



Carleton
University

Sprett
School of Business

MGMT 5120 A
Fundamentals of Leading and Managing
Organizational Change
Fall 2021

Instructor: Linda Duxbury
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Course Time: 5120 A: Wednesday, 6 PM to 9 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, Zoom) to connect

Class Meeting: Asynchronous on-line lectures as indicated on the course outlines
18 hours of synchronous on-line classes indicated on course outline

Learning Modality: **Hybrid.** This class has the following approximate time commitments (excluding readings and assignments):

- 18 hours online, synchronous (*i.e., delivered in real-time*) learning
- 16 hours online, asynchronous (*i.e., recorded content*) learning

Course calendar entry from 2021/22 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. MGMT 5100 and 0.5 credit from MGMT 5111, MGMT 5113 or MGMT 5115; and registration in the Management and Change concentration or a grade of A- or better in MGMT 5100 and permission from the instructor.

Course Description:

“Its 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 yesterdays 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*

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 change. 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
- To help you acquire the types of skills needed to manage change in the post-COVID-19 organization

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.

Course Pack from HBR

To minimize your costs for this course and to make your life as easy as possible I have downloaded as many required readings as I could and posted them in the appropriate module on Brightspace. You need to purchase the rest of the readings for this course along with the simulations.

This course pack includes the reading that are highlighted in yellow in the course outline below. Harvard indicated that this course-pack will cost \$ 51.25 U.S. You can get the course-pack by clicking on the following link and following directions:

<https://hbsp.harvard.edu/import/847462>

Harvard provides the following cautions on 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 either of the simulations until after you have acquired the course-pack. I will have access to who has purchased the course-pack and when they made the acquisition. You cannot do either simulation without acquiring the course-pack. Nor can you prepare for the case discussions. So please do not leave this until the last minute and **do not think that you can "borrow" cases** etc. from your friends -- as you cannot borrow the simulation and you cannot purchase just the simulation.

Other Required Materials:

The student must have a working webcam in order to be able to engage in meaningful participation in the synchronous experiential sessions that will be held over Zoom.

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, will need to hand a summary of the readings for the topics covered in the session they missed along with the required assignment for the modules missed. These summaries will be in addition to other class requirements. No final mark will be assigned until all assignments are handed in.

Class Format:

COVID-19 has impacted us all. It has changed how we work, how we socialize and how we take classes. In fact if one puts Change and COVID-19 into Google one comes up with 3,900,000,000 results!!! I have tried to make this course as relevant as possible to your work and your lives. As such there is nothing better to focus our lectures and discussions on in 5120 – a course in managing change – than on our ability, the economy's ability, and our country's ability to manage the changes forced on us by COVID-19. Preparing and teaching a course that is delivered in a hybrid format using a new learning system (Brightspace) was a major change for me. I hope you will forgive me for the hick-ups that I am sure that we will encounter along the way.

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. 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 simulations (Change, Patient Zero) and the cases were all selected to allow you to apply what you have learnt from the different course modules to a real situation.
- **Application:** Your final assignment in the course asks you to use the material from the course to better understand the challenges employees and employers are likely to face as they are pushed to implement Hybrid Office Arrangements.

I have elected to deliver the course in two 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 the area of change or you want to take a leading role within your company managing needed change moving forward.

There is an extensive body of literature (both academic and popular press) on the topic of change management. In fact, “Googling” the phrase “change management” results in 3,510,000,000 hits while “Googling” the phrase “change and COVID-19” turned up 3,980,000,000. When designing this course, I have tried to balance exposing you to many of the key readings in the area and workload. I am asking you to read around 20 to 50 pages of material each week before class. Most of these articles are not tough, and many are interesting, relevant and/or provocative. The readings should also help you in completing the major assignment for this course. I hope you will enjoy them. To increase your exposure to key ideas and concepts I will refer to several dozen books and articles when preparing my lectures. I am happy to suggest extra readings for those interested in the area.

Second, 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 16 hours of synchronous contact time. We will meet on Zoom as outlined below. Each contact session we will discuss several of the “discussion” questions included with each of the class modules followed by either a case (Princess Cruises, Zoom), a simulation (Simulation One: The Zombie Apocalypse, Simulation Two: Implementing Change), or a pandemic focused discussion. We will also talk about leadership during the pandemic and analyze corporate vision statements.

