

FOR BIDDING PURPOSES ONLY

Professor Paul Ingram
Uris Hall, Room 712
212-854-2740
pi17@gsb.columbia.edu

B5500

Leadership and Organizational Change

Course Syllabus

Course Goals

This course is designed to increase your effectiveness as a leader by introducing you to a framework for understanding organizations and the performance of people and groups within them. This is part of improving your own career performance, and the performance of those you lead. The specific goals of the course are three:

- 1) ***The Art.*** To introduce you to a problem-solving tool for analyzing why an organization is underperforming, and guiding you to improving its performance. This tool is called the alignment model, and we'll practice it by analyzing cases.
- 2) ***The Science.*** To introduce you to a body of science useful for improving the performance of organizations and the people in them. For most organizational problems, there are multiple right answers, but there are also some answers that are clearly wrong. We'll discuss the empirical evidence on organizational and individual performance that will help you separate promising ideas from bad ones.
- 3) ***You.*** To apply the material to your own career. This course is meant to be practical, and to pay off for you immediately. We will do a number of things to help you apply the course material to yourself. For example, much of the learning will be experiential, so you can practice using the ideas. And we have two major assignments which are "personal cases", opportunities to apply course material to shape your own career trajectory, and to guide your development throughout the MBA program.

Course Overview

This course will focus on a alignment model of organizational effectiveness. In the first session we will introduce this model:

- 1) *The alignment model.* The alignment model is described in the first reading of the course. The model predicts that organizations will be effective when their strategy and four key elements of the organization (key priorities, talents and personalities, visible structure and invisible structure) are in alignment.

The body of the course will involve in-depth examination of the organizational components of the alignment model. We will start with talents and personalities, then move to the visible structure and on to the invisible structure.

- 2) *Talents and personalities.* Effective managing requires an understanding of some systematic elements of human behavior (of self and others). We will study group processes, negotiation, and processes of good decision-making. We will also focus on your own behavior as a leader. We'll investigate personality feedback to help you understand yourself, and what types of people are likely to be effective for different organizational purposes.
- 3) *Visible structure.* A fundamental determinant of behavior in organizations is the visible structure of departments, reporting relationships, and incentive systems. This structure

conditions the behavior of the individuals and groups within the organization. Therefore, we examine the principles of organizational design. Our particular focus is on the basic building blocks of organizational chart: the establishment of departments and the management of interdependence between departments. We will also consider explicit incentives to motivate employees.

4) *Invisible structure*. Much of what matters about organizations is beyond the organizational chart. The invisible structure is the set of ideas and relationships that are unique to the organization, and critical for its performance. We will study the management of conflict, and the role of social networks and culture within organizations.

5) *Organizational change*. Our capstone topic concerns the dynamics of organizations. We'll tackle the process of effective organizational change. The knowledge you gain in this course about designing effective organizations will be much more powerful if you know how to change organizations that are not optimally designed. We will consider the questions of when and how to change organizations.

Required Readings

The schedule of readings and case assignments appears at the end of this syllabus. The readings are in the course package.

Course Norms

1. *Individual Participation*: You are expected to come to all classes on time, prepared to make comments and ask questions that add to the understanding (your own and your classmates') of course materials. You are also expected to follow the CBS honor code, and norms about professional conduct in the classroom.
2. *Heuristics*: We will conclude each case presentation by developing three heuristics. Heuristics are rules of thumb about effective management that we can discern from our analysis of the case. When you prepare for case discussion, think about possible heuristics to take from the case. I will keep a running list of the heuristics on the course web page. The purpose of the heuristics is to give us something concrete to summarize what we have learned from the cases.
3. *Readings*: You are expected to read all the materials before the session for which they are assigned. You should ask yourself these questions as you read:
 - a. Do I understand the principles of this material?
 - b. What are its implications and how would I apply this as a leader?
4. *Group Participation*. Your study groups are the basis of a major presentation. They also have an important role in your week-to-week experience in this course. You should have established meetings with your study group every week. Besides working on assignments, you should discuss readings and cases in your group before they are covered in class. Your study group is your front-line for understanding the material.

5. *Personal Electronic Devices.* The use of laptops, phones, and even tablets in class can disrupt your fellow students and presenters. My policy is that personal electronic devices cannot be used *at all* during class sessions, except for the second half of session 11 where we do a computer simulation. In the first class I'll give you an "Old School" tool for recording your key learnings from class, and provide advice on using it. Fortunately, recent research has revealed that students learn and retain more when they take notes by hand on paper, so you are not losing anything by foregoing electronic note-taking.

