



**Carleton University
Sprott School of Business**

BUSI 4105 B:

MANAGING CHANGE

Winter 2018

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Class-room: Southam Hall 517

Class Days and Times: Fridays: 8:35 – 11:25 am

Office Hours: Wednesdays and Fridays (12-2:00pm) or by appointment

This course outline provides you with most of the information you will need to know in order to organize yourself for the lectures, prepare for and complete your assignments. It is, therefore, important that you:

Please read carefully all the information provided in this course outline.

If in doubt please consult the course instructor.

UNDERGRADUATE CALENDAR DESCRIPTION

BUSI 4105 [0.5 credit]: Managing Change

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.

PREREQUISITES

Prerequisite(s): third-year standing and [BUSI 2101](#) or [BUSI 2702](#) or [BUSI 3602](#) with a grade of C- or higher.

COURSE OBJECTIVES

Organizational change and the set of processes through which it occurs and is managed continues to be of relevance and interest to both academics and practitioners. Indeed, change is an integral part of organizational life. But, initiating and sustaining successful change is no small feat. Thus, the capacity to comprehend change and the ability to manage organizational change effectively is a distinguishing characteristic of successful leaders and organizations. It is in such a context that the overarching goal of this course is to critically examine/explore the current thinking and practice about managing change. Specifically, the course aims to provide students with:

- (a) A clear understanding of the factors for and against organizational change, contexts of organizational change and their significance and implications, approaches/strategies and challenges of implementing and sustaining organizational change.
- (b) A nuanced and sophisticated comprehension of the various models advanced by academics and practitioners in their endeavor to make sense of and implement meaningful organizational change.
- (c) The skill set necessary for: (i) data collection, analysis and reporting and presentation, (ii) the formulation of business strategies and operational plans consistent with the realities of the challenges and opportunities of planned and unplanned organizational change, and (iii) effective/productive team work and collaborative research and learning.
- (d) An opportunity for a hands-on experience through a group project on organizational change.
- (e) A solid foundation and knowledge necessary to prepare the students for more advanced study and a career in management.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

- (a) Describe and explain the unique features and approaches of managing change in a variety of contexts.
- (b) Demonstrate a nuanced understanding of the various models of organizational change as advanced by both theoreticians and practitioners.
- (c) Show a familiarity with various tools/techniques of data collection, analysis and report compilation and presentation as well as on how to effectively utilize publicly accessible and proprietary sources of information/data.
- (d) Demonstrate that they can analyze/assess the unique, complex and dynamic environments in which contemporary organizational change occurs and is implemented/managed.

COURSE STRUCTURE AND DELIVERY

Meeting on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format and around five (5) broad activities:

(a) Student Engagement

Students will each week critically examine and discuss the assigned readings and issues. In fact, each session will begin by engaging students in a discussion of the key readings and a recap of the previous session's material. All course participants will be expected to take an active role in discussions. As such, each participant will be expected to have read all the required readings and be prepared to discuss the assigned readings and issues raised in the readings and class discussion. And, most importantly, class participation/engagement is predicated on the premise that class attendance for each and every student is mandatory throughout the semester.

(b) Review of Weekly Required Readings

Each required reading will be critically reviewed, presented and discussed in class by a team of three students assigned at the beginning of the semester. Each presenting team will be required to hand-in a written review to the instructor on the day of their presentation. Details of the assignment and a weekly-based assignment list/schedule will be posted on cuLearn.

(c) Mid-Term Test (in-class).

Students will be required to sit an in-class mid-term test on a scheduled date (**Session 6: February 16th, 2018**).

(d) Final Exam

Students will be required to sit a written formal final examination as scheduled by the university.

(e) Term Group Project:

Students will be required to form/join a group (not more than 6 members per team) to conduct a study of a specific organization that has undergone change. Details of the group project will be posted on cuLearn.

TEXT BOOK AND OTHER RESOURCES

The following textbook is required for this course:

Myers, Piers, Sally Hulks and Liz Wiggins (2012) Organizational Change: Perspectives on Theory and Practice, Oxford University Press.

In addition to the textbook, key/required readings (and optional supplementary readings) are assigned from other sources (e.g., periodicals, etc.) as deemed appropriate. **Required course readings will also be accessible via Ares (library reserve facility).** Moreover, throughout the semester/course students will be encouraged to read the current business press with a keen eye on thought provoking topics pertaining to managing change.

