



Management 5120 A
Fundamentals of Leading and Managing Organizational Change
Fall 2014

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Office Hours: To be determined
Course time & location: Monday 6:00-9:00 PM, 3220 River Building

Course Description and objectives:

The objective of this course is to provide an overview of key constructs and theoretical models in leading and managing organizational change. Depending on whose research you read estimates of failed change efforts vary from 50-80%. That's an enormous loss of time, energy, resources and morale. This course is designed to help you understand why this may be so and to increase your awareness of how organizational leaders, managers, and change agents can be more effective with change interventions.

The centerpiece of the course will be a focus on a massively successful transformation at Interface Flooring, an example of "deep change". To this end you are expected to read Business Lessons From a Radical Industrialist by Ray Anderson. My hope is that this will engage and inspire your curiosity about successful change.

Using the research of Robert Kegan & Lisa Lahey on immunity to change we will look at how individuals, groups and organizations respond to change. Kegan & Lahey's findings on competing commitments is a powerful methodology to account for apparent "resistance" to change.

Since 'one size fits all' does not apply to human systems the course will review key change models and change strategies. We will use The Theory & Practice of Change Management as our general road map. The text will serve as a resource for research and tools for change. You are encouraged to 'specialize' in a theory that has strong appeal for you.

Since organizations are in fact conglomerates of individuals we will explore how individuals respond to change, how change should be managed, change management competencies and the importance of changing organizational culture. Students will have the opportunity to apply change management frameworks in their assignments and review key literature on the subject with a view to identifying practical resources they can use in the future. Textbooks were selected as practical additions to professional tool kits.

Textbook(s):

Students are responsible for acquiring the following texts for the course:
Immunity to Change by Robert Kegan & Lisa Lahey, Harvard Business Review Press
Business Lessons From a Radical Industrialist by Ray Anderson, St. Martin's Griffin Press
The Theory & Practice of Change Management by John Hayes
All texts are available at Octopus Books, 116 Third Avenue

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 of 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.

Precludes additional credit for [MGMT 5121](#) and [MGMT 5122](#)

The School of Business enforces all prerequisites.

Drop Course Policy

Students can drop a course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. A required course will have to be taken again. Students with medical reasons and supporting documentation may petition the School to have the ABS grade changed back to WDN.

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

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 instructor 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.

Person with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

Religious Observance

Students requesting academic accommodation on the basis of religious observance 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 academic 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 or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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 <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Class Format:

The format of the class will be a combination of lecture/discussion and participatory exercises including case studies, panel discussions, team presentations and experiential exercises. Class participation is a significant part of your final grade. Each student is expected to be an active participant in each class session to demonstrate understanding and critical thinking on readings and experiences in the classroom. Attendance is mandatory since what happens in class is not a rehash of readings. If you have an emergency and cannot attend class please notify me as much in advance as possible. It is important that we begin class on time – once class has started the door will be shut and you may not enter until the break. It is expected that students will take responsibility for their own learning, please consider this to be an analogue to your present and future professional endeavours.

In keeping with previous years (automotive sector, energy sector social media) there is a theme that we will reference throughout the course. This year the focus will be on sustainability: is this a change that is good for business.

Information Relevant to Completion of Assignments:

Written submissions should be your *original* work. For help and clarification of this you are strongly encouraged to consult the document “*Paper Formatting & Documentation Guidelines*” on the Sprott website.

Page limits indicated for written assignments are non-negotiable, i.e. a one page submission for a five page assignment will be deemed insufficient. Material beyond the stated limit will not be read and the initial part of the submission will be judged on its merits.

For fairness and comparability all take-home written work must be submitted typed, double-spaced, on letter size paper with 2.5 margins, in Times New Roman 12, Arial 11 or equivalent font.

Note that in addition to content all written work will be graded for grammar, spelling, writing style, and organization of material.

Deadline extensions will not be granted and late assignments (those handed in after class has started) will not be accepted. University approved reasons (e.g. medical grounds with appropriate documentation) are the only exception.

Grading Scheme:

Class preparation and participation	15%
Essay/exam	40%
Group Change Consulting Project	30%
Individual learning summary and critique of project	15%
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TOTAL	100
%	

NB: Some important directions to help you navigate the course:

- Start reading Business Lessons From a Radical Industrialist now as we will reference it throughout the semester. The mid-term exam consists of a take home essay in which you will be required to analyze the transformation of Interface to demonstrate how you have understood and integrated course content.

- Start reading Immunity to Change now, for the same reasons given above. You will be expected to apply the concepts during class discussions as well as on the mid-term exam.
- The Theory & Practice of Change Management will be used as a reference and a handy source of research, case studies, processes and tools. You are not expected to read it cover to cover, in fact reading assignments will reflect the order of topics as described in the syllabus. Nor do I expect you to regurgitate facts. I would like you to focus on what truly interests you and learn what you really need to know. I'll be looking for critical thinking, curiosity and integration (ability to apply) the information covered.
- You will be working in teams on a change project. Teams will work together to respond to an "RFP" There are 3 parts to this assignment 1) Using course learning teams will work together to analyze and present a compelling case for why they should be selected to act as change agents; 2) A written summary of their findings; and 3) A presentation to class.

