B8507 ORGANIZATIONAL CHANGE –
Fall ’20 B Term
Syllabus (For Bidding: July, 2020)

Professor: Todd Jick
E-mail: tdj2105@columbia.edu
Office Hour: By appointment

All On Zoom:

B8507-001 Tues/Thur 8:30am – 10:00am TA: Kendall Kallagher
B8507-002 Tues/Thur 10:20am – 11:50am TA: Letty Perez

Schedule – Attendance Expectations

1. **Attendance at first class is mandatory for all enrolled students, as well as those on a waitlist who hope to add the class during add/drop. UNEXCUSED REGISTERED STUDENTS WILL BE REMOVED FROM THE ROSTER.**

2. You must attend class in your registered section, and be part of all team projects with your team (Class 7 and Class 9/10).

3. **NOTE TAKEHOME EXAM TIME PERIOD—non-changeable! Dec 10 (1pm)- Dec 14 (11pm). Exam requires up to four hours.**

4. **Attendance Overall**—this is a highly participatory course. If for whatever reasons, you see yourself missing two or more classes, this will be significantly detrimental to your grade, and you may want to reconsider taking the course.

INTRODUCTION

This course is focused on the nature and process of organization change, and how to be an effective leader, implementer, and recipient of change. It emphasizes the forces for change, the change implementation process, the qualities and skills of successful change leaders, and the behavioral theories and management practices of how individuals and organizations change. Finally, it will help you to better diagnose the change agendas of organizations you will be joining to help prepare for your experience as leaders, implementers, and/or recipients of change.

Course Logic

The course has three modules:
Module I (Classes 1-6) highlights the Leadership of Change from the top, the major types and drivers of large scale organizational change—e.g. strategic, leadership, cultural, structural, ownership—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, and some are downsizing and cost cutting oriented. 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 encountered, and how leaders are involved in the whole endeavor. And we will focus on the impact of change on employees as it typically ripples from the top of an organization.

Module II (Classes 7-10) gives you a chance to practice with implementation tools and techniques and the ingredients for successful change management. We will start with a Merger Integration implementation role play. We will next ask you to make a series of decisions to manage downsizing in a brokerage firm, called Sterling. Next, we will practice under cross cultural conditions and add a new dimension to applying change management. You will then test your implementation acumen in a real world based simulation of being change agents in an organization, introducing change in a planful way to a Business unit.

The course concludes with Module III (Classes 11-12). The module begins with success models for young change agents like you and and examine what it is like to influence and implement change from “below” or the “middle” of an organization. Then the final class examines how to sustain excellence in change management in an organization and how to develop the underlying organizational capacity to change—to build a change friendly, continuously improving organization.

COURSE SYLLABUS AND SCHEDULE

Module I: Leading Change I

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<th>Session 1: The World of Organizational Change: Leading, Implementing and Experiencing Change (Tuesday, Oct 27)</th>
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Topic—How well do organizations (in this case, Apple) handle changes they want to make? How can individuals (in this case, Donna Dubinsky) handle changes that suddenly are thrust on them?

Assignment Questions:
Read case--Donna Dubinsky and Apple Computer (A) -- and the readings-- and prepare for our class discussion with these questions (no need to hand in):
1. Why was Donna initially so successful?
2. How and why did things unravel for her?
3. How would you have handled the situation differently?
4. What is “typical” of organizational change issues in the Apple based on the accompanying articles?

Required Readings:

a) **Case:** Donna Dubinsky and Apple Computer (A) (Jick).
b) **Concept (Framing common need for Change Management):** “All Management is Change Management” Robert Schaefer, HBR, Oct 26, 2017, 3pp.
e) **Application:** “3 Things You’re Getting Wrong About Organizational Change,” Nadya Zhexembayeva, HBR, June 9, 2020 (6pp.)

Optional Readings


Assignment: We will focus on one of the biggest workplace changes which came out of the Pandemic, Working From Home (WFH):

1. WFH has been a workplace “issue” for years prior to the Pandemic. Why did it not catch on?
2. How would you characterize the magnitude and impact of WFH once the Pandemic set in?
3. How well did people do working from home? Pluses and Minuses?
4. How well was this change managed by companies, and what other changes accompanied WFH?
5. How do you envision WFH post pandemic and how should that change be managed most effectively?

Required Readings:

a) **Case:** “Diary of a Home Worker,” Bartleby, The Economist, March 26, 2020.
   https://www.economist.com/business/2020/03/26/diary-of-a-home-worker


f) **Reading:** “5 Tips for Communicating with Employees During a Crisis,” Brooks Holton, Amy Edmondson and David Niu, *HBR*, July 9, 2020.

| Session 3 | Leading Change II: Evolutionary and Revolutionary Change  
(Thursday, Nov 5) |

**Assignment:** Read the Case, and accompanying readings and be prepared to discuss the following:

6. How and why did Komansky change Merrill Lynch? Was he successful and effective overall?
7. How and why did O'Neal change ML? Was he successful and effective overall?
8. How well did Thain lead change for ML?
9. What lessons do you take from the decade-long Merrill Lynch story about how to manage change?