ASSESSMENT

(1) Student Engagement	15 %
(2) Critical Review of Course Readings	10%
(3) Mid-term Test (In-class)	10 %
(4) Final Examination	25 %
(5) Term Group Project:	
(i) Phase 1: Project & Topic Selection	5%
(ii) Phase 2: Data Collection and Preliminary Analysis	10%
(iii) Phase 3: Preliminary Report Presentation	10%
(iv) Phase 4: Final Report	15%
Total	100%

NOTE:

- (1) Satisfactory in-term performance:
 - (a) Unless otherwise stated below in item (b), the requirement for Satisfactory Performance is set at 50% of all, not each, pre-final work (i.e., assignments, participation marks, tests, etc.).
 - (b) Students must participate and receive a mark (above zero) in each of the five evaluation components in order to receive a passing grade.
- (2) **If you must miss the mid-term test due to verifiable illness (or, in rare cases, some other circumstances beyond your control) you may apply to shift the weight of the mid-term to the final exam by submitting a medical certificate or other verifiable documentation to me—the instructor—no later than five (5) calendar days after the midterm date.**

BUSI 4105 A – Winter 2018 – Lecture Schedule, Course Topics, Required Readings, Group Presentations & Mid-Term Test

Session	Topic	Required Readings
Session 1 January 12 th , 2018	Course Introduction	<ul style="list-style-type: none"> • No required readings
Session 2 January 19 th , 2018	Change Models Causes of Change Intentions and realities of change Role of technology	<p>Myers, Hulks and Wiggins: Chapters 2 & 3</p> <p>Beer, M. and N. Nohria (2000) "Cracking the code of change", <i>Harvard Business Review</i> 78(3): 133-141.</p> <p>Kerber, K. and A. Buono (2005) "Re-thinking organizational change: reframing the challenge of change management", <i>Organization Development Journal</i> 23(3): 23-38.</p> <p>Kotter, J.P (2007) "Leading change: Why transformation efforts fail", <i>Harvard Business Review</i> 85(1) 96-103.</p> <p>Volkof, O., D. M. Strong and M.B. Elmes (2007) "Technological embeddedness and organizational change," <i>Organization Science</i> 18(5): 832-948.</p>
Session 3 January 26 th , 2018	Emotions of change Sense-making processes in change Non-Western perspectives of organizational change	<p>Myers, Hulks and Wiggins: Chapters 4 & 5</p> <p>Jing, R., and A. H. Van de Ven (2014) "A Yin-Yang model of organizational change: The case of Chengdu Bus Group," <i>Management and Organization Review</i> 10(1):.29–54.</p> <p>Jing, R., and A. H. Van de Ven (2017) "Toward a chance management view of organizational change," <i>Management and Organization Review</i> page 1 of 18.</p> <p>Malhotra, N. and C.R. (Bob) Hinings (2015) "Unpacking continuity and change as a process of organizational transformation," <i>Long Range Planning</i> 48: 1-22</p> <p>Parastuty, Z., E. J. Schwarz, R. J. Breitenacker, and R. Harms (2015) "Organizational change: a review of theoretical conceptions that explain how and why young firms change", <i>Review of Management Science</i> 9:241–259.</p>

<p>Session 4 February 2nd, 2018</p>	<p>Change from the perspective of: (a) organizational culture, (b) power and politics, and (c) organizational learning</p>	<p>Myers, Hulks and Wiggins: Chapters 6, 7 & 8</p> <p>Bernick, C.L. (2001) When your culture needs a makeover”, <i>Harvard Business Review</i> June 53-61 Coutu, D. (2006). Lessons in Power: Lyndon Johnson revealed, <i>Harvard Business Review</i> 84 (4): 47-52 Lorsch, J.W. and E. McTague (2016) “Culture is not the culprit”, <i>Harvard Business Review</i> 94(4) 96-105. Watkins, M.D. (2009) “Obama’s First 90 Days,” <i>Harvard Business Review</i> 87(6) 34-35</p>
<p>Session 5 February 9th, 2018</p>	<p>Approaches to Change Implementation: (a) Directed Change, (b) Facilitated Change</p>	<p>Myers, Hulks and Wiggins: Chapters 9 & 10</p> <p>Choi, M. (2011) “Employees’ attitudes toward organizational change: A literature review,” <i>Human Resource Management</i>, 50(4): 479- 500 Stoltzfus, K., C. Stohl and D. R. Seibold (2011) “Managing organizational change: paradoxical problems, solutions, and consequences”, <i>Journal of Organizational Change Management</i> 24(3): 349-367.</p>
<p>Session 6 February 16th, 2018</p>	<p style="text-align: center;">Mid-Term Test</p>	
<p>February 19th to 23rd, 2018</p>	<p style="text-align: center;">Winter Break</p>	

