



Carleton
University

Sprott
School of Business

MGMT 5120 P
Fundamentals of Leading and Managing
Organizational Change
Fall 2025

Instructor: Linda Duxbury
Email: Linda.Duxbury@carleton.ca
Phone: 613-520-2600 X2385
Office: Nicol Building 7029

Course Time: In Person Class Sessions:
Friday Sept. 5th, Saturday Sept. 6th, 9 AM to 5 PM
Friday Sept. 19th, Saturday Sept. 20th, 9 AM to 5 PM

Office Hours: Students who wish to consult with me should send me an email. We can arrange a mutually convenient time and mode (Phone, MS Teams, in-person, Zoom) to connect

Class Meeting: Asynchronous on-line lectures as indicated on the course outline
28 hours of synchronous in person classes indicated on course outline

Learning Modality: Hybrid. In total, attending class for this course will require the following approximate time commitment (excluding readings and assignments):

- 28 hours in-person *
- 0 hours online, synchronous (*i.e., delivered in real-time*)
- 10 to 16 hours online, asynchronous (*i.e., recorded content*)

* Students who are unable to attend class in-person are asked to contact the instructor. Depending on the circumstances students may be permitted to hand in additional assignments in lieu of attending class sessions.

Course calendar entry from 25/26 graduate calendar:

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.

Prerequisites: MGMT 5100 and one of: a) A- in MGMT 5100, or b) enrolment in Management of Change concentration.

Course Description:

Change is inevitable – a part of life. Quotes expressing this idea are easy to find:

"Change is inevitable. Growth is optional." - John C. Maxwell

"The only constant in life is change." - Heraclitus

"Change is inevitable, and those who look only to the past or present are certain to miss the future." - John F. Kennedy

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek." - Barack Obama

"It's not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change" - Charles Darwin

"The greatest danger in times of turbulence is not the turbulence, it is to act with yesterday's logic" - Peter Drucker

"There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things" Niccolo Machiavelli

Unfortunately, while change is omnipresent and the need to manage it in many cases urgent, It has been estimated that almost 80% of organizational change initiatives fail. This course was designed to help you understand why this may be the case and increase your awareness of how organizational leaders, managers, change agents and you personally can more effectively manage and deal with an ever-changing landscape. The course explores both "macro" and "micro" issues associated with change. The course provides insights in the following areas: What is change? What types of changes do organizations attempt and why? Why do so many change efforts fail? What is the difference between organizations that are successful in effecting change and those who are not? How can you tell if an organization is ready to change or not? What is the difference between management of change and leadership of change? How can organizational culture impact organizational change? How do people react to change? Why do people resist change? How can organizations deal more effectively with resistance to change? What are the key barriers organizational leaders and managers are likely to face when implementing change? How can these barriers be overcome?

Course Learning Objectives:

This course has the following learning objectives:

- To increase your ability to categorize the type of change being managed
- To help you understand how you and others typically respond to change
- To help you learn what actions are appropriate for different change situations (different types of change, different responses to change)
- To help you acquire the types of skills needed to manage change in the “post-COVID-19” era

Course Prerequisites:

Students registered in this course who are doing the Management and Change Concentration must have successfully completed (or be currently registered in) all the courses in the concentration before registering for this course. Students who are doing the minor in Management and Change must have taken .5 credits in Management and Change courses before enrolling in this course or received permission from the instructor to enroll in this course.

