Rutgers – the State University of New Jersey

School of Labor and Management Relations

Department of Labor Studies and Employment Relations

38:578:543:90 Organizational Leadership and Change Management

Instructor: Susan Schurman
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Office hours: by appointment via phone or skype
Class days/time: online Wednesday-Tuesday.

Course Description

This course covers theoretical and practical issues in organizational leadership and change management, including the rationale for change, why change succeeds or fails, leadership competencies including the management of change, and ethical concerns.

Course Goals and Student Learning Objectives

Departmental Learning Outcome IV: Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

Students will identify and assess key theoretical aspects of organization change initiatives; examine some successful and unsuccessful initiatives; increase their personal skills at initiating and managing change; and apply theory regarding the role of leadership in change initiatives at the organization and/or the team level through an Action Learning Project.

Student Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

LO1: Demonstrate ability to use the Action Learning methodology.

LO2: Demonstrate an understanding of major change theories.

LO3: Demonstrate an understanding of the personal leadership and interpersonal skills associated with successful change management.

LO4: Demonstrate the ability to apply the concepts and skills from the course in an action learning project.

Performance Expectations

There are four types of performance requirements in this course:

1. Posing Action Learning questions based on weekly course material on the course questions page.

2. Journal entries documenting reflections and learning throughout the course.

3. Participation in on-line discussions of course material with a team of class colleagues.

4. Design and implementation of an action learning change project based on applying the course material in your work/life over the course of the semester.

In addition, I will award 10% of the total grade based on students' contributions to others' learning through timely submissions on discussions and thoughtful feedback and interaction.

This course involves a high level of participation and interaction with other students. Students are expected to prepare, participate and complete assignments on time so that class colleagues have time to read and respond. Expect to spend at least 2-3 hours per week on these types of assignments. Together with watching (or reading) the professor's weekly presentation these assignments are the equivalent of in-class time in a traditional face-to-face course. In addition, expect approximately 2-3 additional hours of reading per week to prepare for course activities.

Required Readings

The text for this course is *Making Sense of Change Management: a Complete Guide to the Models, Tools and Techniques of Organizational Change*. 4th Edition. London: Kogan Page. 2015 by Esther Cameron and Mike Green.
There are many books on change and on leadership. This one is the most comprehensive and practical volumes that I have located. The authors and publisher are British so the book uses UK English and relies heavily on UK examples but that should not present a problem.

In addition there will be supplementary course readings that will be available on the course site.
The course readings are "front-loaded," in other words the reading demands will be heavier for the first half of the course as we focus on theories and concepts. The reading load will be lighter in the second half of the course as we shift focus to practical application and work on your Action Learning change projects.

Action Learning Methodology

The instructional method used in this course is called "action learning." Action learning is an approach to solving real world problems by taking action and reflecting on the results in a team environment. The action learning process requires (1) a real problem that is important and complex; (2) a diverse problem-solving team; (3) a requirement that "talk" be converted to action; (4) a commitment to learning.   This approach means that students are expected to play an active role in their own and others' learning.

Communication

The course will use the Rutgers Canvas site for communication and group work. If you are unfamiliar with Canvas you should familiarize yourself immediately by completing the student tutorial which is short and useful. The course will start officially on **January 21, 2019.**

I will communicate all official course correspondence via the Canvas email function and will not respond to messages sent to other email addresses so please use the Canvas function.   Students are responsible for all information communicated to them via the course email. Feel free to contact me via Canvas mail with questions or concerns about the course. I will do my best to get back to you within 24 hours.

Grading Policy

Students enrolled in the Graduate School of Education's MEd in Adult and Continuing Education, will be evaluated using GSE's grading scale.
93-100 = A
88-92 = B+
83-87 = B
78-82 = C+
73-77=C
72 and below = F

Students in the SMLR section will be assessed on the SMLR (overall Rutgers masters) scale
90-100 = A
85-89 = B+
80-84 = B
75-79 = C+
70-74=C
Below 70 = F

Assignment type	% of grade	Notes
Journal entries	20	
Team Discussions	20	
Action Learning Questions	20	
Action Learning project	30	Proposal; first draft; final version; video presentation; feedback to colleagues
Individual assessment	10	Based on effort; collegiality; contribution to others learning; timely participation in discussions and assignment completion
Total	100	

Types of assignments and point value of the assignments may change. Students will be advised of changes.