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. If you have an emergency or a work commitment you 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 and putting people in groups not “admitting late participants.” I will also expect that all students will have their **video cameras** on during **all** discussions.

Marking Scheme

Your grade will be calculated as follows

- 50% of your mark will be associated with the module assignments (10 assignments, 5 marks each),

- 15% of your mark will be awarded by me and depend on your participation in class and your performance on the simulations,
- 35% of your mark will be assigned to a final essay.

Details on each of these deliverables are given below. I also talk about each of them in the introductory video and plan on talking about them in our first synchronous session. Please note that marks will be lost when deliverables are late. Also please note that plagiarism will result in a failed grade.

Module Assignments: At the end of Modules One to Ten you will find one to three questions that I would like you to answer. Each write up should be one to five pages in length 1.5 spacing, moderate margins. Please submit completed assignments on Brightspace

The due dates for the assignments are provided on the course outline and summarized on Brightspace (Dates to Remember). They are due the week before the synchronous session to ensure that have done all the background reading and we can focus class time on application of this material. Your preparations efforts will be rewarded as your marks on these assignments will make up half of your final grade/

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.

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, and read the articles assigned to the module. I am also interested in your ability to make an argument in a logical and coherent fashion. Please use APA to reference readings/notes.

Final Essay:

Hybrid work is here to stay – or is it? What the heck is hybrid work anyway? Use the material from the lectures as well as the readings from this course and (if you want) additional readings I have provided (see Brightspace) to write an essay analyzing the move to hybrid work from a change perspective. If you are currently working, I would suggest you use your own company as a reference point when writing your paper [share with the executive of your firm for brownie points]. If you are not working, pick a sector and use it as your reference point. I expect you to consider some or all the following issues in your answer: What type of change are we talking about here? Is it internally or externally driven change? Is hybrid work a disruption in how things are normally done? If yes, what type of disruption? How does hybrid work fit into the organization’s strategic plan? Or does it? What impact is hybrid work likely to have on the organizational culture? How can the concept of ambidexterity apply to hybrid work arrangements? Who is likely to resist the move to hybrid work? Why? Who is likely to push for this form of work? Why? What impact is hybrid work likely to have on how people are lead and managed? How should this change be implemented? What should managers and executives do in the short term (i.e., in the next several months)? How should hybrid work be rolled out? Evaluated? I would also like you to include a section examining the change to hybrid work from your personal perspective: How would you like your workday to be arranged? Why? How will you

react if your work is arranged differently from how you would prefer?

I am expecting about 8 to 12 pages in length 1.5 spacing, moderate margins. Please submit the final paper to Brightspace in the dropbox provided. In the essay I will be looking for evidence that you have watched the videos, read the PowerPoint notes and read the articles assigned to the module. Also interested in your thinking and your ability to present your views in a logical manner. Please use APA to reference readings/notes/powerpoint.

The final paper is due Dec. 20th, 2021 at 9 AM.

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 are:

- **Make sure that you have read the assigned material/watched the videos before you come to class.** 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.
- Be ready to help pull together the learning’s from the class.

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

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

Class Schedule

The following modules are all available on Brightspace. I have also put all the available readings on Brightspace to make things easier. You need to buy the Harvard Business Course Pack to get readings that are highlighted in yellow, the cases and the simulations. Assignments are as noted below.

Each “class session” will last 3 hours and cover two modules.

Module One: What is Change? Categorizing Change? **Sept 22nd - Class - Zoom. 6 to 9:00**

Readings:

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

Readings:

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

Assignment Number One: Answer each of the questions listed below. Each answer should be between one and three pages. **Answers to these questions are due 6 PM Wednesday Sept. 15th, 6 PM, 2021**

- Which of the models presented in this module helps us understand the changes wrought by Covid-19? (2.5 marks)
- Think about changes wrought by COVID-19. What would Nicholson have to say about our reactions to social distancing, the need to wear masks and vaccinations? (2.5 marks)

Module Two: Why do organizations need to Change? **Sept 22nd - Class - Zoom. 6 to 9:00**