Material from HBR

To minimize your costs for this course I have either: (1) downloaded as many required readings as I could find in the public domain and posted them in the appropriate module on Brightspace, or (2) provided you with the link to the paper from the library (thanks Heather). Carleton University used to have an agreement with Harvard Education, but this is no longer in place. One of the cases (Re-imaging the Employee Experience at Lego) and the simulation we are using in the course Change Management: Power and Influence) along with a book on Hybrid Workplaces (Edmondson, A. C., Williams, J. C., Frisch, B., & Davey, L. (2022). *Hybrid workplace: The insights you need from Harvard Business Review*. Harvard Business Press) can be obtained by clicking on the following link: <https://hbsp.harvard.edu/import/1311901>
The cost is \$32.68

Please also note that we are doing a Harvard simulation in this course (Change Management: Power and Influence). Harvard provides the following cautions regarding preparation for the simulations: "This course-pack includes a multi-scenario simulation. Students will only appear in the simulation roster after they visit the course-pack link and acquire the course materials." You will not have access to any material associated with the simulations until after you have acquired the course-pack and registered for the simulation. Please do not leave this until the last minute.

Final Exam Date: There no exam for this course. Course deliverables and due dates are as listed below.

Drop Course Policy:

You may drop this course up until the END of the first weekend of classes. Students that drop a class later than this will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. Students with relevant medical issues and supporting documentation may petition the School to have the ABS grade changed back to WDN.

Absenteeism Policy:

Students who miss a synchronous session, for any reason, are asked to contact the instructor. The instructor will assign the student an extra assignment to ensure that they are familiar with the material covered in this

session. This assignment will be in addition to other class requirements. No final mark will be assigned until all such assignments are handed in.

Class Format:

When designing this course, I tried to balance the need for you to learn some of the relevant the theory on change (in case you want to work in this area) and your ability to apply the material to your situation at work and at home (the content area you elected to explore in this course – changes to how work is structured: in person, remote, hybrid). I proceeded as follows.

- **Learning the Theory:** It is essential that you become somewhat familiar with relevant change management theory. You will learn the theory by doing the readings that have been assigned for each module and listening to the lectures which have been placed on Brightspace along with my PowerPoint slides.
- **Application:** I have created an assignment for each module in the course where you are asked to apply the theory that you just learnt to a question that is relevant to the situation we find ourselves in at this time.
- **Application:** The simulation (Change Management- Power and Influence) and the cases (Change Management: Power and Influence; Should some Employees be Allowed to Work Remotely Even if Others Can't?) were selected to allow you to apply what you have learnt from the different course modules to real situations.

I plan on delivering the course as follows ways. First, I have divided all my lectures from previous years into modules one through ten. These lectures represent the major content areas that you will need to be familiar with if you plan on either working in change or want to take a leading role within your company managing needed change moving forward. The video material associated with each of these ten modules can be found on Brightspace. **Ignore any discussion of assignments at the end of the video as this is not relevant for this class.** Questions included in the PowerPoint slides may, however, be discussed in class.

Second, there is an extensive body of literature (both academic and popular press) on the topic of change management. In fact, putting the phrase “change management” into “Google Scholar” results in 9,200,200 hits while the phrase “change and hybrid work” turned up 5,430,000 articles etc. When designing this course, I have tried to balance exposing you to many of the key readings in the area and workload. For each of the ten topic areas covered in this class I have assigned between 20 to 50 pages of **required** reading material. Most of these articles are not tough, and many are interesting, relevant and/or provocative. I also identify several optional readings for each module that you may or may not chose to read. These articles are relevant to the discussion we will have in class and the assignments. I hope you will enjoy them. If you do not want to read these articles happy for you to do your own research to align what you read to your own personal situation or interests. To increase your exposure to key ideas and concepts I will refer to several dozen books and relevant articles when preparing my lectures. I am happy to suggest extra readings for those interested in the area.

Third, I have made every effort to come up with a way to engage you all in discussions on the topics covered in the lecture. More specifically, the course outline includes 28 hours of synchronous contact time (we may not need all this time. Each contact session we will discuss several of the “discussion” questions included with each of the class modules followed by either a case, a simulation, or a discussion focused on the change the class voted to focus on – **changes to how work is structured**.