Course Web Page

I have developed a web page for the course, which you can access from the Canvas system. The page contains many important features. You should access it every session before class! It is here that you will be able to get advanced copies of the lecture notes, which may be useful if you are preparing in advance for a case presentation. Hardcopies of the power point slides for lectures will be distributed *in class*. Also, we'll use the web page for interactive parts of the class. For example, you'll be able to access files necessary to do work in the class, such as the network assessment exercise. The web page will also house other information, such as the heuristics we develop after every case discussion.

Course Assignments

The graded assignments for the class are as follows:

- Group Case Presentation 20%
- Individual Case Submission 20%
- 5 Leadership Dashboard Assignments 10%
- Participation and Reflection 20%
- Backward-looking story 10%
- Final Exam 20%

Group Case Presentations

A significant part of our course involves case work. At the beginning of your MBA it is worth being very clear about what cases are used for, and how they are analyzed. Cases are opportunities to learn, and the learning comes from considering the material presented in the case itself. The challenge of working on a case is never to guess what the protagonist or company actually did, and "what happened" does not indicate the answer to the case. Also, cases are never examples that are wholly positive or wholly negative, and our goal in analyzing case is not to pass judgment on the protagonist. Think of the case as a basis of discussion that aims to lead us to insights about effective leadership and organizational practice, and resist "all or nothing" characterizations, and don't be distracted by "what really happened."

By the time you finish residence week you will have formed the study groups which will be the basis of much of your work in this class and in your first semester in the program. Each group will have the responsibility of presenting one of these six cases: Lincoln Electric (October 8), Operation Tomodachi (October 22), the Met (November 5), Claude Grunitzky

(November 18), Mira Khan (December 2), and Ferguson (December 3). Assignments will be made during session 3 so you should review the cases before that time to be prepared to choose one. You may not get your first choice, so you should be ready with others.

You can find a video example of a presentation from a past semester on Canvas. Presentations are in the form of a consulting report to the board of directors of the organization that is the subject of the case. There is no written component for this assignment; the presentation is all that is required. ***Members of the presenting group should wear business attire and all members of the group must speak in the presentation.*** The presentations should follow the form of an analysis of the case, and will therefore include:

1. Identification of the key performance gap(s).
Typically this occurs by asking two questions: What are our goals and what are the gaps between our current performance and those goals?
2. Root cause analysis. What are the causes of our gap?
3. Solutions. Of the available alternatives, what should we do?
4. Action planning. How do we do it and what hurdles must we plan for?

Besides these critical elements, groups are free to choose the most effective presentation format. Each group's presentation will be no longer than fifteen minutes. It will be followed by up to five minutes of questions from the audience (representing the board). Remaining class time will be used for a broader discussion of the case by all class members.

The class and I will evaluate the presentations using a standard form (see the next page) which will be filled out after every presentation. Each student is responsible for entering their own evaluations of presenting groups online, within four days of the presentation (there is some participation grade allotted to encourage timely completion of evaluations). All group members receive the same grade for the presentation, which is a weighted average of the responses to the final question on the feedback form, "overall grade." My rating on that question will account for 40% of the group's grade, and the average of the ratings of other class members will account for 60%. When calculating the grade I use an algorithm that excludes outliers, so students who rate strategically (e.g., to try to hurt the scores of other groups) will waste their evaluations. The raw scores based on the weighted average of my and class evaluations will be converted at the end of the semester to a group score out of 20, with a mean of around 17 and a standard deviation of one.

Completing and submitting all of the evaluations of your classmates' presentations has the equivalent weight in participation grading as one class session.

Here is some advice I've arrived at after watching hundreds of case presentations:

- Don't substitute style for content.
- If you choose someone in the audience to stand in as the decision maker in order to direct your presentation to, choose a classmate, not the professor.

