

2016

LEAD 881 Leading Organizational Culture and Change

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LEAD 881 (821) - Leading Organizational Culture and Change (3 credits)

Leadership Studies Doctoral Program XAVIER UNIVERSITY Spring 2016

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[Class days/times: Wednesdays 5:00-7:30 p.m.](#)
Office hours: Tues & Wed. 4:30-5:00, after class & by appointment

Purpose:

The purpose of this Leadership Core doctoral seminar is to equip students in leadership studies with the theoretical knowledge, conceptual expertise and practical skill to effectively assess organizational culture and readiness for change, as well as to plan, implement and evaluate the impact of effective change initiatives, including successfully anticipating, recognizing and managing sources of resistance to and facilitation of change.

Course Description:

This course focuses on the role of leaders in understanding and managing the reciprocal processes of organizational culture and change. Normative and ethnographic approaches to analyzing organizational culture are introduced as core competencies for affecting change. Classical content and process theories of change are explored with respect to individual, social and anthropological implications. Cultural dynamics and processes of acculturation in organizations are examined in the context of evolutionary, teleological, life cycle, political and social cognitive perspectives on leading change. A model of organizational change in cultural context is introduced, along with research tools and strategies for assessing the extent to which leaders influence cultural dynamics and change processes in organizations.

Pre-requisites: LEAD820 (unless waived by instructor)

Course Objectives (Learning Outcomes):

- Comprehend the reciprocal relationship between organizational culture and change.
- Understand the role of leadership in shaping organizational culture and affecting change.
- Distinguish between normative and ethnographic approaches to analyzing organizational culture.
- Identify the major tenets evolutionary, teleological, life cycle, political and social cognitive theories of change.
- Differentiate among the individual, social and anthropological dimensions of leading change.
- Identify the mechanisms and limitations of leadership for shaping organizational culture and leading change.

Required Texts:

De Caluwe, L. & Vermaak, H. (2003). *Learning to Change: A Guide for Organizational Change Agents*. Thousand Oaks, CA: Sage.
 Driskill, G. W. & Brenton, A. L. (2011). *Organizational Culture in Action: A Cultural Analysis Workbook*. Thousand Oaks, CA: Sage.

Optional Texts:

Burke, W.W. (2011). *Organization Change: Theory and Practice*. Thousand Oaks, CA: Sage.
 Martin, J. (2002). *Organizational Culture: Mapping the Terrain*. Thousand Oaks, CA: Sage.

Supplementary Readings:

Posted on Canvas

Assignments & Due Dates:

Due Date	Assignment	Description	Points
2/3	Group Presentation on Organizational Culture	Fundamentalist vs. Symbolic vs. Cognitive Cultural paradigms	20 pts
3/16	Organizational Culture Analysis	Field observation project	25 pts
4/6	Written analysis of change implementation	Theoretical report of field observation	25 pts
5/4	Change implementation proposal	Written plan to affect organizational change	30 pts
Total			100 pts

Group Presentation on Organizational Culture

Utilizing resources provided by the instructor, students will work in groups to prepare a presentation and comparative analysis of the three epistemological approaches to understanding organizational culture. Each group will develop presentation materials, based upon readings provided, outlining the fundamental tenets of their assigned approach to understanding organizational culture, offering a critical analysis, highlighting strengths and limitations, raising illustrative questions, and facilitating discussion. Group members will be responsible for organizing their work, selecting roles and distributing responsibilities in a way that ensures opportunities for each member to make and demonstrate their substantive contribution, while ensuring an integrative overall learning experience for the class. Following their presentations, the groups will debate the merits of the three approaches, exploring the implications of each for understanding the nature of tacit knowledge in organizations with which they are familiar. Each group will have about 30 minutes of class time to cover their facilitation.

Grading rubric:

Content & organization of group presentation	5 pts
Quality/effectiveness of learning facilitation	5 pts
Individual contributions	5 pts
Overall group performance	5 pts
Total pts	20 pts

Organizational Culture Analysis

Utilizing theories and techniques for assessing organizational culture introduced in this course, students will conduct a cultural analysis in a setting of their own choosing. Students will be expected to choose and justify a particular theoretical perspective to apply to their cultural analysis, and select assessment techniques that are epistemologically consistent with that perspective. The final product will take the form of a report detailing both the methods of data collection and analysis employed, and the resulting cultural profile extracted from analysis.