<p>Session 7 March 2nd, 2018</p>	<p>Role People Play in change Communicating change</p>	<p>Myers, Hulks and Wiggins: Chapters 11 & 12</p> <p>Bonaccio, S., J. O'Reilly, S. L. O'Sullivan and F. Chiochio (2016) "Nonverbal behavior and communication in the workplace: A review and an agenda for research," <i>Journal of Management</i> 42(5): 1044-1074</p> <p>By, R. T. (2005) "Organisational change management: A critical review," <i>Journal of Change Management</i> 5(4): 369-380.</p> <p>Foss, N.J., and T. Saeb (2017) "Fifteen years of research on business model innovation: How far have we come, and where should we go?" <i>Journal of Management</i> 43(1): 200-227.</p> <p>Kamarudina, M.F., K. Starrb , A. N. Abdullaha , K. Husain (2014) "Communicating change in organizational restructuring: A grounded theory case study," <i>Procedia - Social and Behavioral Sciences</i> 155: 496- 501</p>
<p>Session 8 March 9th, 2018</p>	<p>Sustaining Change</p>	<p>Myers, Hulks and Wiggins: Chapters 13</p> <p>Buono, A., and K. Kerber (2010) Creating a sustainable approach to change: Building organizational change capacity, <i>SAM Advanced Management Journal</i> 75(2): 4-21</p> <p>Buchanan, D., L. Fitzgerald, D. Ketley, R. Gollop, J. L. Jones, S. Saint Lamont, A. Neath and E. Whitby (2005) "No going back: A review of the literature on sustaining organizational change," <i>International Journal of Management Reviews</i> 7(3): 189–205.</p> <p>Looney, J.A., E. K. Shaw and B. F. Crabtree (2011) "Passing the Baton: Sustaining organizational change after the facilitator leaves," <i>Group Facilitation: A Research and Applications Journal</i> 11:15-23.</p>

Session 9 March 16th, 2018	Presentations (4 Groups)	
Session 10 March 23rd, 2018	Presentations (4 groups)	
March 30th, 2018	Good Friday – Statutory Holiday – No classes	
Session 11 April 6th, 2018	Presentations (4 Groups)	
Session 12 April 11th, 2018	Course Wrap Up & Final Exam Review	

END OF SEMESTER

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 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

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, follower-ship 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.

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, Accommodations, Etc.

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 Accommodations

For Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to

send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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. 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/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

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.

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 may wish to do so by visiting <http://carleton.ca/ccs/students/>
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Important Dates and Deadlines – Winter 2018
Graduate, Undergraduate and Special Students

January 2

University reopens at 8:30 a.m.

January 8

Winter term classes begin.

January 12

OSAP deferral deadline. [Late payment charges and late registration charges](#) applied to the student account on or after this date for eligible OSAP students.

January 19

Last day for registration for winter term courses.

Last day to change courses or sections (including auditing) for winter term courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Winter 2018 and must register for the Winter 2018 term.

January 19-21, 26-28

Fall-term deferred examinations will be held.

January 31

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

February 16

April examination schedule available online.

February 19

Statutory holiday, University closed.

February 19-23

Winter Break. Classes are suspended.

March 1

Last day for receipt of applications from potential spring (June) graduates.

Last day for receipt of applications for admission to an undergraduate program for the summer term.

March 9

Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

Date TBA

Last day to pay any remaining balance on your Student Account to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2018 course selection.

March 27

Last day for summative or final examinations in winter term or fall/winter courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).

March 30

Statutory holiday, University closed.

April 7

Last day to pay any remaining balance on your Student Account to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

April 11

Winter term ends.

Last day of fall/winter and winter-term classes.

Classes follow a Friday schedule

Last day for academic withdrawal from fall/winter and winter term courses.

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

April 12-13

No classes or examinations take place.

April 14-26

Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

April 26

All take home examinations are due on this day.

May 11

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Spring 2018 and must register for the Summer 2018 term.

May 18-29

Fall/winter and winter term deferred final examinations will be held.