B5101 ORGANIZATIONAL CHANGE – FALL 2014 SYLLABUS and COURSE GUIDELINES

Professor: Damon J. Phillips  
Office: Uris 717  
Office Hours: Thursdays: 10:30AM – Noon, Starting on July 11TH.  
E-mail: djphillips@columbia.edu OR orgchgcbs@gmail.com  
Voice: 212.854.8546 (no voicemail)

Admin: Karen Bridges  
E-mail: kmb2196@columbia.edu  
Voice: 212.854.3840

TA: Yoonjin Choi  
E-mail: ychoi16@gsb.columbia.edu

Sections

Section (B5101-1)  
M,W: 9:00 – 11:00am  
Meets in Warren 209

Section 2 (B5101-2)  
M,W: 2:45 - 4:45pm  
Meets in Warren 209

Pre-Class Assignment

Before the first class please upload to Canvas¹ a 1-2 page response to the following questions that will help me modify the course with respect to your experiences:

What was your industry/job before coming to CBS?

What are your short and long-run plans after you complete your MBA?

What is the most memorable organizational change that you have witnessed or experienced?

- What was the organization and what was the change?
- In what capacity did you witness/experience it (as a member of the organization, as a consultant, followed it closely in the press, etc.)?
- How would you characterize the successfulness of the change?
- Where you leading the change? Implementing the change? Recipient of the change? Outside observer of the change?

¹If you do not know how to use Canvas or are having trouble with it, please email this assignment to me.
Just about everywhere you hear people say that the pace of change is increasing? Is that really true? Explain your answer.
INTRODUCTION

This course focuses on the nature and process of organization change, and how to be successful as a leader, implementer, and recipient of change. It emphasizes the forces for change, the change implementation process, the skills of successful change leaders, and the behavioral theories and management practices of how individuals and organizations change. All of this will help you to better diagnose, orchestrate, and implement the change agendas of organizations you will be joining.

Course Logic

The course has three modules:

Module I: After the initial session that foreshadows many of the topics and discussions of the course, Sessions 2-5 highlight the leadership of change in organizations of varying sizes and industries, the major types and drivers of organizational transformations and the commonalities and differences among these transformations. Some of these are “long-marches” in which there are gradual, incremental changes through multi step change processes; others are “bold strokes” in which major, short changes are instituted and their impact immediately felt. Some are changes to stimulate growth, some are driven by the scaling up process that naturally occurs in successful new ventures, and still other changes are oriented around downsizing and cost-cutting. The goal here is for you to get a good “feel” for how these major types of transformations unfold, how well the changes were instituted, sources of resistance, and how leaders are involved in the whole endeavor.

Module II: Sessions 6-8 of the course will use implementation tools and techniques to learn the ingredients for successful change management. We will start with a merger integration implementation. Next, we will ask you to make a series of decisions to manage downsizing in a brokerage firm, called Broadway Brokers. Finally, you will test your implementation acumen in a real world based simulation of being change agents in an organization, introducing change in a disciplined way to a business unit.

Module III (Sessions 9-10) is designed to expand your insights and apply them to the experiences of younger professionals who initiate, drive, and experience change. Here we will first focus on cases of “young” change agents and examine what it is like to influence and implement change from “below” or the “middle” of an organization. In the last session called New Vistas in Organizational Change you are asked to bring some “new vistas” of interest to you and/or from your own experience. We will close with an overview of the course.

My Teaching Philosophy and Method of Instruction

Teaching Philosophy: I have dedicated my professional life to research and teaching and take both very seriously. In Organizational Change I have three broad objectives. First, I will give you a set of tools to evaluate, initiate, engage, and respond to organizational transformations. Second, I will push you to think critically. After all, one of the reasons you come to Columbia is to learn the critical thinking skills from faculty who are experts at critical thinking (as an important foundation to our academic research). Long after you graduate critical thinking around business (e.g., organizational change) will continue to reward you professionally and personally. In other words, critical thinking (both extemporaneous and
deliberative) will sustain you and allow you to analyze and adapt to changes. Third, I enjoy combining findings from academic research with experiences from the world of practitioners. Some of these experiences will be my own, and some will be based on insights from current leaders, change agents, and change management professionals. However, the value of the class is maximized when you weave in your own experiences, and I am excited in anticipation of the discussions and debates we will have. Columbia MBAs are brilliant, and my objective is to contribute to the nurturing of your brilliance and collection of tools so that you can apply that brilliance.

