



## **BUSI 4105A: Managing Change**

**Winter 2026**

<b>Instructor</b>	Sean Campeau
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<b>Class Times</b>	Thursdays, 6:05 p.m – 9:00 p.m.
<b>Modality</b>	In-person
<b>Office Hours</b>	By appointment, in-person or zoom
<b>Office Location</b>	<i>TBD</i>
<b>TA Name/Email</b>	<i>TBD</i>

### **Pre-Requisites & Preclusions:**

Prerequisites: Third-year standing, and one of BUSI 2101, BUSI 2702, BUSI 3602, PSYC 2801 (with a grade of C- or higher in each).

Preclusions: None

Use this link to see all course descriptions with pre-requisites and preclusions:  
<https://calendar.carleton.ca/undergrad/courses/BUSI/>

### **Course Description/Instructor's Statement**

#### Carleton Calendar Description

An overview of current thinking about change management. Topics covered include understanding the forces for and barriers to change, diagnosing the environment around change and implementing change.

(Source: <https://calendar.carleton.ca/undergrad/courses/BUSI/>)

#### Instructor's Description:

Disruption is one of the only constants in today's work environment as markets, technologies, regulations, and social expectations shift in unpredictable ways. Organizations adapt to challenges and try to take advantage of new opportunities in this environment by initiating and managing change. This course will frame organizational change as this deliberate, planned process designed to improve effectiveness and efficiency, while distinguishing it from random, unplanned, or purely personal changes. Through case studies and interactive activities, students will see how organized change initiatives align with strategic goals and how internal and external forces create the imperative to adapt.

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This course emphasizes building a holistic view that connects individual roles to a broader organizational purpose. Students will explore how a shared vision and clear articulation of the intended direction increase commitment, reduce resistance, and foster proactive contributions, even when organizational change alters job boundaries or requires leaving the organization.

A central component of the curriculum is cultivating change capability as a core managerial competency. The course will teach practical methods for leading and managing change in decentralized, dynamic environments, including stakeholder analysis, communication strategies, and change-rights governance. Emphasis will be placed on translating theoretical knowledge into action-oriented tools and processes that can be applied in real-world settings.

Throughout the course, real-world case studies will be used to illustrate the importance of bridging theory and practice. Students will engage with theoretical frameworks, case analysis, and in-class exercises to develop the skills needed to initiate, facilitate, and sustain meaningful change. By the end of the course, students will be prepared to engage as change agents to drive effective transformations that align with strategic objectives and deliver measurable improvements for their organizations.

**Course Learning Objectives:**

1. To gain an introductory understanding of the issues, themes and theories that form the field of change management as an area of study and practice.
2. To gain an understanding of how organizational change impacts the individual and the organization
3. To be equipped to take a critical perspective on change in organizations and industries
4. To gain the theoretical skills and knowledge needed to identify opportunities and challenges for organizational change in the work environment.
5. To learn how to communicate effectively in the initiation, implementation, and completion of organizational change
6. To learn to be an effective change agent in a workplace where constant dynamic change is the norm.

**Required Materials & Prices**

Deszca, G., Ingols, C., Cawsey, T. F., & Atanassova, E. (2024). *Organizational change: An action-oriented toolkit* (5th ed.). SAGE Publications. **\$102.00**

**Textbook is available as an Ebook at the Campus Store online:**

<https://carletonshop.ca/Course/term>

**Grading Scheme**

Individual Case Analysis	20%
Group Project	
• Report	25%
• Presentation	10%
Contribution to Class Discussion	
and Experiential Exercises	15%
Final Exam	30%
<b>TOTAL</b>	<b>100%</b>

## Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



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### Preparation and Participation:

In preparation for the lecture each week, students are expected to have completed the required readings listed below in the Course Schedule. The purpose of the required reading is to give everyone the opportunity to reflect on the course material before the lecture. The intention of this preparation is to promote more active listening during the lecture and, hopefully, prompt interesting questions and discussion in the classroom.

Each week, except for the last 2 weeks which will be reserved for group presentations, we will also engage in an experiential learning experience through case analysis in various forms and with an in-class change game simulation. The details of the exercises will be shared on Brightspace in advance of each class. The required readings are also selected to prepare the class for these exercises. In addition to the required preparation, optional and supplementary readings will be posted to Brightspace for students seeking more in-depth information about the topics we will cover and/or seeking supplementary sources for their individual and group assignments.

Participation in class exercises and class discussion is required for this class as evidenced by its important contribution to the final grade. The experiential elements of this class are designed to prepare students to lead and to participate in organizational change in the workplace. Organizational change places significant demands on communication skills and teamwork so these will be the focus of the in-class experience as we apply the theoretical learning and analytical skills that we will develop together throughout the semester.