- Manage the length of the presentation. Every group has more than fifteen minutes of material they want to present, but prioritizing and editing is key. Presentations that exceed fifteen minutes have organizational problems and are less-well received by the audience. Two common problems of long presentations are that they repeat case facts, and that the group has not sufficiently practiced the presentation.
- It's your analysis we care about using material presented in the case, not what actually happened after the case. Sometimes groups are lead astray by follow-up work on what happened to the company or to the characters in the case, which results in arguments which aren't supported by the case that everyone else has written and prepared. Don't fall into that trap. **Please don't contact the characters from the case.**
- Prepare responses for likely questions. Manage the question and answer period by designating someone to field questions, and deciding who in your group will answer questions on specific topics.
- In the implementation section of the presentation, don't present a mind-numbing list of activities. It is fine to identify the important activities for implementation, but what we really want is your insight into how to do what is difficult (such as overcome resistance), not the detail of a large number of non-controversial steps.
- Your job is to give advice to the decision maker on his/her problem. Don't confuse that with answering the "guiding questions" provided for each case to guide students' reading and preparation to relevant learning points. Some of those questions deal with issues that are of interest to us as learners, but are beyond the authority of the decision maker in the case. Of course, if your understanding of the key problem was completely unrelated to the guiding questions, or to the subjects of leadership and organization, it is a signal that your reading of the case may be off and you should talk to me right away.

Presentation Evaluation -- to be filled out and submitted on-line by all non-presenting attendees

LOC Presentation Evaluation

Name of the first presenter _____ Case _____ Group # _____

Please enter your evaluations on Canvas (the link to submit is embedded with today's session). Your evaluations are part of the group's grade, and your feedback is important to them (remember the magic ratio!). Your evaluation will be anonymous to the group, but I'll see your name, and a small part of your participation grade depends on completing and submitting the evaluations.

Overall Rating of the Presentation:

Very Poor				Excellent
1	2	3	4	5

Please add qualitative feedback for the group to help them in future analyses and presentations:

Individual Case Submission

You are responsible for submitting one written case as an individual. Remember again, we want your analysis based on materials in the case, and what the company actually did afterwards is irrelevant and a distraction. Also, remember your job is not to pass judgment on the protagonist in the case. Finally, remember that as with the group presentations, your job is to advise the decision maker on his or her problem, not to answer the guiding questions that I provide to guide the class's reading of the case (although normally your analysis would touch on many of those questions, it does not necessarily have to address them all, as some of them may be beyond the decision maker's concern and authority).

The case can be any one of these six, but cannot be the same case your group is presenting: Lincoln Electric (October 8), Operation Tomodachi (October 22), the Met (November 5), Claude Grunitzky (November 18), Mira Khan (December 2), and Ferguson (December 3). The paper is due to be submitted on Canvas before the *beginning* of the session where the case is to be discussed. Because you will see other groups' analysis in the case discussion, there can be *absolutely no late papers*.

The body of the case can be no longer than 1500 words (this is approximately six double-spaced pages). On your cover page you should list the total number of words in the body of the paper. In addition, you may include figures and appendices only if they are necessary to support the body of your case analysis. Don't circumvent the 1500-word limit by placing material that should be in the text in an appendix. If you do this, the inappropriate appendix material will be ignored.

There are three critical parts of the written case analysis, and each gets its own heading in your paper. They are described below, and their grade weight (out of the 20) is indicated.

Executive Summary (3/20)

The executive summary is meant to be an attention-grabbing summary of your case. It is directed at the key decision-maker in the case (all of your analysis should be written for the key decision-maker). It should be shorter than one page. Stick to the most important points. The key things to communicate are 1) what is the problem (performance gap), and 2) what do you recommend. The executive summary should be so compelling as to convince the decision-maker to read the rest of your analysis. Do not repeat case facts, or waste any of the executive summary on details that would be trivial to the key decision-maker (e.g. if you begin "Lincoln Electric is a successful manufacturer based in Cleveland..." you are beat from the start).

Analysis (10/20)

The analysis section is the most important part of your paper in terms of grade weight, and it will ordinarily constitute about half of your paper. The analysis should explain why the problem you identify exists (what are its root causes and implications), what are the alternative solutions for the problem, what are the relevant criteria for choosing among the alternatives, and which alternative is recommended. Here are more tips:

- 1) The analysis should use the concepts we develop in class *if appropriate*, but they need not be presented in the same language we use in class. Remember that you are writing to the decision-maker in the organization that is the subject of the case, and he or she may not have taken our class! So, in most cases you will use the analytical techniques from class "off-line", and then translate the results of that work into the body of your paper. For example, you might perform a network analysis that indicated that the decision-maker has few structural holes, and therefore few unique sources of information and influence. In the text, you would explain this in plain language, rather than just presenting network statistics.
- 2) State explicitly any assumptions you make in the analysis.
- 3) Back up your analysis with quantitative support where appropriate.
- 4) Make sure your analysis addresses the problem you identified. If not, your problem or the analysis is wrong.
- 5) Use business language and headings. Be direct and precise. Keep in mind the audience of the paper, and always ask yourself if the sentence you just wrote will provide value to that audience.
- 6) Make sure you get to the root causes of the problem. Keep asking if there is something underlying the cause you have arrived at. Ultimately, it is the root cause that you have to solve.

