



**DALHOUSIE
UNIVERSITY**

**MBA Leadership Program
Dalhousie University
School of Business
Faculty of Management**

BUSI 6997 – LEADING CHANGE

Term/Year: Fall 2021

SAMPLE SYLLABUS

Course Description:

BUSI 6997 introduces students to the key theories and practices of Organizational Change and gives students an understanding of the principles used to develop and apply change strategies in today's organizations. The course unfolds across three modules with several lessons within each module. The overarching goal of this course is the focus on evolving management practices within today's diverse environment. Students will be introduced to three areas in change leadership theory that are being called for in more recent years, adaptability, innovation, and inclusion. Then in modules two and three, students will explore a variety of change tools and strategies and apply them to practical applications in the workplace.

Module Focus

Module 1 introduces change leadership theory to students and quickly moves them into seeing how adaptability, innovation, and inclusion are critical skills to manage real time change in organizations today. Change theory in organizations requires that the students understand the internal and external forces that act as drivers for change and the context of leading responsibly. Students will develop leadership competencies using current organizational change peer-reviewed sources, videos, and exercises.

Module 2 moves the students toward understanding how leaders become progress makers and the introduction of strategies to apply in real-time organizational change. Students review progress maker theory and develop exploration and refinement skills to navigate contemporary organizational change contexts. This block will also include work with analytical frameworks for planning and implementing complex and inclusive change initiatives.

Module 3 is a tools-focused block that introduces students to a set of planning tactics and implementation methods for moving change initiatives forward in an organization. This block also builds the students adaptability and innovation skills as they must seek, nurture and evaluate actionable ideas for sustainable change.

The Intensive sessions for BUSI 6997 focus on developing the student's capacity to manage common organizational change challenges effectively and on integrating the course learning outcomes into the students' everyday managerial practice. The intensive sessions emphasize peer learning via a variety of group analytical exercise and development of persuasive initiatives.

Prerequisites: NONE

Learning Objectives:

- Understand the fundamental elements of responsible leadership.
- Identify and describe the theories and conceptual frameworks used to understand organizational change processes in modern organizations.
- Describe a variety of forces in the external environment that act as drivers for change in contemporary organizations.
- Describe and accurately apply the key concepts in contemporary organizational change theory to analyze and assess the effectiveness of organizational structures and processes in relation to changing environmental conditions.
- Identify and describe a variety of change strategies typically used to re-align organizational structures and processes to fit the strategic and environmental contexts in which they operate.
- Describe the impact of various human responses to change, including resistance, conflict, political interference, and so on, and describe strategies for managing each of these.
- Undertake a systematic analysis of a specific organizational change situation and translate the knowledge gained from the analysis into specific practical learning.

Course Texts:

- Clampitt, P. G. & DeKoch, R. J. (2011). *Transforming Leaders into Progress Makers*. Los Angeles: Sage.
- Progress Makers Web Site: <http://www.progressmakers.net/index.php>
- Readings have been provided in the course content to reflect current leadership ideologies and practices for managing change.

Ground rules:

Students are expected to read and participate in online discussions, attend the Intensive session, and submit assignments on time.

Grading Scale for Masters Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B-	70 - 72
F	0 - 69

The practice of the School of Graduate Studies is to NOT round up; for example, 84.5 is considered A-

Assessments and Weighting:

Individual Change Mgmt. Assignment	35%
Individual Change Mgmt. Proposal	20%
Group Assignment	25%
Group Challenge Assignment	10%
Course Contribution	10%

NOTE:

As per FGS regulations students must obtain a final course grade of 70% (B-) or higher to pass the course.

GRADED ASSIGNMENTS:

Individual Assignments #1, and #2

Toward the end of Module 1, students will begin developing an analytical project designed to move a change initiative moving through their own organization. Each student must negotiate the scope and methodology of their project directly with the course professor. The project must orient on positioning the student to engage their own future or current organizational change situations effectively. The professor will provide a set of common models to help with the methodology. This analytical assignment enables students to explore diverse perspectives on organizational leadership and change that reflect real activity in an organization and to envision methods for integrating change processes into their own managerial practices.

