

BUSI 4105 B
Managing Change
Winter 2015

INSTRUCTOR:	Dr. Angela Workman-Stark
CLASS TIME:	Thursdays, 6:05 pm – 8:55 pm
CLASSROOM	Tory Building 446
OFFICE:	TBD
OFFICE HOURS:	By appointment
COURSE WEB PAGE:	www.carleton.ca/culearn BUSI 4105 B
E-MAIL:	angela_workmanstark@carleton.ca

COURSE PREREQUISITES:

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

The School of Business enforces all prerequisites.

COURSE DESCRIPTION

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

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

Lectures three hours a week.

LEARNING OUTCOMES

Following the completion of the course you should be able to

- Identity and understand the reasons and challenges associated with undertaking organizational change.
- Apply your theoretical knowledge (1) to analyze the execution of organizational change, and (2) to provide suggestions/solutions on how relevant issues could be addressed.

COURSE MATERIALS

Students are responsible for acquiring the following course materials: course-pack from Harvard, journal articles, and the textbook - Switch. How to get these documents and the approximate costs are listed below.

Course-pack from HBR: This course-pack includes the following: individual case study (in readings) and the simulation we will be doing in class (Power and Influence - Spectrum Sunglass Case). Harvard indicates that this course-pack will cost \$18.95. You can get the course-pack by clicking on the following link and following the directions provided on the site:

<https://cb.hbsp.harvard.edu/cbmp/access/31930631>

Harvard provides the following caution on the Simulation: "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 the simulation until after you have acquired the course-pack. I will have access to who has purchased the course-pack and when the acquisition was made.

Journal articles: the articles included in the outline below have been placed on reserve and are available through Ares in CuLearn.

Textbook: the textbook can be purchased from the bookstore at a cost of \$32.00.

CELLULAR PHONES

The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry a phone to class, please make sure it is turned off or on silent mode.

COMMUNICATION

Information on weekly assignments and other general information will be communicated during class on a regular basis. However, weekly readings, critical additional information, updates about the class and details regarding upcoming assignments will be posted to the course webpage at www.carleton.ca/culearn. **It is your responsibility to visit CuLearn regularly.**

COURSE GRADING

Item	Percentage grade
Class participation	15%
Mid term	20%
Individual change simulation	15%
Individual change case	20%
Group project and presentation	30%
Total	100%

COURSEWORK

Individual component

Class participation

You should complete the readings and other assigned preparation work before class so that you will be able to contribute to the discussion. Your evaluation will be based on your participation in the simulation, on your participation in in-class exercises and on the quality (not quantity) of your discussion input (how well you build on others' ideas, introduce new ideas informed by readings).

Individual case study

Your case study will consist of a written report of no more than 6 pages (double spaced). More details will be provided on the course home page on CuLearn.

Change simulation

You will be required to complete an online change simulation. Additional details will be provided in class.

Group component

Group project

You will be asked to write a case study in which major change has been attempted, using the readings and topics covered in class. The case study should be approximately 10 pages in length (double spaced, standard format). Students are expected to consult a variety of sources that go beyond the text book and lecture materials. Proper referencing of sources is also required (APA format). See *CuLearn to understand the criteria for evaluation on assignments*.

The final deliverable will consist of the following:

1. a description of the case;
2. identification of the major problems and issues that are evident in the case;
3. interpretation and analysis of the problems/issues using concepts and theories learned in the course; and
4. recommendations to resolve identified problems/issues.

Students are expected to form groups and **register the group by Class 3** (via CuLearn). Each group will not exceed 5-7 persons. Each group **must 'sign-up'** the organization of their choice on or before **Class 5** (via e-mail to the instructor). Groups must provide a brief overview of the change to be examined. The instructor may request that another organization be selected if the same organization has already been selected. **Organization choices must be approved by the instructor.**

The final Group case study report is due on April 9 via CuLearn.

Presentations will occur in the last two weeks of class and will be approximately 15 minutes in duration. Students are encouraged to use this opportunity to creatively engage their classmates with captivating presentations regarding their project. It is each group's responsibility to ensure that the case study is a group assignment and not an individual one; the effort is to be distributed evenly though the group.

Special Notes regarding assignments

- Deadlines are strict. Failure to meet deadlines will result in grade penalties of 15% per day. **Assignments more than 7 days (1 week) late will be considered missed.**
- The quality of your writing is an important component of effectively presenting your "ideas". If you need or would like coaching on your writing skills, help is available to you at the writing tutorial service (WTS) at: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