Solutions and Action Plan (7/20)

Very briefly state your recommendation(s). A good test of the quality of your work is whether your recommendation is a response to the root causes identified in the analysis section. If it isn't that is a sign that either you have not reached the root causes in your analysis, or that you have but are ignoring them in your solution.

Next, provide an action plan for how the recommendation should be implemented. A critical question is "who will resist this new plan?" Be as specific as possible. What should be said to whom? When should things be done? Where will the money come from? How will we know if the plan is working?

This is the opportunity to explain how your recommendation can become reality. It is absolutely critical because without a successful implementation, a good recommendation is worthless. In the analysis section you answer "what should be done", but here you must explain "how to do it." You will have to consider issues of organizational change.

Leadership Dashboard

The leadership dashboard consists of five surveys or prompts that are designed to help you engage feedback documents and other products about you as a leader. They are each useful on their own, and the set of them are necessary preparation for your Backward-looking story

assignment. You can access and complete each assignment through Canvas, and can only do them after the class where you get the relevant feedback (so they can't be done in advance). The assignments are personal, and meant primarily for your own benefit. So the grading will be "accepted" if you have successfully and diligently done the assigned (in which case you'll get full points) or "revise and resubmit" for subpar efforts in which case you'll get zero points, but have the opportunity to resubmit the assignment, to receive full points if it is accepted.

- #1. An engagement of your values hierarchy (due September 29; 1.5 pts)
- #2. An engagement of your motivation and wellbeing report (due Oct 2; 1.5 pts)
- #3. An engagement of your social capital (network) feedback (due Oct 15; 1.5 pts)
- #4. A survey regarding your 360 feedback and your response (Oct 29; 4 pts)
- #5. An engagement of your conflict style feedback (due November 28; 1.5 pts)

Participation and Reflection

You are expected to attend and participate in all classes. Class participation is a chance to contribute to the learning of your classmates, and therefore cannot be "made up" if you miss class sessions. Class participation is really based on quality over quantity. One keen observation every class will earn the highest grade, while a number of dull observations will earn a low grade. I will also consider your professionalism in class as part of the participation grade. If you violate the key norms of professional conduct (e.g., by typing on your laptop or checking your PDA during class, or disrupting a group presentation by coming in late or engaging in an off-line conversation) I'll remove participation points. My goal with this policy is not to hand out punishments, but rather to establish incentives for a classroom environment that is productive for all of us. I grade participation for every student after every class on a 0-2 scale, so I can keep a more objective record of your contributions throughout the semester.

Your timely completion of online evaluations for your classmates' presentation will be considered in participation, with a weight equal to one class session.

Reflection refers to the process of abstracting, summarizing, and personalizing each class session, after the class. This is the fundamental tool to enable you to retain your experiences and learnings from the class, so that they will help you succeed when you in the future. We'll introduce and distribute the learning journals in our first class. You should spend twenty minutes after every class session reflecting on the session, and recording the results in your learning journal. Record these in any way that works for you (stickers, drawings, colors, glued in slides, written notes, etc). The key is that your reflections should:

- Capture the key learnings, and ideas for applying them in a way that is abstract from the case/exercise we discussed (record insights about leadership and top management, not about Mira Khan, the Metropolitan Museum, or any context we study);

- You should translate your learning into a form that works for you, make them your own so they stick with you. For example, you could translate how the learnings from a case would translate into the specific industry or type of firm that you plan to join.

John Steinbeck said of the discipline of writing: “My brain just doesn’t want to tackle it today and if I let my brain get away with it, tomorrow it will have another excuse. My brain is very treacherous and I do not dare to give it any freedom to wander.” We want to help you to keep your treacherous brains in line, so we’re going to check that you are reflecting! In two sessions (October 22, and the final class day, December 3) we’ll do “learning journal” checks. At the beginning of the session my TAs will collect your journal, and they will quickly scan them for evidence that you are reflecting. The TAs will not evaluate the content of the reflections, just look for evidence of effort. They’ll look for a good faith effort to chronicle key ideas from every session in a way that is useful for you. Exceptional reflection would, for example, include applying class ideas to challenges you face at work. Overall, reflections will receive the same weight in participation grading as three class sessions.

