading, academic writing, critical thinking, time management, and more.
- For complete information on their workshops and other services, please visit the [Centre for Student Academic Support](#).

Technical Support

A variety of technical support options are available to students on our [Brightspace Student Support](#) page through documentation and videos, including information on:

- How to use Brightspace
- Communication and collaboration
- Assessments

Students can access support by phone, chat or email by contacting the [D2L Brightspace Service Desk](#).

Health and Wellness Support Services

Carleton offers a wide range of Student Support Services, including resources for mental health, healthy living, getting active, and getting support. For complete information on resources, please visit: [Carleton Wellness Resources: Supporting Your Mental Health](#).

7. Course Schedule

Please check Brightspace regularly for course updates and new content. To ensure you do not miss important information, configure your personal notifications to receive course announcements directly to your Carleton email address.

Modules	Topics	Readings	Deliverables	Due Dates
[1]	Introduction to Organizational Change and Change Drivers	<ul style="list-style-type: none"> ▪ Leana, C. R., & Barry, B. (2000). Stability and change as simultaneous experiences in organizational life. <i>Academy of Management Review</i>, 25(4), 753–759. ▪ Harvard Business Review. (2020, July–August). What is the next normal going to look like? A roundtable with five top executives (A. Ignatius, Ed.). <i>Spotlight Series: Emerging from the Crisis</i>. ▪ Kropp, B., & McRae, E. R. (2022, January 13). 11 trends that will shape work in 2022 and beyond. <i>Harvard Business Review</i>. ▪ Institute for Work and Health. (2021). Fragmentation in the future of work: Nine trends that may shape the future of work and what they mean for vulnerable workers [Report]. Institute for Work & Health. 	<p>Essay #1:</p> <ul style="list-style-type: none"> ▪ Using this module's readings and other sources, select two trends that are causing change in organizations. ▪ Describe how these two trends are causing change in organizations. ▪ Describe how these two trends are interacting with forces for stability. ▪ Based on your analysis, why are some trends more influential than others? ▪ Be as specific, detailed, and concrete as possible in your analysis. 	
[2]	Describing Organizational Change	<ul style="list-style-type: none"> ▪ Frohman, A. L. (1997). Igniting organizational change from below: The power of personal initiative. <i>Organizational Dynamics</i>, 25(3), 39–53. ▪ Gilbert, C., & Bower, J. L. (2002, May). Disruptive change: When trying harder is part of the problem. <i>Harvard Business Review</i>, 80(5), 94–101. ▪ Greiner, L. E. (1998, May–June). Evolution and revolution as organizations grow. <i>Harvard Business Review</i>. (Original work published 1972, July–August). ▪ Iansiti, M., & Nadella, S. (2022, May–June). Democratizing transformation. <i>Harvard Business Review</i>, 100(3), 43–49. 	<p>Essay #2:</p> <ul style="list-style-type: none"> ▪ Identify one organizational change that you have personally experienced. ▪ Using the readings, how would you describe it? ▪ What was good? What was bad? And, what was missing in the way the change was executed? ▪ How would you assess it, and why? ▪ Be as specific, detailed, and concrete as possible in your analysis. 	