This type of course requires students to take responsibility for their own learning. In order for an experiential course to be successful, students **must** do all the reading and homework preparation **and** participate actively in the classroom. Therefore, attendance is mandatory because what goes on in class is not a repeat of the readings but the heart of the course and an opportunity to learn from each other. If you have an emergency that means you cannot attend class, please call me beforehand so we can make special arrangements if need be. There is a lot to do each class and we have to start on time. As such, it is important that you all “arrive” to the class on time – so I can focus on the class and the discussions.

Marking Scheme

Your grade will be calculated as follows

- 80% of your mark will be associated with the module assignments (5 assignments each contributing 16% of your total mark).
- 20% of your mark will be awarded by me and depend on your participation in class.

Please note that marks will be lost when deliverables are late. Also please note that plagiarism and the AI (e.g. Chat, Co-pilot) to write your assignment will be referred to the Associate Dean as an alleged violation of Academic Integrity. Penalties associated with academic integrity violations may result in a failed grade or suspension from the program. The assignments are designed to develop the following skills: self-reflection, critical thinking and the ability develop a logical argument to support your opinions (whatever they are). I am okay with you using AI to edit your writing (please acknowledge this at the end of the assignment) but that is all.

Module Assignments: In the course outline you will find that assignments that you may chose answer. Each write up should be four to eight pages in length. Please submit completed assignments on Brightspace.

The assignments relating Modules 1 to 5 (Assignments one to four) are due Thursday Sept. 4th by 9 PM.

The assignments relating Modules 6 to 10 (Assignments five to nine) are due Thursday Sept. 18^h by 9 PM.

All assignments are due the day before the synchronous session so we can focus class time on application of this material. **Note: This means that you cannot hand in assignments 1 to 4 after Sept. 4th.** Your preparations efforts will be rewarded as your marks on these assignments will make up 80% of your final grade. Given how your class is structured (taught over two weekends) it is important for you to schedule when you will do your assignments so that you do not have to do them all at once.

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional five (5) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 70% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances. You cannot submit answers to assignments related to modules 1 to 5 after this material has been discussed in class.

What am I looking for in the answers to the assignments? Answer the question (in most cases I am asking you what you think about something) and make sure you justify your response. I will be looking for evidence in your response that you have watched the videos, read the PowerPoint notes, read the mandatory articles

assigned to the module, done a little outside research (either the readings I am giving you or research you are doing on your own). I am also interested in your ability to make an argument in a logical and coherent fashion, to engage in self-reflection (in some cases) and to apply critical thinking skills. **Please use APA to reference readings/notes/anything you reference.**

Class participation: The participation mark is a combination of attendance, preparation and participation. Each student is expected to be an active participant in each synchronous class session and take part in the discussions and simulations and make meaningful comments that demonstrate that they have read the assigned material and absorbed the video lectures. I value quality rather than quantity—talking for the sake of talking does not improve your contribution grade. I am looking for evidence of good critical thinking on your part: Merely coming to the session is not sufficient; attendance is a first step, but you must also participate actively. The best ways to prepare your contribution to class discussions is to: (1) make sure that you have read the assigned material/watched the videos before you come to class, and (2) be prepared to integrate the material from the readings as well as your personal experiences to the discussion in class. This is an important part of your participation grade.

Class Schedule

Material associated with the class modules are all available on Brightspace. I have also put readings which are in the public domain on Brightspace to make things easier and given you the links to the articles which are in Carleton Library (thanks for the help here Heather). I have also provided a link to the Harvard Business Course Pack which will include the cases, the simulation and the book. I simply could not access some articles – so I will summarize key context in class for our discussions.

Important: The discussion questions at the end of the video may or may not be relevant to what I am covering this session (slides made in 2021 and I change the course each year). I have put updated versions of the slides on Brightspace so they are likely to be discussed in class.

*Assignments one to four are due 9 PM Thursday Sept. 4th, 2025
Assignments five to nine are due 9 PM Thursday Sept. 18th, 2025*

Module One: What is Change? Categorizing Change?

