

IDM 7510 (G01) (1.5 CH)
STRATEGIC LEADERSHIP & MANAGING CHANGE
WINTER 2022

INSTRUCTOR

Name:	Jijun Gao, PhD	Office Location:	Zoom meeting by appointment
Phone:	Zoom meeting by appointment	Office Hours:	by appointment
Email:	jijun.gao@umanitoba.ca	Classroom:	Zoom link posted on UM Learn
		Class Time:	9:15am - 4:15pm, Jan. 28 and 29 9:15am - 12:15pm, Jan. 30

Zoom link and password will be posted on UM Learn.

COURSE DESCRIPTION

The Calendar Description: An examination of the role of the manager as a change agent and processes associated with strategic vision and change. Analysis of factors affecting strategic decisions and how organizations adapt to their environment. Emphasis is upon the role of leaders: transformational leadership, charisma, organizational design and managing organizational culture change.

COURSE OBJECTIVES

This course is designed to improve students' capacity for effective leadership in managing strategic changes. It examines the processes associated with strategic changes and how leaders manage change as a change agent. Building on leadership concepts and skills learned, students will draw upon their own experiences to (a) develop a leadership vision for themselves, and (b) build leadership knowledge base and skills to help them as they continue to develop as leaders.

On course completion, you should be able to:

1. To gain an understanding of how organizational change is achieved.
2. Understand how different kinds of leadership impact organizational change.
3. Understand more about the concept of leadership, how it emerges in work organizations, and how it impacts organizational performance.
4. Assess their own and others' leadership orientation, and identify their own strengths and opportunities for growth.
5. Articulate their personal leadership values and how to translate them into behavior.-
6. Initiate and lead organizational change of various scales.

COURSE FORMAT

This course will be conducted "live" via videoconferencing using Zoom during the scheduled class time and will not involve in-person instruction.

All students are required to have a computer with functioning audio and camera. You are expected to be in a location with a reliable Internet connection that is strong enough for streaming video. For recording attendance and class participation, you will be expected to have your camera and microphone on during class time. The instructor may tell you to leave your camera/mic on for the duration of the class or may require you to mute yourself and unmute yourself only at certain times.

AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **MBA Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

	Goals and Objectives in the MBA Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.	X	Much of the material incorporates consideration of strategic change objectives and how leadership plays a role in achieving those objectives.
	A. Students are able to identify situations where strategic thinking is necessary.	X	Case studies and articles
	B. Students are able to identify different strategies.	X	Case studies and articles
	C. Students are able to perform a basic strategic analysis.		
	D. Students are able to recommend strategic alternatives and their implementations.		
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.		
	B. Students have an awareness of different global perspectives.		
	C. Students have been exposed to global business environments through course materials		
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.	X	Discussion about “bad” and “good” leadership practices
	A. Students demonstrate an understanding of the responsibility of business in society.	X	More emphasis on personal role of making good decisions about business and society
	B. Students demonstrate an understanding of ethical decision making.	X	Discussion of different types of bad leaders (Kellerman)
	C. Students demonstrate moral development in ethical decision making.	X	Through case discussion and discussion on roles of leaders
	D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.	X	Occurs through course readings, discussions, case studies, guest speaker, and personal self-assessment
4	Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.		
	B. Students are able to apply financial methodologies in the answering of business questions.		

	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

COURSE MATERIALS

The course builds on prior courses related to Leadership and Organizational Development. Course materials have two parts. First, students should access reading materials via the UMLearn course website. Second, we will be using two cases from Harvard Publishing.

Required cases:

HBR case: P&G Canada: Old Company, new tricks

HBR case: GE's two-decade transformation: Jack Welch's leadership

You can purchase the course pack here:

<https://hbsp.harvard.edu/import/903484>

COURSE ASSESSMENT

Student progress will be assessed through:

- Personal Change Project Analysis, 35%
- Group Organizational Change Proposal, 35%
- Participation and Contribution, 30%

Late submissions will not be accepted and will receive a zero (except where there are legitimate and documented reasons beyond a student's control).

Note that, in some cases, peer evaluation may be considered by the instructors while assigning final grades. Final grades may be curved.

Final grades will be assigned as follows;

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

PERSONAL CHANGE PROJECT

This is an individual project in which you will identify a desired personal change to implement during, and in the weeks following, the course. This will require you to put your plan in place, track progress, and evaluate success. The project deliverables are twofold:

(1) a one-pager personal statement (single space) of your change initiative to be submitted within two days of the final day of class, by **February 1st, 2022**. This paper needs to focus on a leadership related change. Specifically you will identify an area you aim to change or improve in the near future, AND explain why this change is important compared with other areas of consideration.

(2) a short (2-3 pages, single spaced) paper presenting reflections of your change experience including detailing your key learnings about your own personal strengths and weaknesses in implementing this change, and takeaways for dealing with future change initiatives. This paper can be a follow-up story to the personal statement, but can also be something different that you identify after the class, ideally leadership related but not necessary.

