

# SYLLABUS

## Leading Change and Organizational Development (Grad)

53:533:524

Summer 2022 (05/31-08/17)

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### COURSE INTRODUCTION

#### Course Description and Learning Outcomes

This course focuses on the role of leadership in the process of organizational change and development. Core topics include leading change, forming a coalition, managing the political landscape, understanding and managing resistance to change, persuading followers, motivating and empowering followers, and institutionalizing developments. Special topics include emotions and emotional intelligence, the neuroscience of organizational change, fostering interpersonal trust, understanding and handling layoffs, getting your employees to speak up, and learning to listen. The course develops insights into these topics through Harvard Business Review articles and selected case studies. **This is a great course - and perhaps one of the most important in the (P)MBA program!**

After completing this course, you will understand:

- the processes underlying organizational change and development
- the important role of leadership in influencing these processes
- the emotions that people experience in response to change and ways to manage these emotions
- the important role of trust and listening in leading change initiatives

#### Personal Note

In this course, you will receive **EXTENSIVE feedback on your individual and group case study responses!** Though this requires a ton of effort on my part, I find that this is much more helpful than lecture slides or course notes (neither of which I include in this course). In fact, **this feedback** (as well as the discussion forums and optional sessions) **provides the foundation for**

**learning in this course.** In all, I think you'll be surprised at the extensive comments that you receive!

In addition to offering comprehensive feedback on all of your submissions, I will host a series of **“ask me anything” sessions**. These sessions give you an opportunity to further engage with me, your classmates, and the course material. In these sessions, you can ask me anything related to the course (e.g., questions on the syllabus, assignments, topics – anything)! Importantly, these sessions are entirely **OPTIONAL**. You are neither expected nor required to attend these. You're welcome to join for a few min, the full duration, or not at all – it's entirely your choice! Your participation in these will **NOT** influence your grade in the course (which is asynchronous and thus does not require that you attend any scheduled sessions.) **I'll announce the dates/times of these (OPTIONAL) sessions in an announcement on Canvas. The first session will be during the first week of the class.**

### **Course Format**

This is an online, asynchronous course and uses Canvas. It starts on May 31 and ends on August 17. You must have access to the internet for the duration of this course, as well as regularly check Canvas and your RU email. In prior semesters, the course followed a Monday through Sunday schedule. However, given COVID and its disruptive effects on all of our lives, I've decided to make **ALL of the modules available** at the start of the course. Hopefully, this makes things easier for all of you!

### **Course Questions**

Questions on the course? Please e-mail me: josephpg@camden.rutgers.edu! I will respond to questions ASAP (usually within hours, and always within 24 hours). Please don't hesitate to contact me.

## **COURSE MATERIAL**

The material for the course includes articles and case studies. The material is much more recent – and interesting – than that in traditional textbooks. The material is also much more concise.

**1: HBR Articles:** In prior semesters, I included the HBR articles in a coursepack. However, it is (now) less expensive to just purchase a subscription to HBR. It's easy to find the articles (just search for the article of interest in the search bar). In addition, this gets you full access to HBR (i.e., all articles – not just those for the class). You can purchase (a) an annual subscription for \$69 or (b) month-to-month access (no contract, cancel anytime) subscription for \$12 per month. It's entirely your choice.

**Click this link to purchase month-to-month access** (no contract; cancel anytime) to HBR (\$12 per month; this is the best short-term, “just get me through this class” option, as you need only 1 month of access): <https://hbr.org/subscribe>

**OR**

**Click this link to purchase a 1-year subscription to HBR** (\$69 per year; this is the best longer-term, “I’m really interested in reading HBR this year” option): <https://hbr.org/students>

**Important Note:** The RU Library does offer access to at least some (and possibly many) of the HBR articles. However, prior students have told me that it doesn’t offer access to all, as some (and perhaps many) of the articles are HBR.org-online-only articles. You could try searching article-by-article in the RU Library database, seeing what you can/can’t find, and then try finding the “missing” articles (perhaps for free through some trial offer or on Google?). This option requires some effort, but you’re welcome to try it. In my experience, most students prefer easy access to these, which is why I recommend the subscription to HBR.

