



Carleton
University

Sprett
School of Business

MGMT 5120 P
Fundamentals of Leading and Managing
Organizational Change
Fall 2024

Instructor: Linda Duxbury
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Course Time: In Person Class Sessions:
Friday Oct. 25th, 9 AM to 4:30 PM
Saturday Oct. 26th, 9 AM to 4:30 PM
Friday November 15th, 9 AM to 4:30 PM
Saturday November 16th, 9 AM to 4:30 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
28 hours of synchronous in person classes indicated on course outline

Learning Modality: **Hybrid.** In total, attending class for this course will require the following approximate time commitment (excluding readings and assignments):

- 28 hours in-person *
- 0 hours online, synchronous (*i.e., delivered in real-time*)
- 16 hours online, asynchronous (*i.e., recorded content*)

* Students who are unable to attend class in-person are asked to contact the instructor. Depending on the circumstances students may be permitted to hand in additional assignments in leu of attending class sessions.

Course calendar entry from 2024/25 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.

Prerequisites: 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.

Material 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. Carleton University has an agreement with Harvard Education which means that any of the readings and cases highlighted in yellow in course outline below will be available in a course pack that is prepared by the library. They will provide a link to this course pack once it is available.

Please also note that we are doing two Harvard simulations in this course. Harvard provides the following cautions regarding preparation for 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 the simulations until after you have acquired the course-pack and registered for the simulation. **Please do not leave this until the last minute.**

Final Exam Date: There no exam for this course. Course deliverables and due dates are as listed below.

Drop Course Policy:

You may decide to drop this course to avoid a failure or a poor grade showing up on your student record and affecting your CGPA. This is referred to as **Academic Withdrawal**. Academic Withdrawals will create no financial change to fall term fees and will result in a grade of Withdrawn (WDN) appearing on your official transcript. WDN is a permanent notation that appears on your official transcript signifying no academic credit. WDN will not impact your CGPA.

Absenteeism Policy:

Students who miss a synchronous session, for any reason, are asked to contact the instructor. The instructor will assign the student an extra assignment to ensure that they are familiar with the material covered in this session. This assignment will be in addition to other class requirements. No final mark will be assigned until all such assignments are handed in.

Class Format:

I find that it is important to focus our lectures and discussions on in 5120 – a course in managing change – on topics that is important to us. The class indicated that they wanted to focus this year's class on the topic of AI. I put Change and AI into Google one comes up with over 2 billion results!!! If you Google AI + Change and you get bombarded with messages such as "How AI will completely change the way we live"; "How AI is changing science"; "AI will change life for the better"; As AI spreads, experts predict the best and the worse"; "How AI is changing the future of work." You get the idea. While AI has the potential to change how we work, how we socialize and how we learn, it also has many significant downsides that need to be recognized and appreciated as we try and chart our way forward. The amount written on this topic, both good and bad is overwhelming and it is difficult to separate truth from fiction from speculation. I have tried to make this course as relevant as possible to your work and your lives. I took three courses on AI (one offered by Harvard) and have read a lot. I made a couple of decisions along the way. First, our focus will be on how AI can be used – not how it works (i.e., treating the data analytics behind AI as a black box). Second, given the vast amount of material

written on the topic of AI and to accommodate the fact that you have likely done a lot of work on AI already in the other courses in your MBA, I plan on keeping the AI related readings I assign to a minimum. More about that below.

The class was asked to vote on how they wanted the course to be delivered. The format they selected combines on-line lectures and in person experiential exercises and discussions. 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.

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 be aware of how AI can change how we work and live and how to approach this change in an informed fashion. 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 AI.
- **Application:** The simulations (Change Management, Patient Zero) and the cases were all selected to allow you to apply what you have learnt on change management from the different course modules to the adoption of AI.
- **Application:** I have identified various of readings on AI that I am assigning as part of the course. In other cases, I am going to ask you to identify a reading that is relevant to your work situation and use it along with the theory to provide an analysis of your work or personal environment.