### Course Schedule

Week #	Week of	Topic
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1	Jan. 8	<b>Welcome and Introduction to Managing Change</b>
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We will introduce ourselves, review the course outline and have a brief lecture covering Chapter 1 of the textbook.

No preparation is required this week

2	Jan. 15	<b>The Nature of Change: The How and The What</b>
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- What is the nature of the change process?

- How does one assess and recognize what needs to change in an organization?
- How do the organizational models in Chapters 2 and 3 assist one in figuring out what and how to change organizations?

Case Study: Held Hostage in the 21st Century: Cybersecurity, Ransomware, and Crisis Management (end of Chapter 2)

Required preparation: Selected readings from Chapters 2 and 3. See Brightspace for details.

3 Jan. 22 **You as a Change Leader**

- How do you assess what it takes to be an effective change leader? What change roles do you want to play, and what will you need to do to develop your change leadership skills in the future?

Case Study: Greystone Racquet and Fitness Club (end of Chapter 4)

Required preparation: Read textbook Chapter 4.

4 Jan. 29 **Vision and Change Readiness**

- What are the methods and approaches that can be used to assess organizational readiness for change?
- How do you develop and communicate the vision for the change?

Case Study: Leading Change - The Pharmacy Team (end of Chapter 5)

Required preparation: Read textbook Chapter 5.

5 Feb. 5 **Navigating Organizational Structure and Systems**

- What are the formal systems and processes that one needs to leverage for organizational change?
- What are the informal organizational systems and processes and how can they be used to change the organization?
- What might one navigate an organization's politics and use power to help bring about change?
- What is meant by organizational "culture?" How might it help or hinder change processes?

Case Study: Sally Witherspoon, PhD - Learning from 360-Degree Feedback (end of Chapter 7)

Required preparation: Selected readings from Chapters 6 and 7. See Brightspace for details.

6 Feb. 12 **In-class Change Game Simulation**

No preparation is required this week. We will use the entire class time for the simulation which will be explained in class.

Please focus on completing the Individual Assignment.

**IMPORTANT:** Individual assignments are due before start of class.

Feb. 19 Winter Break – No class

7 Feb. 26 **Change Stakeholders**

- Who are the recipients of change and how might one manage them?
- Who are the various internal stakeholders and how does influence each group?

Case Study: Healthassist, Inc.: Leading Through a Pandemic (end of Chapter 8)

Required preparation: Read textbook Chapter 8.

8 Mar. 5 **Planning and Implementing Change**

- What are the tools and techniques to plan and implement organizational change?
- How far can you move the change process along?
- What are standard change strategies and tactics?
- How might one manage the transition from the “old” to the “new?”

Case Study: The Burnout of a Rural Doctor (end of Chapter 9)

Required preparation: Read textbook Chapter 9.

9 Mar. 12 **Institutionalizing Change**

- What does it mean to institutionalizing the organizational changes? Why is it important to do so?
- What techniques can one use to institutional changes?

Case Study: Brenex (end of Chapter 10)

Required preparation: Read textbook Chapter 10.

10 Mar. 19 **Monitoring and Controlling the Change Process**

- What is the role of data and metrics in organizational change?
- How can metrics help to institutionalize the changes?

Case Study: Omada Health: Making the Case for Digital Health (end of Chapter 11)

Required preparation: Read textbook Chapter 11.

11 Mar. 26 **Before the break: Group Presentations**

**After the break: Future of Organizational Change**

No required reading this week

**IMPORTANT:** All group reports are due before start of class (even if your group is not presenting this week)

12 Apr. 2 **Before the break: Group Presentations**

**After the break: Final Exam Review**

No required reading this week

**\*Refer to Academic Calendar for dates University Closed Dates and Holidays**  
<https://calendar.carleton.ca/academicyear/>

### **Late Assignments:**

Deadlines for this course are strict. Please make extension requests as soon as possible if needed. Unless an extension was granted, an assignment turned in after the deadline will result in an immediate 10% penalty on the final mark for the assignment. An additional 10% penalty will be assessed on the final mark for the assignment per day until the assignment is turned in. All assignments must be submitted to complete the class.

### **Individual Case Analysis (20 marks)**

Each student will complete an individual case analysis based on a case that they will select from a list posted to Brightspace. Your analysis should apply the theories and practical techniques learned throughout the course. Supplemental references are encouraged. A guideline for the assignment will also be posted to Brightspace and reviewed in class.

