



SCHOOL OF BUSINESS  
MOUNT ST. JOSEPH UNIVERSITY

## **MGT 640 - The Changing Workplace** **Mount St. Joseph University School of Business**

**Course Number:** MGT 640, S5

**Level:** Graduate, Required

**Credit Hours:** 3

**Course Meets:** *Saturdays, 1:00p – 4:30p (5/16, 6/6, 6/27, 7/18, 8/8)*

**Instructor Name:** Vic Clesceri

**Office Location:** Remote

**Office Hours:** By appointment

**Telephone:** 513-828-9352

**E-mail address:** vic.clesceri@gmail.com

### **COURSE DESCRIPTION**

This course will focus on the dynamic nature of organizations and change. Since the organizational environment changes continuously, the course is by nature a topics course. Additionally the course will introduce the student to change at the individual, group, and organizational levels so they can function effectively as catalysts for change or as members of a change process.

### **COURSE LEARNING OUTCOMES**

Upon completion of the course, students should be able to:

- **CLO #1:** Discuss the significance of the changing workplace and the factors contributing to those changes.
- **CLO #2:** Describe major social, demographic, and economic environmental trends that are impacting or may impact the world of work.
- **CLO #3:** Analyze issues in the changing workplace and synthesize management alternatives.
- **CLO #4:** Function as a catalyst for change in an organization
- **CLO #5:** Participate effectively and knowledgeably as a member of an organizational change process.
- **CLO #6:** Relate the insights and understanding obtained in the course to real-life experiences in organizations

The world is changing. This change is transforming the workplace and organizations within it. Organization must be agile and flexible to effectively and efficiently manage this change. Technological changes including advancements in data science and artificial intelligence; the rise of social media in marketing; generational changes with dispositional changes in values, goals, behaviors; macros and micro economic changes; legislation; climate change; theories of motivation and leadership; the rise of MOOCs and online learning – are all changing the world of work. We will explore, discuss, and debate the impact of these changes at the individual and



organizational level. Our class meetings will be dominated by discussion and participation, with me facilitating to enrich discussion. Please ensure all pre-assignment and required readings and other homework is completed prior to class. This will ensure that you are prepared. Questions to ponder prior to session 1:

- What are the challenges that you see in the workplace?
- What is new and different?
- What presents a threat? An opportunity?
- What might be the “new normal” due to these changes?

While some material will be pre-selected for reading and review, each of your voices and the contributions that you will make will enrich the learning experience for all. This course is a true graduate seminar and will pull from your background, knowledges, skills, experience and from other courses.

### PROGRAM LEARNING OUTCOMES ASSESSED IN THIS COURSE

No PLOs for this course

### REQUIRED COURSE MATERIALS

**Textbook:** *Adaptive Capacity*, Juan Carlos Eicholz, LID Publishing, Inc.,

ISBN: 978-0-9969433-2-1

**Readings and Online Articles:** See course schedule

### RECOMMENDED COURSE MATERIALS

**Textbook:** *Leading Change*, John Kotter, Harvard Business School Press

ISBN 978-1-4221-8643-5

**Readings and Online Articles:** See course schedule

### LEARNING STRATEGIES

Due to the unprecedented times of COVID-19, this course is scheduled to meet 100% online via Blackboard or Zoom. If state and local governance allows for in-person classes to resume, accommodations may be made.

Type	% of Course
Blended (traditional and online)	100%

### PERFORMANCE EVALUATION

#### Graduate Grading Scale

Description	Letter Grade	GPA Scale	Range
Excellent	A	4.0	90% - 100%
Very Good	B	3.0	80% - < 90%
Good	C	2.0	70% - < 80%
Fail	F	0	< 70%



## GRADING

The grade a student receives in class will be determined as follows:

Group Project	35%
(2) Thought Leadership Papers (15% each)	30%
Application Paper – Final Exam	15%
Classroom Participation (Individual)	15%
Class Attendance	5%
<b>Total</b>	<b>100%</b>

## Bloom's Taxonomy in Assessment

[Bloom's Taxonomy](#)