Grading rubric:

Scope & execution of cultural analysis	5 pts
Use of appropriate assessment techniques	5 pts
Extent of evidence collected/presented	5 pts
Organization and presentation of findings	5 pts
Justification of conclusions	5 pts
Total pts	25 pts

Organizational Change Analysis & Critique:

This project will consist of a written analysis and critique of a change initiative you have witnessed, either in an organization where you have worked or participated as a member or affiliate. Drawing upon theoretical frameworks for understanding both the content and processes of change, and taking into account the influence of organizational culture, students will analyze the impetus, content and process of the change initiative(s) observed. Your analysis should identify: 1) the type of change observed (developmental, teleological, etc.), 2) the content of the change leaders intended to affect (first, second or third order; single or double loop; alpha, beta or gamma; etc.), and 3) the processes employed. Your analysis should explain the role and impact of organizational culture at every stage of change implementation and include an analysis of factors contributing to, or ameliorating the effects of resistance and/or facilitation, utilizing appropriate theoretical frameworks and providing examples to illustrate elements of convergence or divergence from recommended practice. A final section should outline alterations you would recommend if implementing a similar change initiative, explaining the basis for these recommendations with reference to theory and practice.

Grading rubric:

Description & identification of change initiative (type & impetus of change)	5 pts
Theoretical analysis of content of change (clarity, detail & justification)	5 pts
Theoretical analysis of change processes (clarity, detail & evidence cited)	5 pts
Analysis of role of organizational culture & resistance and facilitation	5 pts
Evidence of convergence or divergence from standards & recommendations	5 pts
Total pts	25 pts

Organizational Change Proposal:

This final project will consist of a written proposal for leading change in an organization where you have worked, participated or observed the need for change. Drawing on theoretical frameworks for understanding both the content and process of change, and taking into account the influence of organizational culture, students will diagnose an area of operation ripe for change, describe specific change initiatives, select an appropriate change strategy and outline specific change initiatives and implementation strategies. The proposal should anticipate and predict that impact of organizational culture at every stage of change implementation and include a plan for leveraging facilitation or overcoming resistance as appropriate. The roles of

leaders and change agents should be clearly specified within the selected change strategy using an appropriate theoretical framework.

Grading rubric:

Description of change initiative, need & readiness	5 pts
Rational & justification of selected strategy	5 pts
Appropriate utilization of theory & models of change	5 pts
Anticipated impact of organizational culture	5 pts
Prediction and management of resistance and facilitation	5 pts
Specified role of leaders and change agents	5 pts
Total pts	30 pts

Grading Policies:

Students are responsible for ensuring delivery of work products by the stated due date. **Unless otherwise noted, all assignments are to be submitted BOTH in hard copy at the start of class on the date due and electronically via the designated dropbox in the CANVAS course management system.** Late assignments will automatically be assessed a deduction equal to 25% of the total possible points allocated for the assignment. Permission is required for submitting assignments more than one week past the due date.

Final Grades in this course will be determined by the Cumulative Points earned in this course, determined by the simple sum of points awarded on each graded assignment.

Cumulative Point Totals:

A	96 – 100
A-	91 – 95
B+	87 – 90
B	83 – 86
B-	79 – 82
C+	75 – 78
C	70 – 74
F	<70

Percentage scores may rounded up or down at the discretion of the instructor, based upon overall class participation, contribution or extra effort.

All students are required to demonstrate good progress toward completion of assigned coursework throughout the semester. Any student who fails to demonstrate good progress toward completion of assigned coursework will be considered unprepared for class attendance, and will be required to complete the missed assignments before returning to class, unless an extension of the due date is negotiated with the instructor. Failure to demonstrate good progress includes, but is not limited to: Failure to complete an assignment within one week of the due date, arriving more than half an hour tardy, or consistently neglecting to complete assigned readings. The instructor may impose such tests as deemed necessary to demonstrate compliance with this standard.

