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BUSINESS SCHOOL

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LEADERSHIP AND CHANGE MANAGEMENT

Semester 2, *2020 – 2021*

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OFFICE HOURS	By appointment

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Collective class participation and team work	Each session	40%
Final individual written exam case study with questions	Exam week	60%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

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LEADERSHIP AND CHANGE MANAGEMENT

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

Every international business organization needs change, and it is the responsibility of its leaders to initiate and facilitate the change. The purpose of this course is to provide students to develop an advanced understanding of exercising leadership given consideration of the unique and compelling challenges associated with change management. It studies effective leaders who know how to catalyze and support positive changes in the structure, organizational culture and people. After completion of the course, students will be able to: (1) describe key leadership theories and models, their strengths and weaknesses; (2) understand the role leadership plays in anticipating, planning and navigating organizational change; (3) understand the importance of communication in change management; (4) understand the reasons why people are resisting the change; (5) understand the impact of leadership and change management strategy on organizational culture; (6) describe how organizations can manage change effectively; (7) understand how to creat a powerful vision for change; (8) recognize the dynamics of strategic change in different contexts. At the end of the course, students will acquire the following skills, such as analytical skills, problem solving skills, people management skills, teamwork and communication skills.

Courses contribution to program objectives

KBA2 Develop Business, Communication, Teamwork and Leadership Skills

The course will include team activities, case studies and role-plays. Students will be provided opportunities to present their ideas and opinions, learn through various activities, and work on team projects. Leadership, interpersonal and communications skills are demonstrated during the course work for this course. In particular presentation skills form part of the criteria for the team assessment.

KBA3 Enhance Knowledge of Self and Personal Development

This course will help students to understand different types of leadership styles and to discover their own strengths and challenges as a leader.

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Courses description

1) The nature of change and leadership styles;

2) Organizational structure and change: meaning, causes and its process;

3) International assignments: managing change and complexity;

4) Cultural diversity and change management: change leadership in a cross-cultural context;

5) How to create a powerful vision for change;

6) Dealing with resistance in change management;

7) Importance of communication during change;

8) Challenges in managing changes in supply chain;

9) Group presentation.

COURSE MATERIAL

Textbook **(Available on https://library.kedge.edu/)**

1) Carnall, C.A. (2007). Managing Change in Organizations, Pearson education Limited. Fifth edition published. ISBN: 9780273704140.

2) Kotter, J. P. (2012). Leading change, Harvard Business Review Press.

3) Kotter, J. P.; Rathgeber, H. (2006). Our Iceberg is Melting. Macmillan. London. ISBN– 13:978-02300-1685-9.

Articles:

4) Amabile, T. M. (1998). How to kill creativity, Harvard Business Review, 76(5), 76–87. *https://hbr.org/1998/09/how-to-kill-creativity*

5) Atkinson, P., & Mackenzie, R. (2015). Without leadership there is no change, Management Services, 59(2), 42-47.

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http://www.philipatkinson.com/uploads/7/1/5/0/7150143/without_leadership_there_is_no_change_article.pdf

6) Gilley, A., Dixon, P., & Gilley, J. W. (2008). Characteristics of leadership effectiveness: Implementing change and driving innovation in organizations, Human Resource Development Quarterly, 19(2), 153-169.

https://onlinelibrary.wiley.com/doi/abs/10.1002/hrdq.1232

7) Malby, B. (2006). How does leadership make a difference to organizational culture and effectiveness, Northern Leadership Academy.

https://www.paho.org/blz/index.php?option=com_docman&view=download&alias=207-how-does-leadership-make-difference-to-organisational-culture-and-effectiveness&category_slug=technical-documentation&Itemid=250

8) Hao, M.J and Yazdanifard R. (2015). How Effective Leadership can Facilitate Change in Organizations through Improvement and Innovation. Global Journal of Management and Business Research: Administration and Management. Volume 15, Issue 9, Version. *https://globaljournals.org/GJMBR_Volume15/1-How-Effective-Leadership.pdf*

Websites:

9) Change Management vs. Change Leadership---What's the Difference?
https://www.youtube.com/watch?v=2ssUnbrhf_U

10) The Key Differences Between Leading and Managing
https://www.youtube.com/watch?v=SEfgCqnMl5E

11) Accelerate! The Evolution of the 21st Century Organization
https://www.youtube.com/watch?v=Pc7EVXnF2aI

12) Kotters 8 steps leading change
https://www.youtube.com/watch?v=1QWiMkXyTP4

SUPPLEMENTARY READINGS   (Available on https://library.kedge.edu/)

13) Auster, E.R.; Wylie, K.K.; Valente, M.S. (2005). Strategic Organizational Change: Buliding Change Capabilities in Your Organisation. Palgrave Macmillan. ISBN-10: 1403991499.