### Pre-Assignment (Due May 16 before start of class)

1. **Reading Assignment** – Read the book Adaptive Capacity in its entirety. As you read the book, relate the theories and frameworks to your current organization. Use **Figure 2-1 'Four Kinds of Organizations'** to do the following:
  - a. Assess how much adaptive capacity your organization has
  - b. Determine if this capacity is enough to meet the technological, demographic, economic, legislative, etc. challenges facing your organization
  - c. Based on this level of adaptive capacity, conduct a SWOT analysis
  - d. Identify how your organization might grow its adaptive capacity and what the probability and impact of this growth might be
  - e. Identify the specific variables within your organization that may increase its adaptive capacity (people, partnerships, strategies, processes, etc.).
  - f. Watch the following Video: [Adaptive Capacity](#)
2. **Intro Email** – Please send me an e-mail introducing yourself. Present a little of your personal and professional background, reasons for pursuing the MSOL degree, hopes for the course and how you would like to implement your MSOL education into your career and work. Feel free to connect with me on LinkedIn as well. While you can get a preview of my background on LinkedIn, I will introduce myself in our first session.

### Group Project (35%)

Groups of 5-6 people will be formed. Your team will create and deliver a presentation to the class which represents an adaptive capacity case study. You will select one organization that is well-known to focus on – one that is a visible corporation so that you can do secondary research through articles, books, the internet, etc. I recommend that you select a publicly traded company.

The presentation will be delivered in 35 minutes during class time, with approximately 25 minutes of class discussion to follow. All team members must participate in giving the presentation. You will be graded in part on how well you utilize the entire hour.



The presentation needs to include the following parts:

- **Organizational Assessment** – using the Adaptive Change book as a framework (5-10 slides)
  - Map what type of organization it is on the **Adaptive Change matrix** (using Figure 2-1 in the book)
  - **SWOT Analysis** – on one slide, describe the organization's key strengths, weaknesses, opportunities, and threats/ challenges
  - Briefly describe each of the 5 **organizational dimensions** for increasing the organization's change capacity
    - **Purpose** – what is the organization's purpose/ mission?
    - **Strategy** – what is its competitive market strategy?
    - **Structure** – how is the organization structured? How centralized vs. decentralized? How much do you think innovation is encouraged and supported?
    - **Culture** – describe the organization's culture. What do you imagine it would be like to work there?
    - **Talent** – how strong or weak is the talent pool? Are there any obvious skill gaps?
  - **Financials** – on one slide, show the company's results in terms of *Revenues and Earnings* over the last 3 years. Assuming it is a publicly traded company, what is the stock price trend over the last 3 years?
  - **Top Challenges** – on one slide, rank order the Top 3 challenges that you believe the organization currently has
- **Structuring Key Change Initiative** – Using the Leading Change book ... (4-6 slides)
  - Identify 1 Key Change Initiative that you believe the organization needs to undertake, which will be critical to its future
  - Using Kotter's 8-stage change process, describe how you would structure the key change initiative to maximize its chances of success. Be as specific as possible .....
  - How would you establish a sense of urgency?
  - What would you communicate as the change vision?
  - Who would you communicate it to?
  - Who in the org would be critical to the guiding coalition?
  - What kinds of short-term wins would you focus on?
  - How would you assess if the change is working?
  - How would the culture need to change to support the initiative?

Come prepared to help facilitate a class discussion on this organization and the change initiative. What is your overall assessment of how successful the organization is or is not? Does the class agree with you? What questions did you struggle with and what input would you like from the whole class?



### **Thought Leadership Paper One (15%)**

**Review the YouTube video:** “The Anti-CEO Playbook” by Hamdi Ulukaya, the CEO of Chobani.

[Link to Anti-CEO Playbook](#)

**Read the Harvard Business Review article:** “181 Top CEOs Have Realized Companies Need a Purpose Beyond Profit”

[Link to 181 CEOs...](#)

**Review the Wikipedia description:** “Triple Bottom Line”

[Link to Triple Bottom Line](#)

Write a 3-4-page (12-point font, single spaced, 1-inch margins) paper on this video. Prepare to answer the following questions considering the anti-CEO strategy.