### **Group Project (35 marks)**

You will be required to form groups of 5 students (this may vary dependent on class size). You are responsible for selecting your team partners and the team is expected to self-govern to ensure the quality of all deliverables, independently resolving any conflicts within the team. It is strongly recommended that you seek diversified and complementary skill sets in your prospective team partners, ideally students from different academic concentrations with varied work experiences and backgrounds. Further information on team formation will be discussed in class.

The group project consists of 2 deliverables: a case report (25 marks) and a presentation (10 marks). The case report will be based on a case selected from a list that will be posted to Brightspace. A detailed guideline describing the format, structure and expectations for the case report will also be posted to Brightspace. The case reports must be submitted before the group presentations begin.

The group presentations will be in person and in class during the last two weeks of the semester. All group members must participate in the group presentation unless accommodation or exception is granted. In these exceptional circumstances, an alternative will be arranged so

that all students may participate equitably. A detailed guideline describing the format, structure and expectations for the presentation will be posted to Brightspace.

Each student will also be required to complete a self-evaluation and peer evaluation at the end of the project. The evaluation will be posted as a survey to be completed on Brightspace. You are particularly encouraged to maintain evidence of your contribution to team deliverables, including estimated research time, early drafts of contributions, organizing activities, etc. The keeping of a worklog of team meetings, commitments, decisions, etc. is also a valuable project management tool. It is in each team member's best interest to ensure an equitable sharing of the research and work.

### **Contribution to Class Discussion and Experiential Exercises (15 marks)**

Managing change requires many skills, but the most important skill for a change agent is communication. That is why so much of this class is based on in-class experiential activities and a variety of modes of communication (e.g., reports, slide decks, group discussion, presentations, etc.). That said, communication is also a two-way process. It would be very difficult for a student to learn communication skills if the people they are with are not also committed to a high level of communication. To develop these communication skills, students in this class are expected to make a positive contribution to the learning experience by participating in all the in-class activities and group discussions. This not only involves speaking at appropriate times during class but also listening and relating to what other people are saying to encourage a collaborative learning environment. To make these positive contributions, attendance and on-time arrival to class is mandatory.

### **Final Exam (30 marks)**

There will be a closed-book final exam for this class. It will be scheduled during the final exam period. The exam questions will be based on all the required readings, course material covered in class, and the in-class activities. More information about the exam will be provided throughout the term with a final exam review planned for the last lecture of the semester.

### **Deferred In-Class Quizzes/Tests or Midterms:**

In the event that you are unable to write an in-class midterm, test, or other scheduled assessments due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to your professor. Upon review, a deferred test may be offered. Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for that test.

### **Deferred final exams:**

If you wish to defer a **Formal Final Exam**, you – the student – must reach out to the registrar's office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval.

### **Use of Generative Artificial Intelligence**

This is an AI-forward course. Students are expected to use generative-AI tools (e.g., ChatGPT, Claude, Copilot) as thought partners and assistants to enhance the quality of their work. Assignments will be graded assuming students had full access to AI support. Use these tools

responsibly. That is, verify outputs, apply your own judgment, and cite AI use when relevant. The goal is not to outwit AI but to elevate your learning through it. You can access resources related to citing Generative AI on the [MacOdrum Library website](#). Additional resources are also available on Carleton's [Artificial Intelligence Hub](#).

**Contribution to Learning Goals of the Program (BCom, BIB):**

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
<b>BC1 Knowledge</b> <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
<b>BC2 Collaboration</b> <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
<b>BC3 Critical Thinking</b> <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
<b>BC4 Communication</b> <i>Graduates will be effective and persuasive in their communications.</i>				X

<b>BI5 Global Awareness (BIB ONLY)</b> <i>Graduates will be globally-minded.</i>		X		
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## ADDITIONAL INFORMATION

### **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).

### **Required calculator in BUSI course examinations.**

If you are purchasing a calculator, we recommend anyone 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

### **Group work**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### **Grading**

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

A = 85-89              B = 73-76              C = 63-66              D = 53-56

A - = 80-84              B - = 70-72              C - = 60-62              D - = 50-52

F = Below 50

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**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy Accommodation**

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: [Pregnancy Academic Accommodation Information - Equity and Inclusive Communities](#)

### **Religious obligation**

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: [Academic Regulations for Students with Religious Obligations < Carleton University](#)

### **Academic Accommodations for 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](mailto: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. [carleton.ca/pmc](http://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: [Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities](#)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. 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 – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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/>.

### **Sprott Student Services**

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at [bcom@sprott.carleton.ca](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto:bib@sprott.carleton.ca).

### **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: [carleton.ca/csas](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a 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 may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

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