



Mgt 9394 (Hybrid)
Topics in Organizational Behavior:
Leading Organizational Change for Sustainability
Course Syllabus, Spring 2018

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PURPOSE AND DESCRIPTION OF COURSE

Many organizations are now attempting to incorporate environmental sustainability initiatives into their strategic planning and day-to-day operations. The success or failure of these initiatives often rests on the ability of leaders to implement and manage the change process. This course will cover the organizational change process, with particular focus on creating and managing transformational change around sustainability initiatives.

COURSE OBJECTIVES

- Increase your knowledge of phase models of organizational sustainability
- Increase your knowledge of effective strategies for organizational change, with a focus on strategies for improving the success of environmental initiatives
- Increase your knowledge of various forms of resistance to change, including climate change denial, psychological and cognitive sources of bias
- Increase your competencies as a leader and manager of organizational change, both incremental and transformational change

MBA LEARNING GOALS (See Appendix)

REQUIRED READINGS

Benn, S., Dunphy, D., & Griffiths, A. (2014). *Organizational Change for Corporate Sustainability*, 3rd Ed.

Spector, B. (2013). *Implementing Organizational Change: Theory into Practice*, 3rd Ed.

Kotter, J. P. (2005, 2017) *Our Iceberg is Melting*. NY: Penguin.

Henderson, R. M. et al., (2017). Climate change in 2017: Implications for business. *Harvard Business School Background Note 317-032*, October 2016. (Revised July 2017.) (Click [here](#) for a complimentary copy on the Business & Environment Initiative's site.)

Additional Readings: See Course Schedule.

RECOMMENDED READINGS and RESOURCES

Doppolt, B. (2010). *Leading Change toward Sustainability: A Change-Management Guide for Business, Government, and Civil Society*, Updated 2nd Ed. Sheffield, England: Greenleaf Publishing.

Henderson, R., Gulati, R., & Tushman, M. (2015). *Leading Sustainable Change: An Organizational Perspective*. Oxford, UK: Oxford University Press.

Kotter, J. P. (2012). *Leading Change*. Boston: Harvard Business School Press.

Norgaard, K. M. (2011). *Living in Denial: Climate Change, Emotions, and Everyday Life*. Cambridge, MA: The MIT Press.

Scott, B. A., Amel, E.L., Koger, S. M., & Manning, C.M. (2016). *Psychology for Sustainability, 4th Ed.* New York: Routledge.

COURSE REQUIREMENTS

Personal Change Project

“Changing your own behavior can be a step toward changing the behavior of others” (Scott et al, 2016, p. 319). After reviewing your carbon footprint (either from the footprint exercise posted on BB, or from a previous course footprint exercise), choose one behavior to change during the course of this semester. Track your weekly progress, analyze the conditions that support or detract from your goals, and then write a short (3-5 page) paper describing the change process you went through, what you learned, and how it relates to course concepts. Because people who make a public commitment to change are more likely to follow through, you will be asked to share your progress with the class on Blackboard. This assignment is worth 15% of your grade. Additional details will be provided. (Adapted from Scott et al., 2016)

Harvard Climate Change Challenge: How Climate Change Affects Business

Choose a company or non-profit organization whose operating model is likely to be significantly affected by climate change’s physical manifestations and/or related regulation, including threats and opportunities associated with mitigation and/or adaptation. Describe how the organization is likely to be affected, the steps the organization is taking (if any) to address those effects, and describe and justify what additional steps you think the organization should consider implementing. Finally, make recommendations on how they should implement the changes needed. For ideas, read this article about the [Climate Change Challenge](#) required of Harvard MBA students, and then read some of their blogs that describe what companies and non-profits are (or aren’t) doing to address climate change. You will post your blog on the Discussion Board in Blackboard (800 words max). Please comment on at least two other blog posts. This assignment is worth 15% of your grade.

Team Organizational Change Project: Diagnosis and Intervention Plan

Your team will conduct an organizational diagnosis of one of your team member’s organizations. The focus of the diagnosis should be to determine where the organization lies on the sustainability continuum described by Benn et al. (2014): rejection, non-responsiveness, compliance, efficiency, strategic proactivity, and sustaining. The team should gather evidence to support their diagnosis, including company reports, interviews with management, and descriptions of the company as described in the business press.

