



**CARLETON UNIVERSITY
BUSI 4105 /A
2020 / WINTER
MANAGING CHANGE**

Instructor: Harry Chhina, PhD.

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Office Hours: By appointment

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Course meets: Thursdays, 8:35 am – 11:25 am @ Southern Hall 403

Prerequisites & precluded Courses: Third-year standing and BUSI 2101 or BUSI 2702 or BUSI 3602 with a grade of C- or higher.

Course Calendar description from the 2019/2020 University calendar:

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.

Course Description:

Change is an integral aspect of organizational life. The ability to effectively manage change is a distinguishing characteristic of successful leaders and organizations. In this course we will examine the theoretical basis for organizational change and its practical application, primarily through the use of case studies.

Specifically, we will examine several important theoretical bases for organizational change, in order to gain a better understanding of what constitutes a successful and enduring change. We will also consider how to enhance our personal capacities to lead and implement change. On an individual basis you will apply frameworks to an actual case. On a group basis, you will participate in planning for change in an actual organization.

Learning Objectives

- Develop an understanding of the processes through which change happens. This includes the ability to

- Categorize an organisational change by change type
 - Compare various organisational change theories
 - Describe the key stages of the change process
 - Evaluate past organizational change
- Develop key change agent competencies. This includes the ability to:
 - Assess organisational change needs
 - Determine the barriers and drivers of change
 - Develop plans to achieve meaningful organisational change
 - Apply change implementation theories appropriately
 - Design change assessment criteria
 - Engage in personal reflection on change and the application of learning to “real life.”

Textbook and Readings:

- Cawsey, T., Deszca, G. & C. Ingols (2015) Toolkit for Organizational Change, 3rd edition. Los Angeles: Sage. Available at the Carleton Bookstore
- Coursepack, Harvard Business Review (purchase for \$29.75 at <https://hbsp.harvard.edu/import/588799>)
- Additional readings in the class schedule are available from Ares on the course CuLearn page

Summary of Course Requirements & Methods of Evaluation

Description of assignment	Value
Discussion preparation and participation	10%
Experiencing change assignment: <ul style="list-style-type: none"> ● Change experience essay (5%) 15 January ● Peer analysis (10%) 29 January ● Reflective response (10%) 12 February 	25%
'Topics in organizational change' (group assignment) <ul style="list-style-type: none"> ● Choose groups and register on CuLearn by 12 February ● In-class presentations 19 March 	20%
Capstone project 'Organizational change' <ul style="list-style-type: none"> ● Proposal (5%) 05 February ● Analysis (15%) 04 March ● Plan (15%) 04 April ● Poster (10%) 04 April 	45%
Total	100%

Course Work

Individual component

a) *Participation*

- i) This is an advanced course where active class participation is considered essential to your learning experience. Such participation includes your physical attendance as well as the quality of contribution (not quantity) of your discussion input (how well you build on others' ideas, introduce new ideas informed by readings, etc.); the 10% marks will be allocated based on *both these* criteria.
- ii) You should complete the readings and other assigned preparation work before class so that you will be able to contribute to the discussion. In addition, there will be certain tasks to be completed and submitted online (such as peer evaluations) that will also contribute to this element.

b) *Experiencing Change Assignment*

This assignment is intended to get students thinking about change, how it impacts them personally, and how change management theory can be applied to real world situations. It consists of three parts:

- i) *Part 1:* A 3-4 page personal reflection essay on a change that you have recently experienced.
- ii) *Part 2:* A 3-4 page critique of your classmate's reflexion essay on how the change experience relates (or not) to the material discussed in the first three weeks of class
- iii) *Part 3:* A 3-4 page reflective response on the peer assessment and instructor's comments

This assignment will be explained in detail on cuLearn (including a grading rubric to guide you further).

Group component

a) *Review of an Organizational Change topic*

This requirement expects from you (as part of a team) to select, research, and summarize a relevant organizational change related issue. You will then present the findings with practical and research implications in the class. To achieve this, you should:

- i) Choose your team, select an organizational change issue that you see as important, and sign-up on CuLearn (by 13 February).
- ii) Select and review 5 theoretical or empirical articles (from peer-reviewed journals), or significant journalistic pieces (such as Bloomberg, WSJ), that are related to your topic of choice. To truly showcase your idea, you may select a video content (e.g., a speaker, Ted Talk, or documentary) to peg your research but then add scholarly

support from peer-reviewed journals to your analysis.

