
ADVANCED TOPIC: DRIVING CHANGE IN ORGANIZATIONS

Grado en Comportamiento y Ciencias Sociales BBSS SEP-2023 DVO-BS.4.M.A

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **CARMEN MORALES SANCHEZ**

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Intro

Carmen has over 25 years' international business leadership experience, including 20 years in C-Suite and CEOs executive coaching, strategic advisory, Change Management and transformation projects, and leadership development of international business strategies and group facilitation for senior executives with global management consulting firms.

She has taught approximately 15,000 professionals over a 15+ years career in executive and corporate development, facilitation and education, from a variety of industries and backgrounds, and at executive levels of academia, from MBA to Executive. Carmen is IE Business School Adjunct Professor since 2007 where she teaches a variety of subjects and courses: Leadership, Leading Change, Internal Communication, and Organizational Behavior & Culture for Innovation.

Academic Background

- PhD Candidate in Education. UCM, Madrid
- BA in Psychology and in Industrial Psychology UCM, Madrid
- Executive MBA, IE Business School
- MA in Labor Law, CEPADE, UPM, Madrid
- Master Coach certificate from the International Coaching Federation (ICF)
- Mentor since 2014, and presently Member of the Board for the IE Women Mentoring Program.

Corporate experience

- Change Management Consultant. Andersen Consulting (nowadays Accenture)
- Recruitment and Career Development Senior Specialist. Repsol (leading Oil & Gas Spanish co.)
- Manager Director. Hay Group (nowadays Korn Ferry)
- Managing Partner. Almagesto (Consultancy specialized in Strategy, Human Capital, and People Due Diligence in organizations to effectively linking people processes to business)

outcomes.)

Teaching and Research Experience

Carmen is the Subject Leader for Leading Change itineraries at the IE Executive Education. Her areas of interest include leading change, organizational culture, cultural fit, employee engagement and its effects on competitive advantage, as well as career success and the link between brands and employee behaviors.

She focuses on understanding the psychology of sustainable change, managing resistance to change, understanding the power and principles of managing 'why' during the change process and purpose, and building engagement.

Carmen has written two books as co-author, The HR Fact Book in 1999, and Professionals in Evolution in 2010, and has plenty of press collaborations and articles for a myriad of economic papers. She is currently a weekly guest participant and keynote speaker in economy and management debates in Capital Radio and Radio Intereconomía stations since 1998.

Office Hours

Office hours will be on request. Please contact at:

If you have a small doubt and need to resolve it quickly and not necessary in person, you are welcomed to write an email with your doubts and clear questions. I will try to respond to you within 48 hours (please keep in mind that after 6.00pm or on weekends it's likely that I am not checking my emails).

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SUBJECT DESCRIPTION

This Driving Change in Organizations course is designed to reflect on how to be an effective change leader. It focuses on developing participants' skillset for leadership and teamwork, and to navigate diverse organizational settings more effectively. Participants will learn to how to adapt to change workflows with a learning mindset to cope with change. They will come away with an eight-stage change process that can dramatically improve the chances of change leading to success. They will have the opportunity to learn strategies and best practices. This course is designed to reflect on how to be an effective change leader. We will discuss how change agenda should be implemented for the greatest benefits to teams and organizations. Lastly, it deals with how strategic decisions affect efficiency and performance in any professional environment, while pushing the boundaries of the organization and fostering innovation and improvements to move our business forward by making critical choices about what, when and how to change.

LEARNING OBJECTIVES

In this course, students will:

1. Develop a change mindset: Increase their sensitivity towards the potential impact of human issues in the workplace.

2. Develop their self-awareness and help them to explore their own behavior and the impact that it can have on others.
3. Improve their understanding of change with real world situations an ever more uncertain and complex organizational context.
4. Increase thier skillset for driving change, like inspire action, create a vision of the future and the strategy to getting there, communicate, creating an environment to motivate, persuade and influence people.
5. Becoming a change agent: lead people to change, understand and overcome resistance.
6. Learn to sustain the change: sustainability is a key concept in this course and the entire course relies on examples and concepts linked to sustainability.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20.0 hours
Discussions	26.67 %	20.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	10.0 hours
Group work	20.0 %	15.0 hours
Individual studying	13.33 %	10.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

INTRODUCTION TO DRIVING CHANGE

Objectives:

Course overview. Learning Objectives. Expectations. Tips for success. Personal transitions, Values, Self-Awareness. Introduction to Driving Change. Diagnosing the need for change.