Method of Instruction: The course will be taught through a mixture of case discussions, role plays, simulations, videos, and short lectures. Some sessions will have live or videotaped guests bringing a wealth of real world experience to our discussions. There will be a variety of teaching modalities in order to keep the learning fresh and to appeal to learners with different learning styles.

A Note on the Readings

As you go through the syllabus and course packet, you will notice four things.

First, each session has “Cases” and “Readings” which are ordered in the most beneficial sequence to read them. Cases present a business situation or problem that highlights some of the main concepts for that day. Readings are the pieces that accompany the case. Typically, the case will be the main source of classroom discussion, although you will find that I will spend some time highlighting the readings. Also, doing the readings is typically the best preparation for the case discussion, as I will often ask you to incorporate the readings into your thoughts and reactions to the case.

Second, I have defined the readings into “Required” and “Optional”. You should always read the “Required” readings. The “Optional” readings provide more insight or extensions of the “Required” readings, but usually more than we will have time to cover in class. The “Optional” readings are also included so that a year or two from now when you are sorting out an organizational change you can return to this course packet and consult a broader set of knowledge.

Third, you will notice that some of the cases and readings I include begin or end in the middle of a chapter or an article. This is because I only want to keep relevant material in the packet and if there is part of a chapter/article that is less relevant I will not include that part of the reading. In addition, since you have to pay for each piece in the course packets, only including what I feel is critical is my way of keeping the cost down.

Fourth, to this same end, some of the readings are not in your packet at all, but only available on-line or on canvas. So when there is an online version of the article I include that link and point you to that address.
COURSE SYLLABUS AND SCHEDULE

Articles with web addresses are not in the course packet and can be accessed online. These articles will also be posted on canvas.

Session 1: The World of Organizational Change: Leading, Implementing and Experiencing Change (Monday, July 8th)

This session introduces the concept of organizational change along with a course overview, which will be followed by a case discussion of a troubled organization with a new CEO who seeks to transform the organization after many others have failed to do so. This will set the stage for many of the upcoming discussions.

Required:
5. “Constructing an Organizational Culture Profile,” Cameron and Quinn, 2011.

Optional:

Session 2: Leading Change I: The Modern Large Professional Service Firm (Wednesday, July 10th)

This session examines leadership from the perspective of a CEO attempting to change a large professional service firm. The case, readings, and classroom discussion introduce the theory around implementing change as well as real-world considerations that will follow us throughout the course.

Required:

Session 3: Leading Change III: Key Ingredients of Successful Transformation (Monday, July 15th)

This is the first of two sessions that contrasts the “bold strokes” approach with the “long march” approach, where organizational change occurs over a longer period of time. We will also recap organizational change as it applies to relatively large organizations.

Required Readings:
For Instructional Purposes Only Preview

1. **Case**: “Adams Integration with Cadbury Schweppes--Capturing Confectionary, (C) and (D),” Collis, Stuart and Smith, 2008.

**Optional Reading:**

### Session 4: Leading Change II: Bold Strokes…Private Equity based Organizational Change (Wednesday, July 17th)

This is the second of two sessions that contrasts different change approaches and modifies the 8-stage Kotter model. This session, called “bold strokes,” considers the pros and cons of making rapid changes, akin to the types of changes associated (and sometimes advocated) by private equity firms.

**Required Readings:**

**Optional Readings:**
1. Reading: “Accelerating Corporate Transformations (Don’t Lose Your Nerve)”, HBR, Miles, Jan-Feb 2010.

### Session 5: Leading Change IV: Startups and Organic Change (Monday, July 22nd)

This last of the leadership of change module moves from the organizational change of larger firms to the unique issues around organizational change with respect to the growth and scaling up in small and entrepreneurial firms.