You are encouraged to incorporate information you have received during the course (e.g., reflections from class exercises and discussions, and feedback from group members, as well as including information from outside the course (e.g., previous leadership assessments, and external feedback you have received). The paper should include reference to relevant literature to support your analysis and arguments. References, tables and appendices are **not** included in the word count and may be used to supplement the analyses within the paper. Papers are due by midnight **February 23, 2022** and should be submitted to the designated Assignment folder on UMLearn. The papers should be in Word format.

Your task: Complete the two short papers and submit to UMLearn.

GROUP ORGANIZATIONAL CHANGE PROPOSAL

Students will form teams by themselves. This is a group project (4-5 members) designed to facilitate your practice of initiating and implementing an organizational change that interests you. Students will be given some time during the class to progress this project, but the final deliverable will be due two weeks after the class ends. This project requires that students first pick an organization of mutual interest, and a problem or issue that the group would like to help ameliorate. Then, the team will take steps to craft a change proposal project, including:

- (a) background on the organization and problem;
- (b) description of the change that needs to happen;
- (c) a proposal of the recommended change protocol, especially the timeline and pace, as well as tools/tactics that you intend to use to implement the changes - such as the enabling levers (credibility, communication, training) and substantive change levers (technical, political, and cultural).
- (d) expected areas of resistance, and a plan for addressing them.

All proposals should use course lessons to understand how to generate support for the proposed

change, and to implement the change effort. Maximum length, **not** including references, appendices, figures or tables, is **5 pages double-spaced**. Papers are due by midnight **February 28, 2022** and should be submitted to the designated course Assignment folder on UMLearn. The papers should be in Word format.

Peer Evaluations: *In case someone contributes to team work significantly less than other members in the team, team members can submit a peer evaluation to the instructor and raise concerns of free rider. The instructor may adjust the individual's group project marks to reflect peer assessments.*

Your task: The group will complete the paper and one group member will submit it to UM Learn.

PARTICIPATION AND CONTRIBUTION

The course will be a highly interactive course that includes case studies, exercises, and discussions. It is essential that students come to class prepared and ready to contribute. General class participation will be rated by the instructor based upon student contributions during discussions and completion of daily feedback forms. The group participation and contribution will be judged primarily through ratings from group members and the class.

Case Discussions. During the term we will have two case discussions in order to bring to life specific leadership ethics and change issues in a real world setting. I am not requiring students to turn in a write-up of the case analysis. However, it is essential that students come prepared to discuss the case in detail. Below are ways to guide your preparation.

Issues: Identify the essential issues described in the case. Issues represent current or emerging problems faced by individuals and groups in the organization. Keep in mind there are many issues in any given case, but not all of them are equally important.

Analysis: What are the causes/factors producing the situation described in the case? Who are the stakeholders? What seems to be causing the key problems? You may want to list, draw, or somehow represent the factors you see as important. You might find a visual representation helpful in capturing the core dynamics. The goal is to discern how and why the situation arose in the first place.

Action: What course of action would you adopt if you were involved in this situation? Your solution should address the underlying causes of the issues. How would you implement your suggested actions? What potential failure points do you need to anticipate? You want to be as concrete and realistic as possible.

Your task: Actively participate in class discussion and exercises. Make significant contribution to team work.

PRE-CLASS PREPARATION

Readings:

1. HBR case: P&G Canada: Old Company, new tricks
2. HBR case: GE's two-decade transformation: Jack Welch's leadership
3. Articles listed in the outline (available on UMLearn).

COURSE SCHEDULE

(subject to change four days before the first class, please follow course postings on UMLearn)

Session	Topic and Activities	Preparation Work
Day 1, AM	<p>Topic:</p> <ol style="list-style-type: none"> 1. Introduction to the course; 2. Expanding understanding of leadership; 3. Leadership profile <p>Activities:</p> <ol style="list-style-type: none"> 1. Personal reflection 2. Assess yourself as a change agent 	<p>Read:</p> <ol style="list-style-type: none"> 1. Craig, N., & Snook, S. (2014). From Purpose to Impact: Figure out your Passion and Put it to Work. Harvard Business Review. May, reprint R14005H 2. Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3) (Winter) 19-31. 3. Ibarra, H. (2015). The authenticity paradox. Harvard Business Review. 91(1/2) 52-59. <p>Think about:</p> <p>Personal Life Background/Events/Triggers</p> <ol style="list-style-type: none"> 1. What events in your life have had the most positive impact on your leadership and strategic thinking development? What events have had the most negative impact? 2. Briefly describe the individual or individual(s), who have had the most positive impact on how you lead others (e.g., family members, mentors, coaches, teachers, etc)? What did they do to have such an impact on you? <p>Personal Value/Beliefs/Style</p> <ol style="list-style-type: none"> 3. What is your most important core belief that guides how you lead others? 4. How do you factor in cultural, gender, or generational differences into your leadership style? <p>Leader Development Focus</p> <ol style="list-style-type: none"> 5. How would you judge the effectiveness of your current organization in developing future leaders who are strategic thinkers? What does your organization do best? What's missing? 6. What do you view as the biggest challenge you face as leader today?