TENTATIVE COURSE SCHEDULE

Class	Topic/Readings	Assignments
#1 Jan. 8	<ul style="list-style-type: none"> ▪ Introduction to Organizational Change ▪ Review of Course Outline <p>Readings:</p> <ul style="list-style-type: none"> ▪ Ch.1 - Switch 	
#2 Jan. 15	<ul style="list-style-type: none"> ▪ Appreciative Inquiry ▪ Introduction to Group Project <p>Readings:</p> <ul style="list-style-type: none"> ▪ Roberts et al. (2005). How to play your strengths. <i>Harvard Business Review</i>, January, 75-80. ▪ Ch.2 - Switch 	
#3 Jan. 22	<ul style="list-style-type: none"> ▪ Overview of change models <p>Readings:</p> <ul style="list-style-type: none"> ▪ Kotter, J.P. (2007). Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>, 85(1), 96-103. ▪ Beer, M., & Nohria, N. (2000). Cracking the code of change. <i>Harvard Business Review</i>, 78(3), 133-141. ▪ Kerber, K., & Buono, A. (2005). Re-thinking organizational change: Reframing the challenge of change management. <i>Organization Development Journal</i>, 23(3), 23-38. 	Group sign-up due
#4 Jan. 29	<ul style="list-style-type: none"> ▪ Mission & Vision <p>Readings:</p> <ul style="list-style-type: none"> ▪ Collins, J. & Porras, J. (1996). Building your company's vision. <i>Harvard Business Review</i> (Sep-Oct). ▪ Ch. 4 - Switch 	
#5 Feb. 5	<ul style="list-style-type: none"> ▪ Structure and Culture ▪ Mid-term review and preparation <p>Readings:</p> <p>Schein, E. (1999). Why does corporate culture matter? In <i>The Corporate Culture Survival Guide</i>. San Francisco: Jossey-Bass, pp. 3-58.</p>	Group project proposal due
#6 Feb. 12	<ul style="list-style-type: none"> ▪ Mid-term 	
Winter Break – Feb. 16 to 20		
#7 Feb. 26	<ul style="list-style-type: none"> ▪ Mid-term review ▪ The Human Side of Change <p>Readings:</p> <ul style="list-style-type: none"> ▪ Kegan, R. & Laskow, L. (2001). The real reason people won't change. <i>Harvard Business Review</i>, November: 85-92. ▪ Ch. 5 - Switch 	
# 8 March 5	<ul style="list-style-type: none"> ▪ Case study debrief and discussion ▪ Power & Politics/Communication 	Individual case study due

	<p>Readings: Langton, N., Robbins, S. & Judge, T. (2013). Chapter 8: Power and Politics. In <i>Organizational Behaviour: Concepts, Controversies, Applications</i> (6th Cdn. ed.) Toronto: Pearson Prentice Hall.</p>	
#9 March 12	<ul style="list-style-type: none"> ▪ Web-based simulation 	
#10 March 19	<ul style="list-style-type: none"> ▪ Simulation debrief ▪ Executing change <p>Readings: Ch.6 – Switch</p>	Simulation assignment due
#11 March 26	<ul style="list-style-type: none"> ▪ Building organizational capacity for change <p>Readings: Buono, A., & Kerber, K. (2010). Creating a sustainable approach to change: Building organizational change capacity. <i>SAM Advanced Management Journal</i>, 75(2), 4-21.</p>	
#12 April 2	<ul style="list-style-type: none"> ▪ Group presentations 	
April 9	<ul style="list-style-type: none"> ▪ No Class 	Group project report due

READINGS LIST

Book: Heath, C. & Heath D. (2010). *Switch*. Toronto: Random House.

Case:

Inkpen, A., & Pearson, C. (2011). Steve Jackson faces resistance to change. Harvard Business Publishing.

Readings:

Beer, M., & Nohria, N. (2000). Cracking the code of change. *Harvard Business Review*, 78(3), 133-141.

Buono, A., & Kerber, K. (2010). Creating a sustainable approach to change: Building organizational change capacity. *SAM Advanced Management Journal*, 75(2), 4-21.

Collins, J. & Porras, J. (1996). Building your company's vision. *Harvard Business Review* (Sep-Oct).

Elrod, D. and Tippett, (2002). The Death Valley of Change, *Journal of Organizational change Management*, 15, 1-16.

Kegan, R. & Laskow, L. (2001). The real reason people won't change. *Harvard Business Review*, November: 85-92.

Kerber, K., & Buono, A. (2005). Re-thinking organizational change: Reframing the challenge of change management. *Organization Development Journal*, 23(3), 23-38.

Kotter, J.P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96-103.

Langton, N., Robbins, S. & Judge, T. (2013). Chapter 8: Power and Politics. In *Organizational Behaviour: Concepts, Controversies, Applications* (6th Cdn. ed.) Toronto: Pearson Prentice Hall.

Roberts et al. (2005). How to play your strengths. *Harvard Business Review*, January, 75-80.

Schein, E. (1999). Why does corporate culture matter? In *The Corporate Culture Survival Guide*. San Francisco: Jossey-Bass, pp. 3-58.

Stensaker, I., & Falkenberg, J. (2007). Making sense of different responses to corporate change. *Human Relations*, 60(1), 137-177.

IMPORTANT ADDITIONAL INFORMATION

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. Resources to assist with group assignments may be found at:

<http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf>

Medical certificate

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form.

<http://www1.carleton.ca/registrar/forms/>

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
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	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, 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

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*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2015 exam period is March 6, 2015.

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 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.

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 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/>.

Assistance for Students

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

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.
 - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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Important Dates & Deadlines – Winter 2015

January 5

Winter-term classes begin. [Late Charges](#) now apply.

January 16

Last day for registration for winter term courses.

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

Students who have not deposited (via automated upload) the final copy of their thesis to the office of the Faculty of Graduate and Postdoctoral Affairs must register.

January 31

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses. Withdrawals after this date will create no financial change to Winter term fees (financial withdrawal).

February 13

April examination schedule available online.

February 13-21

Fall-term deferred examinations will be held

February 16

Statutory holiday, University closed.

February 16-20

Winter Break. Classes are suspended.

March 1

Last day for UHIP refund applications for International Students who will be graduating this academic year.

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

March 6

Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.

Late March (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 2014 course selection.

April 3

Statutory holiday, University closed.

April 8

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

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 9-10

No classes or examinations take place

April 11-23

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

June 8-18 (including Saturdays)

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