Important Dates:

- Take home essay/exam due November 4th.
- Consulting Team reports and presentations due November 18th.
- Summary of individual learning summary and critique of change project due November 25th.

Week	Date	Topic/Agenda	Pre-class Prep
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1	09/08	<p>Course overview; working definitions of change/transformation; discussion of assigned articles; Do you agree with Peter Fuda that “Change can be managed is a flawed assumption”?</p> <p>Introduction of Kegan’s levels of epistemology and impact on change.</p> <p>Organize consulting teams</p>	<p>Read “Why Change Efforts Fail” by Dr. Peter Fuda (available on-line); and “Leading Change: Why Transformation Efforts Fail” by John Kotter (HBR). Come to class prepared to discuss your individual experience of, your curiosity about, your interest in and your response to change.</p>
2	09/15	<p>Change theories: The function of models</p> <p>Differentiating “leading” and “managing” change</p> <p>We will view and discuss the film “So Right So Smart”</p> <p>Immunity to Change</p>	<p>Read chapters one, two and three in <u>The Theory & Practice of Change Management</u>.</p> <p>Be prepared to discuss the following in class:</p> <p>Kegan & Lahey referencing leaders and CEOs with whom they worked say that they demonstrated “...A deep and abiding recognition that their people bring their humanity to work with them every single day; that the absolute division between the work realm and the personal realm is naïve and unhelpful; and that twenty first century leaders must find a more effective way to engage the emotional lives of their organizations and leadership teams.”</p> <p>How do you interpret this statement? And what are the implications for leading and managing change?</p>

3	09/22	<p>Diagnosing the need for change: If 'change' is the answer what is the problem? The importance of accurate identification of the problem and careful data gathering in diagnosing the need for change. Data gathering methodologies</p> <p>Panel discussion: "Is There a Business Case (need) for Sustainability? And what are the challenges for change agents?"</p>	<p>Read: chapters 5,6,7 in <u>The Theory & Practice of Change Management</u></p> <p>Read: Chapter one Anderson; also read "Making Sustainability Profitable" HBR March 2013; "Sustainability Pays" by David Brown in Economic Intelligence February 2013</p>
4	09/29	<p>Organizational culture and change; The importance of culture change to ensure that change "sticks". OCAI (Organizational Culture Assessment Instrument) Implications of culture change Culture change at Interface</p>	<p>Read: pages 414-417 in text; Read "The Key to Changing Organizational Culture" by John Kotter (Forbes Sept. 27, 2012); "How to Change Your Organizational Culture" Wall Street Journal (WSJ.com) Respond to the OCAI on-line</p>
5	10/6	<p>Leadership & Change: How important is it? Kotter's model of change leadership; Quinn's model of leadership Different leadership styles; different outcomes (Starbucks v. J.C. Penny) How does the individual's level of epistemology affect their leadership? 5 Dimensions of leading change; the role of leadership at Interface, how these dimensions are in evidence in the case of Interface.</p>	<p>Read: Text Chapter 9 'The Role of Leadership in Change Management' NB Kotters model is described in this chapter; read also "Moments of Greatness: Entering the Fundamental State of Leadership" by Robert Quinn HBR July 2005; Take the on-line assessment "The Change Within" (link is in the above article) 5 dimensions of leading change activity</p>
6	10/17	<p>Implementing & sustaining change; Consulting teams to present their findings on interventions as assigned, to include recommendations for application in specific situations. We will discuss how change is being sustained at Interface.</p>	<p>Read chapters in Section VI assigned to your team. Teams prepare and present their analysis in class as follows: Team 1 – chapters 18,19,20 Team 2 – chapters 21,22 Team 3 – chapters 23, 26</p>

7	10/20	Implementing & Sustaining change continued; Competing commitments	Come prepared to discuss and apply material on competing commitments in Kegan & Lahey
8	10/27	Reading week, no class meeting	
9	11/3	Managing transitions: the individual at the heart of change We will review the transition cycle; come to class prepared to share where you in the transition model vis a vis a specific change	<u>Take home exam due</u> Read chapter 12 “Managing Transitions” Relationship to the 5 dimensions of leading change
10	11/10	Individual experience of change: this means YOU	Read Kegan & Lahey, chapter 9, 10, Exercise in competing commitments
11	11/17	Resistance to change: nothing important happens without it; What it looks like; How to engage resistance, how some models for change (e.g. AI) affect resistance; Kegan’s competing commitments	Read Chapter 11, Kegan & Lahey; read chapters 11, 12 in Hayes (text)
12	11/24	Consulting Teams present their response to RFP	<u>Consulting team reports due, including executive summary</u>
13	12/1	Discussion and debriefing of change project, integration of material.	<u>Individual learning summary and critique of team change project due.</u>

Important dates and deadlines appear in bold and underlined