The second part of the assignment is to design an intervention to take the organization to the next level (e.g., from compliance to efficiency, or beyond). How would you guide the organization through the change process? Teams should identify which models of change or transformation would best help the organization’s overall movement toward sustainability, and then use this plan to create a roadmap for change. This roadmap should be a visual depiction of the plan that you can share with the people who will be involved in making the change happen.

Teams should analyze the forces that may contribute to the organization’s evolutionary (incremental) and/or revolutionary (transformational) path of change, as well as the forces that may work against the change (e.g., what are the barriers? Where do you expect resistance to change?). Your diagnosis and change intervention should include recommendations for making the change “stick.”

Weekly Discussion Board and Class Participation

Because this course is a hybrid course (that is, it is partially face-to-face and partially online or involves outside-of-class activities), we will make good use of the Discussion Board on Blackboard. Students are expected to participate in the discussion board by posting a comment or response to at least one of the instructor or student-generated posts each week.

For guidelines on how to participate in an online discussion, see the online participation rubric in the Syllabus folder in Course Documents.

Your in-class participation is also essential to the success of this class. Full participation consists of demonstrating that you are prepared for class (i.e., that you have read the assignment, completed individual assessments as assigned, and thought about the issues raised), asking thoughtful questions, responding respectfully to your peers, and engaging productively in all class discussions. Online and class participation are worth 20% of your grade.

Final Individual Reflection Paper

At the end of the course, you will be asked to submit a final individual reflection paper (maximum 5 pages). This reflection paper should address: 1) your overall reflections on the course with a particular focus on key take-aways, 2) a specific reflection on your personal learnings from the team project, 3) your overall reflections on sustainability and your role in business, government, or the non-profit sector in creating a sustainable future, and 4) a short and concise statement defining your vision for the type of leader you think you could become. Put yourself 10 years into the future. Where will you be working? What kind of a world will you be living in? What kind of a difference, if any, do you hope to be making? (Adapted from Daina Mazutis, University of Ottawa)

Peer Evaluation

The peer evaluation is an opportunity for you to provide feedback on the contributions of your teammates in your project and discussion board assignments. The peer evaluation form will be posted on Blackboard and is due the last day of class.

SUMMARY OF COURSE REQUIREMENTS

Personal Change Project	15%
Climate Change Challenge (blog on BB)	15%
Organizational Change Project (team)	40%
Discussion Board and Class Participation	20%
Final Individual Reflection Paper	10%
Peer Evaluation (no grade, but required)	

GRADING

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	93-100	B	83-86.9	C	73-76.9
A-	90-92.9	B-	80-82.9	C-	70-72.9
B+	87-89.9	C+	77-79.9		

CLASSROOM RULES AND ETIQUETTE

Attendance: Showing up is the *minimum* requirement for the course. We will circulate an attendance sheet during each class so please make sure to sign it.

Punctuality & Deadlines: Please remember that arriving late to class is disrespectful and disruptive. In addition, assignments will not be accepted if they are handed in after the due date; late papers receive 5 points off for each day they're late.

Classroom Etiquette: Everyone in the classroom has the right to voice their opinions. While I hope there will be debates and differences, tone and language should be respectful. Please act as you would during an important business meeting (**cell phones turned off, no food consumed, and no personal or side conversations**).

Laptop and Cell Phone Policy: Please turn off your cell phone. A successful class depends on the active attention and engagement of everyone in the classroom. You cannot be actively attentive and engaged at the same time you are checking email, texting, or surfing the internet. In addition, using your laptop or mobile device is distracting to those around you.

Moreover, research provides strong evidence that the use of large screen devices (e.g. laptops, tablets) is more likely to hinder your deep learning rather than enhance it. Writing notes by hand is much more conducive to learning the material. For these reasons, the use of laptops and mobile devices is not allowed during class sessions unless required for a class activity.