The first and second assignment are additive to help the student develop a proposal for the change project after the first module and complete the final project for the end of the course. Other group activities during the intensive will help shape the student's perspective on types of change processes.

Assignment #1: Change management project proposal

Assignment #2: Change management full project

The assignments enable students to apply material from all three modules to engage a change problem in their own work and to identify and prepare a mechanism for effectively moving the issues forward in a positive direction.

Group Assignment

During the Intensive Sessions, students will complete a group change management that both enhances and assesses their ability for collaborative change management organizational issues. The assignment will unfold entirely during the intensive sessions and will be introduced by the instructor at that time.

Group Challenge Assignments

During the Intensive Session students will compete in a group challenge assignment to assess their command of the material in the course. The challenge assignments will take the form of an in-class case analysis and presentation during a ½ day session. Student groups will be given the case at the start of class and will then have a limited amount of time to prepare their analytical presentation. Presentations will then be delivered to the class and professor for evaluation. The exact requirements for the challenge assignment will be discussed in class early in the intensive.

Course Contribution

Course contribution includes students' active engagement with and responses to class discussion questions as well as their contributions to the course intensive sessions. The structure of the intensive sessions requires high levels of student contribution and peer collaboration/support. Students will also engage three discussion questions during the course.

The following rubric will be employed to assess the discussion portion of the course contribution mark¹:

Excellent (A / A+)	Good (B+ / A-)	Acceptable (B- / B)	Unacceptable (F)
<ul style="list-style-type: none"> • Timely posts and peer collaborative input that spark or inspire further discussion. • Posts and peer input are well developed and show careful thought and reflection. • Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. • Posts factually correct, reflective and substantive contributions; • Shows clear and definitive evidence of familiarity with course readings, and of additional self-identified readings and research. • Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. 	<ul style="list-style-type: none"> • Posts and peer collaborative input is well-developed statement, but doesn't follow development to its natural conclusion. • Elaborates on an existing posting with further comment or observation. • Posts information that is factually correct, but which falls short of being reflective or substantive and does not sufficiently advance the conversation. • Demonstrates familiarity with course readings. • Contributes valuable information to discussion with minor clarity or mechanics errors. 	<ul style="list-style-type: none"> • Posts adequate statement with superficial thought and preparation. Peer collaborative input reflects similar qualities. • Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. • Repeats but does not add substantive information to the discussion. • Posts based on valuable personal experience, but show little familiarity with course readings. • Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics. 	<ul style="list-style-type: none"> • Does not participate; and/or • Does not post follow-up responses to others; and/or • Does not make initial posts; and/or • Posts information that is off-topic, incorrect, or irrelevant to discussion; and/or • Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate; and/or • Demonstrates little or no familiarity with course readings; and/or • Posts too late to contribute to class discussion & understanding

¹Modified from <https://sites.google.com/site/k12portfolios/resources/rubrics#TOC-Grading-matrix-for-Discussion-Board-postings>

Accreditation:

As an AACSB (Association to Advance Collegiate Schools of Business) accredited university, Dalhousie University's business programs are subject to Assurance of Learning (AOL) standards. During the semester anonymous data may be collected to assess if AOL goals and objectives are being met. The data collected will be used for program improvement purposes only and will not impact nor be associated with student grades.