- What are your initial thoughts on this paradigm shift in management and leadership and how do you see these three resources relating?
- What are the strengths, weaknesses, opportunities, and threats that these strategies have on an organization?
- Do you agree or disagree? Why?
- Are these three theories congruent with the macro and micro changes impacting individuals and organization? Why or why not?
- Thinking of your organization’s adaptive capacity, how difficult would it be to implement this new leadership paradigm? What would be the challenges? What do you see as the potential impact? What would the probability of success be?

### **Thought Leadership Paper Two (15%)**

Write a 3-4-page (12-point font, single spaced, 1-inch margins) paper on Change Initiatives.

Select two change initiatives that you are familiar with – one that worked well (or is working well) and one that worked poorly (or is going poorly). These can be initiatives in progress or ones already completed; and they can be drawn from any organization that you have been involved with (business, school, club, church, etc.).

Using the 8 stages in Kotter’s change model and other insight from his book, *Leading Change*, answer the following questions for each initiative:

- What 1-3 of the stages Kotter identifies were managed well (or poorly)? (you do not need to cover all of Kotter’s stages, only the ones that you want to highlight)
- What could have been done differently, and/or was done well?
- If you oversaw the change initiative, what would you have done differently?

Be as specific as possible about why the first change initiative worked and why the second one did not work.



### Application Paper – Final Exam (15%)

Write a 2-3-page (12-point font, single spaced, 1-inch margins) paper on Change Initiatives.

Based on what you have learned in this course, this activity addresses how you will apply this new learning to your future management and leadership within your organization. How might you use Figure 2-1 from Adaptive Capacity and the 8-Stage Framework from Kotter's leading change in future change management initiatives.

How does this thinking impact your views on the following?

- **People** – the talent and foundation of the organization
- **Partnerships** – the stakeholder relationships within and outside your organization that impact its governance and operations
- **Platforms (strategies)** – your organization's mission and vision; its short, mid, and long-term goals and the strategies to achieve them
- **Processes** – in identifying opportunities to drive greater effectiveness and efficiency via change management initiatives
- **Programs** – the tactics implemented to deliver the organization's platforms (strategies); behaviors, skills, initiatives to execute
- **Performance** – an organization's KPIs, OGSMs, etc.

### Classroom Participation (15%)

This course will be taught in a seminar format. This means that class time will be dominated by discussion rather than lecture. Thus, you should come prepared for each class and be ready to discuss the materials/issues you have read.

Being prepared means:

1. Students will have read and reviewed all the material
2. Students will have already critiqued the reading, asking themselves such things as:
  - What are the main hypotheses and arguments?
  - Do I agree or disagree? Why?
  - What are the strengths and weaknesses in the materials?
  - What is probability and impact to individuals and organizations?
3. Students will have completed any exercises assigned for that class and developed discussion questions
4. Students will engage effectively and responsively in group project work.
5. Students will contact the instructor with any questions regarding any material reviewed to ensure clarity.





### **Classroom Attendance (5%)**

Attending each class session in its entirety; being prepared as discussed in classroom participation; collaborating professionally; challenging assumptions and hypotheses, but not the person; enriching the learning experience, etc.

### **TEACHING PHILOSOPHY:**

I believe a great teacher, and education in general, should teach students to ask questions, form hypotheses, seek answers, and master content through exploration and dialogue with their peers, professors and professionals within the discipline being studied. In other words, it should be the goal of education to equip students with the necessary tools to be active learners and critical thinkers, in that they do not accept the ideas, beliefs, or concepts which others may place upon them, without seeking to discover for themselves whether these notions have any worth or validity.

### **POLICIES**

#### **ACADEMIC HONESTY POLICY**

Please use the following link to access Mount St. Joseph University's Academic Honesty Policy. The policy will be enforced in this class.

[Link to University Graduate Academic Honesty Policy](#)

#### **DISABILITY POLICY**

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact the Director of Learning Center & Disability Services to present documentation and develop individualized accommodation plans. Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at [Link to University Disability Services](#).

#### **TEMPORARY ILLNESS POLICY**

Please use the following link to access Mount St. Joseph University's Temporary Illness Policy.