**Required Readings:**

g) **Case:** “Merrill Lynch—Evolution, Revolution, and Sale, 1996-2008” CBS, Jick.
i) **Application:** “Putting the Muscle Back in the Bull--Stan O’Neal May Be the Toughest--Some say the most ruthless--CEO in America. Merrill Lynch Couldn’t Be Luckier to Have Him”, *Fortune*, April 5, 2004.


**Optional Readings**


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**Assignment:** Read the Brandeis case, and readings, and be prepared to discuss the following:

1. What was at issue in this situation overall?
2. Who were the key stakeholders and what should their appropriate level of involvement have been? When should they have been involved?
3. How effective was Reinharz in his tenure at Brandeis? In his handling of the Rose Art Museum issue?
4. Propose a plan for how you would have done things differently and be specific.

**Required Readings:**

a) **Case:** “Brandeis University: Selling Art or the Art of Selling,” CBS, Jick.
b) **Concept:** “Implementing Change”, Todd Jick (HBS Note, No. 9-491-114).
c) **Application:** “Leadership Tips for College Presidents and CEO’s,” Glassner and Schapiro, *WSJ*, April 29, 2014.
d) **Concept and Application:** “Why It’s So Hard to Be Fair,” Joel Brockner, *HBR*, March 2006.

**Optional Readings:**

a) **Application:** “Rutgers—How NOT To Manage Organizational Change”, *WSJ*, J. Baldoni, April 2013.
c) **Application:** “Learn from CUNY: Lessons of Goldstein’s Success” Roger Hertog, *NY Post*, Aug 3, 2013

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**Session 4: Leading Change III: When to Change? Who to Involve? Approaches to Change Management (Tuesday, Nov 10)**

**Assignment:** Read the Cadbury (C) and (D) cases and accompanying readings about merger integration:

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**Session 5: Leading Change IV: Key Ingredients of Successful Transformation—“Long Marches” (Thursday, Nov 12)**

**Assignment:** Read the Cadbury (C) and (D) cases and accompanying readings about merger integration:

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1. What were the change integration challenges after the Cadbury-Adams merger?
2. How well were they handled? (Read Case D carefully about what Matt Shattock actually did)
3. How is this an example of successful long march change? Key success ingredients?

Required Readings:

a) Case: “Cadbury Schweppes: Capturing Confectionary, (C),” Collis, Stuart and Smith, 2008.
b) Case: “Cadbury Schweppes: Capturing Confectionary, (D),” Collis, Stuart and Smith, 2008.

Optional Readings:


Video: Matt Shattock, formerly Cadbury Head of Americas Confectionery and currently, CEO, Beam Global

Session 6: Leading Change V: “Bold Stroke Change Management in the Public and Private Sector (Tuesday, Nov 17)

Assignment Questions:

1. What differentiated Michelle Rhee from past superintendents-- Her strategy? Her style? Her actions? Other factors?
2. How would you evaluate the priorities she set out and her bold stroke style?
3. What should she do next? How? Cautions?
4. How does the Rhee approach similar and different than the PE approach taken by 3G in the Heinz example?
5. Do you agree with the observations in the article, “How Can PE Lessons Apply to You” that the approach should be used by all companies?

Required Readings:

a) Case: Michelle Rhee—Radical Reformer of Schools (A) (CBS, 2019, Todd Jick)
b) (Optional) Concept: “Implementing Change with Impact,” McKinsey Global Survey
Results, 2014 (7pp)

e) “How Private Equity Is Shifting from Cost Cutting to Growth,” M. Kovac, D. Burns, and J. McLinn, Bain Insights, April 9, 2018 (4pp.)

Module 2: Implementing Change: Tools, Techniques, Applications

Session 7: Implementing Change I: Managing a Merger – What, When, How and Who to Change (Thursday, Nov 19)

Assignment:

1. Please read “AlphaNet and OmegaCom” case, and the assigned readings below, and have your TEAM submit the answers to the following: you are the AlphaNet CEO and you have decided to convene a first meeting of the top management of both companies shortly after the merger. You have decided to use up to the first 10 minutes to introduce yourself and your thinking about change. Please write your speech in no more than 3-double spaced pages. (Assign one person in your group to be prepared to deliver it).

2. What 5 questions would you most expect the audience to ask you and provide your brief answers to those questions. (One double spaced page)

3. The speech will be followed immediately by an all-day offsite. Provide an outline of what the agenda and design would be for the remainder of the day. (One double spaced page)

Please put all student names and class section on the cover page and submit electronically to your TA before your class. Please underline or asterisk the student name chosen by the team to give the speech—time permitting— in class.

EACH MEMBER OF THE TEAM SHOULD HAVE A COPY

Required Readings:

e) Application: “How To Tell Your Team That Organizational Change is Coming,” Liz Kislick, HBR, Aug 9, 2018 (5pp.).
Optional Readings:

b) **Application:** “Read the Emotional Speech LinkedIn CEO Jeff Weiner gave employees after the Microsoft Deal,” Chris O’Brien, Venturebeat.com, June 17, 2016.