Readings

- Institute of Work and Health (2021). Fragmentation in the Future of Work: 9 Trends that May Shape the Future of Work
- Kropp, B. (2021). Nine Trends that Will Shape Work in 2021 and Beyond, HBR Digital Article, Reprint HO64RR

This can also be found at

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

- World Economic Forum, (2020) The Future of Jobs Report 2020

Assignment Number Two: Answer each of the questions provided below. The answer to each of these questions should be one to three pages. **Answers to these questions are due 6 PM Wednesday Sept. 15th, 6 PM, 2021**

- Which are more important drivers of change – internal or external factors? Why do you say this? (Two Marks)

- We will have a debate on this in class. Be prepared to be put in a group assigned to one side of this debate or the other
- If you watched the lecture and read the readings, you will be able to identify many external drivers of change. Which one or two of these factors are likely to have the most profound impact on business, governments, and people over the next decade? Explain why you have identified the factors that you have. (Three Marks)
 - Again, we will have a debate on this in class. I will put you in groups based on the factors you have identified in your paper

Module Three: Disruptive change: Oct. 6th, 2021- Class - Zoom. 6 to 9:00

Readings:

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

Optional Reading

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

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

Case:

Zoom: The Challenge of Scaling with COVID-19 on the Horizon (HBP #5961)

Come to class prepared to answer the questions as outlined in the slide deck for Module Four.

Assignment Number Three: Read the Case on Zoom. Answer each of the questions listed below. Each answer should be one to three pages. **Answers to these questions are due 6 PM Wednesday Sept. 29th**
 The lecture and the readings introduced the following terms: Disruptive technology, sustaining technology and/or innovation and disruptive innovation (lower end disruption or new market).

- How would you classify Zoom (i.e., is it an example of a disruptive technology, a sustaining technology/innovation, a lower end disruptive innovation, or an example of a disruptive innovation that created a new market? Please justify your answer (3 Marks)
- What guidance can you give Zoom on how to position itself for what is likely to become an existential fight against its much larger rivals (Two Marks)

Module Four: Strategic change: Oct. 13th, 2021- Class - Zoom. 6 to 9:00

Assignment Number Four: In total you should require between four and five pages to answer these questions. **Answer to these questions are due 6 PM Wednesday Sept. 29th**

I assigned you a case that involves the cruise industry (Steering Princess Cruises Through the COVID-19 Pandemic)

- After reading this case (and doing any other research you feel is necessary), answer each of the questions outlined in Slide 20 with respect to strategic change in this sector. In all cases, please justify your analysis. (Five Marks)

Case:

Jan Swartz: Steering Princess Cruises Through the COVID-19 Crisis, HBR case 5-421-090

Come to class prepared to answer the questions as outlined in the slide deck for Module Four.

Module Five: Ambidexterity: Oct 13th - Class - Zoom. 6 to 9:00

Readings:

Tushman, M. & O'Reilly, C. (1996). Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change, California Management Review, 36 (4) 8-30. (20 pages)

Assignment Number Five: Answer each of the two questions listed below. Your assignment should be two to five pages in total. **Answers to these questions are due 6 PM Thursday October 7th**

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? (One Mark)
- Slide 24 – gave you the Ambidexterity Matrix. Identify a company that you think is in each of these four quadrants – and tell me why you placed them there. (Four Marks)

Note: Please send me an email with the the names of the companies that you have placed in each of the four quadrants by **6 PM Thursday Oct. 7th** so that I use this information to prepare for our in-class discussion.

Module Six: Organizational Culture: Oct 13th - Class - Zoom. 6 to 9:00

Readings:

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

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

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

Von Post, Eat Your Peas: A Recipe for Cultural Change, Strategy and Business, Summer, 2011 (5 pages)

McKinsey & Company (June 2021) Culture in the Hybrid Workplace (7 Pages)

Optional Readings:

Butterfield, S. (2020). How I did it. The CEO of Slack on Adapting in Response to a Global Crisis, Reprint R2004A,

Katzenbach, J., Steffen, I. & Kronley, C. (2012). Cultural Change That Really Sticks, Harvard Business Review July–August, pg. 2-9 (7 pages)

Assignment Number Six: Answer each of the two questions listed below. Your answer should be two to five pages total. **Answers to these questions due are due 6 PM Thursday October 7th**

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

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

Where do you start if you want to change the culture of the organization? Do you:

- Focus on changing people's attitudes and values – behaviour change will follow
- Change how people behave -- changes in attitudes and values will follow.