**Required:**
1. **Case**: “DateMySchool”, Phillips, 2013. [not in packet, posted on Canvas]

### Session 6: Implementation I: Managing a Merger – What, When, How and Who to Change (Wednesday, July 24th)

This session transitions to a more practice orientation where you must implement some of the actions of a CEO who has recently acquired another company as a team assignment.
Required:

Optional:

Session 7: Implementation II: Managing a Downsizing and the Recipients of Change (Monday, July 29th)

This session continues the implementation module by considering the ways to manage downsizing, a common occurrence that almost every middle and senior manager must eventually face.

Required:

Optional:

Session 8: Implementation III: Managing an Organizational Transformation (Wednesday, July 31st)

This final session of the implementation module uses a popular simulation that incorporates many of the concepts covered up to this point with the goal of moving an organization through a transformation. Among the important topics covered: the importance of the right change, timing, dealing with resistance, unexpected distractions, etc.

Required:
1. Reading: Global Tech Simulation—Change Theory.
2. Reading: Global Tech Simulation-- Players Guide.

Session 9: Young and Early Career Change Agents (Monday, Aug 5th)

This session uses cases from young change agents to examine real situations in which relatively recent graduates are at various stages of initiating organizational change across a variety of organizations. Part of the purpose is for you to consider what your role might be as a young change agent.
For Instructional Purposes Only Preview

Required:

Session 10: New Vistas Idea Fair and COURSE OVERVIEW (Wed, Aug 8th)

This last class overview the course by first sampling a variety of Organizational Change situations and issues which we did not cover in class to date, or which you can now explore in more depth. We will do so by drawing from your experience.

Optional:

Summary of Key Dates, Assignment Types, and Deliverables

<table>
<thead>
<tr>
<th>Key Date/Milestones</th>
<th>Individual or Team</th>
<th>Deliverable and/or Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every class</td>
<td>Individual</td>
<td>Come ready to contribute; Come prepared with all the assigned materials.</td>
</tr>
<tr>
<td>Before Session 1</td>
<td>Individual</td>
<td>Submit your answers to the questions on the first page of the syllabus to give me a sense of your experiences with organizational change.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>Contribute to the online repository of articles and/or a discussion periodically (more than once!) during the course (I will clarify on 1st day of class).</td>
</tr>
<tr>
<td>End of Session 2</td>
<td>Team</td>
<td>Form into teams of 3 students for projects and tell the TA of your group.</td>
</tr>
<tr>
<td>Between Sessions 4 &amp; 6</td>
<td>Team</td>
<td>Work with your team on AlphaNet assignment.</td>
</tr>
<tr>
<td>Before Session 6</td>
<td>Team</td>
<td>Submit your team assignment electronically via Canvas.</td>
</tr>
<tr>
<td>Before you arrive in Session 7.</td>
<td>Individual</td>
<td>Photocopy and turn in your Broadway Brokers answers in your coursebook.</td>
</tr>
<tr>
<td>Between Sessions 7 &amp; 8</td>
<td>Team</td>
<td>Prepare Global Tech Implementation plan. You will be given pre-work for the global tech exercise a week before the in-class exercise, so please allocate group time to do the pre-work.</td>
</tr>
<tr>
<td>Session 8</td>
<td>Team</td>
<td>Bring your Global Tech Implementation plan to class …and also bring 2 computers per team to class.</td>
</tr>
</tbody>
</table>
Session 10
Bring one page summary of your “New Vista ideas” to class. Bring five copies of your summary as you will be passing them around to others as part of a group discussion.

Finals Week  
Individual  
Take home final exam.

**GRADED**


**Write-ups (5%)**

Each session is accompanied by two to four case write-up questions which are based on the readings. They are to help you prepare for class discussion. You are required to turn in THREE (3) write-ups during the term via Canvas, each one due at the beginning of the class (EX: Session 4 questions are due at the beginning of class for Session 4). The write-ups should be 1 to 2 pages single-spaced, font sized 12, with margins of 1.25 inches. While the length of your write-ups will vary, they should generally be between 250 words and 700 words. You will receive the questions 4 to 7 days in advance. These questions will appear on Canvas.