[Link to Temporary Illness Policy](#)

#### **POLICY ON INCOMPLETES**

Please use the following link to access Mount St. Joseph University's policy on incompletes.

[Link to Graduate Incomplete Policy](#)

#### **DROP DATES FOR THE CURRENT SEMESTER**

Please use the following link to access information regarding drop dates for this semester.

[Link to Semester Policies and Procedures](#)

#### **ATTENDANCE POLICY**

It is particularly important to attend all class meetings due to the accelerated format of graduate business courses. If you will miss one class meeting for an unavoidable reason, please contact



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the instructor as soon as possible in order to discuss alternative ways of meeting the learning outcomes that will be covered in the class meeting. If you will miss more than one class meeting for a course, please contact both the instructor and the Assistant Dean as soon as possible to discuss whether it is advisable to take the course this semester. Each unexcused absence will lower your final grade by one letter.

- See Classroom Participation and Classroom Attendance sections within grading.
- Noticed must be provided to the instructor in writing if a student will miss a session in partial or whole twenty-four hours prior to the session start





## COURSE SCHEDULE

Date & Learning Outcomes	Topics	Class Preparation & Assignments
<b>May 16</b>  <b>CLO#s:</b> <b>1,2</b>	<b>Class Intro &amp; Structure:</b>  Welcome; Detailed Syllabus Review <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Grading</li> <li>• Bloom's Taxonomy</li> </ul> Adaptive Change in Organizations  Vic's 6 Ps	<b>Materials to prepare:</b>  <ul style="list-style-type: none"> <li>• Complete Pre-Assignment</li> <li>• Review Syllabus</li> <li>• Read <a href="#">Adaptive Capacity</a> in its Entirety</li> <li>• Watch the following Video <a href="#">Adaptive Capacity</a></li> <li>• Form Groups for Project</li> </ul>
<b>June 6</b>  <b>CLO#s:</b> <b>2,3,4,5</b>	<b>People and Partnerships:</b>  The Impact of Change on People and Stakeholders  Adaptive Change in Individuals and Organizations  Vic's 6Ps – People, Partnerships, Platforms, Processes, Program, Performance  Changing Workplace – Current Topics	<b>Materials to prepare:</b>  <ul style="list-style-type: none"> <li>• Read Chapters 1-6 in Kotter</li> <li>• Read the following articles <a href="#">Future of Remote Work</a> <a href="#">Rise of the Gig Economy</a> <a href="#">Uberization of Work</a></li> <li>• Watch the following Video <a href="#">Extreme Ownership</a></li> <li>• Assignment due: Thought Leadership Paper #1</li> </ul>
<b>June 27</b>  <b>CLO#s:</b> <b>3,4,5</b>	<b>Platforms and Processes:</b>  The Impact of Change on Platforms and Processes  Kotter's Eight Stage Process  Changing Workplace – Current Topics	<b>Materials to prepare:</b>  <ul style="list-style-type: none"> <li>• Read Chapters 7-12 in Kotter</li> <li>• Watch the following Videos <a href="#">Start with Why</a> <a href="#">How to Make Toast</a> <a href="#">AI's Impact on the Market</a></li> <li>• Assignment due: Thought Leadership Paper #2</li> </ul>



Date & Learning Outcomes	Topics	Class Preparation & Assignments
<b>July 18</b>  <b>CLO#s:</b> <b>2,3,4</b>	<b>Programs and Performance:</b>  The Impact of Change on Programs and Performance  Changing Workplace – Current Topics	<b>Materials to prepare:</b>  <ul style="list-style-type: none"> <li>Read the following articles  <a href="#">Job Sculpting</a>  <a href="#">Job Shaping</a> </li> <li>Read the following articles  <a href="#">4 Disciplines of Execution</a> </li> </ul>
<b>August 8</b>  <b>CLO#s:</b> <b>3,4,5,6</b>	<b>Pulling it all Together:</b>  Group Presentations  Wrap-Up and Close  Networking	<b>Materials to prepare:</b>  <ul style="list-style-type: none"> <li>Resources  <a href="#">Illustrative Kotter Case Study</a> </li> <li>Assignment due: Application Paper – Final Exam</li> <li>Assignment due: Group Projects</li> </ul>