Take a stand and justify your response. (Two Marks)

Module Seven: Leading Change: Nov. 10th - Class - Zoom. 6 to 9:00

Readings:

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

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

Leadership Simulation: Patient Zero. (coursepack)

We will be doing the HBR simulation in class. You will be assigned to a team for this simulation.

Assignment Number Seven: Answer the two-part question below. The answer should be two to five pages in total. **Answers to these questions are due 6 PM Wednesday November 3rd**

Identify someone who you feel has been:

- an excellent leader (of a country or a company) during the COVID-19 Crisis.
- an ineffective leader (of a country or a company) during the COVID-19 Crisis.

Why did you select these two people (i.e., What have they done? What did they not do?) Reference the article as well as the slides when giving your answer. Two and a half marks for each part of this questions

NOTE: could you also send me a separate email outlining who you picked as a leader so that I can prepare for our discussion of this topic – also due 6 PM Wed. November 3rd.

Module Eight: Resilience and Readiness: Nov. 24th - Class - Zoom. 6 to 9:00

Readings:

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

Suarez, F. & Montes, J. Building Organizational Resilience, Harvard Business Review, November-December, Pg. 47-52

Optional Reading

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

Assignment Number Eight: Answer each of these questions. Two to four pages total. **Answers to these questions due 6 PM Wednesday November 3rd [note – keeping with the pattern of two assignments due every other week – but this topic will be covered in the session Nov. 24th to give us time for the simulation.**

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

- Identify an organization that you think is resilient. Tell me why you think they are resilient? (Two Marks)
- Are you resilient? Please justify your answer. (One Mark)
- Can you train someone to be resilient? (Two Marks)

Module Nine: Resistance to Change: Nov. 24th - Class - Zoom. 6 to 9:00

Readings:

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

Elrod, D. and Tippett, (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.

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

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

Optional Readings

Gates, B. & Ignatius, A. (2021). It will need to be the Most Amazing Thing Humankind Has Ever Done, HBR, March-April, pg. 126-130.

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

Assignment Number Nine: Answer each of the two questions listed below. Each answer should be between one and three pages in length. **Answers to these questions are due 6 PM Wednesday November 17th**

- What do you think? Is resistance to change inevitable? Why do you say this? What are the implications for companies if your views on resistance are correct? (Two Marks)
- Why do companies and countries resist efforts to address global warning? How would you suggest we act to reduce this resistance? (Note: please refer to the readings and the material from the lecture when providing your answer) (Three Marks)

Module Ten: Implementing Change - Pushing for success:

Nov. 24th - Class - Zoom. 6 to 9:00

Readings:

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

Collins, J. and Porras, J. (1998). Building Your Company's Vision, in Harvard Business Review on Change, Harvard Business Review Press: MA., 65-77. (11 pages)

Pfeffer, J. and Sutton, R. (2006). Change or Die? An Evidence Based Approach to Change Management, excerpted from: Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence Based Management, Harvard Business School Press, MA,

Optional Readings:

Kotter, John P. (2007). "Leading Change. Why transformation efforts fail", Harvard Business Review,

January, pp 92-107

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

Assignment Number Ten: Answer each of these questions. Two to four pages total. **Answers to these questions due are 6 PM Wednesday November 17th**

Companies must change to cope with COVID-19. Leadership in your organization are very concerned about the future of your company. Customers are fickle and employees are frustrated, stressed and overworked. It is hard to get the right staff and retention may be a problem moving forward. After more than a year of working remotely your organizational culture is frayed and no longer providing you with a competitive advantage in terms of retention and succession planning. Your manager comes to you asks you for help implementing change in your organization. What would you tell him to read? (Pick two or three articles that you were assigned in this course and tell me why you selected the articles that you did) (Five Marks)

PLUS: please send me an email that includes the following information:

- The vision statement of either the organization you work for OR a company that you are interested in. Can be a good vision statement OR it can be a horrible one. Your choice.
- The two or three readings you would have your manager read

I need this information by **Wednesday Nov. 17th, 6 PM**. I am going to use it to run two in class exercises.