When designing this course, I have tried to balance exposing you to many of the key readings in the area and workload. For each of the ten topic areas covered in this class I have assigned between 0 to XX pages of reading material – XXX pages of reading. You will be expected to read the cases assigned in the course. Most of these articles are not tough, and many are interesting, relevant and/or provocative. You will not be able to complete the course assignments without doing these readings and watching the videos. I hope you will enjoy them. To increase your exposure to key ideas and concepts I have also provided you with a number of excellent readings on AI and change that you will find useful in doing your assignments.

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 28 hours of synchronous contact time. We will meet in person as outlined on the course outline. Each contact session we will debate several of the “discussion” questions included with each of the class modules followed by either a case, a simulation (Simulation One: The Zombie Apocalypse, Simulation Two: Implementing Change), or an AI focused discussion/debate.

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 and an opportunity to learn from each other. If you have an emergency 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.

Marking Scheme

The class agreed on the following grading scheme:

- 80% of your mark will be associated with the module assignments (10 assignments, 5 to 12 marks each¹),
- 20% of your mark will be awarded by me and depend on your participation in class and your performance on the simulations,

Details on each of these deliverables are given below. Please note that marks will be lost when deliverables are late. Also please note that plagiarism and the use of sites such as Course Hero, Chegg etc will result in a failed grade. Finally, there are some instances in which I will ask you to use AI (ChatGPT, Copilot etc.) to complete your assignment. Other than that, I am looking for evidence that you can think, reason and logically argue your point. If you do use AI to complete these assignments, please provide me with the scripts you used to query AI at the end of your assignment.

Module Assignments: At the end of Modules One to Ten you will find one to three questions that I would like you to answer. I have given you the approximately number of pages you should need to answer each question - 1.5 spacing, moderate margins. Please submit completed assignments on Brightspace. And remember it is the quality of your arguments as well as your ability to link your answer to course content that counts - not the word count.

The due dates for the assignments are provided on the course outline. All assignments are due 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 eighty percent 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 2 marks subtracted from the final grade you achieve on the assignment, followed by an additional one mark off per day late thereafter. For example, an assignment that would normally merit a grade of 8 out of 10 would receive a grade of 6 out of 10 if submitted one day late, 5 out of 10 if submitted two days late, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances. Remember though, that completion of these assignments is key to meaningful participation in class.

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, read the articles assigned to the module or other outside references (if relevant). I am also interested in your ability to make an argument in a logical and coherent fashion. Please use APA to reference readings/notes and if you use AI provide the script you used to collect information.

Class participation: The participation mark is a combination of punctuality, attendance, preparation and participation. Each student is expected to be an active participant in each synchronous class session and take

¹ Note the assignments add up to 103 marks. I plan on converting your mark out of 100 (3 bonus points) to a mark out of 80.

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 is to: (1) make sure that you have read the assigned material/watched the videos before you come to class, **and** (2) be prepared to integrate the material from the readings as well as your personal experiences to the discussion in class.

Class Schedule

Material associated with the class modules are all available on Brightspace. I have also put some of the available readings on Brightspace to make things easier. The library will provide a link to the Harvard Business Course Pack which will include readings that are highlighted in yellow, the cases and the simulations.

Each “in-person class session” will last 8 hours and cover five modules. To ensure that you have done the needed preparation for the in-person sessions I have made the due date for the assignments before the module is taught. Given how your class is structured (taught over one weekend) it is important for you to schedule when you will do each module so that you do not have to do them all at once.

Important: The questions to be discussed in class are as shown in this outline and in the PowerPoint slides provided for each module. **The ones at the end of the video may or may not be relevant to what I am covering this session (slides made in 2021 and I change the course each year)**

*Assignments associated with Modules 1 to 5 are due 9 AM **Monday Oct. 21st 2024***
*Assignments associated with Modules 6 to 10 are due 9 AM **Monday November 11th, 2024***

Module One: What is Change? Categorizing Change?

Required Readings:

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

Optional Readings:

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

Assignment One: 5 Marks; 2 to 4 pages

- Which of the models presented in Module one best help us understand the changes already wrought by AI? Justify your choice? (3 marks)
- What advice would you give leaders (either corporate leaders or politicians) on how to address issues around AI now you have read Nicholson? (2 marks)

Module Two: Why do organizations need to Change?

