

Dimensions of Leadership 3330G Leading Change in Organizations
Brescia University College, Western University
Winter 2018

Instructor: Dr. Paul Barker

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Class: Tues. 9:30-11:30, Thurs. 9:30-10:30, Room 302A

Office Hours: Tues. 11:30-12:30, Thurs. 10:30-11:30 or by appointment

Course Description

This course seeks to provide students with an understanding of change within organizations and to employ this knowledge as leaders in processes of change. This intent is accomplished through a consideration of various theories that claim to explain the dynamics of organizations adjusting their operations to survive and enhance their levels of performance. The theories include those that have stood the test of time – John Kotter’s 8-stage model is one such theory – and others that have emerged more recently to offer new appreciations of organizational change. Positive organizational scholarship, complexity leadership theory, and disruptive innovation fall into this latter category.

Learning Outcomes

By the end of the course, students will be able to do the following:

- Analyze the various theories which purport to explain and guide processes of change in organizations (analysis and inquiry)
- Propose appropriate strategies and action plans for organizations wishing to address challenges or exploit opportunities (problem-solving)
- Assess the ethical dilemmas that may arise in instances of organizational change and be aware of frameworks which might be used to resolve them (valuing)
- Understand that change of any kind involves key personal and interpersonal qualities relating to the resistance to change and the adoption of attitudes (self and social awareness).
- Demonstrate improved communication skills developed through writing assignments and class discussions and presentations (communication)

Competencies

Each of the above learning outcomes are accompanied by a competency (in brackets) which emerges with the achievement of the outcome. The competencies are defined as follows:

Communication: The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.

Critical Thinking: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis: The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.

Problem Solving: The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self Awareness and Development: The ability to draw meaning, knowledge and value from honest and fair reflection and self evaluation. Students can recognize their values and their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement: The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Valuing: The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions

Course Material

The course relies on articles and materials made available through the class website (owl.uwo.ca). There is no textbook for the course.

Grading

Quizzes (Jan. 16, Jan. 30, Mar. 6, Mar. 27)	10%
In-class activities (Jan. 23, Feb. 6, Mar. 13)	10%
Class participation	20%
Personal Change Challenge Project (Feb. 13)	20%
Case Study of organizational change (Apr. 3, 10)	40%

1. *Quizzes* consist of five questions testing factual knowledge of a designated reading. For example, the first quiz tests knowledge of ch. 3 of Duhigg's *The Power of Habit*.
2. *In-class activities* involve considering a topic in a manner which goes beyond class discussion. One activity, as an example, engages students in formulating a test for measuring resistance to change.
3. *Class participation* is based on 5 percentage points marks allocated to attendance and the remaining 15 percent to contribution to class discussion.
4. *Personal Change Project* entails writing a 6-8 page paper (double-spaced) documenting the student's experience with attempting to change a personal habit of some fortitude. The finished paper will be presented to the class on Feb. 13 and submitted to the instructor on the same day. A late penalty of two percentage points applies to late submissions. More details on the assignment will be provided in class.

Reading 6: Klein, *Lessons of Hope*, ch. 5-7

Reading 7: Jonathan Zimmerman, 'He Transformed the Schools, But ...' (review of Klein's book) and Joel Klein, 'Good Faith & the Schools' (Klein's response to review), *New York Review of Books* March 5, 2015

Week 6

Feb. 13, 15 Reports on Personal Project

Week 7

Feb. 27, Mar. 1 Social Movements and Disability

Reading 8: Michael Orsini, "Of Pots and Pans and Radical Handmaids: Social Movements and Civil Society," in J. Bickerton and Alain-G. Gagnon, eds., *Canadian Politics, 6th ed.* (Toronto: UTP, 2014)

Reading 9: Lisa Vanhala, "Meaning Frames, Opportunity Structures, and Rights in the Canadian Disability Rights Movement," in Mirian Smith, ed., *Group Politics and Social Movements in Canada* (Toronto: UTP, 2014)

Reading 10: Nathan Heller, "Out of Action," *The New Yorker*, August 21, 2017

Week 8

Mar. 6, 8 Complexity Leadership Theory

Reading 11: Mary Uhl-Bien and Russ Marion, "Complexity Leadership Theory," in Alan Bryman et al., eds., *The SAGE Handbook of Leadership* (Los Angeles: Sage, 2011)

Reading 12: Donde Ashmos Plowman and Dennis Duchon, "Dispelling the Myths About Leadership: From Cybernetic to Emergence," in M. Uhl-Bien and Russ Marion, eds., *Complexity Leadership: Part I: Conceptual Foundations* (Charlotte: IAP Publishing, 2008).

Reading 13: Raghu Garud, Joel Gehman, and Arun Kumaraswamy, "Complexity Arrangements for Sustained Innovation: Lessons from 3M Corporation," *Organization Studies* 32 (6) 2011.

Week 9

Mar. 13, 15 Positive Organizational Change

Reading 14: Jane E. Brody, 'A Positive Outlook May Be Good for Your Health,' *New York Times*, March 27, 2017, and 'Turning Negative Thinkers Into Positive Ones,' *New York Times*, April 3, 2017.

Reading 15: Karen Golden-Biddle and Jian Mao, "What Makes an Organizational Change Process Positive?" in Gretchen Spreitzer and Kim Cameron, eds., *Oxford Handbook of Positive Organizational Scholarship* (New York: Oxford University Press, 2011).

Week 10

Mar. 20, 22 Positive Organizational Change (cont'd)

Reading 16: Malcolm Higgs, 'Change and its Leadership: The Role of Positive Emotions,' in N. Garcea et al., eds., *Oxford Handbook of Positive Psychology and Work* (New York: OUP, 2010)

Reading 17: Scott Sonenshein, “We’re Changing – or are we? Untangling the Role of Progressive, regressive, and Stability Narratives During Strategic Change Implementation,” *Academy of Management Journal* 53 (3), 2010.

Week 11

Mar. 27, 29 Disruptive Innovation and Health Care

Reading 18: Jacob Hwang and Clayton Christenson, “Disruptive Innovation in Health Care Delivery” A Framework for Business-Model Innovation,” *Health Affairs* 25:7 (2008)

Reading 19: D. Contandriopoulos et al., “Nurse Practitioners, Canaries in the Mine of Primary Care,” *Health Policy* 120 (2016)

Reading 20: Gregory Marchildon and Brian Hutchinson, “Primary Care in Ontario, Canada: New Proposals after 15 Years of Reform,” *Health Policy* 120 (2016)

Reading 21 Joanne Goldman et al., “Inter-professional Collaboration in Family Health Teams,” *Canadian Family Physician* 2010 56:10

Week 12

Apr. 3, 5 Presentation of Case Studies

Week 13

Apr. 10 Findings of Course

2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses.

Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwoom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