Writing Skills: If you need help with grammar, writing style, etc., please make an appointment at the Student Academic Consulting Center (SACC). The lab consultants will help you clean up and polish your written work, and in the process, help you improve your grammar and writing style. Please note that points will be taken off for grammar and spelling mistakes. Poor writing skills will hurt you on the job as well as in the classroom. KEY: Do not hand in your first draft of any paper. Let it sit for a day or two, then go over it again. And again. Then share it with your teammates.

Ethics: The Baruch Honor Code

Please make sure you understand Baruch's policy on academic integrity and honesty. (See http://www.baruch.cuny.edu/academic/academic_honesty.html). All written assignments will be checked via SafeAssign on Blackboard.

In addition, here are some specific ways in which the honor code applies to this course (but not the only ways!):

- Written assignments are to be your own work. You may discuss readings and cases with others, but from the moment you begin writing, the work is to be yours alone.
- If you are familiar with a case or exercise introduced in class, please do not be a "spoiler" in any way. If you are concerned that your prior exposure will make your participation problematic or boring, come to me – we will figure out how to make the experience meaningful.
- No audio or visual recordings can be made of class without my permission. All cases and exercises and their "solutions" are confidential and are not to be circulated, blogged about, or posted in any form.

Baruch College has a “zero tolerance” policy on cheating. Any student who breaks academic rules will receive a zero for that assignment. As required by College, I will submit a report of suspected academic dishonesty to the Dean of Students. Please check in with me if you are uncertain about what represents an honor code violation.

Students with Disabilities: Students with disabilities may receive assistance and accommodation of various sorts to enable them to participate fully in courses at Baruch. To establish the accommodations appropriate for each student, please alert your instructor to your needs and contact the Office of Services for Students with Disabilities, part of the Division of Student Development and Counseling. For more information, please visit their office in NVC 2-271 or call (646) 312-4590.

GREEN REQUIREMENTS: Please use recycled paper for your written assignments, or print your assignments on both sides of the page. You do not need to use cover pages or plastic project covers. For most assignments, you will not need to turn in a hard copy but will submit them online on Blackboard. 😊

Appendix. MBA Learning Goals

MBA Learning Goals	Significant Part of Course	Moderate Part of Course	Minimal Part of Course	Not Part of Course
Oral Communication		X		
Written Communication	X			
Technology				X
Ethical Awareness	X			
Global Awareness			X	
Quantitative Analysis				X
Teamwork and Leadership	X			
Knowledge Integration			X	

How Course Assignments Map onto Course and MBA Learning Goals

<i>Assignments</i>	<i>Course Learning Goals</i>	<i>MBA Learning Goals</i>
<i>Lectures and Discussions</i>	<i>Demonstrate understanding of important concepts, theories, and research findings in the fields of organizational change and environmental sustainability</i>	Ethical Awareness and Sustainability Oral Communication

<i>Readings and Discussion Boards:</i> Various textbook chapters and journal articles, and a discussion of how the concepts relate to students' current workplaces and change initiatives	<i>Demonstrate understanding</i> of the process of organizational change and how it can be used to improve the success of environmental initiatives in various types of organizations	Ethical Awareness and Sustainability Written Communication
<i>Case Studies:</i> Students will analyze types of organizational change and what makes them successful or not	<i>Identify and apply</i> appropriate organizational change methods to <i>diagnose and analyze</i> organizational progress toward sustainability	Teamwork & Leadership Ethical Awareness and Sustainability Oral & Written Communication
<i>Harvard Climate Change Challenge</i>	<i>Apply concepts to identify</i> how an organization may be affected by climate change	Ethical Awareness and Sustainability Written Communication
<i>Team Organizational Change Project</i>	<i>Apply concepts to diagnose and analyze</i> organizational change opportunities	Teamwork & Leadership Ethical Awareness and Sustainability
<i>Final Reflection Paper</i>	<i>Demonstrate knowledge gained</i> about sustainability and its role in business, government, NGOs, and society	Ethical Awareness and Sustainability Written Communication

Course Schedule and Readings (see separate document)