Module Eleven: Implementing Change - Pushing for success:
December 8th - Class - Zoom. 6 to 9:00

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 – 3 hours

Readings on Hybrid Work (To support your final essay)

McKinsey & Company (June 2021) It's time for Leaders to Get Real About Hybrid

McKinsey & Company (April 2021) What Employees are Saying About the Future of Remote Work

Barrero, J., Bloom, N., & Davis, S. (December, 2020). Why Working From Home Will Stick [30 pages]

Gavett, G. (July, 2020). The New Reality of WFH, HBR "The Big Idea" Harvard Business Review (collection) – Reprint BG2004

- Gavett, G. Do we Really Need an Office?
- Bernstein, E., Blunden, H., Brodsky, A., Sohn, W. & Waber, B. The Implications of Working Without an Office
- Singer-Velush, N., Sherman, K., & Anderson, E. Microsoft Analyzed Data on its Newly Remote Workforce
- Rothbard, N. Building Work-life Boundaries in a WFH Era
- Gripenstraw, K. & Noyes Saini, A. A Brief History of the Modern Office
- Petriglieri, G. In Praise of the Office

- Gerinato, S. What is an Office For?

Recent HBR Issues that are on Point

November-December, 2020: The Work From Anywhere Future

Choudhury, P. Our Work from Home Anywhere Future, Pg. 59-68

March-April, 2021: How to Change Anyone's Mind

Fayard, A-L., Weeks, J. & Khan, M. Designing the Hybrid Office, Harvard Business Review, April-May [Culture], pg 117-123

Sawhney, V. What do we like About WFH? Pg. 142, 143

May-June, 2021: Doing Hybrid Right

Grafton, L. How to do Hybrid Right, pg. 65-74

July-August, 2021: How Good is Your Company at Change

Michaels, D. & Murphy, K. How Good is Your Company at Change? A New System for Measuring your Ability to Adapt. Pg. 65-71[for students who are working]

Summary: Assignments, dates, and deadlines

Note: All dates and times shown in this course outline (and in the list of deliverables provided below) are EST (Eastern Standard Time)

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.

Assignment Number One: Answer each of the questions listed below. Each answer should be between one and three pages. **Answers to these questions are due 6 PM Wednesday Sept. 15th, 6 PM, 2021**

- Which of the models presented in this module helps us understand the changes wrought by Covid-19? (2.5 marks)
- Think about changes wrought by COVID-19. What would Nicholson have to say about our reactions to social distancing, the need to wear masks and vaccinations? (2.5 marks)

Assignment Number Two: Answer each of the questions provided below. The answer to each of these questions should be one to three pages. **Answers to these questions are due 6 PM Wednesday Sept. 15th, 6**

PM, 2021

- Which are more important drivers of change – internal or external factors? Why do you say this? (Two Marks)
 - We will have a debate on this in class. Be prepared to be put in a group assigned to one side of this debate or the other
- If you watched the lecture and read the readings, you will be able to identify many external drivers of change. Which one or two of these factors are likely to have the most profound impact on business, governments, and people over the next decade? Explain why you have identified the factors that you have. (Three Marks)
 - Again, we will have a debate on this in class. I will put you in groups based on the factors you have identified in your paper

Assignment Number Three: Read the Case on Zoom. Answer each of the questions listed below. Each answer should be one to three pages. **Answers to these questions are due 6 PM Wednesday Sept. 29th**
The lecture and the readings introduced the following terms: Disruptive technology, sustaining technology and/or innovation and disruptive innovation (lower end disruption or new market).