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14) Northouse, P. G. (2016). Leadership Theory and Practice, 7th Edition. Sage Publications, Inc. Thousand Oaks, CA.

15) Senge, P.M. (1999). The Dance of Change: The Challenge of Sustaining Momentum in Learning Organizations. New York: Doubleday.

16) Burnes, B. (2004). Managing Change: A Strategic Approach to organizational Dynamics. Pearson education Limited. Fourth edition published. ISBN: 0273683365.

17) Burke, W. (1994). Organization Development: A Process of Learning and Changing, (2d ed.), Addison-Wesley, Reading, MA.

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COURSE CONTENTS AND TIMETABLE

Due to the Covid-19 epidemic, this course will be a mix of online only and blended, which will include a mix of online and face-to-face. Students will receive more instruction at the beginning of the course.

SESSIONS	TOPIC	PRELIMINARY READING(S AND ASSIGNMENTS	ADDITIONAL READING(S) AND ASSIGNMENTS
Session 1 (3h)	The nature of change and leadership styles	1. A Case Study on SMEs in Amman: The Impact of Leadership Styles on Business Success. *Available on Learn.*	1. Assessment: What is your leadership style?
Session 2 (3h)	Organizational structure and change: meaning, causes and its process	1. J.R. Schermerhorn, Management, 10th edition, John Wiley & Sons, Chapter 9: "Organization structures and design", pp. 238 - 247 *Available on* https://library.kedge.edu/	1. Case study: The evolving international structure of Heineken. *Available on Learn.* 2. Case study: Organizational Change--General Motors. *Available on Learn.*
Session 3 (3h)	International assignments: managing change and complexity	1. Schaaper, J. with Amann B., Jaussaud J., Mizoguchi S., Nakamura H., (2012) Human Resource Management in Asian Subsidiaries: Comparison of French and Japanese MNCs; International Journal of Human Resources Management, (24), 7-8, 1454-1470. *Available on Learn.*	1. Case study: The Floundering Expatriate. *Available on Learn.*
Session 4 (3h)	Cultural diversity and change management: change leadership in a cross-cultural context	1. Savolainen, T. (2007) Challenges of Intercultural Management: Change implementation in the context of national culture *Available on Learn.*	1. The Culture Quiz: Doh, Jonathan P., and Fred Luthans. "International management: culture, strategy and behavior." (2009).
Session 5 (3h)	How to create a powerful vision for change	1. Kotter, J.P. (2012). Developing a Vision and Strategy, Leading Change. Chapter 5. *Available on* https://library.kedge.edu/	1. Case study: Tesla---Vision values and business strategies

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Session 6 (3h)	Dealing with resistance in change management	1. Trader-Leigh, Karyn E. (2001). Case study: identifying resistance in managing change *Available on Learn.*	1. Case study: How to deal with resistance to change? *Available on Learn.* 2. Case study: A study in resistance to change in the aftermath of a merger. *Available on Learn.*
Session 7 (3h)	Importance of communication during change	1. T. Neeley. (2018). How to build trust with colleagues you rarely see. Harvard Business Review. *Available on Learn.*	1. Case study: A Case of the Municipality of Vlora *Available on Learn.* 2. Case study: When a team breaks in two *Available on Learn.*
Session 8 (3h)	Challenges in managing changes in supply chain	1. Jyoti, J. (2013). Change Management- A Challenge in Supply Chain Management. Global Journal of Management and Business Studies. Volume 3, Number 5 (2013), pp. 549-554 *Available on Learn.*	1. Teamwork: Final presentation preparation.
Session 9 (3h)	Group presentation		
Session 10 (3h)	Final individual written exam	Case study with questions	

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

It is compulsory to study the indicated chapters and cases, for each session, before the class. Class attendance and participation is compulsory. The classes are designed to be highly interactive, with learning enhanced through discussion and interactions amongst members.