Certificates of Illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Accessibility:

The Student Accessibility centre is Dalhousie's centre of expertise for students accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for more information or to obtain the Request for Accommodation form.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Academic Integrity:

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

In general: The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to

find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to support instructors in confirming that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Academic Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy to plagiarism detection software. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally: If you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via DeanManagement@dal.ca.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner – perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (Read more:

https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness. (Read more:

<https://www.dal.ca/cultureofrespect.html>)

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of the users at Dalhousie. (Read more: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

Statement On The Use Of Scented Products:

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier! (Read more: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>)

University Policies and Programs

Important Dates in the Academic Year: https://www.dal.ca/academics/important_dates.html

Dalhousie Grading Practices Policy:

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Grade Appeal Process:

https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html

Sexualized Violence Policy:

https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html

BUSI 6997 LEADING CHANGE

CLASS SCHEDULE

DATES	TOPICS & ACTIVITES	REQUIREMENTS
Week – 1	Course Overview Module	Review course syllabus, textbooks, and assignment sheets and prepare clarification questions, as necessary. Complete the course overview module and lecture videos as assigned.
WEEK 1	Live Question and Answer (Q&A) Session #1	Review course requirements, graded events, and activities. Review how to use the course texts and web resources.
Module 1 – Change Leadership Theory		
Week – 2	Module 1 – Lesson 1 Comprehending Responsible leadership	Complete readings and lecture videos as assigned.
Week – 3	Module 1 – Lesson 2 Understanding Change management	Complete readings and lecture videos as assigned.
WEEK 3	Discussion Question #1 posted	Review discussion and post your response.
Week – 4	Module 1 – Lesson 3 Leading Change during the COVID-19	Complete readings and lecture videos as assigned.
Week – 5	Module 1 – Lesson 4 Sustainable change	Complete readings and lecture videos as assigned.
WEEK 5	Live Q & A Session #2	Review requirements for Assignment #1 (Proposal)

Module 2 – Understanding Progress Maker Theory and Strategies		
Week – 6	Module 2 – Lesson 1 Progress making strategies and tactics	Complete readings and lecture videos as assigned. Read Clampitt and DeKoch text chapters: Introduction, 1
Week – 7	Module 2 Lesson 2 Exploring, refining, and platforms	Complete readings and lecture videos as assigned. Read Clampitt and DeKoch text chapters: 2, 3 & 4.
Week – 8	Module 2 – Lesson 3 The progress model	Complete readings and lecture videos as assigned. Read Clampitt and DeKoch text chapters: 5 & 6.
WEEK 8		Assignment #1 (Proposal due)
WEEK 8	Discussion Question #2 posted	Review discussion and post your response.
Week – 9	Module 2 – Lesson 4 How explorers and refiners make progress	Complete readings and lecture videos as assigned. Read Clampitt and DeKoch text chapter 7
Week 9	Live Q & A Session #3	Review requirements for Assignment #2
Week – 10	Module 2 – Lesson 5 The progress makers response	Complete readings and lecture videos as assigned. Read Clampitt and DeKoch text chapter 8

Module 3 – Moving Progress Maker Strategies and Tactics Ahead		
Week – 11	Module 3 – Lesson 1 Calculated Boldness	Complete readings and lecture videos as assigned. Read Clampitt & DeKoch text chapter: 9
Week - 12	Module 3 – Lesson 2 Focused Flexibility Mindset	Complete readings and lecture videos as assigned. Read Clampitt & DeKoch text chapter: 10
WEEK 12	Discussion Question #3 posted	Review discussion and post your response.
Week – 13	Module 3 – Lesson 3 Enlarge the Circle of Engagement	Complete readings and lecture videos as assigned. Read Clampitt & DeKoch text chapter: 11
WEEK 13	Live Q and A Session #4	Review requirements for Intensive Sessions
Week – 14	Module 3 – Lesson 4 Seek, Nurture, and Evaluate Actionable Ideas Select, Detect, and Correct the Proper Errors Foster the Growth of Investment-Worthy Employees Receive-Centric, Strategy-Based, Feedback-Driven Communication	Scan readings and lecture videos as assigned. Scan Clampitt & DeKoch text chapters: 12,13,14 & 15
Intensive Sessions (TBA)		