Modules	Topics	Readings	Deliverables	Due Dates
[3]	Change Capacity and Change Readiness	<ul style="list-style-type: none"> Christensen, C. M., & Overdorf, M. (2000, March–April). Meeting the challenge of disruptive change. <i>Harvard Business Review</i>, 78(2), 66–76. Coutu, D. L. (2002, May). How resilience works. <i>Harvard Business Review</i>, 80(5), 46–50, 52, 55. Hamel, G., & Välikangas, L. (2003, September). The quest for resilience. <i>Harvard Business Review</i>, 81(9), 52–63. Michels, D., & Murphy, K. (2021, July–August). How good is your company at change? <i>Harvard Business Review</i>. 	<p>Essay #3:</p> <p>Some organizations have strong change capacity and others don't.</p> <ul style="list-style-type: none"> Identify and describe three examples of specific practices, procedures or systems that will increase an organization's change capacity? Why do they increase change capacity? How can an organization acquire or develop these practices, procedures, or systems? What are the challenges faced in doing that? Be as specific, detailed, and concrete as possible in your analysis. 	
[4]	The Role of Leadership in Organizational Change	<ul style="list-style-type: none"> Butterfield, S. (2020, July–August). How I did it: The CEO of Slack on adapting in response to a global crisis. <i>Harvard Business Review</i>. Immelt, J. R. (2017, September–October). How I remade GE: And what I learned along the way. <i>Harvard Business Review</i>, 95(5), 42–52. Nadler, D. A., & Tushman, M. L. (1990, Winter). Beyond the charismatic leader: Leadership and organizational change. <i>California Management Review</i>, 32(2), 77–97. Schaffer, R. H. (2010, September). Four mistakes leaders keep making. <i>Harvard Business Review</i>, 88(9), 86–91. 	<p>Essay #4:</p> <p>Describe one leader you are personally familiar with in terms of their ability to lead change.</p> <ul style="list-style-type: none"> How would you assess his/her change leadership? How would you compare his/her change leadership that of Immelt and Butterfield? Be as specific, detailed, and concrete as possible in your analysis. 	

Modules	Topics	Readings	Deliverables	Due Dates
[5]	Methods/Approaches to Managing Organizational Change	<ul style="list-style-type: none"> ▪ Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. <i>Journal of Management Studies</i>, 41(6), 977–1002. ▪ Coutu, D. L. (2002, May). How resilience works. <i>Harvard Business Review</i>, 80(5), 46–50, 52, 55. ▪ Kotter, J. P. (1995, May–June). Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>. ▪ Nicholson, N. (1998, July–August). How hardwired is human behavior? <i>Harvard Business Review</i>, 76(4), 134–147. ▪ Thomas, R., Sargent, L. D., & Hardy, C. (2011). Managing organizational change: Negotiating meaning and power-resistance relations. <i>Organization Science</i>, 22(1), 22–41. 	<p>Essay #5:</p> <ul style="list-style-type: none"> ▪ Using a specific example of an organization you are personally familiar with, design a change management plan that combines at least two of the methods from the readings. ▪ Make sure to explain what the change is. ▪ Describe how you will integrate the methods and implement them to achieve your change. ▪ Be as specific, detailed, and concrete as possible in your analysis. 	

Modules	Topics	Readings	Deliverables	Due Dates
[6]	Organizational Culture and Resistance to Change	<ul style="list-style-type: none"> ▪ Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. <i>Journal of Management Studies</i>, 41(6), 977–1002. ▪ Deutschman, A. (2005, May). Change or die. <i>Fast Company</i>, Issue 94. ▪ Ford, J. D., & Ford, L. W. (2009, April). Decoding resistance to change. <i>Harvard Business Review</i>, 87(4), 99–103. ▪ Groysberg, B., Lee, J., Price, J., & Cheng, J. Y.-J. (2018, January–February). The leader's guide to corporate culture. <i>Harvard Business Review</i>. ▪ Hancock, B., Schaninger, B., & Weddle, B. (2021, June). Culture in the hybrid workplace. McKinsey & Company. (Report). McKinsey & Company. ▪ Reichers, A. E., Wanous, J. P., & Austin, J. T. (1997). Understanding and managing cynicism about organizational change. <i>Academy of Management Executive</i>, 11(1), 48–59. 	<p>Essay #6:</p> <ul style="list-style-type: none"> ▪ There are many best practices for dealing with change resistance, but organizations have trouble implementing these practices. Why? ▪ Why do organizations have difficulty dealing with change resistance? ▪ As a manager of change, what would you do to make the organization able to deal with resistance? ▪ Be as specific, detailed, and concrete as possible in your analysis. 	
[7]	Organizational Ambidexterity and Digital Technology in Change	<ul style="list-style-type: none"> ▪ Tushman, M. L., & O'Reilly, C. A., III. (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. <i>California Management Review</i>, 38(4), 8–30. ▪ Neeley, T., & Leonardi, P. (2022, May–June). Developing a digital mindset: How to lead your organization into the age of data, algorithms, and AI. <i>Harvard Business Review</i>, 100(3). ▪ Birkinshaw, J., & Gibson, C. (2004). Building ambidexterity into an organization. <i>MIT Sloan Management Review</i>. 	Final Exam	Week #7

Essays: For Weeks 1 to 6, you are required to submit one brief essay (maximum 1,000 words) on the assigned topic. Each essay is due by Sunday at 11:59 PM EST of the corresponding week.