I will grade them broadly under a pass/fail system. Typically, a large majority passes. If you fail, you will receive a “NP” for “Not Passed” and a TA or I will provide comments if something is incorrect or misleading in your write-up. If you don’t receive a comment, assume that your write-up is fine. If you have failed a write-up, you may turn in another for the next week until you have three passing write-ups. You may not turn in a write-up for any previous week.

Please submit your write-ups electronically using Canvas. I prefer not to receive hard copies.

**Individual Class Participation (25%)**

I will pour myself into this class, however, the class experience is only maximized if everyone comes to participate and engage. Participation is a very important part of the learning process in this course, so it is accordingly an important part of your grade. So come to class each session, come ready to engage, and the more you put in, the more you will get out!

Your participation will be evaluated on your constructive contributions to discussion and learning in the class. Participation requires listening attentively and building on what peers have already shared. A positive contribution to class or team discussion exhibits one or more of the following properties:

1. Moves the discussion and analysis forward to inspire new insights among peers.
2. Shares a personal experience in a way that illuminates the ideas being discussed.

3. Uses logic, creativity, insights, and evidence; more than merely an opinion or feeling.

Your contributions will be evaluated on quality and quantity, with greater weight on quality. However, if you are not in the classroom, you obviously cannot participate. I understand that because of factors outside of your control, you occasionally may arrive late, leave early, or miss a class entirely. Notify Prof. Phillips and your TA by email of these circumstances before missing any participation. Excusing absences will be at the professor’s discretion, and more than 3 unexcused absences expose you to failing the class.

A second order way of contributing to the class is by contributing articles or having online discussions/commentaries on real-world and immediate events that relate to the course. I will provide more details on the precise method, but at its core it involves you contributing an article (with a short comment from you) or commenting to an article that is already posted or discussed in class. Contributing articles is not a substitute for speaking in class. In terms of the grading, I will use the article contributions to decide on grades that are on the cusp (borderline) between a higher final grade and a lower one. The stronger the contribution, the more likely that a grade on the cusp will be readjusted to the higher grade. That said, the main goal this exercise is to educate yourself and your classmates in a way that reaps more benefits than any grade that I might assign. In this light, I hope to see at least two contributions from each student.

Use of electronic devices in class

On rare occasions, we may need to gain access to the Web during class time for the purpose of an assignment (such as session 8). Other than these occasions, turn off all laptops, cell phones, blackberries, wireless connections, and any other electronic devices during class time unless you ask me for permission 24 hours in advance. Violations of this rule will lead to deductions from your class participation grade.

Finally, you are registered in a given section and class time and it is expected that you will be ONLY in that section. Please do not sit in another section as your participation grade is derived only from your participation in your registered section.

Team Assignment (25%) – Wednesday, July 24th

**Please form your team of 3 students and submit names to TA by end of first week of classes (by July 6th)** In groups of three students, see the assignment questions for Class 6, AlphaNet and OmegaCom. This will allow you to consolidate your learnings from the first half of the course.

Final Exam (45%) – Tuesday, August 13th

The final will be an open book takehome exam. I will provide more details in class.
CLASSROOM NORMS

It's Our Learning Experience—Let's Make It Worthwhile

You are adult learners and thus you own some responsibility for making the classroom an engaging and productive learning experience. I bring teaching experience, scholarly expertise, and practical know-how to the table. You bring expectations, experiences, a variety of learning styles, and a desire to learn. It's a good combination for us to make the course enjoyable, stimulating, and relevant.

Bring your name plate to each and every class!

Please bring your name plate to class. If you do not have a nameplate with you, you should create one!

Minimize arriving late to class or absenting oneself in the middle of class

Students arriving late or leaving early can disrupt class discussion and student learning. More than being disrespectful to me, it is disrespectful to your classmates who have dedicated their scarce time and resources to learning. If you arrive late or if you absolutely have to be absent yourself during class, I ask you (a) notify me and the TA in advance; and (b) do so as quietly and discretely as possible.

Make It Better...

These rules and expectations aim to foster a healthy learning community. In this spirit, feel free to contact me to suggest additional norms of conduct.