**2: HBSP Case Studies:** The coursepack for this course includes the HBSP case studies. If you don’t have a HBSP account (e.g., from a prior semester), you must create an account on the HBSP site. Should you have any questions on this, please contact HBSP at 1-800-545-7685.

**Click this link to purchase the coursepack (\$17):** <https://hbsp.harvard.edu/import/935758>

## COURSE REQUIREMENTS

The requirements for the course include (a) two individual case studies, (b) two group case studies, and (c) discussion forums (in each forum, post your thoughts/one question and then respond to two questions posted by others).

### Note on References

You should include (a) a **reference list** at the end of your case study responses (any format is OK, though I recommend APA) and (b) **in-text citations** in your responses. You should use these (in-text citations) whenever you refer to a theory, thought, finding, etc. of another (i.e., not your own). As such, you should cite any HBR or other articles, papers, etc. that you refer to in the process of preparing your case study responses.

Importantly, in-text citations are inserted in the sentence (hence, “in-text”) and should take this form: (author(s), year). You can include in-text citations at the start, in the middle, or at the end of a sentence, and you can use the abbreviation n.d. (that is, “no date”) if the year for the reference is not available.

Here are some examples of in-text citations:

Example 1: Emotions are pervasive in negotiations (Gaspar and Schweitzer, 2013). *This is an example of an in-text citation at the end of the sentence.*

Example 2: Gaspar and Schweitzer (2013) propose that emotions profoundly influence negotiation decisions and outcomes. *This is an example of an in-text citation at the start of the sentence.*

Example 3: In a recent paper, Gaspar and Schweitzer (2013) argue that even emotions entirely unrelated to the negotiation can influence the decision to engage in deception. *This is an example of an in-text citation in the “middle” of the sentence.*

### **Individual Case Study 1**

Read the case *Clayton Industries, Inc.: Peter Arnell, Country Manager for Italy* and respond to these questions:

1. How would you evaluate Peter’s first two months as subsidiary general manager in Clayton SpA?
2. Like many managers, Peter must manage the multiple demands, interest, and preferences of those in the organization. Keeping this in mind: What must Peter understand about Briggs and Buis to prepare for his meeting and deal with them?
3. Why did Buis select Peter for the job of GM of Clayton SpA? Given this: What option do you think Peter is likely to choose?

Requirements: 1- 2 pages, single-spaced, 11 font, and 1” margins. Number the questions and respond directly – and only – to the questions. Your response must be well-reasoned, clear, and parsimonious and must integrate the lecture material. You should include a reference list and in-text citations (last name of author(s), date). You will submit your response through Canvas.

### **Individual Case Study 2**

Read the case *David Dunwood* and respond to these questions:

1. Recall Dunwood’s handling of the severance issue with the board. How might Dunwood have avoided the difficult situation he found himself in?
2. Assume that Dunwood and the board have reached a mutually satisfactory resolution regarding the appropriate amount of severance. Outline your suggested approach for implementing your layoff of the company’s new site expansion team. What are the major components of your communication plan (i.e., what will you say to whom and when)?
3. How should Dunwood respond to Barber’s voice mail? Should he personally return the call? What should Dunwood’s (or another Mountain Auto representative’s) objectives be for that conversation?

Requirements: 1- 2 pages, single-spaced, 11 font, and 1” margins. Number the questions and respond directly – and only – to the questions. Your response must be well-reasoned, clear, and parsimonious and must integrate the lecture material. You should include a reference list and in-text citations (last name of author(s), date). You will submit your response through Canvas.

### **Group Case Study 1**

Read the case *Prudential UK: Rebuilding a Mighty Business* and respond to these questions **AS A GROUP (i.e., prepare one group paper)**:

1. Did the employees of Prudential realize that the company was in trouble? What explains their myopic focus?
2. How does Wood instill a sense of urgency in the employees?
3. How does Wood create and communicate a vision?
4. How does Wood reduce or remove the obstacles to change?

