TERRITORY ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

INSTRUCTOR

Name:	Wenlong Yuan, PhD	Office:	656 Drake
Phone:	204-474-9729	Office Hours:	By appointment
		Class Room:	530 Drake
Email:	Wenlong.yuan@umanitoba.ca	Class Time:	9:30am - 4:30pm, Jan 23/24
			9:30am - 12:30pm, Jan 25

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.

This course is designed to integrate intellectual and experiential learning to facilitate students' own capacity for effective leadership in managing change. This course examines the processes associated with strategic changes and how leaders manage change as change agents. Students will learn that, with rapid change and increasing complexity, organizations and society need different forms of leadership today than in the past. Building on the leadership concepts and skills learned, students will draw upon their own experiences to (a) develop a leadership vision for themselves, and (b) build specific leadership knowledge base and skills to help them as they continue to develop as leaders.

COURSE OBJECTIVES

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 delivered in person in the indicated classroom. All students are expected to attend the class, well prepared for class discussions, and wear a mask following the university protocol. Missing a significant part of a class will be considered absent. Please keep in mind the following responsibilities expected from you.

1. Students should bring their name plates every time they come to the class and place the plates in front of them.

2. Students are expected to be ready and willing to discuss both the assigned cases and the related reading(s) for every class as listed on the Class Schedule. This may imply three to four hours of preparation before the class. Clear signal of under-preparation may seriously influence your class contribution performance.

3. It is the students' responsibility to express their willingness to participate in, thus contribute to class discussion by raising their hands, although the instructor may give direct calls occasionally. The instructor will organize, lead and monitor the discussions, not to give extensive lectures.

4. Students are expected to attend classes on time and keep themselves up to date with any course-related announcements, even if not present in a particular session in which the announcement is made. The instructor often sends out important announcements by emails, so all students need to register a valid email address in Aurora/UM Learn and check that email frequently.

5. Students are required to join a study team for the purpose some of assignments or exams. The instructor will decide whether to randomly assign students to teams or allow you to form a team yourself. The team membership should reflect diversity in terms of ethnic, gender and country/region background. The instructor has the authority to break a group or move a student to a different group in consideration of diversity and other important factors.

COURSE MATERIALS

The course builds on prior courses related to Leadership and Organizational Development. We will be using two sources of course materials to build a deeper understanding of leadership and change management. First, students should access reading materials via the UMLearn course website. Second, we will be using two case studies and one simulation in the course which are available from HBR. Please refer to the file entitled "IDM 7510 - Wenlong Yuan - reading and simulation" for details.

Required cases and simulation:
  HBR case: P&G Canada;

ASPER SCHOOL OF BUSINESS | STU CLARK GRADUATE SCHOOL

University of Manitoba

HBR case: GE;

Simulation: William Q. Judge, Linda A. Hill. HBR. Change Management Simulation: Power and Influence V3.

You can purchase the course pack here:
https://hbsp.harvard.edu/import/1363974

COURSE ASSESSMENT

Student progress will be assessed through:

- Personal Change Project Analysis, 35%; **due date: 11:59 pm, February 16, 2026**

- Group Organizational Change Proposal, 35%; **due date: 11:59 pm, March 2, 2026**

- Participation and Contribution, 30% (including "Exercise are you up for the change challenge",

  10%; **the exercise will start no later than January 8, 2026)**

- Peer evaluation due date: **Mach 3, 2026**

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
93-100	A+	4.5	**Excellent**
86-92.99	A	4.0	**Very Good**
80-85.99	B+	3.5	**Good**
72-79.99	B	3.0	**Satisfactory**
65-71.99	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 absence from lectures may result in a failing grade. It is your responsibility to inform your professor, in advance if possible, of your absence and the reason for it:
1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;
2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);

3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

The professor will then decide how to deal with the impact of the missed classes on your final grade.