Pre-session preparation:

- Read the syllabus entirely.

In-class activities:

- Your Change History.

- Super Hero.

Note: we will spend as much time as necessary in this session on setting the basis of the methodology, so that you can get the clearest idea about your working load and session dynamics. Please bring to this session all your questions, comments and concerns so that we can establish a sound learning contract from the very beginning of the course.

SESSION 2 (ASYNCHRONOUS)

Sustainability Topics:

- Social Challenge

INTRODUCTION TO DRIVING CHANGE

Objectives:

Course overview. Learning Objectives. Expectations. Tips for success. Personal transitions, Values, Self-Awareness. Introduction to Driving Change. Diagnosing the need for change.

Preparation:

Individual work on superhero exercise.

SESSIONS 3 - 4 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

PERSONAL CHANGE AND TRANSITIONS

Other / Complementary Documentation: Career Anchors (NHS)

Article: Three Laws of Change How to Influence Your Subconscious to Manage the Energies of Your Heart (Psych Central) (CED)

Objectives:

Personal Change and Transitions. Personal development. Well-being. Career Management. Person-job fit. Person-organization fit.

Pre-session preparation:

- Read the two articles, Edgar Schein's Career Anchors, and The Three Laws of Change articles before this session begins.
- Identify your main career anchors.
- Reflect on personal transitions in your life and career so far according to the Three Laws of Change.

Questions to prepare for class discussion:

- What important values for you are in accordance with those anchors?
- What possible jobs / functions might be good for you in accordance with those anchors?
- What kind of skills are in connection with those jobs / functions?
- The power of perceptions and limiting assumptions.

In-class activity:

- Students with similar career anchors will share their commonalities and the answers to the previous questions.

SESSIONS 5 - 6 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

PERSONAL CHANGE AND TRANSITIONS III

Practical Case: Martha Rinaldi: Should She Stay or Should She Go? (HBS 4310-PDF-ENG)

Technical note: Managing your career (HBS 494082-PDF-ENG)

Article: What Having a "Growth Mindset" Actually Means (HBS H02LQX-PDF-ENG)

Objectives:

Personal Change and Transitions. Personal development. Well-being. Career Management. Person-job fit. Person-organization fit.

Pre-session preparation:

- Read the technical note 'Managing Your Career' the article 'What Having a "Growth Mindset" Actually Means'.
- Read Martha Rinaldi's Case and be prepared to answer the following questions:
 - What is Rinaldi like? Getting to know Rinaldi, we have an opportunity to study and describe her strengths, improvement opportunities and personal values.
 - How did she get into this mess?
 - Could she have done anything differently?
 - What suggestions would you like to offer to Rinaldi? Be specific.
 - If we were to find the good professionals that an organization may need in the future, what could be a good way to find them?

SESSIONS 7 - 8 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

COPING WITH CHANGE INITIATIVES. INSPIRING OTHERS TO COPE WITH CHANGE

Technical note: Organizational Alignment: The 7-S Model (HBS 497045-PDF-ENG)

Article: Leading Change: Why Transformation Efforts Fail (HBS R0701J-PDF-ENG)

Objectives:

Organizational Change. Change Agents. Change Awareness.

Pre-session preparation:

- Read the technical notes assigned.
- Be ready to actively participate in the class discussion.