Required Readings:

- McKinsey Global Institute, (2021). The Future of Work After COVID-19.
<https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19>
- Faeste, L., Hemerling, J. Keenan, P. and Reeves, M. (2014). Transformation: The imperative to change, Boston Consulting Group
<https://www.bcg.com/publications/2014/people-organization-transformation-imperative-change>
- Three Key Global Strategy Challenges Companies Face, (2024) INSEAD Knowledge
<https://knowledge.insead.edu/strategy/three-key-global-strategy-challenges-companies-face>
- The Economist, 2023, [The World Ahead](#) | The World Ahead 2024

Assignment Two: 10 Marks; 3 to 6pages

Please refer any of the articles I have given you in this course (or you can use other readings if you want) when answering the questions below.

- “AI will lead to a better tomorrow” or “AI it is an existential crisis.” All things considered, which of these two statements do you agree with. Justify your answer. (5 marks)
- Think about where you work? All things considered do you think AI will be a positive or negative force for change in your industry. (5 marks)

Note: Please send me an email listing the two factors that you will drive organizational change in the next decade by **9 AM Tuesday Oct. 15th**. I will use this information to prepare for our in-class discussion (I plan to put you in groups based on the forces you identified and have a discussion/debate in class on this topic). No need to give me anything other than your vote for the biggest two external forces for change

Module Three: Disruptive change

Required Readings:

- Bower, J. and Christensen, C. (1995) Disruptive Technologies: Catching the Wave, Harvard Business Review, January-Feb. 43 to 53
- Levitt, T. (1960) Marketing myopia Harvard Business Review, 38 (4), p 45-56
- Furr, N. & Shipilov, A. (2021) Digital Doesn't Have to be Disruptive, In *HBRs Must Reads: On Leading Digital Transformation*, Harvard Business Review Press, pg. 29 to 42.

Optional Reading

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

HBR Videos That might be useful

Disruptive innovation

<https://hbr.org/video/2688242135001/the-explainer-disruptive-innovation>

Marketing Myopia

<https://hbr.org/video/3590615227001/the-explainer-marketing-myopia>

Case: Tik Tok in 2020: Super App or Supernova? HBR Case Number 9-821-087

Questions to consider when reading the case. We will discuss them in class:

- What are the challenges facing Tik Tok in the next several years? Is it a fad or can the company monetize in the US and elsewhere in the world?
- What advice would Levitt offer Tik Tok – how should they market themselves?
- How has Tik Tok disrupted the social media landscape compared to established platforms like Facebook, Instagram and YouTube? What are the key factors that contributed to Tik Tok's rapid growth and popularity? What moves has Tik Tok made to differentiate itself from competitors. How has Tik Tok's algorithm contributed to its success and what are the potential risks associated with it?
- What regulatory challenges has Tik Tok faced in different markets and how has it responded to them?

- How should Tik Tok address concerns related to data privacy and content moderation?
- What strategies should Tik Tok adopt to sustain its growth in the next five years?

Assignment Three: (10 Marks) 4 to 6pages

Using the material from the lecture (slide 21 which outlines a typology to classify disruptions and innovations might be useful here) and the readings:

- Tell me how you would classify AI in terms of disruption? Why would you classify it this way? (4 marks)
- The Case: Tik Tok: the authors ask – “Is Tik Tok simply a new twist on an older model or a distinct new platform for media consumption and creation?” What do you think? Again, justify your answer? (4 marks)
- Why is it important to understand disruptive change in today’s landscape? (2 marks)

Module Four: Strategic change; the changing nature of work

Required Readings:

- Mazutis, D. and Eckardt, A. (2017) Sleepwalking into Catastrophe: Cognitive Biases and Corporate Climate Change Inertia, California Management Review, 59 (3), 74-108 (35 Pages)
- Ren, S., and Wierman, A. (2024) The Uneven Distribution of AIs environmental Impacts, HBR, HBR.org/ July Reprint H08ASO (6 pages)
- Sundberg, N. (2024). Tackling AI’s Climate Change Problem, MIT Sloan Management Review, HBP# SR0164 (3 pages)

Assignment Four: (12 Marks) 4 to 7 pages

Businesses, societies and governments are now faced with two competing priorities: put strategies in place to address issues associated with climate change and/or implement and use AI. Using the readings I have provided you on climate change and AI as well as any other readings that you think are relevant (the information on the strategic change process on slide 20 in the PowerPoint deck may be relevant), give me your views regarding how best to address these competing strategic priorities.