At the end of the term I convert a raw score for participation and reflection (the total of your grade for participation and reflection in each class) into a score out of twenty.

Backward-looking story

This is a chance to tell the story of your own success. A very important part of the class is the opportunity to apply ideas, tools and feedback in the pursuit of your own professional aspirations. In this assignment, you begin by imagining yourself at a point in the future, where you have obtained your dream job, and then consider what got you there and allowed you to thrive in that role. The next step is to explain what you did after your LOC course at Columbia, way back in 2016, to “close the gaps” between where you were then and what you saw as necessary to achieve your dreams. In particular, think about:

- Your values;
- Your motivation style (promotion / prevention);
- What you learned about your leadership behaviors from the 360 analysis;
- Your social capital (network).

You don’t need to present an exhaustive treatment of all of the above inputs. You can pick the items that you see as key to your future success, and to your plan for improving your leadership in pursuit of your dreams. In other words, focus on what is important to you. The specific parts of your story should be these.

- (1) A rich description of “where you are at the time of writing” (which is actually in the future!), a professional position that you aspire to in the long-term. In other words, your dream job;
- (2) A description of how your values/motivation/network/leadership behaviors helped you get where you are, succeed in, or to maintain your dream job;

(3) A reflection of challenges you saw when you analyzed your values/motivation/network/leadership behaviors during your Leadership and Organizational Change class. What was missing from your repertoire then which was necessary to achieve your professional dreams?

(4) An explanation about what you did to establish or leverage your ideal values/motivation/network/leadership behaviors, starting from the time of your MBA and going through the present (again, that will be in the future!). Also note challenges you encountered in your effort to improve yourself, and explain how you overcame them. Be concrete describing your actions.

The backward-looking story will be 750 words and is due through Canvas on November 12.

Final Examination

The final is currently scheduled for December 16, but check the final exam schedule. It has a very specific goal in this course. It is designed to emphasize that, although solving organizational problems has a heavy dose of “art”, there is also some “science.” While other parts of the grade—the presentations, case write-ups, etc.—require you to demonstrate your grasp of complex problem solving, the exam is just about the facts. It will consist of up to twenty discrete choice questions regarding specific practices that make organizations and the people in them more or less effective. The questions will be precise, of the type “if an organization does X, under these conditions, what will be the effect on its performance (e.g., profitability, growth, survival).” The questions will be based on specific research evidence that is discussed throughout the course, in class, in the readings, or both. There will be specific right and wrong answers to each question, so you will not succeed simply by relying on common sense. Instead, you will have had to attend all class sessions, complete assignments and readings, and learned the relevant material on creating effective organizations. There is a practice exam available on the course web page. You should consult it early in the course so you’ll know what to expect from the exam. We have a review session scheduled for the end of the semester. At this session I’ll discuss the practice exam and answer any exam-related questions.

Course Schedule

Part 1: The Alignment Model

Assignment BEFORE Residence Week

You should come to our first class having prepared the “Alignment Model” reading/case we use in our first session, and having completed the other readings we’ll use in our first three sessions. Besides this preparation for the class sessions, you should also complete:

Videos: I have prepared three videos that capture foundational elements of the course. *You will need to watch these in order to understand what is expected of you in class and why.* Case Analysis and Course Structure and Assignments and Grading (see online through Canvas, watch before the first class, which given your other duties effectively means before the first residence weekend!)

Surveys: Throughout the semester there are a number of important surveys that you are asked to complete. These are the bases of feedback you will receive in class that allows you to relate course material to your specific leadership profile, and which you will use to complete dashboard assignments. Before the semester you will be emailed links to one or two of these surveys, and you should complete them before September 8. If you haven’t received these by September 1, you should check your “spam” folder on email, and contact Yoonjin Choi (ychoi16@gsb.columbia.edu) if you cannot find the links. During the semester you will receive other surveys.

Session 1. September 13

Before and after the break: The Alignment Model

Concepts: *The Alignment Model*

Reading: Alignment: How Effective Organizations Really Work
Instructions for the 360 Feedback Exercise
Time to Think, Kevin Toth

Assignment: Be prepared to discuss the following questions about the framework and case presented in the reading. Where you are asked to do so in the case, stop and make notes about your analysis and thoughts at that point:

(1) Discuss the initial decisions made for the Artisanal Products Division regarding the following components. Were they the “right” choices for optimal performance?:

(a) Talents and Personalities. Did Jimi choose the right people for the team?