Both Readings on Brightspace

Mandatory Reading: (11 pages)

- Nicholson, N. (1998). How Hardwired is Human Behaviour, Harvard Business Review, July-August, Pg. 136-147

Optional readings:

- Weick, K. and Quinn, R. (1999). Organizational Change and Development, Annual Review of Psychology, 50, 361-86 (Optional)

Module Two: Why do organizations need to Change?

No required readings

Optional readings

Please read a couple of these (which ever one's interest you) so you are prepared for the discussion in class)

Kropp, B. (2022). Eleven Trends that Will Shape Work in 2021 and Beyond, HBR Digital Article, Reprint H06TDT

Article can also be found at

<https://www.gartner.com/smarterwithgartner/9-work-trends-that-hr-leaders-cant-ignore-in-2021/>

McRae, E. R., Aykens, P., Lowmaster, K., & Shepp, J. (2025). 9 Trends that will shape work in 2023 and beyond. *Harvard Business Review January*.

Article can be found at:

https://www.nswleaders.com.au/media/website_pages/media-and-pr/9-trends-that-will-shape-work-in-2025-and-beyond/H08LFG-PDF-ENG.pdf

Dries, N., Luyckx, J., & Rogiers, P. (2024). What 570 Experts Predict the Future of Work Will Look Like. HBR.Org. Reprint H08E7E

Article can be found at:

<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=32396c8a-59e5-3c4b-94d0-59fac4345c53>

Articles on Brightspace (in public Domain)

Mischke, J., Luby, R., Vickery, B., Woetzel, J., White, O., Sanghvi, A., ... & Smit, S. (2023). Empty spaces and hybrid places: The pandemic's lasting impact on real estate. *McKinsey Global Institute: Brussels, Belgium*.

Microsoft (2021) The 2021 Work Trend Index: The Next Great Disruption is Hybrid Work - are we Ready?

Microsoft (2025) The 2025 Work Trend Index: 2025: The Year of the Frontier Firm

Elliott, B. (2024). Five hybrid work trends to watch in 2025. *MIT Sloan Management Review (Online)*, 1-4.

Angus Reid (2025), Views on Return to Work

Note: Please send me an email listing the two factors that you think will have the biggest impact on business/governments/people **6 PM Tuesday Sept. 2nd, 2025** so that I use this information to prepare for our in-class discussion (I plan to put you in groups based on the forces you identified and have a discussion/debate in class on this topic). No need to give me anything other than your vote for biggest external forces for change

Module Three: Disruptive change

Readings on Brightspace

Mandatory Readings: (21 pages)

Bower, J. and Christensen, C. (1995) Disruptive Technologies: Catching the Wave, Harvard Business Review, January-Feb. 43 to 53 (10 pages)

Levitt, T. (1960) Marketing myopia Harvard Business Review, 38 (4), p 45-56 (11 pages)

Optional Reading

Christensen, C. and Michael Overdorf, M. (2000) Meeting the Challenge of Disruptive Change, Harvard Business Review, March, 68 to 76

I could not source this article for free, so will summarize content for you in class

Trevor, J., & Holweg, M. (2022). Managing the new tensions of hybrid work. *MIT Sloan Management*

Module Four: Strategic change

Mandatory Reading: (9 pages)

Kossek, E., Hill, S., Villamor, I., Lautsch, B., and Perrigino, (2025). Does Returning to the Office Support Your Company's Strategy? HBR.Org, Reprint H09N0B **9 pages**
<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=b48e1b42-43e1-340b-94b7-c1dd5f5aeb75>

Case:

Edmondson, A., Mortensen, M. and Powell, E. (2025). Reimagining the Employee experience at the Lego Group, HBR, Case Number 99-625-088 **in coursepack**

Optional readings (Read at least one of these articles – your choice):

First two are on Brightspace. Gratton is in the HBR book.