Requirements: You will respond to these questions **as a group (i.e., prepare one group paper)**. Requirements: 2 - 4 pages, single-spaced, 11 font, and 1" margins. Number the questions and respond directly – and only – to the questions. Your responses must be well-reasoned, clear, and parsimonious and must integrate the lecture material. You should include a reference list and in-text citations (last name of author(s), date). You must select **a (ONE!) member** of your group to submit your group's response through Canvas.

## **Group Case Study 2**

Read the case *The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey* and respond to these questions **AS A GROUP (i.e., prepare one group paper)**:

1. After the transition with Sarah Carvalho, it was clear that Oliveira should lead changes in the store. What changes should he implement? How?
2. Critique Oliveira's approach on leading the turnaround process? What would you have done differently?
3. What justifies Prado's reaction when Oliveira returned from vacation? Why do you think Prado didn't fire Oliveira?

Requirements: You will respond to these questions **as a group (i.e., prepare one group paper)**. Requirements: 2 - 4 pages, single-spaced, 11 font, and 1" margins. Number the questions and respond directly – and only – to the questions. Your responses must be well-reasoned, clear, and parsimonious and must integrate the lecture material. You should include a reference list and in-text citations (last name of author(s), date). You must select **a (ONE!) member** of your group to submit your group's response through Canvas.

## **Discussion Forum**

The online discussion forums are on Canvas. In these forums, you must **(a) post your thoughts and a related question** and then **(b) respond to two (2) questions** posted by others. (You're welcome to respond to more than two questions.) I recommend approximately two paragraphs per post – though this is merely a recommendation.

You may discuss your thoughts on the HBR articles, any of the other readings, or leadership/change/development (make it related to the modules) in your organization or other organizations. **The only restriction: You may NOT discuss the individual or group case studies!!**

You may wish to reflect on these questions as you develop more specific questions: What did you like about the articles? What did you dislike? What did they miss? What are flaws in their advice/studies? What applies/doesn't apply? What don't you believe? What other articles are related? Does it apply in your organization? Why or why not? How do the articles fit with other articles/books you have read? What studies would you like to conduct? Did they make it too simple? Too complex? Is it important - not important? Any other question here!

Your discussion grade is determined upon the conclusion of the course and reflects the quality of your discussion forum questions and responses throughout the course. That is, I focus on your discussions in June, July, and August rather than on your discussions in a particular week. This is for your benefit. I understand that (for many reasons!) you may have more to contribute in some weeks than in other weeks.

Note that there is no discussion forum requirement for those modules in which you also have a case study. This makes it more manageable for all of you!

### COURSE GRADING

Your semester grade reflects your individual case study responses (50%), group case study responses (30%), and discussion forum contributions (20%).

The numerical-alpha conversion follows the standard RU grading scale: 90-100 = A; 87-89 = B+; 80-86 = B; 77-79 = C+; 70-76 = C; 60-69 = D; 0-59 = F.

[Case\\_Study\\_Grading\\_Rubric.pdf](#)

[Discussion\\_Forum\\_Grading\\_Rubric.pdf](#)

### COURSE MODULES

**NOTE:** Modules 1 through 6 include the *core topics* for the course and offer a conceptual framework for understanding and leading change/development in organizations. Modules 7 through 11 include the *special topics* (all of which are really neat, and many of which are not included in traditional courses). These modules are as important as (and perhaps more important than!) Modules 1-6. I hope you enjoy them!

Module	Date	Articles	Requirements
<b>Core Topics (Modules 1-6)</b>			
1: Leading Change	05/31	<ul style="list-style-type: none"> <li>Leading Change: Why Transformation Efforts Fail (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>Personal Intro</li> <li>Discussion Fo</li> </ul>