University Policies

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the University community and breaches of academic integrity constitute serious offenses. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. Students are expected to be familiar with all Rutgers University policies regarding academic integrity. These can be found on the website www.rutgers.edu

From the Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Statement from Rutgers Learning Centers

"Rutgers is committed to your success, and offers free academic services to all students. The Learning Centers provide tutoring, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help you further develop your study strategies and self-management skills. To learn more about how the LCs can help you succeed, visit rlc.rutgers.edu."

	COURSE SCHEDULE
Week	**Topics, Readings and Assignments**
1	*Course overview and Introductions* **Read**: • Cameron/Green Introduction (copy in course file0 • Marquardt "Optimizing the power of action learning (course files) • Marilee Adams "The inquiring Mindset" (course files) **Assignments** • introductions to class colleagues • Week 1 Questions
2	*Leading Sustainable Organizations* **Read** • Cameron/Green Chapter 10 (5th edition copies available in files) • Bradberry and Greaves, Emotional Intelligence 2.0 • Senge Excerpts from the Fifth Discipline Fieldbook : the ladder of inference and balancing inquiry and advocacy **Assignments** • Questions on Week 2 material • Journal: Advocacy/Inquiry protocols; Emotional Intelligence;
3	*Understanding Change in Individuals; Your Self as a Change Agent* **Read** • Cameron/Green Chapter 1 • Seashores Feedback guidelines **Assignments** • Complete Hawksley or Keirsey temperament assessment • Group Discussion: Team Ground Rules; Reflecting on Use of Self; Giving and Getting feedback; Members' leadership styles
4	*Understanding Change in Groups and Teams* **Read** • Cameron/Green Chapter 2 Team Change • Pentland. The New Science of Building Teams • Duhigg, What google learned from its quest to build the perfect team

	Assignments • Questions on Week 3 & 4 material • Journal: Reflections on Weeks 3 and 4
5	*Understanding Change at the Organizational Level* **Read** • Cameron/Green Chapter 3 • Drucker, The new society of organizations • Adler, Heckscher and Prusak, Building a collaborative enterprise **Assignments** • Team Discussion: Case Study
6	*The Role of Leaders – Understanding Your Leadership Preferences* **Read** • Cameron/Green Chapter 4 **Assignments** • Questions Week 5 & 6 • Action Learning Project Proposal • Journal
7	*The Role of Change Agents* **Read** • Cameron/Green Chapter 5 • Dannemiller and Jacobs, Changing the way Organizations change **Assignments** • Team Discussion: Feedback on Action Learning Project proposals
8	*Moving From Theory to Application: Strategic Change and Restructuring* **Read** • Cameron/Green Introduction to Part II and Chapter 6 • Meyerson, Radical Change the quiet way • Harvard Business Review – Influence without authority

	Assignments • Questions Week 7 & 8 • Week 8 Journal
	Spring Break!
9	Culture and Change **Read** • Cameron/Green Chapter 8 • Case Study TBA **Assignments** • Team Discussion: Case Study
10	*Digital Transformation* **Read** • Cameron/Green Chapter 9 (5th edition – copies in file) • Optional: Porter, Five competitive forces that shape strategy • IBM's Decade of Transformation (HBR case study) **Assignments** • Questions Week 9 & 10 • Journal • First Draft Action Learning Project paper
11	*Complex Change – Social Movements* **Read** • Cameron/Green Chapter 10 (4th edition) Chapter 11 (5th edition) • TBA **Assignments** • Team Discussion: Feedback on draft AL project papers

12	Leadership and Uncertainty **Read** • Cameron/Green Chapter 11 (4th edition) Chapter 12 (5th edition) • Kaplan, Balanced Scorecard for non-profits **Assignments** • Questions Week 11 & 12 • Week 12 Journal • Video Presentations of AL Projects
13	*Project and Program-Led Change* **Read** • Cameron/Green Chapter 9 (4th edition) Chapter 13 (5th edition) **Assignments** Feedback on AL Project Presentations
14	*Course wrap-up and evaluation* • Final Questions and feedback • Feedback to colleagues AL on presentations continued • Final journal assignment • Final AL project paper • Assessment of overall contribution to class learning