



DOL2232B (530) – LEADING CHANGE

WINTER 2017 COURSE OUTLINE

Class Schedule	Wednesday 8:30 am – 11:30 am, Rm: BR-UH30
Professor:	Dr. Tony Francolini afranco2@uwo.ca
Office Hours:	Wednesday 12:00 pm – 2:00 pm (or by appointment) BR-SJ301D

Course Description

Organizations no longer attempt to buffer their membership from change. Rather, organizations are embracing change as a means to generate differentiation / advantage. Accordingly, organizations are looking for their members to be more proficient, more comfortable, at managing change projects.

DOL2232B aims to increase the student's change management skills. More specifically, the course will introduce students to the nature of change, change models, vision development, stakeholder analysis, change agent roles, resistance, and persuasion / influence techniques.

This course will be of interest to students who wish to explore planned change and project management. This course will also be of interest to students who wish to go on to explore emergent change and organizational development & organizational learning.

As an experiential exercise, students will develop change plans for a mock change project. In 2017, the spring project will be "Enhancing the Teacher Evaluation Process".

Course Objectives

Change Management: Students will be taught the rudiments of change management in a controlled setting. These skills will be the building blocks for future learning in project management, change management, organizational learning, and/or organizational development.

Communications: As a course with a high component of group work, DOL2232 will allow students to practice their team and communication skills. Moreover, the requirement to conduct interviews will further press the student's development of his/her communication skills.



DOL2232B (530) – LEADING CHANGE

Critical Thinking and Problem Solving: There is no correct / expected solution to the change project. As such, students; conceptualization skills will be called upon as they seek to develop the optimum vision and stakeholder management plans.

Inquiry and Analysis: Students will improve their research skills through the development and use of interview and questionnaires.

Social Awareness and Engagement: Lessons taught in stakeholder analysis and resistance management will develop a student's understanding of people in organizational settings.

Prerequisites:

Dimensions of Leadership 1031 or permission of Coordinator of Leadership Studies.

Required Readings:

PDFs provided in OWL



DOL2232B (530) – LEADING CHANGE

WEEKLY ACTIVITY

Week 1: Introduction (Jan 11)

SET Change Project: UWO has begun a modernization of the SET (Student Evaluation of Teaching) program. Besides putting the evaluation online, UWO will allow faculties and affiliated colleges some leeway to personalize the SET Program. In this first class, students will be presented background information on this year's Change project. The students of DOL2232B will survey of student, faculty, and administrative concerns and develop a draft vision of Brescia's next generation SET program.

Week 2: Leadership vs. Management (Jan 18)

Lessons: The goal in week 2 is to focus students on the nature of change leadership. In order to do so, students will examine those aspects that leadership and management share and examine those aspects that differentiate leadership from management.

SET Change Project:

Week 3: Planned Change Models (Jan 25)

Lessons: Students will learn one form of change management – planned change. They will focus on two planned change models – Lewin's 3-step model and Kotter's 8-step model.

SET Change Project:

Week 4: Stakeholder Analysis (Feb 1)

Lessons: Students will learn how to conduct a stakeholder analysis. They will also develop survey, interview, and questionnaire development skills.

SET Change Project: Students will modify a questionnaires and set of interview question developed by the professor. These instruments will be used by the student as the basis of their stakeholder analysis data.



DOL2232B (530) – LEADING CHANGE

WEEKLY ACTIVITY (cont...)

Week 5: Exam (Feb 8)

Lessons: Students will be tested on the lessons from weeks 1 through 4.

SET Change Project: Students will begin to interview faculty, students, and administration to determine the needs, wants, and suggestions of the stakeholders. This data will be used by the students to develop stakeholder analysis reports and in order to develop the final change project vision report.

Week 6: Stakeholder Project Work (Feb 15)

SET Change Project: Students will present their group stakeholder analysis reports

Week 7: Reading Week (Feb 22)

Week 8: Vision (Mar 1)

Lessons: Students will learn the key elements of a vision and how to communicate that vision.