(b) Visible Structure. Were the right choices made for the organizational structure and incentives?

(c) Invisible Structure. What do you think of Jimi's efforts to shape the network and culture?

(2) What was your proposed solution before you read part 6 of the case? Would it have satisfied the alignment principle? Explain.

Post Session Exercise: Watch the string quartet videos on Canvas, and answer the embedded quiz question within one week of our first class session. The material in these videos is eligible for inclusion on the exam!

Part 2: Talents and Personalities

Session 2. September 14

Before the Break: Group Decision Making

Concepts: risk vs. return; valuing non-quantifiables; decisions with insufficient data

Case: There Will Be Oil [**don't discuss with your groups prior to class**].

Look for a very short survey to be sent to you by email, or posted on Canvas, so you can enter your individual decision on this case.

Decision Maker: Diego Gonzalez

1. Guiding Question: Should you drill or lease?
2. For this case, don't discuss it with your group before class (we'll do some of that in class). Write a brief (one page) note for yourself explaining (a) whether you would drill or lease and (b) your rationale for that decision.

After the Break: Decision Making

Concepts: Explicit decision models vs. Intuition; Challenges to intuitive decision making

Reading: Iyengar, Senses and Sensibility

Part 3: Visible Structure

Session 3. September 15

Before the Break: Departmentalization Exercise, to be distributed in class

Concepts: What happens when we departmentalize? The need for integration, and alternatives for achieving it.

After the Break: Organizational Structure Case

Case: Goldman Sachs: Reorganization in Crisis

Decision Maker: Steve Mandis

Guiding questions:

1. Use the alignment model to describe the structure in its heyday before the crisis. How was alignment achieved? What changed to undermine alignment?
2. Is it inevitable that organizational culture is constantly changing, with organizational, regulatory, competitive, and technological pressures as well as the pressure to grow being challenged with the law of large numbers?
3. Can the culture be reclaimed? And should it? What would be an ideal culture for the firm going forward, and how can it be achieved? The firm needs capital. Considering alignment with the rest of the elements of the organization, should the firm raise more outside private capital (for example, the Hawaii Trust and Sumitomo deals) and stay a private firm versus going public?
4. Coordinated service to clients is a critical element of the firm's success going forward. Describe a structure (consider all of the elements of talents and personalities, visible and invisible structure) that would effectively achieve this service.

Session 4. September 23

Before and After the Break: Values Exercise

Concepts: What are your guiding values for your professional life? How do they help you understand your current job, and decisions you are facing? What is the relationship between values and beliefs?

Readings:

1. Ingram: "Leading by your values."

By September 29: Complete Leadership Dashboard Assignment #1 using your values hierarchy from class.

Session 5. September 24

Before and After the break: Motivation and Incentives

Concepts: Collective vs. individual incentives; non-monetary incentives; reward good behavior or punish bad behavior?

Readings:

1. Ralph T. King: "Infighting rises, productivity falls, employees miss piecework system."
2. Peter Passell: "Paid by the widget, and proud."

By October 2: Complete Leadership Dashboard Assignment #2 using your results from the motivation report you will receive in class

By October 3: Complete the network survey through the link available on Canvas. Plan on at least 45 minutes of hard work to complete this detailed survey.

Part 4: Invisible Structure

Session 6. October 8

Before the break: Control Systems Case Presentation

Case: Lincoln Electric Venturing Abroad

Decision Maker: Michael Gillespie

Guiding Questions:

1. What logic should be used to apply the Lincoln Electric incentive system in non-U.S. countries?
2. Should Lincoln Electric enter Indonesia? Why? If yes, individually, or with a joint venture? If a joint venture, with whom?
3. What incentive system would be best in a Lincoln Electric plant in Indonesia? What are the challenges to making the system successful?

After the break: Networks

Concepts: Structural holes, efficiency and affiliation networks, creating networks

Read:

1. Ingram. "Network Workbook". This individualized feedback document will be distributed to you in the class session, read it after class.
2. Uzzi and Dunlap "How to build your network."

<p>By October 15: Complete Leadership Dashboard Assignment #3 using the feedback on social capital that you received in your network workbook.</p>

Session 7. October 22

Bring your learning journals to class for checking!

Before the Break: Leadership in Crisis

Case: Operation Tomodachi.

Note: This is an interactive case. Your assignment to prepare it is to watch and interact with Episodes 1-5, which are available on Canvas, categorized with this session. If you answer the “engagement questions” they will lead you to think about the critical issues (you don’t have to submit your answers to those questions, but keep note of them, as you would in ordinary preparation for a case).