COURSE SCHEDULE

Session	Topic and Activities	Preparation Work
Day 1, AM	*Topic:* The change path, resistance to change, readiness for change, and why change	1. Ice breaker game. 2. **Case**: HBR "P&G Canada"
Day 1, PM	*Topic:* Contextual factors	*Read:* 1. Beer, M. & Nohria, N. (2000). Cracking the code of change. <u>Harvard Business Review</u>, (May/Jun), 133-141. 2. Kotter, J.P. (1995). Leading change: Why transformation efforts fail. Harvard Business Review, (March/April), 1-10. Reprint 95204. *Activities/exercises:* 1. **Simulation:** William Q. Judge, Linda A. Hill. HBR. Change Management Simulation: Power and Influence V2 (scenarios 1 and 2). 2. Exercise: assess your self as a change agent
Day 2, AM	*Topic:* Dynamics of change/Strategic leadership	*Read:* 1. Kotter, J.P. & Schlesinger, L.A. 2008. Choosing strategies for change. Harvard Business Review, (Jul/Aug), 130-139. 2. GE **Case**. HBR. *Think about:* 1. What was the environmental context and changes needed at the point when Jack Welch became CEO of GE? 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?

		(Current context – what has happened at GE since Jack Welch stepped down as CEO?)
Day 2, PM	*Topic:* Types of strategic leadership/influence	*Read:* 1. Meyerson, D.E. 2001. Radical Change the Quiet Way. Harvard Business Review. October. 2. Q. N. Huy, 2001. In Praise of Middle Managers, Harvard Business Review. September. *Activities/exercises:* 1. **Simulation:** William Q. Judge, Linda A. Hill. HBR. Change Management Simulation: Power and Influence V2 (scenarios 3 and 4). 2. Exercise: change plan (Compare "Exercise: assess your self as a change agent" and your role model of strategic leaders)
Day 3, AM	*Topic:* 1. Bad leadership. **2.** Identify change initiatives.	*Read:* 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. *Activities/exercises:* 1. Personal change plan.

PERSONAL CHANGE PROJECT (essays; do not use the point format)

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:
(1) a short paper (2-3 pages, double space) of your change initiative built on the exercise on the final day of class. This paper is more forward looking and more on leadership related change. Assess your capabilities, identify an area you aim to change or improve, explain why this change is important compared with other areas of consideration, and delineate tangible/feasible steps/milestones to reach in the near future. (grading: don't be comprehensive; focus on one or two areas; tangible/feasible steps; include any literature to support that your approach will lead to change)
(2) a short (2-3 page) 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 part of the assignment is more about your reflection on your past change experience (i.e., something you actually did). It can be about leadership related topics, but not limited to this area. (grading: focus on a small number of areas; depth; not superficial)

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 11:59 pm, **February 16, 2026** and should be submitted via the UMLearn Dropbox that will be set up for the course. <u>The papers should be submitted in Word format</u>.

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

<u>**GROUP ORGANIZATIONAL CHANGE PROPOSAL**</u>

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. 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, especially about the content of the proposed change, such as vision, culture, and business processes.
(c) a proposal of the recommended change protocol, especially the tools/tactics that you intend to use to implement the changes – the enabling levers (credibility, communication, training) and substantive change levers (technical, political, and cultural) are major examples of such tools. Also include which tools you intend to use first, and when to switch to other tools, as what you have done in the simulation.
(d) expected areas of resistance, and a plan for addressing them.
(e) why this change may fail.

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 11:59 pm, **March 2, 2026** and should be submitted via the UMLearn Dropbox that will be set up for the course. <u>The papers should be submitted in Word format</u>.
Peer Evaluations: Students are required to complete a peer evaluation that corresponds to each group member's contribution to the group project. The instructor reserves the right to adjust the group project marks to reflect individual peer assessments. Failure to submit peer evaluations on time may result in 2% deduction from your final grade. In cases with strong supporting materials from a single team member, the instructors may decide to adjust students' grades.

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

<u>**PARTICIPATION AND CONTRIBUTION**</u>

Component 1: "Exercise: are you up for the change challenge" (account for 10% of your course work). <mark>You can start any day after the start of the semester, but the latest day for you to start the exercise is Jan 8.</mark> You also need to post your tracking every day on UM Learn for at least 10 days.