- Can business and government balance these competing strategies, or should one be given priority over the other? (3 Marks)
- If one should be prioritized which one and why? (3 Marks)
- Can (as some claim) AI solve climate change or do we need to develop a governance framework that gives climate priority and constrains the use of AI? Or Vice Versa? (3 marks)
- What role does cognitive biases play in how we perceive the climate versus AI conundrum? (3 marks)

We will debate this issue in class.

Module Five: Ambidexterity

Required Readings:

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

Case: The Powers that be: Internet Edition, Google, Apple, Facebook, Amazon, Microsoft, 2019, HBR case number 9-918-111

Questions to consider when reading the case (will discuss in class):

- Which of these companies are likely to continue to thrive and which are likely to be displaced by fierce competition, advancing technology (think AI) and increased regulation?
- What if the five major players from the U.S. and the BAT in China begin to compete directly? What do you think will happen?

Assignment Five: (12 marks – three marks for each of the 4 quadrants in the matrix; 4 to 6 pages)

There are 64 different companies that make AI

<https://builtin.com/artificial-intelligence/ai-companies-roundup>

The top AI companies include: OpenAI, Google, IBM, Microsoft, NVIDIA, Amazon, Anthropic and Anduril. Classify 5 to 8 of these companies (please also consider the companies mentioned in the case such as Apple, Facebook, Baidu, Alibaba and Tencent) on the ambidexterity matrix (13 possible companies in total). Using the lecture material, the reading and any other information you need, tell me why you put each company in the category you did. We will discuss the results of this analysis in class.

Note: Please send me an email with the names of the companies that you have placed in each of the four quadrants by **9 AM Tuesday Oct. 15th** so that I use this information to prepare for our in-class discussion. The assignments do not need to be handed in at this time.

Module Six: Organizational Culture

Required Readings:

- 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)

Optional listening

How generative AI changes organizational culture – podcast from Harvard

<https://hbr.org/podcast/2023/05/how-generative-ai-changes-organizational-culture>

Case: Commercial Sales Transformation at Microsoft, HBR Case number 9-519-054

Questions to consider when reading the case (will discuss in class along with the questions included in Assignment Six):

- Why did Microsoft need to change?
- Evaluate the proposed change? What are the advantages and disadvantages of deploying an inside sales function within a sales organization?
- How compatible are the proposed changes with the compensation structure in place in Microsoft? What implications does this have for how we should manage this change?
- Would you make any changes in the proposed sales transformation? Which pillar do you think is most important? Which will be the most difficult to implement? Why?

Assignment Six: (10 marks) 3 to 6 pages

Using the material from the lectures, in the case and in any of the assigned course readings - along with any other research you chose to do - please answer the following questions:

- What was Microsoft's organizational culture prior to the introduction of this change? What was the culture in sales? (4 marks)
- How compatible are the proposed changes to the organizational culture? (2 marks)
- Which pillar do you think will be the most difficult to implement? Why? (4 marks)

Module Seven: Leading Change

Required 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.
- Ethical Implications of AI, Machine learning and big data. (2021) Ivey Publishing, W21095 (10 pages)

Listen to one (or both) of these podcasts:

Discussion with Sam Altman (OpenAI)

<https://www.youtube.com/watch?v=nSM0xd8xHUM&t=1s>

Discussion with Reid Hoffman (LinkedIn)

<https://www.youtube.com/watch?v=ReB5UHfKCG8>

Optional Reading

Shukla, A., and Goh, J. (2024) Fighting Fake Reviews: Authenticated Anonymous Reviews using Identity Verification, Science Direct (published online)

<https://www.sciencedirect.com/science/article/pii/S0007681323000939>

Case: OpenAI: Idealism Meets Capitalism, HBR Case number 9-824-134

Questions we will discuss the following questions in class (The case and more!)