Alasoini, T., Hirvonen, S., & Käsälä, M. (2025). Hybrid work model as a success factor: Guide to the opportunities and challenges of hybrid work. **22 pages**

Cooper, C., Askhanasy, N. and Barling, J. Imagining the Post-COVID Workplace: Challenges and Opportunities, (2025) in Imagining the Post-COVID Workplace: Challenges and Opportunities, Routledge **18 pages**

Gratton, L. (2021). How to do hybrid right. *Harvard Business Review*, 99(3), 65-74. **9 pages (In HBR Book)**

Module Five: Ambidexterity

Mandatory Reading: (29 pages)

Tushman, M. & O'Reilly, C. (1996). Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change, California Management Review, 36 (4) 8-30.

Case: Bolino, M. and Phelps, C. (2023) Case Study: Should some Employees be Allowed to Work Remotely Even if Others Can't?, *Harvard Business Review*, January-February. Reprint R2301X **9 pages**
<https://research-ebsco-com.proxy.library.carleton.ca/c/dniooi/viewer/pdf/isq7vaajon>

Note: Please send me an email with the names of the companies that you have placed in each of the quadrants by **6 PM Tuesday Sept. 2nd** so that I use this information to prepare for our in-class discussion.

Module Six: Organizational Culture

Mandatory Readings: (16 pages)

Ferrazzi, K. (2014). Managing Change One Day at a Time, HBO.org 2 pages

Schwartz, Gaito, Lennick, (2011) That's the Way We (Used to) Do Things Around Here, Strategy and Business, Spring, p. 2-10 10 pages

Von Post, Eat Your Peas: A Recipe for Cultural Change, Strategy and Business, Summer, 2011 (4 pages)

Optional Readings:

Groysberg, B., Lee, J., Prive, J. and Cheng, J. (2018) The Leader's Guide to Corporate Culture, Harvard Business Review, January/February, pg. 3-15 11 pages

McKinsey & Company (June 2021) Culture in the Hybrid Workplace

<https://www.mckinsey.com/~media/mckinsey/business%20functions/people%20and%20organizational%20performance/our%20insights/culture%20in%20the%20hybrid%20workplace/culture-in-the-hybrid-workplace-v2.pdf?shouldIndex=false>

Moorman, C., & Hinkfuss, K. (2023). Managing the cultural pitfalls of hybrid work. *MIT Sloan Management Review*, 64(3), 1-5.

From the HBR book:

- Zucker, Breaking free from a 9 to 5 culture

Module Seven: Leading Change

Required Readings: (33 pages)

Nadler, D. and Tushman, M. (1990). Beyond the Charismatic Leader: Leadership and Organizational Change, California Management Review, Winter, 77-97.

Empson, L., & Howard-Grenville, J. (2024). How to Lead When the Future Feels Unpredictable. *Harvard Business Review*. HBR.org, Reprint H08H1D 6 pages

<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=69dd05f4-3ea4-3a3d-b6f6-e11a85c8a7dd>

Optional Readings

Kim, C. and Mauborgne, R. (2003). "The Tipping Point of Change" Harvard Business Review 81 (4) (April), 60 to 69

I could not source this article for free, so will summarize content for you in class

Hill, N. S. (2023). Leadership strategies for the hybrid workforce. *MIT Sloan Management Review*, 64(3), 1-4.

From the HBR book:

- Kropp et al., Managers in a Hybrid World Must prioritize Empathy

- Mortensen and Hass, Managing Hybrid Power Dynamics

Module Eight: Resilience and Readiness

Readings: (30 pages)

Coutu, D. (2002). How Resilience Works, Harvard Business Review, May, 46-56.

Hamel, G. and Valikangas, L. (2003). The Quest for Resilience, Harvard Business Review, Sept., 52-63

Michel, J. and Neuman, A. (2010) Positive Psychology as a Catalyst for Change, Harvard Business Review, November, pg. 1-5

Margolis, J. and Stoltz, P. (2010). How to Bounce Back from Adversity, Harvard Business Review, January-February, pg. 2 - 7

Optional Readings

Armenakis, A.A., Harris, S.G., & Mossholder, K. (1993). Creating readiness for organizational change. Human Relations, 46, 1-23.