Research demonstrates how seemingly unimportant gestures can have astonishing results. These gestures can cause a ripple effect in our lives and the lives of people around us! Specifically, completing the following task each day for a period of 10 days will greatly decrease your stress levels and increase your happiness. Think about a habit that you want to implement or break and track your progress every day for at least 10 days.

Your task: Post your tracking on UM Learn *every day* for a period of 10 days. Refer to the file entitled

Component 2:

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.

The performance for a student's class contribution will be based on three factors: the number of the student's participation in class discussions, the quality of his/her participation, and the student's professionalism and attitude in the class.

For each class of case/reading discussions, you (or everyone in your group, if the discussion or presentation is group based) may earn up to four marks/credits towards your class contribution. To earn such credits, your contributions must demonstrate that you have a thorough grasp of the case information, and have considered at least the issues raised in the accompanying readings. Factual contributions that help to organize basic information into useful format for analysis will earn one mark credit. To earn two-mark credit for a case discussion, you must provide some synthesis beyond the basic case facts, such as connecting two or more pieces of information, or conducting some quantitative analysis, to draw a sound conclusion. To earn three-mark credit for a case discussion, your contribution must demonstrate real insight into the key issues of the case, and/or recommend detailed, well-supported actions to address the strategic challenges involved. Exceptional students in terms of both the quality and quantity of comments will be given four-mark credit.

The instructor may discount a student's contribution credit because of his/her missed classes, coming late or leaving early, apparent lack of participation in group activities, or other such reasons. A student may also lose contribution credits for instances in which he/she proves to be insufficiently prepared for

the class, commits disrespectful or unprofessional behaviours, or makes comments that are obviously flippant or clearly out of line of a discussion. **Please note that there is no contribution credit for simply being present in the class. Even with perfect attendance, individuals who do not participate at all during class discussions will receive a zero for class contribution!**

A student who misses a class is solely responsible for getting notes from other students and making him/herself aware of announcements made, handouts delivered, or any other activities conducted in that class. If you are absent and would like the instructor to know about it, send an E-mail message for the instructor's record. Keep in mind that busy periods at your workplace or exams in this or another course are not valid reasons for absences. Further, **class dependent activities such as class contribution cannot be made up outside of class or at a later date, unless, under highly special circumstances, preapproved by both the instructor and the MBA program office at the beginning of the term.**

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;
2. HBR case: GE;
3. Articles listed in the outline (available via UMLearn).

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.

The following do not require REB approval:
a) Projects where students are conducting the research on themselves during class time;
b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

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	[Asper Graduate Student Resources](#)
Exam Rescheduling Policy - *Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook*	[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](#)

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:

- o using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words

- o duplicating a table, graph or diagram, in whole or in part, without referencing the source

- o 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

- o copying the answers of another student in any test, examination, or take-home assignment

- o providing answers to another student in any test, examination, or take-home assignment

- o taking any unauthorized materials into an examination or term test (crib notes)

- o impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination

- o stealing or mutilating library materials

- o accessing tests prior to the time and date of the sitting

- o changing name or answer(s) on a test after that test has been graded and returned

- o 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.

AI TOOLS   AI tools can be used to enhance learning and problem-solving skills, but they should not replace independent thinking and learning. Students must exercise critical thinking when using AI tools and acknowledge their use in academic work. Prohibited uses include generating or completing academic work with AI tools without appropriate acknowledgement. Academic honesty is paramount, and students should accurately

represent their individual effort and knowledge. Faculty will provide guidance on AI tool usage and incorporate discussions on AI ethics and academic integrity. Violations may lead to disciplinary actions, including academic penalties or suspension.

FACULTY BIOGRAPHY

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Dr. Wenlong Yuan is the Stu Clark Chair in entrepreneurship and innovation at the Asper School of Business. Before his current position, he was Associate Professor of Strategy and International Business in the Faculty of Management at the University of Lethbridge, Canada. His main research interests cross entrepreneurship, strategy, and international business. His work currently focuses on entrepreneurship in large firms, the impact of top management teams' characteristics on middle-level entrepreneurial activities, entrepreneurial learning from failure, and behaviors of academic entrepreneurs.