Decision Maker: The CO of US Fleet Logistics Center, Yokosuka

Guiding Questions:

1. How should the CO navigate the “fog of war” that exists when requests for assistance are not officially approved by DoD?
2. How would you handle the first round of meetings between the Japanese MLCs (these took place before the evacuation order). Make a plan for conducting the meetings, and be precise about what you will ask and say.
3. What should the CO say to the assembled sailors, marines, soldiers, US civil servants and Japanese MLCs upon hearing the evacuation order?

Note: This case is unusual format as its “crisis” situation suggests a different format. Groups that present should:

1. Advise the CO on how to handle the “fog of war” problem;
2. Explain to the CO the correct objectives s/he should pursue when communicating the evacuation order to the assembled stakeholders;
3. Provide any other advice they think the CO needs; and
4. Have one member of your group represent the CO and deliver the “speech to the stakeholders.”

Individuals who write this case as their submission again could take the role of advisors to the CO, and in particular advise on how to handle the requests for help without DoD approval, how to lead the Japanese MLCs, and with details on content and style, how to deliver the speech to assembled stakeholders.

After the break: Organizational Culture

Concepts: Organizational culture, leadership, culture as a strategic resource

Reading:

1. Jennifer Chatman and Sandra Eunyoung Cha, "Leading by Leveraging Culture." *California Management Review*, Summer 2003.
2. MacFarquhar: "The better boss." (Related to the 360 feedback you will receive).

By October 29: Complete Leadership Dashboard Assignment #4 using your 360 results you will receive in class (this is a longer assignment in the form of a survey of your response to your 360. Plan on at least one hour after you have thoroughly absorbed the 360 feedback).

Session 8: November 5

Before the break: Culture Case Presentation

Case: The Evolution of Change at the Metropolitan Museum of Art

Viewing: Short Youtube video on "The Shark" available on Canvas

Decision Maker: Gary Tinterow

- (1) Was "the shark" exhibition an effective step for Gary Tinterow to achieve his goals?
- (2) Describe the culture at the Met. What are the values the organization's members hold most dearly?
- (3) Evaluate Tinterow's opening statement regarding change. Do you agree? Are Museum's exceptional organizations when it comes to change, or are there other (for profit) organizations that should be similarly conservative?
- (4) Identify the people and groups at the Met who have to support the Whitney project to make it a success. Who do you see as the most likely resisters?
- (5) How should the Whitney project be incorporated into the Met's structure? What should be the nature of its relationship to the current curatorial departments?
- (6) What should the Whitney project be named? If the project did go forward, what would you choose as a major exhibition to launch the new facility as part of the Met?
- (7) If you were the Director of the Met, would you approve of Tinterow's work to develop the Modern and Contemporary Department?

After the break: How to Be Happy (or Why are the French so Sad?)

Concepts: What determines life satisfaction around the globe? How do the choices managers make affect the life satisfaction of subordinates? Can the science of well-being help you make decisions about your own career?

By November 12: Submit your Backwards Looking Story on Canvas

Session 9. November 18

Before the Break: Social Capital Case Presentation

Case: Claude Grunitzky

NOTE if you are presenting or writing this case. It has a somewhat unusual structure in that it is not obviously about an organization's problems, but rather about an individual who uses networks to achieve things for himself and the organizations he is part of. I'd recommend this approach: The "Problem" is how Claude can achieve his goals through his networking and other leadership skills. For analysis, you could analyze the positives and negatives of his past networking efforts. What has worked, or not, and why, and what do you expect to work for Claude going forward? Recommendations could be what he should do, networking or otherwise, in the future to best achieve his goals.

Decision Maker: Claude Grunitzky

Guiding Questions

1. How successful has Claude been as an entrepreneur so far? To the extent he has been successful what, sources of power has he employed?
2. What are the strengths and weaknesses of his current network? What advice would you give him regarding how to best leverage his network now that he is launching True Africa?
3. How comfortable are you with Claude's approach to networking?

After the break: Organizing Improvisation

Concepts: How to lead and participate in an organization that innovates constantly

Session 10. November 19

Before and after the break: Negotiation Exercise, to be distributed in class.

Concepts: Conflict styles, tactics for negotiation

Read: Max Bazerman: "Why negotiations go wrong."

By November 28: Complete Leadership Dashboard Assignment #5 using the feedback on negotiation and conflict style you received in this session.