Auger-Domingues, A. (2025). How to Build Career Resilience in Uncertain Times, HBR, Reprint number H08NUP

<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=d424945d-38de-3cf3-8179-35d7a38cd60f>

DePaul, K. (2023). Is Remote Work Right for You? HBR.org., Reprint H07IUF

Chamorro-Premuzic, T. (2025). 5 Signs a Remote Worker is Burning Out, HBR.org., Reprint H08JH4

<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=a2c56837-16af-359b-a8eb-27b68b79a6e1>

Chamorro-Premuzic, T., and Akhtar, R. (2001). 3 Traits You Need to Thrive in a Hybrid Work Environment, HBR.org., Reprint H06HU6

Module Nine: Resistance to Change

Readings: (28 pages)

Deutschman, A., (2005). Change or Die, Fast Company, May, 94, pg. 53 to 58.

Elrod, D. and Tippet, (2002). The Death Valley of Change, Journal of Organizational change Management, 15, 1-16

Ford, J. and Ford, L. (2009). Decoding Resistance to Change, Harvard Business Review, 87 (4), April, pg. 99-103.

Grant, A. (2021) Persuading the Unpersuadable, Harvard Business Review, March-April, pg. 131-135

Optional Readings (again, there a lot here; I would pick a couple that interest you; I will summarize those relating to structuring work in class after we discuss post discussion)

Mazutis, D. and Eckardt, A. (2017) Sleepwalking into Catastrophe: Cognitive Biases and Corporate Climate Change Inertia, California Management Review, 59 (3), 74-108)

Kotter, J. and Schlesinger, L. (1979). Choosing Strategies for Change, Harvard Business Review, March-April, 106-113.

Beane, M. (2024). Gen AI is coming for remote workers first, HBR.org, Reprint Number: HO8AWA
<https://research-ebsco-com.proxy.library.carleton.ca/c/dniooi/viewer/pdf/47tcltwipb>

Brecheisen, J. (2023). Research: Flexible work is having a mixed impact on employee well-being and productivity. *Harvard Business Review*. Reprint H07THH
<https://research-ebsco-com.proxy.library.carleton.ca/c/dniooi/viewer/pdf/wtbowfmlen>

Knight, R. (2024). When someone you manage isn't following the Return-to-Office policy. *Harvard Business Review*. HBR.org., Reprint H087JX
<https://research-ebsco-com.proxy.library.carleton.ca/c/dniooi/viewer/pdf/bn2cmlsv7f>

Purvanova., R and Mitchell, A. (2023) Where Companies Want Employees to Work and Where People Actually Want to Work, HBR.org., Reprint H07UFI
<https://research-ebsco-com.proxy.library.carleton.ca/c/dniooi/viewer/pdf/2vwmd6f36r>

Mortensen, M. (2023). Why Hybrid Work Can Become Toxic, HBR.org., Reprint H07QIV
<https://research-ebsco-com.proxy.library.carleton.ca/c/dniooi/viewer/pdf/hyhx5cxnan>

Haas, M. (2022). Women face a double disadvantage in the hybrid workplace. HBR.org., Reprint H06XFE
<https://research-ebsco-com.proxy.library.carleton.ca/c/dniooi/viewer/pdf/t57fc4acxn>

Module Ten: Implementing Change - Pushing for success

Mandatory Readings: (25 pages)

Kotter, John P. (2007). "Leading Change. Why transformation efforts fail", Harvard Business Review, January, pp 92-107

Cappelli, P. and Nehmeh, R. (2025). Hybrid Still Isn't Working, HBR.org., Reprint R2504L
<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=74c38373-20c0-3721-ab1a-eaadb3af37d>

Optional Readings:

Beer, M., Eisenstat, R., and Spector, B. (1990). Why Change Programs do not Produce Change, Harvard Business Review, November-December, 158-168

Note: I cover the Kotter reading in this lecture, but it is critical for the simulation that I have assigned for the last week of classes

Managing Change Simulation(coursepack)

We will be doing the HBR simulation. This simulation is done by each individual working on their own. There is a prep work for this simulation so make sure you do it

Topics of interest to those who manage (we will discuss some of them in class – I will summarize content)

Tolliver, M., and Sass, J. (2024). Hybrid Work Has Changed Meetings Forever, HBR.org., Reprint H088OR
<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=6d662c41-7638-3596-88c2-0d02b11b2d7e>

Klinghoffer, D., Kocher, K., & Luna, N. (2024). Onboarding new employees in a hybrid workplace. *Harvard Business Review*. HBR.org., Reprint H088RA
<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=11b78cb9-f8c8-3a25-a622-61cb87cb6290>

Behson, S. (2023). Making performance reviews fairer in a hybrid workplace. *Human Resource Management*, HBR.org., Reprint H07H2X
<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=cc33c31c-9541-3783-9ccb-a86fe4afb73d>

Knight, R. (2024). When someone you manage isn't following the Return-to-Office policy. *Harvard Business Review*. HBR.org., Reprint H087JX
<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=eec7d488-3a9d-3788-bbb4-89df293aaa8e>

Montanez, R. (2024) When you Want to be Hybrid but your Boss Wants you in the Office, HBR.org., Reprint H07ZAW
<https://research-ebsco-com.proxy.library.carleton.ca/linkprocessor/plink?id=bf78c7f8-22c4-3a83-ade4-04eeb2a9aba3>

From the HRB Book:

- Davey, How to have tough conversations about hybrid work arrangements
- Frisch and Green, What it takes to Run a Great Hybrid Meeting
- Ringel, When do we actually need to meet in person

Assignments, dates, and deadlines

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional five (5) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 70% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

Assignments one to four are due 9 PM Thursday Sept. 4th, 2025
Assignments five to nine are due 9 PM Thursday Sept. 18th, 2025

All assignments are marked out of 16. In all cases your answer should be between four and eight pages in length plus references. In all cases I am expecting you to reference some of the articles provided for the module as well as the slides when giving your answer and to justify why you gave the answer that you provided.

Assignment Number One (Modules 1 and 2):

- Consider the models presented in the module 1 lecture. Which model best describes the change from working at the office to a hybrid work structure? Please justify your choice. (4 marks)
- Think about how companies should manage the return to work. What advice would you give your managers on how to address issues around return to work now you have read Nicholson? (4 marks)
- If you watched the lecture and read some of the readings associated with module 2, you will be able to identify many external drivers of change. In your opinion, which two of these factors are likely to have the most profound impact on businesses over the next decade. Explain why you have identified the factors that you have. (Eight Marks)

Assignment Number Two (Module 3):

- Using the material from the lecture (slides 17 and 21 which outline typologies to classify disruptions and innovations) and the readings assigned to this module classify each of the following changes to how work has been restructured:
 - Hybrid work arrangements (some days at home, some days at work) (4 marks)
 - Remote work (5 days working at home each week) (4 marks)Make sure you explain why you have classified these work arrangements the way that you did.
- Tell me about where you work. What will your workplace look like 10 years from now (i.e., which aspects of its business are likely to be disrupted? What new disruptors do they have in the pipeline?) (8 marks)

Assignment Number Three (Module 4):

- Does returning to the office support your company's strategy? (Hint, remind me where you work and the type of workforce your company relies on; tell me about your company's strategic plan)? Why or why not? (i.e. what advantages does this work arrangement offer; what challenges does it present?) (16 Marks)

Assignment Number Four (Module Five):

Ambidexterity is critical in times of disruptive change.