Essays will be marked based on:

- The clarity and quality of your writing
- The clarity and quality of your ideas
- Your use of course readings where appropriate

Note: In accordance with Carleton University's Academic Integrity Policy, the use of generative artificial intelligence tools (e.g., ChatGPT) to complete assignments in this course is strictly prohibited. All submissions will be assessed with careful attention to this policy.

If AI-generated content is suspected, the instructor will report the suspected breach of academic integrity to the School and initiate formal academic misconduct proceedings.

8. Learning Materials

Textbook

Each module has specific assigned readings and video lectures as identified above. However, there is no comprehensive textbook for this course.

Other Resources

No other resources are required for this course, however, any student who wishes to further their reading is welcome to contact the instructor for suggestions.

9. Grading Scheme

Activity	Scored Out of	Percent of Total Grade
Essay – Week 1	10	10%
Essay – Week 2	10	10%
Essay – Week 3	10	10%
Essay – Week 4	10	10%
Essay – Week 5	10	10%
Essay – Week 6	10	10%
Final Exam	40	40%
TOTAL	100	100%

Grading System

The [Carleton University grading system](#) will be used to determine your final course grade. Letter grades correspond to the following percentages:

Percentage	Final Grade
90 - 100	A+
85 - 89	A
80 - 84	A–
77 - 79	B+
73 - 76	B
70 - 72	B–
67 - 69	C+
63 - 66	C
60 - 62	C–
57 - 59	D+
53 - 56	C
50 - 52	D–
0 - 49	F

Final grades in this course are determined by the course instructor and must be approved by the Dean. Grades submitted by the instructor are subject to revision and should not be considered final until they have been approved by the Dean.

Please keep in mind that points for individual assessment and thus your final grades are added, rather than deducted – i.e., you all start with 0 and work your way up, rather than starting at 100 and having points reduced from there. A subtle but important point.

Late Assignments

To ensure fairness to all students, the following rules apply:

1. No essay will be accepted via email. Brightspace is the only place for uploading all essays. No exceptions!!!
2. **Assignments:**
 - a. Essay dropboxes will remain open during the module they are associated with and for 7 calendar days after the due date for late submissions.
 - b. If not submitted on time, essays will be subject to a late penalty starting from Monday of the next module.
 - c. After an essay dropbox is closed, it will not be re-opened and missed essays will not be possible to upload. There will be no make-up options to missed essays.
3. **Late Penalty:**
 - a. Failure to submit an essay on time will result in an automatic 10% penalty per day until the closure of the essay dropbox. After that, a grade of zero is assigned to the essay.

- b. For example, an essay that would normally deserve a grade of 85% would receive a grade of 75% if submitted within the 1st day after the due date. It will receive 65%, if submitted within the 2nd day after the due date, and so on until the closure of the dropbox.
- c. Penalties apply by days only. There is no difference between a submission being 5 minutes late or 23 hours and 55 minutes late.

4. Deadline Extension Requests:

- a. Requests for a deadline extension without penalty may be considered in cases of exceptional circumstances, and only if all the following conditions are met:
 - The request is made to the instructor at least 24 hours before the essay's due date.
 - The request is supported by appropriate formal documentation (to be sent to the MBA Office).
 - The request is aligned with all applicable Carleton University academic regulations and policies.

10. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

11. Contribution to Program Learning Goals

MBA Learning Goal	Covered	Introduced	Taught but not Assessed	Taught and Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>		Yes		
MB2 Communication <i>Graduates will be effective communicators</i>		Yes		
MB3 Critical Thinking and Problem-Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>			Yes	
MB4 Functional Knowledge <i>Graduates will have knowledge that is relevant to business and be able to apply that knowledge to address business issues, opportunities, and risks.</i>				Yes

MBA Learning Goal	Covered	Introduced	Taught but not Assessed	Taught and Assessed
MB5 Global Awareness <i>Graduates will have an appreciation of the global environment of business.</i>			Yes	
MB6 Ethics and Responsible Management <i>Graduates will apply ethical considerations and principles of responsible management in business decision-making.</i>		Yes		

Not Covered	Learning goal is not addressed in the course or addressed only minimally.
Introduced	Course introduces content related to the learning goal but does not focus on it <u>OR</u> activities included in the course serve to cultivate this skill incidentally.
Taught but not Assessed	Course contributes explicitly and meaningfully to student achievement of the learning goal but is not the point where competency is formally assessed.
Taught and Assessed	Select this option if the course has been designated by the MBA CRC as the point where achievement of the learning goal will be assessed.

12. Communication

Brightspace and email are the primary means of communicating with the instructor. See the [Student Support Site](#) for more information. Please do not call the instructor's office phone.

To respond to your emails, instructors and administrators need to see your full name and Carleton University ID. For this reason, it is important to send all messages from your Carleton email account. If you do not have or have yet to activate this account, you can do so by visiting the [New Students page](#).

Instructor Response Times

To the best of our ability, every attempt will be made to have the assignments graded (with feedback, if needed) within a week.

Expect to receive a reply to your question(s) within 24 hours, Monday through Friday, and within 48 hours on the weekends.

Netiquette (Online Etiquette)

Please use the following rules of netiquette as you post to online discussions and send messages to your instructor and other students in the course:

Use **professional language**. Be positive and constructive in your feedback to replies to students. Be polite by including please and thank you. Use inclusive language and terminology.

Avoid ALL CAPS. This comes across as shouting to the reader. Instead, use **bold** formatting to emphasize words.

Use **proper language and titles** and avoid slang or profanity. Even if a word is one you consider to be "not so bad", it could be offensive to others.

Review posts and messages before saving. Check for grammar and spelling errors and restate your message when necessary.

Ask for clarification. If you do not understand an assignment or feedback from the instructor, please ask for clarification. Instructors do their best to word posts/messages as clearly as possible, but in an online environment they cannot "see" if their messages are being understood.

13. Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and related matters can be found at [General Graduate Regulations](#).

14. Requests for Academic Accommodation

Carleton University is committed to academic accessibility for all individuals. Academic accommodation refers to educational practices, systems, and support mechanisms that accommodate diversity and difference and allow students to perform the essential requirements of their academic programs. The processes for submitting these requests are as follows:

Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please visit the [Equity Services website: Student Guide to Academic Accommodation](#).

Religious Obligations

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please visit the [Equity Services website: Student Guide to Academic Accommodation](#).

Students with Disabilities

If you have a documented disability that requires academic accommodation in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the due date of the first assignment or exam for which you require accommodation. After requesting accommodation from PMC, be sure to communicate with your instructor to ensure that the necessary accommodation arrangements are in place.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [Carleton's Sexual Violence Policy](#).

For more information on academic accommodation, please consult Carleton's [Course Outline Information on Academic Accommodation](#).

15. Academic Integrity

Carleton University's Academic Integrity Policy defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.”* This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.

Plagiarism is a serious offence that cannot be resolved directly by the course instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment;
- Using someone else's data or research findings without acknowledgement;
Failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Violations of academic integrity also include:

- Using unauthorized material when completing an assignment or exam,
- Fabricating or misrepresenting research data;
- Unauthorized co-operation or collaboration, and;
- Completing work for another student.

Academic integrity violations constitute a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include: a failing grade for the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton, and expulsion from Carleton.

Students should familiarize themselves with and follow the Carleton University Student Academic Integrity Policy, which is available, along with resources for compliance, at: [Student Academic Integrity Policy](#).

16. Course Copyright

Materials used in this course—including lectures, PowerPoint presentations, discussions, learning activities, posted notes, case studies, assignments, and exams—are copyright protected and remain the intellectual property of their respective author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Students registered in this course may take notes and make copies of course materials for their own educational use only. Students may not reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

17. Equity and Inclusion

All members of the Carleton University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please visit the website of Carleton's [Department of Equity and Inclusive Communities](#).