The implementation of AI is often a clash between two ideological extremes – the desire to make a profit and the need to control the risks inherent in the adoption of AI.

- Did OpenAI follow a path to commercialization that was aligned with the mission of doing so responsibly and safely?
- How should we balance these competing priorities? (debate)
- What are the ethical implications of implementing AI
- Can you trust AI? Should you? What can you trust them to do. What should you never trust them to do?
- Who should take a leadership role with respect to putting controls in place to protect society against the possible abuse of AI by: (1) businesses, (2) nations?

Assignment Seven (12 marks) 4 to 8 pages

Using the material in the case along with any of the assigned course readings and material from the lecture (along with any other research you chose to do) please answer the following questions:

- Why was Altman removed? (2 marks)
- Describe Altman's leadership style. How did his leadership traits contribute to both his successes and challenges as a leader? (4 marks)
- How did OpenAI handle the crisis of Altman's firing and rehiring and what lessons can be learned from this about managing organizational change? (4 marks)
- What other leadership styles could have been effective in this situation? (2 marks)

Leadership Simulation: Patient Zero. (course pack)

We will be doing the HBR simulation in class. You will be assigned to a team for this simulation. No preparation needed but be sure to bring laptop to class.

Module Eight: Resilience and Readiness

Required Readings:

- Coutu, D. (2002). How Resilience Works, Harvard Business Review, May, 46-56.
- Michel, J. and Neuman, A. (2010) Positive Psychology as a Catalyst for Change, Harvard Business Review, November, pg. 1-5
- Margolis, D. and Stoltz, P. (2010). How to Bounce Back from Adversity, Harvard Business Review, January-Feb.
- Fuller et al., (2021) Your workforce is more adaptable than you think HBRs Must Reads: On

Leading Digital Transformation, HBR Press, Pg. 151 to 161 – originally published as Reprint R1903H

Optional Reading

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

Hamel, G. and Valikangas, L. (2003). The Quest for Resilience, *Harvard Business Review*, Sept., 52-63

Questions for discussion in class:

- What impact has COVID had on the resilience of our workforce. Why do you think this?

Assignment Number Eight: (10 marks) 3 to 5 pages

Resilience (of individuals and organizations) and readiness for change are critical ideas when it comes to employees' acceptance/adoption of AI. Please refer to the readings and the slides and answer the following X questions:

- What do you think? How adaptable is the workplace in your organization? How likely are they to adapt if parts of their job are changed by the adoption of AI? (4 marks)
- Are you resilient? Use Copilot (or another AI of your choice) to do something fun and creative? What activity did you engage in? Why this? Did using AI to do this task make you more or less open to using AI? Be prepared to talk about the activity you did in class – maybe even show your work. (6 marks)

Module Nine: Resistance to Change

Required 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
- Grant, A. (2021) Persuading the Unpersuadable, *Harvard Business Review*, March-April, pg. 131-135
- Knickrehm, M. (2018) How Will AI Change Work: 5 Scenarios, HBR, HBR.org/ January Reprint H0449F
- Beane, M (2024). GenAI is coming for Remote Workers First, HBR, HBR.org/ July Reprint H08AWA

Optional Readings

- Kotter, J. and Schlesinger, L. (1979). Choosing Strategies for Change, *Harvard Business Review*, March-April, 106-113.
- Ford, J. and Ford, L. (2009). Decoding Resistance to Change, *Harvard Business Review*, 87 (4), April, pg. 99-103.

Case: Generative AI and the Future of Work, HBR Case number 9-824-130

Questions for discussion in class:

- In the case the authors state: “While generative AI seemed to promise substantial benefits for productivity and innovation in many years, many worry that the prospect of widespread disruption of human activities, particularly in terms of employment and the labour market necessitates a more nuanced approach.” What do you think?
- Can you think of any historical examples of resistance to the adoption of technology? What lessons can be learned from past technological shifts? What are the potential benefits of AI that might overcome resistance?
- How can organizations address and mitigate resistance to AI (or can they)?
- How important is leadership in addressing issues that contribute to resistance to change? Particularly changes associated with AI.