		<ul style="list-style-type: none"> <li>• How to Tell Your Team That Organizational Change Is Coming (HBR)</li> <li>• Tipping Point Leadership (HBR)</li> <li>• The Hard Side of Change Management (HBR)</li> <li>• Five Messages Leaders Must Manage (HBR)</li> </ul>	<p>You must post your p introduction to the int and post your question to the discussion forum on Mon, 06/06.</p>
2: Forming a Team and Managing the Political Landscape	06/06	<ul style="list-style-type: none"> <li>• Building Effective Teams Isn't Rocket Science, But It's Just as Hard (HBR)</li> <li>• Navigating the Politics and Emotions of Change (<b>MIT Sloan – I will post to Canvas</b>)</li> <li>• Playing Office Politics Without Selling Your Soul (HBR)</li> <li>• Are You In With the In Crowd? (HBR)</li> <li>• The 4 Types of Organizational Politics (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Fo</li> </ul> <p>You must post your q responses to the course forum by 11:59 PM o</p>
3: Understanding and Managing Resistance to Change	06/13	<ul style="list-style-type: none"> <li>• The Real Reason People Won't Change (HBR)</li> <li>• Cracking the Code of Change (HBR)</li> <li>• How Certainty Transforms Persuasion (HBR)</li> <li>• Organizations Can't Change If Leaders Can't Change with Them (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group Case S Prudential UL Mighty Busin</b></li> </ul> <p>You must select a me group to upload your study response by 11: 06/20.</p>
4: Persuading Followers	06/20	<ul style="list-style-type: none"> <li>• Change Through Persuasion (HBR)</li> <li>• Leading Words: How to Use Stories to Change Minds and Ignite Action (<b>I will post to Canvas</b>)</li> <li>• Tactics for Changing Minds (HBR)</li> <li>• Research: To Get People to Embrace Change, Emphasize What Will Stay the Same (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Fo</li> </ul> <p>You must post your q responses to the discu 11:59 PM on Mon, 06</p>
5: Empowering and Motivating Followers	06/27	<ul style="list-style-type: none"> <li>• 6 Myths About Empowering Employees (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual Ca Clayton Indus</b></li> </ul>

		<ul style="list-style-type: none"> <li>• How to Communicate Clearly During Organizational Change (HBR)</li> <li>• Four Ways to Motivate Employees, According to a Top Behavioral Economist (<i>Quartz – I will post to Canvas</i>)</li> <li>• Four Motivation Mistakes Most Leaders Make (HBR)</li> </ul>	<p><i>Arnell, Count Italy</i></p> <p>You must upload your study response by 11:00 PM on <b>07/08 - so that we can have it by the 4th weekend!</b></p>
6: Institutionalizing Change	07/05	<ul style="list-style-type: none"> <li>• Why Change Programs Don't Produce Change (HBR)</li> <li>• Stop Using the Excuse "Organizational Change Is Hard" (HBR)</li> <li>• Organizational Grit (HBR)</li> <li>• Change Management Needs to Change (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> </ul> <p>You must post your questions and responses to the discussion by 11:59 PM on Mon, 07/05/11</p>
<b>Special Topics (Modules 7-11)</b>			
7: Emotions and Emotional Intelligence in Leading Change	07/11	<ul style="list-style-type: none"> <li>• Emotional Agility (HBR)</li> <li>• Helping Employees Cope with Change (HBR)</li> <li>• New Managers Shouldn't Be Afraid to Express Their Emotions (HBR)</li> <li>• The Secret to Leading Organizational Change Is Empathy (HBR)</li> <li>• How to Embrace Change Using Emotional Intelligence (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> </ul> <p>You must post your questions and responses to the discussion by 11:59 PM on Mon, 07/11/11</p>
8: The Neuroscience of Organizational Behavior and Change	07/18	<ul style="list-style-type: none"> <li>• This is Your Brain on Organizational Change (HBR)</li> <li>• Neuroscience Is Going to Change How Businesses Understand Their Customers (HBR)</li> <li>• Your Brain at Work (HBR)</li> <li>• Neurodiversity as a Competitive Advantage (HBR)</li> <li>• <a href="#">For the Most Productive Workday, Science Says Make Sure to Do This (INC) (Links to an external site.)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> </ul> <p>You must post your questions and responses to the discussion by 11:59 PM on Mon, 07/18/11</p>