- iii) Address the "so what" question (i.e., how does the material you have reviewed help you when thinking about the particular organizational change issue you set out to better understand? What have you learned?)
- iv) Present your effort in a 10 minute presentation to the class as per schedule posted on cuLearn

b) Capstone Organizational Change Project

- i) You will (as part of a group) do a meaningful, worthwhile organizational change related project. Such projects may focus on creating a change in a process, system, or structure within the community; a business or nonprofit organization; a government institution; or even our own university! This does not need to be a large transformational change, but then neither should it be trivial. The project should meet two criteria: a) show promise of being a worthwhile learning experience, and b) have some societal value.
- ii) The subject of this project should be different from what you would have done in your review of an organizational change subject in the first group assignment above.
- iii) You will engage with the change project through field work so that you can gain a clear and in- depth knowledge about the context of the change project and the intended outcomes. Your goal should be to gain a level of detailed understanding commensurate with the case studies we discuss in class even though completion of the project may not happen due to the short duration of the course.
- iv) Deliverables will be in four parts:
 - 1) A one page project proposal which will include a concise statement of what the change project is and why it is important, including a brief plan of what you think has to be done to achieve the change and a statement of how you will measure whether the change has been accomplished.
 - 2) A comprehensive change analysis including the need for change, the readiness for change, stakeholder analysis, power analysis, and force field analysis. They will also include a vision statement for the change. This report should be between 7-8 pages.
 - 3) A final report to include linking the change project to theory and present an action plan for implementation of the change. This needs to be specific and should be between 12-15 pages. The report will also include an evaluation of any actions taken in pursuit of the change and a proposed method of evaluating the future success of the change.
 - 4) Poster display of your change project
- v) You should, as a group, talk to me about your project ideas as early as possible.

Notes regarding assignments

- a) Assignments are NOT expected in printed form; upload soft copies in pdf form on cuLearn as per schedule (i.e., by 6pm on due date).
- b) Deadlines are strict: cuLearn will not allow you to upload your assignment after the deadline (implying a zero mark for missed deadlines).
- c) The quality of your writing is an important component of effectively presenting your ideas and poor writing will result in marks lost. If you need coaching on your writing skills, help is available at the writing tutorial service – <http://www1.carleton.ca/sasc/writing-tutorial-service>

Course Schedule

Date	Topic	Student preparation
09 Jan	What is Change Management?	Read: Toolkit, Ch.1
16 Jan	Theories of Change	DUE: Change Experience Essay Read: Toolkit, Ch.2
23 Jan	Recognizing the Need for Change	Read: Toolkit, Ch. 3 Read: Anand, N., & Barsou, Jean-Louis. (2017). What everyone gets wrong about change management. Harvard Business Review. 95(6), 78-85. (CuLearn)
30 Jan	Readiness for Change	DUE: Peer Analysis Read: Toolkit, Ch.4
06 Feb	Navigating Change: Structure & Systems	DUE: Organisational Change Proposal Read: Toolkit, Ch. 5
13 Feb	Navigating Change: Culture & Politics	DUE: Reflective Response Register: Topics must be registered on CuLearn by today Read: Toolkit, Ch.6 Read: Lorsch, J.W., & McTague, E. (2016). Culture is not the culprit. Harvard Business Review, 94(4), 96-105. (CuLearn)
20 Feb	WINTER BREAK	
27 Feb	Recipients of Change	DUE: Organisational Change Analysis Read: Toolkit, Ch.7 Read: Kegan, R., & Laskow, L. (2001). The real reason people won't change. Harvard Business Review, 79(10), 85-92. (CuLearn)

05 Mar	Change Agents	Read: Toolkit, Ch.8
12 Mar	Topics in Organizational Change	DUE: Group Presentations *Powerpoint slides should be uploaded to CuLearn by midnight the day before.
19 Mar	Action Planning & Implementation	Read: Toolkit, Ch.9 Read: Sirkin, Harold L. (2005). The hard side of change management. Harvard Business Review. (83)10. 108-115. (CuLearn)
26 Mar	Measuring & Controlling Change)	Read: Toolkit, Ch.10 Read: Making Process Improvements Stick (HBR Coursepack)
02 Apr	Final review	DUE: Poster Presentations DUE: Organisational Change Plan

Notes:

1. While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modification throughout the semester. All such changes will be posted on cuLearn in advance.
2. Cases to be discussed in the class will be specified on cuLearn every week

Additional Information*Communication*

Generally, email is the best method for communication between instructor and students. Emails should be written from your *Carleton cmail account*, including your *full name* and *course name* in the subject line for proper identification.

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, or

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.

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
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

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

a) Pregnancy obligation

Please contact your instructor with any requests for academic accommodations 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:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

b) Religious obligation

Please contact your instructor with any requests for academic accommodations 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:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

c) 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 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

d) 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 is 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.ca/sexual-violence-support/

e) *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 accommodations 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

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 just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. The advisors there will be happy to discuss grades, course selection, tutoring, concentrations etc. 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:

- I. Students must always retain a hard copy of all work that is submitted.
- II. All final grades are subject to the Dean's approval.
- III. 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/>