Assignment Nine: (12 Marks) 4 to 7 pages

Consider the lecture and the readings assigned this week (including the information in the case).

- Who is most likely to resist adopting AI in the workplace? What are the main reasons people might in these groups might resist using AI? (4 marks)
- Think about a time when you witnessed resistance to the adoption of a new technology or process in your workplace. What were the main reasons for resistance? How was it addressed. Could this experience be applied to the adoption of AI. (6 marks)

Module Ten: Implementing Change - Pushing for success

Required Readings:

- Kotter, John P. (2007). "Leading Change. Why transformation efforts fail", Harvard Business Review, January, pp 92-107
- 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

Note: The Kotter reading is critical for the final simulation

Optional Readings:

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

Case: IBM Watson at MD Anderson Cancer Center, HBR Case number 9-621-022

Please read the case and be prepared to talk about it in class. Not going to give you any questions to answer as it could inform your responses to Assignment Ten ☺

Assignment Ten: (12 marks) 4 to 7 pages

Use any of the readings or lectures from this course in answering the following questions.

- Tell me about a company that has successfully implemented AI and one that has faced challenges. (4 marks)

- Can you identify the critical success factors associated with implementing this type of change? The factors that can doom you to failure? (4 marks)
- What makes the implementation of AI within your organization challenging? (4 marks)

Managing Change Simulation(coursepack)

We will be doing the HBR simulation. This simulation can be done either in teams or individually. Let me know your preference. There is a prep work for this simulation so make sure you do it. You need to bring your laptop and headphones to class.

Readings:

To support your work in this class

Relevant readings to help you in this course are provided below

HBR Book: Schrier, D. (2024) Welcome to Generative AI

- Rise of the Bots and AI Hallucinations
- Defining AI
- Evolution of AI Jobs Displacement
- Reskilling and Developing Cognitive Flexibility
- Future Proofing
- What can Human + AI systems Do?
- Building Human and AI systems
- Alternate Futures (All-E or Star Track)
- The urgent need for Policy

Chamorro-Premuzic and Akhtar, (2023) 3 Human Supertalents AI will not Replace, HBR, HBR.org/ May Reprint H07NT8

Blackman, R. (2022) Ethical Machines, Your Concise Guide to Totally Unbiased, Transparent and Respectful AI, HBR Press, Boston, MA

- Chapter on Privacy (87-110)
- AI ethics for Developers (163-185)

Edelman, D. and Abraham, M. (2023). Generative AI will Change Your Business: Here is How to Adapt. HBR, HBR.org/ April Reprint H07KSV

Iansiti, M & Lakhimi, K. (2020). Competing in the age of AI, Reprint number R2001C

Why organizational culture matters in successful AI adoption

<https://www.and.digital/spotlight/why-organisational-culture-matters-in-successful-ai-adoption>

How to prepare your organization for AI

<https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/the-organization-of-the-future-enabled-by-gen-ai-driven-by-people>

Resources (generated by Copilot):

[Understanding The Benefits And Risks Of Using AI In Business - Forbes](#)

[AI in business: Pros and cons | Forbes & Company](#)

[What are the advantages and disadvantages of artificial intelligence ...
Artificial Intelligence \(AI\) in Business: Pros & Cons | Uvik](#)

[Using AI in Business Planning: Pros and Cons | TSI - The Strategy Institute](#)

[“AI in Change Management: Early Findings, Challenges, and Opportunities” by Prosci¹.](#)

[“The Role of Change Management When Implementing AI” by Salesforce².](#)

[“AI Change Management: Your How-To Guide on Using AI” by Capacity³.](#)

Middle of October I will provide you with an outline of how the classes days will be structured. Right now, my priority is to get you the material so you can get started watching videos and reading.

ADDITIONAL INFORMATION

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

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

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:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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>
- **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 co-operation 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/>