		<ul style="list-style-type: none"> <li>• <b>OPTIONAL:</b> Taking a Break Doesn't Always Mean Unplugging (HBR)</li> </ul>	
9: Fostering Interpersonal Trust (Leader-Follower)	07/25	<ul style="list-style-type: none"> <li>• Decision to Trust (HBR)</li> <li>• The Neuroscience of Trust (HBR)</li> <li>• Who Can You Trust? (HBR)</li> <li>• Emotions and Trust (<i>I will post on Canvas</i>)</li> <li>• Video: People Often Trust Eloquence More Than Honesty (search for it on HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group Case Study: Perils and Pitfalls of Change...</b></li> </ul> <p>You must select a member of your group to upload your study response by 11:59 PM on 08/01.</p>
10: Understanding and Handling Layoffs: How to do it Right	08/01	<ul style="list-style-type: none"> <li>• The Layoff (HBR)</li> <li>• Layoffs That Don't Break Your Company (HBR)</li> <li>• The Right Way to Close an Operation (HBR)</li> <li>• How to Tell Someone They're Being Laid off (HBR)</li> <li>• When Layoffs are Immoral (<i>NYT – will post on Canvas</i>)</li> <li>• <b>OPTIONAL:</b> Don't Let Layoffs Ruin Customer Service (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> </ul> <p>You must post your question and responses to the discussion by 11:59 PM on Mon, 08/01.</p>
11: Getting Your Employees to Speak Up – and Learning to Listen	08/08	<ul style="list-style-type: none"> <li>• Can Your Employees Really Speak Freely? (HBR)</li> <li>• How to Get Your Employees to Speak Up (HBR)</li> <li>• Men Get Credit for Voicing Ideas, but Not Problems. Women Don't Get Credit for Either (HBR)</li> <li>• What Great Listeners Actually Do (HBR)</li> <li>• If You Aspire to Be a Great Leader, Be Present (HBR)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> </ul> <p>You must post your question and responses to the discussion by 11:59 PM on Fri, 08/08.</p>
12: NO New Topic	08/15	NO readings	<ul style="list-style-type: none"> <li>• <b>Individual Case Study: David Dunwoody</b></li> </ul> <p>You must upload your study response by 11:59 PM on <b>WEDNESDAY, 08/15</b>, the last day of the semester, a</p>

## OTHER INFORMATION

### Academy Integrity

The Academic Integrity policy can be found at <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

*Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University.* Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

### Student Code of Conduct

The University's Student Code of Conduct can be found at <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

Violations of the Student Code of Conduct are considered serious infractions of student behavior and students who violate the code are subject to penalties relative to the level of the matter. In general, students may not disturb normal classroom procedures by distracting or disruptive behavior, this includes online as well as in-person.

The Code of Student Conduct is more than a collection of University regulations to be abided by – it seeks to promote the University’s values and educate. The Code of Student Conduct encourages students to be their authentic selves as they find their place on campus, while also encouraging students to embrace inclusion through discovery, dialogue, and development as they celebrate diverse backgrounds.

The spirit of the Code of Student Conduct promotes student engagement both on and off campus, global citizenship, and leadership. It encourages students to uphold the highest tenets of trust, honesty, and integrity, understanding at all times that our actions significantly impact our personal journeys, our communities, and our larger society.

Rutgers–Camden, Rutgers–Newark, and Rutgers–New Brunswick students originate from all corners of the world and travel between many campuses and cities. As our students strive to achieve their goals, they are expected to conduct themselves in accordance with University policies and procedures, but more importantly, the values and spirit that these policies and procedures are founded upon.

Violations of the Student Code of Conduct should be reported to the Dean of Students office [deanofstudents@camden.rutgers.edu](mailto:deanofstudents@camden.rutgers.edu) or 856-225-6050.

If the violation is immediate and a potential threat is a concern, call the Rutgers-Camden police at 856-225-6111

### **Students with Disabilities**

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](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Erin G. Leuthold, MS Ed

(856) 225-2717

Rutgers-Camden Disability Services:

311 North Fifth Street, Camden, NJ 08102-1405

Web page: <https://ods.rutgers.edu/contact-ods/rutgers-university-camden>

E-mail: [disability-services@camden.rutgers.edu](mailto:disability-services@camden.rutgers.edu)