- What do you think? Can business become more ambidextrous in times of crisis? If yes, how would they do this? If no, why not? (4 marks)
- Slide 24: outlines the Ambidexterity Matrix.
 - Identify a company that you think is in each of these four quadrants – and tell me why you placed them there. (6 marks)
 - Where would you place the organization, you work for (remind me again where you work) in this matrix in terms of their business practices? In terms of how they structure work? (6 marks)

Assignment Number Five (Module Six):

- Describe the organizational culture in place in the company you work for. Make sure you give me examples to help me understand why you gave the answer you did. (4 marks)
- How would you evaluate the cultural receptivity of your organization to changes in structure of work? Why do you say this? (4 marks)

A lot of people are worked from home because of COVID 19. Many want a Hybrid arrangement moving forward.

- What impact is this hybrid work likely to have on organizational culture? (4 marks)
- Use what you have learnt from the readings and the lecture to make recommendations to organizational leaders on how they should manage this phenomenon? (4 Marks)

Assignment Number Six (Module Seven):

- Identify someone who you feel has been:
 - an effective leader with respect to managing the return to work (6 marks)
 - an ineffective leader with respect to managing the return to work, (6 marks)Why did you select these two people (i.e., What have they done? What did they not do?)
- What type of leader do you think is best suited to manage changes to how work is structured? Justify your answer. (4 marks)

Assignment Number Seven (Module Eight):

Resilience (of individuals and organizations) and readiness for change are critical ideas when it comes to our ability to adapt to pressures to change how we work. Please refer to the readings and the slides and answer the following three questions:

- Do you think that the organization that you work for is resilient? Why do you think this? (4 marks)
- Are you resilient? Please justify your answer. (4 Marks)
- Can you train someone to be resilient? If yes, how would you do this. If no, why not. (4 marks)
- You want to work a hybrid work schedule. After reading the papers assigned this week how would you make the case to your manager that such an arrangement is “right for you?” (4 marks)

Assignment Number Eight (Module Nine): Answer each of the two questions listed below. Each answer should be between one and three pages in length.

- What do you think -- Is resistance to change inevitable? Why do you say this? What are the implications of your views on the extent to which organizations will make changes to how work is structured? (8 marks)

- Who is most likely to resist changes to how work is structured? Who is likely to resist the status quo with respect to how work is structured? Justify your response? How can unions and employees manage this resistance? (8 marks)

Assignment Number Nine (Module Ten):

Companies must change to cope with the aftermath of COVID-19. Leadership is your organization are very concerned about the future of your company. Customers are fickle and employees are frustrated, stressed and overworked. After more than two years of working remotely many of your employees do not want to return to the office. Your organizational culture is frayed and no longer providing you with a competitive advantage in terms of retention and succession planning. Your CEO comes to you asks you for help managing expectations relating to how work is structured in your organization. What would you tell him to read? (Pick 2-3 articles that you were assigned in this course and tell me why you selected the articles that you did) (12 marks)

What would you tell them to do first? Why? (4 marks)

ADDITIONAL INFORMATION

Contribution to Program Learning Goals ([MBA](#)):

MBA Learning Goal Graduates will:	Not Covered	Introduced	Taught but Not Assessed	Taught & Assessed
MB1 Leadership and Collaboration <i>be equipped for leadership and collaboration.</i>			✓	
MB2 Communication <i>be effective communicators</i>			✓	
MB3 Critical Thinking and Problem Solving <i>be skilled in critical thinking and problem solving.</i>			✓	
MB4 Functional Knowledge <i>have functional knowledge of all areas of business.</i>	✓			
MB5 Global Business <i>have an appreciation of the global environment of business.</i>	✓			
MB6 Ethical Reasoning <i>be skilled in ethical reasoning and decision-making.</i>	✓			

Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A- = 80-84	B- = 70-72	C- = 60-62	D- = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes 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, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **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, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations 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 first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **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: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity:

Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on 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; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>