Organization of the sessions

Each session is divided in two parts: (i) the theory, corresponding to the selected readings; The instructor discusses concepts and topics with the students; and (ii) a practical case study, to be solved through group work.

Individual Assignments

Students will receive 2 days before the final exam a case to be read. During the exam, they have to answer questions that relate to this case, with the knowledge and understanding acquired during the courses. Answers should be relevant, and show understanding of the concepts developed in the textbook and discussed during the courses. The exam also measures a general level of analysis.

Group work

Students do group work during the classes, bases on the indicated case studies that must be fully read prior to class. They specifically must answer case questions. The evaluation of the group work also includes an assessment overall analysis of the studied cases. Students who do not participate in group work will receive a **zero** for the respective element of assessment.

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Group presentation, in class	40%
Final Exam, questions based on a case study	60%

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Methods Used to Evaluate Student Performance

Individual Assignments (60%)

Rubric	Below Requirements	Meets Requirements	Exceeds Requirements
Basic concepts understanding level	The student is not able to explain basic concepts of leadership and change management studied in class.	The student is able to explain parts of basic concepts of leadership and change management studied in class.	The student is able to explain all basic concepts of leadership and change management studied in class.
Analysis level	The student does not recognize concepts of leadership and change management, gives a wrong analysis of company's change management strategy.	The student does recognize certain concepts of leadership and change management, gives an appropriate analysis of company's change management strategy.	The student does recognize most concepts of leadership and change management, gives a critical analysis of company's change management strategy.
Recommendation level	The student is not able to make a recommendation for a MNC's change management process, shows a poor ability to adapt to the international business environment.	The student is able to make an appropriate recommendation for a MNC's change management process, shows moderate ability to adapt to the international business environment.	The student is able to make a great recommendation and constructive suggestion for a MNC's change management process, shows an excellent ability to adapt to the international business environment (including critical thinking).

Collective assessment (40%)

Criteria	Below Requirements	Meets Requirements	Exceeds Requirements
Case study questions	The group of students do not correctly answer the case questions.	The group of students answer correctly the case questions, using correctly the studied	The group of students answer outstandingly the case questions, based on critical

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		concepts.	thinking.
Overall analysis level of the case study	The group of students do not execute any or a weak analysis of the case study.	The group of students execute a normal, expected, overall analysis of the case study.	The group of students execute an outstanding, overall analysis of the case study with a high level of critical thinking.

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BIOGRAPHY

Dr. GAO Ni is assistant professor at KEDGE Business School, teaching courses at both the Bachelor and Master levels, including International Business Environment and Strategy, From Sustainable Development to Corporate Social Responsibility, International Business and Geostrategy, Leadership and Change Management, among others. She completed her PhD in Science and Management at the Université de Pau (France) and focused her doctoral dissertation on the Strategies and Organisation of Chinese enterprises in Europe, with a specific emphasis on the investment strategies of Chinese multinational in France and their internationalization strategies.

Dr. MURTAZA Ghulam obtained his PhD in management sciences from IAE Aix-en-Provence, Aix-Marseille University in 2017. He is assistant professor at KEDGE Business School. He teaches Organization Behavior, Business Ethics, International Human Resource Management (IHRM), Business Intelligence, Training & Development. He has published research articles in peer-reviewed international journals such as Journal of Business Ethics and Applied Psychology: An International Review. He has presented papers at several international conferences including AOM, SIOP, AGRH, EURAM, EAWOP, EMAC and BAM. Also, currently serving as an editorial board member of Journal of Business Ethics.

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ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

"Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws". (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;

- present any data that has been falsified or invented in any way;

- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;

- appropriate the creative work of someone else and present it as their own;

- acquire exerts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the exerts;

- summarise the original idea of an author by expressing it in their own words but omit quoting the source;

- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;

- an exercise or a case study;

- a study or a report;

- a dissertation or a thesis;

- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

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- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
  - Suspension from the programme for one or two semesters;
  - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.