SET Change Project: Using data obtained in the stakeholder analysis, students will begin to develop a vision for the SET change project.

Week 9: Resistance (Mar 8)

Lessons: Students will learn the principle reasons why stakeholders may resist change.

SET Change Project: Students will conduct another round of vision development. They will also modify their stakeholder reports to account for the potential resistance of their stakeholders

Week 10: Overcoming Resistance – Influence and Persuasion (Mar 15)

Lessons: Students will learn a few prescriptive lessons how to reduce stakeholder resistance. Most of these prescriptions can be categorized as belonging to one of three categories: enticing behaviour through coercion or compliance, enticing behaviour through intellectual persuasion, or enticing the behaviour through identify persuasion. These methods of influence and persuasion will be taught.

SET Change Project: Students will begin to develop a stakeholder management plan that will explain how each stakeholder may be encourage to provide more support for the project that might be expected if left unmanaged.



DOL2232B (530) – LEADING CHANGE

WEEKLY ACTIVITY (cont...)

Week 11: Overcoming Resistance – Transition Models (Mar 22)

Lessons: Students will learn an alternate view of resistance management than that presented in week 10. In this week students will learn that resistance will vary depending on which stage of emotional and intellectual understanding the stakeholder is experiencing (transition models). Herein, students will learn how each stage may be uniquely managed.

SET Change Project: Students will enhance their stakeholder management plan to account for transition models.

Week 12: Change & Institutionalization (Mar 29)

Lessons: Students will examine a few concepts related to stages 2 and 3 of Lewin's model. In particular, they will look at securing small wins and institutionalization

SET Change Project: Students will be divided up into groups and begin to prepare their final report.

Week 13: Final Report Project Work (Apr 5)

SET Change Project: Students will meet to discuss the drafts sections of the final report.

Week 14: Exam (Apr TBA)

Lessons: Students will be tested on the lessons from weeks 8 through 12.



DOL2232B (530) – LEADING CHANGE

EVALUATION POINTS

A student's mark in the course will be based on one's demonstrated understanding of the course content. Each of the following evaluation components must be completed before a student will be assigned a passing grade. N.B.: For the sole purpose of obtaining a better grade, there will be no (a) re-weighting of evaluation components, (b) extra credit assignments, and/or (c) re-writing of exams.

60%	Exams	Students will write two 2-hour exams (mid-term and final). These exams will include multiple-choice, short-answer, and essay questions.
5%	Class Participation	Participation by student is a cornerstone of an effective learning experience. Active involvement increases assimilation of material and stimulates the level of class discussion. Students are expected to contribute to the topic-at-hand by asking questions, volunteering answers, developing an argument, critiquing ideas constructively, and/or advancing the discussion to a new level. Participation will be graded in part by your professor based on classroom behaviours.
10%	Stakeholder Report	In small groups, student will generate a stakeholder analysis of a specific set of stakeholders. These findings will be presented in a report and in an in-class presentation
10%	Vision Report	In small groups, students will generate a vision that considers the wants, needs, and suggestions of their stakeholders.
10%	Stakeholder Management Report	In small groups, students will generate a plan to lead their stakeholders towards becoming active supporters of the adopted vision
5%	Group Participation	In part, participation will be graded by your group peers. Using a 360 Evaluation model, peers will score each other on their contribution to group projects. Free-riders will be identified and fail to receive any rewards.



DOL2232B (530) – LEADING CHANGE

2016-17 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.westerncalendar.uwo.ca/2016/pg117.html> 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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

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.



DOL2232B (530) – LEADING CHANGE

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, www.registrar.uwo.ca, for official dates). 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://www.westerncalendar.uwo.ca/2016/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.westerncalendar.uwo.ca/2016/pg113.html>

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



DOL2232B (530) – LEADING CHANGE

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.

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://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

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).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. 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 at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer



DOL2232B (530) – LEADING CHANGE

to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

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.