Part 5: Organizational Change

Session 11. December 2

Before the Break: Career Choices Case

Case: Mira Khan

NOTE: If you are writing or presenting this case, you should focus on Mira Khan as the decision maker. Help her make her choice as to what job direction to pursue, and how to thrive in that pursuit. Don't forget her role at Z-Mor, and make sure your advice to her reflects her power. Remember that your job is to advise Mira, not to simply offer answers to the questions below (some of the issues in the guiding questions are beyond Mira's power, and may not factor directly into Mira's choice).

Decision Maker: Mira Khan

Guiding Questions:

1. What should an EMBA candidate at Khan's career stage consider when choosing a job? List the key criteria, as you see them, in order of importance.
2. Evaluate Khan's job options against your list of criteria. What would you recommend to her?
3. What job would you take if you had her set of options?
4. Can Z-Mor's culture be changed for the better? What would be the key steps to doing that?
5. What kind of CEO would be right for Z-Mor now? What would you advise him or her to do in the first one hundred days on the job?

After the break: The Dynamics of Change

Reading: Implementing Change at Teleswitches

Simulation: You will be using a computer simulation developed to look at change processes. You will spend most of the second part of the class working in your learning groups trying to implement a change in the computer-simulated organization. Time will be short so come to class having read carefully the case and reviewed the information it provides on the simulation. Recognize that your group is to come to class with a strategy for approaching the simulation, so will require some discussion in advance. Also, you will probably need some time with your group outside of class to complete the simulation and the assignment (below).

Assignment: Summaries of your group's work on the Teleswitches simulation are due by 10:00 PM December 2 by email to pi17@gsb.columbia.edu. The summaries should be powerpoint presentations with four slides: 1) Your group's number and names; 2) your plan as to how to affect change in the organization before you began the simulation; 3) a screen-shot of your score from the simulation; 4) three learning points your group chooses to take away from the simulation.

Session 12. December 3

Bring your learning journals for checking!

Before the Break: Change Case Presentation

Case: Implementing Change at Ferguson: The Credit Function

Decision Maker: John Culbert

Guiding Questions:

1. What role does the credit function play in Ferguson's strategy?
2. What cost savings do you predict from the Charlotte Pilot?
3. What structure would best allow credit to fulfill its role in the strategy?
4. Who at Ferguson would resist a move to this "ideal" strategy? Who would like the structure? How might John implement this structure?
5. What should John do, and how should he do it?

After the Break: Organizational change and the Teleswitches Simulation

Concepts: A dynamic model of organizational change

Reading: Primer on Change: DVP > C

Video: Wolfgang Bernhard and the Process of Change. (Link on Canvas, Session 12). Watch the video and focus on what Wolfgang says about each element of the DVP > C model.

Suggested Books

I'm often asked for recommendations for books that support the course concepts. Here are some good ones. The topics will be clear from the titles, or I've noted the topic.

Cialdini, R.B. (2006). *Influence: The Psychology of Persuasion*. Harper Business.

Ferrazi, K. (*Never Eat Alone*. Random House. (Network building).

Fisher, R. and W. Udry (2011). *Getting to Yes*. Penguin Group (integrative negotiation).

Gentile, M. C. (2010). *Giving Voice to Values*. Yale University Press.

Gladwell, M. (2002). *Blink* and *The Tipping Point* (2005). Time Warner Book Group. (Blink is about intuition; tipping point is about change).

Hackman, J.R. (2002). *Leading Teams: Setting the Stage for Great Performances*. Harvard Business Review Press.

Halvorson, H.G. and E.T. Higgins (2013). *Focus: Use Different Ways of Seeing the World for Success and Influence*. Penguin Group (Motivation, promotion and prevention).

Heath, C. & Heath, D. (2010). *Switch: How to Change Things When Change Is Hard*. Crown Business.

Hoffman, R., & Casnocha, B. (2012). *The Start Up of You*. Crown Publishing Group.

Iyengar, S. (2010). *The Art of Choosing*. Twelve.

Kahneman, D. (2011). *Thinking Fast and Slow*. Macmillan. (Decision making).

Kotter, J.P. (2012). *Leading Change*. Harvard Business Review Press.

Nadler, D., M. Tushman (1997). *Competing by Design*. Oxford. (Organizational design and alignment).

Stone, D. Patton, B. Heen, S. & Fisher, R. (2010). *Difficult Conversations: How to Discuss What Matters Most*. Penguin Books. (Conflict management).