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 zoom
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*. **6th Edition**. London: Kogan Page. 2024 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. The most recent edition has made some changes that I view as redundant but we'll work around that.

In addition, there will be supplementary course readings that will be available on the course site.

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 developing an action plan, implementing it and then reflecting on the results both individually and 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.

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

This course uses the overall Rutgers masters degree scale (below).
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	Efforts to increase Self awareness
Team Discussions	20	Contributions to both content and process
Action Learning Questions	20	Evidence of reading course material
Action Learning project	30	Proposal; first draft; final version; video presentation; feedback to colleagues
Individual contribution 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 Preface and Introduction, pp xi-7 (copy in course file) • 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 "Regenerative" Organizations* **Read** • Cameron/Green Chapter 10 – Regenerative Businesses • Bradberry and Greaves, Emotional Intelligence 2.0 • Senge Excerpts from the Fifth Discipline Field book : the ladder of inference and balancing inquiry and advocacy **Assignments** • Questions on Week 2 material • Journal: Ladder of Inference; Advocacy/Inquiry protocols; Emotional Intelligence;
3	*Understanding Change in Individuals; Your Self as a Change Agent* **Read/Watch** • Cameron/Green Chapter 1 – Individual Change • Articles on validity of MBTE and Big 5 • Types and Teams **Assignments** • Complete Hawksley or Keirsey temperament assessment • Group Discussion: Team Ground Rules; Members' leadership styles; diversity and inclusion in team
4	*Understanding Change in Groups and Teams* **Read** • Cameron/Green Chapter 2 Team Change • Duhigg, What google learned from its quest to build the perfect team • How to change minds **Assignments** • Questions on Week 3 & 4 material • Journal: Skill Building – Listening and reflecting
5	*Understanding Change at the Organizational Level* **Read** • Cameron/Green Chapter 3 - Organizational Change • The boss is back in Silicon Valley **Assignments**

	• Team Discussion: Case Study
6	*The Role of Leaders – Understanding Your Leadership Preferences* **Read** • Cameron/Green Chapter 4 – Leading Change • Northhouse, Followers **Assignments** • Questions Week 5 & 6 • Action Learning Project Proposal
7	*The Role of Change Agents* **Read** • Cameron/Green Chapter 5 – The Change Agent • Seashores, Tips for giving feedback **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, Restructuing • Meyerson, Radical Change the quiet way • Porter, Five competitive forces that shape strategy **Assignments** • Week 8 Journal – will serve as mid-semester exam
9	*Mergers and Acquisitions* **Read** • Cameron/Green Chapter 7 – Mergers and Acquisitions • TBA **Assignments** • Team Discussion: Case Study

10	*Culture and Change*
	Read
	• Cameron/Green Chapter 8, Culture and Change
	• Appreciating Wonderland
	• TBA
	Assignments
	• Questions Week 9 & 10
	• Journal
	• First Draft Action Learning Project paper
11	*Sustainability*
	Read
	• Cameron/Green Chapter 9, Becoming a Sustainable Business
	• TBA
	Assignments
	• Team Discussion: Feedback on draft AL project papers
12	Social Movements
	Read
	• Tarrow, Power in Movement
	• TBA
	Assignments
	• Questions Week 11 & 12
	• Week 12 Journal
	• AL project presentation

13	*Inner and Outer Transformation* **Read** • Cameron/Green, Chapter 11. **Assignments** • Feedback on class colleagues' AL presentations
14	*Course wrap-up and evaluation* • Final Questions and feedback • Final journal assignment • Final AL project paper • Assessment of overall contribution to class learning