		<p>Building Ownership, Optimism & Future Focus</p> <ol style="list-style-type: none"> 7. What strategies have you used to develop your followers to have a deeper sense of ownership in their work and their organization? 8. How do you inspire others to achieve more than they expected to do?
Day 1, PM	<p>Topic:</p> <ol style="list-style-type: none"> 1. Why and how change happens; 2. Leader and environment; 	<p>Read:</p> <ol style="list-style-type: none"> 1. Beer, M. & Nohria, N. (2000). Cracking the code of change. <u>Harvard Business Review</u>, (May/Jun), 133-141. 2. HBR case: GE's two-decade transformation <p>Think about:</p> <ol style="list-style-type: none"> 1. What was the environment like when Jack Welch became CEO of GE? and what changes were needed at that point? 2. How did GE prepare for the environmental changes? 3. What role did Welch's leadership approach play in the organizational changes? 4. What are the pros and cons of Welch's leadership approach? 5. What are GE's values and how did they facilitated/inhibited GE's performance? <p>(Current situation – what has happened at GE since Jack Welch stepped down as CEO?)</p>
Day 2, AM	<p>Topic:</p> <ol style="list-style-type: none"> 1. Managing resistance 2. Readiness for change <p>Activities:</p> <ol style="list-style-type: none"> 1. Case discussion 2. Class exercise 	<p>Read:</p> <ol style="list-style-type: none"> 1. Kotter, J.P. & Schlesinger, L.A. 2008. Choosing strategies for change. <u>Harvard Business Review</u>, (Jul/Aug), 130-139. 2. Kotter, J.P. (1995). Leading change: Why transformation efforts fail. <u>Harvard Business Review</u>, (March/April), 1-10. Reprint 95204. 3. HBR case: P&G Canada.
Day 2, PM	<p>Topic:</p> <ol style="list-style-type: none"> 1. Strategic leadership 2. Dynamics of change 	<p>Read:</p> <ol style="list-style-type: none"> 1. Meyerson, D.E. 2001. Radical Change the Quiet Way. <u>Harvard Business Review</u>. October.

	<p>3. Change in a system</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Video discussion 2. Group proposal of organizational change 	<p>2. Q. N. Huy, 2001. In Praise of Middle Managers, Harvard Business Review. September.</p> <p>Think about:</p> <ol style="list-style-type: none"> 1. What strategies of everyday leading in change most resonate with how you seek to lead in change? 2. How would you approach change with system inertia
Day 3, AM	<p>Topic:</p> <ol style="list-style-type: none"> 1. Bad leadership. 2. Leading with your values 3. Leading everyday change <p>Activities:</p> <ol style="list-style-type: none"> 1. Class discussion 2. Identify your change initiatives 	<p>Read:</p> <ol style="list-style-type: none"> 1. Kellerman, B. (2004). Leadership: Warts and all. Harvard Business Review, January, 40-45. 2. Ma H, Karri R, Chittipeddi K. 2004. The paradox of managerial tyranny. Business Horizons 47(4): 33-40. 3. Kramer RM. 2006. The great intimidators. Harvard Business Review 84(2): 88-96. <p>Think about:</p> <ol style="list-style-type: none"> 1. What kind of leadership would be considered bad? 2. From an ethical perspective, are there trade-offs in managing changes? Have you encountered any dilemmas when balancing means and ends? 3. What specific change in leadership or personal values would you like to make in the near future? Why?

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	MBA Course Information
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behavior

ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

The online format of class delivery does not lower the Asper School's academic integrity standards. The same high levels of academic integrity are expected as they are in regular terms.

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

FACULTY BIOGRAPHY

I.H. Asper School of Business, The University of Manitoba

Dr. Jijun Gao

Head, Department of Business Administration

Associate Professor

Asper School of Business

University of Manitoba

Dr. Gao joined the Asper school of Business in 2008. He earned his PhD in General Management from the Richard Ivey School of Business at the University of Western Ontario (now Western University). Dr. Gao had over seven years of industry experience as a marketing and sales senior executive in the information technology, food and e-learning industries in China before he came to the PhD program at Ivey School. Dr. Gao has been teaching across all levels including undergraduate, MBA, and PhD at the Asper School, in addition to supervising MSc and PhD students.

Concerned with the role of business in society, Dr. Gao's research has been focused on the theories of organizations and strategy that involve issues of social expectations and ecological concerns. In particular, he examines the issues of corporate social responsibility (CSR) and business sustainability, trying to help business manage social/environmental issues better and understand the implications of these issues on strategy formulation, firm performance, and public policy-making. Having won two major Insights Grants from SSHRC (Social Sciences and Humanities Research Council of Canada), Dr. Gao recently investigates irresponsible innovations in the global food industry.