SESSIONS 9 - 10 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

SOURCES OF RESISTANCE. RISKS AND REWARDS IN EACH TYPE OF CHANGE. CHANGE MANAGEMENT SIMULATION

Multimedia Material: Change Management Simulation: Power and Influence V3 (HBS 7611-HTM-ENG)

Objectives:

Managing the Change Process: Diagnosis, Design, Delivery and Evaluation.

In-class Activities:

- In this double session we will practice Change Management running a Simulation exercise.

- Discuss in group learning experience.

SESSION 11 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

GROUP PRESENTATIONS

In-class activities:

- Team presentations.

Assignment due:

- PowerPoint presentations and any additional materials that will be presented to the client must be uploaded on IE Campus Blackboard 24 hours before session 14 -15 starts.

SESSIONS 12 - 13 (ASYNCHRONOUS)

Sustainability Topics:

- Social Challenge

COURSE WRAP-UP. FEEDBACK SESSION

Objectives:

- Course review and wrap-up.
- Bring to class all your questions, comments and concerns.
- Be ready for change.

SESSIONS 14 - 15 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

IN-CLASS FINAL EXAM - TEAM PRESENTATION

EVALUATION CRITERIA

Individual Participation

The daily classroom discussion represents a unique opportunity for you to develop and enhance your confidence and skill in articulating a personal position, reacting “on the spot” to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. Continuous assessment will be used to evaluate student’s work. The grade assigned for your classroom contribution is a careful assessment of the value of your input to the classroom learning. Emphasis will be placed on the quality of the contribution. Quality includes among other things: (1) sound, rigorous, insightful diagnosis (e.g. sharpening of key issues, depth and relevance of analysis), (2) ability to draw on course materials and your own experience productively, (3) professionalism of your conduct (attendance, punctuality, preparedness, and showing respect to your peers and their class contributions).

To get the best collective learning from our classes, there are two rules that I expect everyone to adhere to:

- The multi-tasking is not allowed. Full attention during the class is a sign of respect for oneself, peers, and the professor.
- Punctuality is key: latecomers are not allowed.

Assessing Individual Participation:

At the end of each session, I will assess individual participation on a scale of 0 to 4, where:

- 0: Not present for class session and therefore no participation in discussions, or is physically present in class but mentally absent.
- 1: Is present, keep some eye contact but has no verbal participation.
- 2: Responds to specific questions with facts from case, or repeatedly speaks in class based on opinions without backing up the point with evidence from the class materials or other research.
- 3: Average level of active voluntary participation during the session that demonstrates quality preparation and comments.
- 4: Represents a high level of active, voluntary, and quality participation in the class discussion, often the student who was leading the class discussion for that session.

Discussions and debates will count towards this grade. Participation will be evaluated according to attention paid, participation in discussions and debates and general involvement within the course.

Since this is a very practical course, disruptive behaviors in the classroom, as well as lack of participation will have an impact on this part of the evaluation.

Class participation and engagement will be evaluated based on the quality (not quantity) of your participation in class discussion, posts written in the 'Development Journey Log', and other activities that take place during synchronous and asynchronous sessions. The most important component of your participation is the content of what you are saying. A high-quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism. People who speak often but whose comments lack substance will not be rewarded in the same way that people who speak less frequently but with rich content that furthers the class discussion. That said, your attempts at participation should not be such that the instructor must "go looking for you". You should be attempting to get into the debate on a regular basis. Listening is an equally important component of class participation. Please be mindful of how much you are speaking versus listening and ensure that this class is an environment in which all of us are encouraged to do both.

Team Presentation

For the Team Presentations will be assigned to a team. Further details about the team presentations will be given the first day of class, in Session 1 – 2.

Final Exam

Team Presentation to a client.

criteria	percentage	Learning Objectives	Comments
Super Hero report	10 %		
Development Journey Log	35 %		
Presentation to the client	25 %		
In-class Team presentation	10 %		
Class Participation	20 %		

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

- Students who do not comply with the 80% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year

and have to re-take the course (i.e., re-enroll) during the next Academic Year.
The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).
- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e. g. internships, trips, holidays, etc.)
- The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e. g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.
- Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

- Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.