Managing Workload:

A substantial amount of reading is required in this course. Readings are to be completed prior to the date scheduled for discussion in class. Students are ultimately responsible for their individual comprehension, interpretation and integration of assigned readings. Nevertheless,

members of each class are welcomed to collaborate toward achieving mastery of these materials, as long as any derivative documents (article summaries, class notes, synopses, or analyses distributed to one or more members of the class) are also shared with the instructor. All sources, including instructor oral and written presentations of material, are to be cited appropriately in assignments using APA standards. *Derivative works shared among class members are not to be cited directly in course assignments. Excessive duplication of common phraseology or paraphrasing noted among papers submitted by students in the course will be interpreted by the instructor as plagiarism, and shall be treated as such in accordance with university policy.*

Attendance Policy:

Regular attendance is the only way to ensure academic success in this course and is expected of every student, with the following exceptions:

1. Dr. Latta recognizes that working professionals may occasionally encounter irresolvable scheduling conflicts. Students are responsible for informing the professor and his or her classmates, in writing, of any anticipated absences at the earliest possible opportunity.
2. Students who are ill or who are feeling unwell distract from the quality of the learning environment by endangering the health of others, and therefore are not welcomed in the classroom. Absence due to illness cannot always be anticipated in advance, and does not require prior notification. Students who show up for class while obviously unwell may be asked to leave by either the instructor or other classmates.

In order to insure compliance with these policies all students are expected to share responsibility with the instructor for helping classmates who miss class meetings due to either professional conflicts or illness to make up missed material. Following an absence, students should initiate dialogue to determine how the missed material may be made up. All enrolled students are asked to contribute to this supportive environment for their classmates.

Repeated absences, including late arrivals or early departures from class will jeopardize the quality of the learning environment for all students and may constitute grounds for dismissal. Students who experience two or more absences during the semester, due to either professional obligations or illness may be unable to successfully complete the course. Permission to continue enrollment under those circumstances must be obtained from the course instructor.

Academic Integrity:

Violations of academic integrity will not be tolerated. Students are responsible for ensuring they understand and adhere to the highest standards of academic and professional conduct both in and outside the classroom. University policies on academic integrity are published in the catalog and on the institutional website; additional stipulations pertaining to the intellectual content of this course are outlined below. Instances of plagiarism, academic dishonesty, deception, false attribution of intellectual work, or any behavior contributing to a hostile learning environment in either the classroom or any virtual or online medium will be grounds for disciplinary action that may include dismissal from this course and/or the program.

All course content, assignments, classroom exercises, discussions, lectures, presentations and communications constitute privileged professional exchanges between the instructor and concurrently enrolled students. Permission is granted to create personal notes of classroom proceedings for individual educational use only. However, any notes, graphics, electronic

representations of material presented or derived from these sessions will be considered derivative works of the instructor's intellectual property and are subject to the same national and international laws of copyright. As such they should be properly cited in any derivative works students may produce, and may not be reproduced, transmitted or disseminated in any manner without the express permission of the instructor.

Under no circumstances are electronic, photostatic, photographic or digital reproduction or recording devices to be used to capture, replicate, store or redistribute any portion of the content, presentations, discussions or proceedings associated with this course, including the syllabus, lectures, presentations, assignments, classroom exercises, reading lists or other intellectual property associated with the organization, administration or delivery of this course.

Adherence to these standards of integrity is the responsibility every student, at all times during and after enrollment in this course. These rights and responsibilities continue even after the end of the semester and endure in perpetuity. Students who are suspected of one or more violations of academic integrity will be invited to address the accusations, either rectifying or defending their work. The outcome and resolution of any such instance will be determined by the course instructor in consultation with the department chair. As with all disciplinary actions, appeals may be made in accordance with University policies.

Violations of academic integrity will not be tolerated. University policies on academic integrity are published in the catalog and on the institutional website. Students are responsible for ensuring they understand and adhere to the highest standards of academic and professional conduct both in and outside the classroom. Instances of plagiarism, academic dishonesty, deception, false attribution of intellectual work, or any behavior contributing to a hostile learning environment in either the classroom or any virtual or online medium will be grounds for disciplinary action that may include dismissal from this course and/or the program. Students who are suspected of one or more violations will be invited to address the accusations, either rectifying or defending their work. The outcome and resolution of any such instance will be determined by the course instructor in consultation with the department chair. As with all disciplinary actions, appeals may be made in accordance with University policies.

