# Organization Leadership and Change Management
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This course examines issues of leadership in rapidly-changing organizations, with a particular focus on leadership of teams at the middle levels. Over the last few decades, there has been movement away from the bureaucratic, top-down models of organization which dominated most of the 20th century, towards images of networks and flexible teams that are more suited to dynamic environments. This change is still in its early stages: bureaucracy is widely unpopular, but there is no settled idea of what should replace it. Leaders must wrestle with conflicting expectations and a lack of clarity about their roles.

## **Expectations for student work:**

1. Weekly:
   a. <u>Reading / viewing</u>: You will read or view weekly materials which may include articles, videos, slide presentations, and other media.

   b. <u>Forums</u>: In most weeks there will be a forum based on the readings and cases. You will need to **post your own analysis** by noon on Sunday, and then to **engage actively in discussions and exercises** with your team based on those materials. Each person will lead at least one team discussion.

      In some weeks there might instead be team assignments, such as a group paper, exercise, or presentation.
2. <u>Leadership</u>:
   You will be assigned to lead (approximately) two forums: facilitating the discussion, encouraging teammate involvement, summarizing the main points. You will write journal entries on this experience -- your leadership style and how it worked.

3. <u>Individual project</u>, due at the end of the course:
   You will **write a case study**, using concepts and lessons from the course. This may be based on your personal experience, or on research. In most weeks you will write a paragraph or two in your case document applying the week's concepts to your case situation. The final version should be about 10-12 pages long (or 2500-3000 words), due on the last day of class.

4. <u>Quizzes</u>
   There will be **two short quizzes** -- 10-15 minutes each -- to test knowledge of

the basic concepts, based on the readings and discussions.

## Grades:

The weekly work (#1 above) and the individual case (#2) will each count for 40% of the grade; the two quizzes together will count for 20%.

I will use a regular 4-point scale throughout the course: 4 points 4 corresponds to an A, 3 to a B, and so on.

## Course materials:

Some course materials will be available directly from the assignment sheets, without charge; some will need to be purchased from a Harvard Business School course pack. The total cost will be approximately $50. Please note that Harvard Business Review articles can also be obtained from the Rutgers library, but the cases are available only from the course pack.

## Notes on virtual work and scheduling

Wednesday at 8 pm will be considered "class time", the deadline for all weekly homework (even though we will actually meet then only few times). Forums will end and other assignments will be due at that time.

Virtual technologies are not always reliable. Sometimes the systems will break down, or students will have technical problems. For help with Sakai, call 1-848-445-8721. For Adobe Connect, call 1-800-422-3623. If these don't resolve the issue, please let us know.

Students who have not taken virtual courses before sometimes have difficulty scheduling their work. You should expect expect to do approximately 9 hours of work per week[1] -- a mix of reading, forum discussions, individual writing, and team exercises. You will need to work on the course several times in any given week. Generally these times will be flexible, except for a few weeks when you will need to attend a synchronous session on Wednesday nights from 8 to 9.

*I recommend setting up the following schedule for yourself.*

- You should check the Sakai site for readings and other assigned material on Wednesday and complete them **by Saturday** (this should take 2-3 hours).

- By **Sunday at noon** you must (in most weeks) submit on your forum a 1-2 page response to the questions posed by the professor (this should take 1-2 hours).

- You must check the forums again for updates and respond again at least once **by**

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[1] This is in accord with [governmental standards of program integrity](#), CH-A3 & CH-A4.

**Tuesday night** (Allow another hour to read posts and enter responses.)

- ○ You should leave an hour or so each week to focus on your individual case development.

- When you are a forum leader, you will also need to start the team's discussion on Sunday afternoon, summarize it on Wednesday, and be especially active in guiding it. You will also write a brief reflection on what you learned from it. This will add 1-2 hours.

## **Late submissions**

I will accept late submissions with a reasonable excuse; except for emergencies you must let me know *in advance*. I am generally willing to work things out when there are crises

## Class schedule and topics

| Week | Assignment due dates (8pm) | Subject |
|---|---|---|
| 1. | 9/6 | Introduction: the changing context |
| 2. | 9/13 | Bureaucratic and collaborative models of organization |
| 3. | 9/20 | Virtual work and leadership |
| 4. | 9/27 | Leadership styles |
| **Leading teams** | | |
| 5. | 10/4 | Power and influence |
| 6. | 10/11 | Purpose |
| 7. | 10/18 | Process |
| 8. | 10/25 | Managing conflict |
| *Spring break* | | |
| **Leading organization change** | | |
| 9. | 11/1 | Culture and change leadership |
| 10. | 11/8 | The view from the middle: distributed leadership |
| 11. | 11/15 | The good of employees |
| Thanksgiving Break | | |
| 12. | 11/29 | The good of society |
| 13. | 12/6 | Discussion of your individual cases (posters) |
| 14. | 12/13 | Close |

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## SMLR learning objectives:

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; and apply theory regarding the role of leadership in change initiatives at both the organization and the team level

## **Plagiarism (academic integrity):**

Academic integrity is central to University life. Violations will get you in a lot of trouble. There's a long University document as well as other resources on academic integrity, but it boils down to this:

**You must cite all material that is drawn from others**, including other students or professors as well as published sources.

**Direct quotations must be identified by quotation marks *even if they're cited*. Don't cut and paste from the Internet without putting it in quotes!** This trips up some students, and can be serious.

I am not very concerned with the exact form of your citation, as long as you make clear where a quote or passage came from.

Studying together is encouraged; but if answers from different students are the same or nearly the same it will be considered cheating. You should discuss the issues but not discuss detailed answers with each other.

Exams and papers will be submitted to Turnitin.com for comparison with others in this course, as well as with past exams from this course and with paper-writing services, other publications, and web sources.

# The fine print

## *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.  Any such issues will be submitted to the Dean of the Labor Studies and Employment Relations Department, as appropriate.  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 abide by the Rutgers University Code of Student Conduct.  They are to conduct themselves with honesty and integrity.*

*The Rutgers academic integrity policy can be accessed at this link:*
*http://studentconduct.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf*

## *Disability services*

### *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.*