- How would you classify Zoom (i.e., is it an example of a disruptive technology, a sustaining technology/innovation, a lower end disruptive innovation, or an example of a disruptive innovation that created a new market? Please justify your answer (3 Marks)
- What guidance can you give Zoom on how to position itself for what is likely to become an existential fight against its much larger rivals (Two Marks)

Assignment Number Four: In total you should require between four and five pages to answer these questions. **Answer to these questions are due 6 PM Wednesday Sept. 29th**

I assigned you a case that involves the cruise industry (Steering Princess Cruises Through the COVID-19 Pandemic)

- After reading this case (and doing any other research you feel is necessary), answer each of the questions outlined in Slide 20 with respect to strategic change in this sector. In all cases, please justify your analysis. (Five Marks)

Assignment Number Five: Answer each of the two questions listed below. Your assignment should be two to five pages in total. **Answers to these questions are due 6 PM Thursday October 7th**

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? (One Mark)
- Slide 24 – gave you the Ambidexterity Matrix. Identify a company that you think is in each of these four quadrants – and tell me why you placed them there. (Four Marks)

Note: Please send me by email the names of the companies that you have placed in each of the four quadrants by 6 PM Thursday Oct. 7th so that I use this information to prepare for our in-class discussion.
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Assignment Number Six: Answer each of the two questions listed below. Your answer should be two to five pages total. **Answers to these questions due are due 6 PM Thursday October 7th**

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

forward.

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

Where do you start if you want to change the culture of the organization? Do you:

- Focus on changing people's attitudes and values – behaviour change will follow
- Change how people behave -- changes in attitudes and values will follow.

Take a stand and justify your response. (Two Marks)

Assignment Number Seven: Answer the two-part question below. The answer should be two to five pages in total. **Answers to these questions are due 6 PM Wednesday November 3rd**

Identify someone who you feel has been:

- an excellent leader (of a country or a company) during the COVID-19 Crisis.
- an ineffective leader (of a country or a company) during the COVID-19 Crisis.

Why did you select these two people (i.e., What have they done? What did they not do?) Reference the article as well as the slides when giving your answer. Two and a half marks for each part of this questions

NOTE: could you also send me a separate email outlining who you picked as a leader so that I can prepare for our discussion of this topic – also due 6 PM Wed. November 3rd.

Assignment Number Eight: Answer each of these questions. Two to four pages total. **Answers to these questions due 6 PM Wednesday November 3rd** [note – keeping with the pattern of two assignments due every other week – but this topic will be covered in the session Nov. 24th to give us time for the simulation.

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

- Identify an organization that you think is resilient. Tell me why you think they are resilient? (Two Marks)
- Are you resilient? Please justify your answer. (One Mark)
- Can you train someone to be resilient? (Two Marks)

Assignment Number Nine: Answer each of the two questions listed below. Each answer should be between one and three pages in length. **Answers to these questions are due 6 PM Wednesday November 17th**

- What do you think? Is resistance to change inevitable? Why do you say this? What are the implications for companies if your views on resistance are correct? (Two Marks)
- Why do companies and countries resist efforts to address global warning? How would you suggest we act to reduce this resistance? (Note: please refer to the readings and the material from the lecture when providing your answer) (Three Marks)

Assignment Number Ten: Answer each of these questions. Two to four pages total. **Answers to these questions due are 6 PM Wednesday November 17th**

Companies must change to cope with COVID-19. Leadership in your organization are very concerned about the future of your company. Customers are fickle and employees are frustrated, stressed and overworked. It is hard to get the right staff and retention may be a problem moving forward. After more than a year of working remotely your organizational culture is frayed and no longer providing you with a competitive advantage in terms of retention and succession planning. Your manager comes to you asks you for help implementing change in your organization. What would you tell him to read? (Pick two or three articles that you were assigned in this course and tell me why you selected the articles that you did) (Five Marks)

PLUS: please send me an email that includes the following information:

- The vision statement of either the organization you work for OR a company that you are interested in. Can be a good vision statement OR it can be a horrible one. Your choice.
- The two or three readings you would have your manager read

I need this information by **Wednesday Nov. 17th, 6 PM**. I am going to use it to run two in class exercises.

Final Essay: Hybrid Working

I am expecting about 8 to 12 pages in length 1.5 spacing, moderate margins. Please submit the final paper to Brightspace in the dropbox provided. In the essay I will be looking for evidence that you have watched the videos, read the PowerPoint notes and read the articles assigned to the module. Also interested in your thinking and your ability to present your views in a logical manner. Please use APA to reference readings/notes/powerpoint.

The final paper is due Dec. 20th, 2021 at 9 AM.

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).

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>

[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 cooperation 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/>