Reasonable accommodations:

According to regulations of the American Disabilities Act (1990), a student who has a qualified disability that requires special accommodations in a classroom setting must notify the faculty of the accommodation request and make arrangements with the Learning Assistance Center (LAC) in the Office of Disability Services. Qualified students who will require accommodations in this class for a documented disability (e.g.: sensory, learning, psychological, medical, mobility) should notify the instructor during the first week of class. Please be prepared to provide a copy of your Accommodation Letter either after class, during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive. Students are responsible for following all LAC policies and guidelines for implementation of their accommodations.

Note: All aspects of this syllabus and tentative course schedule are subject to change with prior notice. Changes will be communicated in class and posted online in the University's CANVAS course management system.

Proposed Schedule of Topics

Session	Date	Topics	Textual Readings	Supplemental Readings	Assignments
I	1/13	Defining Organizational Culture; Climate vs. Culture Org vs. National Culture	Driskill & Brenton, Ch. 1, 3	Schein (1991) Ch 17 Trice & Beyer (1993) Ch 1 Whiteley (1995) Ch 2 Reichers & Schneider (1990) Ch1 Martin (2002) Ch 3	
II	1/20	Multiple perspectives approach	Driskill & Brenton, Ch. 4	Martin, Ch 4 & 5 Schultz (1995) Ch 1 Sackmann (1991) Ch. 2	
III	1/27	Functionalist vs. Symbolic vs. Cognitive Perspective		Schultz (1995) Ch 2, 4 & 6 Sackmann (1991) Ch. 3, 4 & 9	Due: Group Presentations
IV	2/3	Assessing Organizational Culture & Doing Cultural Ethnography	Driskill & Brenton, Ch. 2, intro part III, ch 5-7	Ashkanasy, et.al. (2000) Ch 8 Jung, et.al. (2009) Rousseau (1990) Ch 5 (Schneider) Trice & Beyer (1993) Ch 3	In class: Video Analysis Begin: Cultural Analysis
V	2/10	Acculturation, Subcultures & Managing Organizational culture	Driskill & Brenton, Ch 8 & Appendix, p. 207	Louis (1990) Ch 3 (Schneider) Schein (2010) – Ch 14 Wilkins & Dyer (1988)	
VI	2/17	Types of Organizational Change	De Caluwe' & Vermaak, Ch 3	Van den Ven & Poole (1995) Kezar (2001) Ch 3 Beer & Nohria (2000)	
VII	2/24	Content Theories of Change	De Caluwe' & Vermaak, Ch 2	Argyris (1982) Bartunek & Moch (1987) Golembiewski, et.al. (1976) Lewin (1947)	
VIII	3/2	Process Theories of Change		By (2005) Kotter (1996) Latta (2009)	Begin: Change Analysis

	3/9	Spring Break	No class		
IX	3/16	Role of Resistance vs. Facilitation Managing Resistance		Arkowitz (2002) Coetsee (1999) Erwin & Garman (2009) Ford et al. (2008) Latta (2015) Stanley et al. (2005) Szabla (2007)	Due: Cultural Analysis
	3/23	Easter Break	No class		
X	3/30	Leading Change in Organizations	De Caluwe' & Vermaak, Ch 4 & 5		
XI	4/6	Diagnosing & Assessing Readiness	De Caluwe' & Vermaak, Ch 6	Armenakis et al. (1993) Bernerth (2004) Holt (2007) Pfeffer & Jones (n.d.)	Due: Organizational Change analysis Begin: Change intervention proposal
XII	4/13	Change Strategies & Interventions	De Caluwe' & Vermaak, Ch 7	Chin & Benne (1985) Bate, Khan & Pye (2000) Cummins & Whorley (2001) Ch 9 Rockwell et al. (1995)	
XIII	4/20	Role of the Change Agent	De Caluwe' & Vermaak, Ch 8, Appendix 2	Olson (1990) Smollan (2013) Reardon & Rowe (1998) Tyler & DeCremer (2005) Van Dijk & Van Dick (2009)	
XIV	4/27	Student Work day	No class		
XVI	5/4	Finals Week	No class		Due: Organizational Change Proposal

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