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**Session 8: Implementing Change II and Experiencing Change I: Managing a Downsizing and the Recipients of Change (Tuesday, Nov 24)**

Assignment:

1. Read Implementing Change at Sterling & Co, and the readings, and then: Fill in your answers to Sterling & Co Exercise and bring to class for discussion. ANSWER ALL QUESTIONS before coming to class!
2. Rewrite the memo from the CEO as you would like it to say…(bring to class for use, time permitting)
3. What are the keys to understanding and managing “recipients of change”? 
4. How do you know the difference between “good” and “bad” resistance?

Required Readings:

a) **Case/Exercise:** “Implementing Change at Sterling & Co.”, CBS, Jick, 2017.
b) **Concept:** “The Recipients of Change”, HBS, Jick, 9-491-039.
c) **Application:** “How to Communicate Layoffs”, Harvard Management Update, Robbins, April 2009, pp. 11-12.
d) **Application:** “Why Your Company Need More Ceremonies” Patti Sanchez, HBR, July 27, 2016

Optional Readings:

b) **Case:** “Do you really think we are so stupid?” A letter to the CEO of Deutsche Telecom (A)” 2013 ESMT Case Study.
Session 9: Implementing Change III: Cross Cultural Change Management (Tuesday, Dec 1)

Assignment: Read the two cases and the readings about cross cultural change management:

a) Case: “Cross-Border Change Management: Darlene Adams,” CBS, Todd Jick, 2018
   Discussion Questions (Darlene Adams)
   1. Why were things at an impasse? In what ways was this a cross cultural issue?
   2. What would you have done differently if you were Darlene?
   3. What would you do now?

   Discussion Questions
   1. What challenges did Molly encounter?
   2. How well did she address them?
   3. What can you learn from her approach for handling change in a cross cultural context?


e) Application: “How to Recover From a Cultural Faux Pas” M. Hahn and A. Molinsky, HBR, April 12, 2018.

Sessions 10: Implementing Change III: Managing a Product and Market Transformation (Thursday, Dec 3)

Assignment:

1. Complete Part I simulation prep with your team outside of class, and bring your implementation plan to CLASS 10.
   What are the underlying assumptions behind your Implementation Plan?

Required Readings:

a) Concept: Global Tech Simulation—Change Theory
b) Case: Global Tech Simulation-- Players Guide.


Optional Readings:

a) Application: “FC Barcelona: A Story of Successful Lasting Change,” Jordi
Module 3: Early Career Success Models and Building Capacity to Change

Assignment: Please Read the 4 mini cases about young change agents and one reading:

1. What do you admire about the Young Change Agents’ plans and thinking? What aspects are sound in their thinking?
2. Where could they stumble? How would you have advised them to approach the change and their (future) jobs differently?
3. What is humbling and exciting about the task of driving change from below?

Required Readings:

c) Case: “Henry Silva: Aspiring Change Agent for a Start Up Company”, CBS, Jick,

Optional Readings:


Session 12: Continuous Change-- Developing the Capacity for Change and Sustained Long Term Performance
(Thursday, Dec 10, FINAL CLASS)

Assignment:

1. What can Singapore Air teach us about making continuous change? And where might it be at risk for stagnating?
2. As Mr. Tan, what would you say to ground agents in Manila? In Bali?
3. What are the key ingredients to having an organizational “capacity for change?”

4. COURSE REVIEW—What were your favorite classes, cases, and readings? Why? Key takeaways and lessons from Org Change?

**Required Readings:**

- **Case:** “Singapore Air-- Continuing Service Improvement”, CBS, Jick.

**Summary of Key Dates and Milestones**

✓ **INDIVIDUAL**—JOIN YELLOWDIG THROUGH CANVAS WITH A PHOTOGRAPH OF YOURSELF, AND POST SOMETHING BY END OF FIRST WEEK

✓ **TEAM FORMATION**—You will be randomly assigned to teams of 3 students

✓ **TEAM ASSIGNMENT #1**—(Between Classes 6 and 7), work with your team on Alpha and Omega role play assignment, due by Class 7. Send electronically to Canvas and your TA!

✓ **INDIVIDUAL**—Contribute to YellowDig articles/links, your opinion on classroom topics, and class discussions.

✓ **INDIVIDUAL**—Fill in Sterling & Co. Exercise answers BEFORE you arrive in Class 8.

✓ **TEAM ASSIGNMENT #2**—Prepare Global Tech Implementation plan and bring to class 10...

✓ **INDIVIDUAL**—FINAL EXAM: Takehome, Dec 10 (1pm)- Dec 14 (11pm); 4 hours uninterrupted time required; open book.

✓ **EVERY CLASS**—Come ready to contribute; Come prepared with all the assigned materials...

**Overall Rhythm of the Course**

**Classes 1-6:** Built around Case Discussions, and supplementary readings (Focus on Individual Prep); Lots of opportunities to contribute to class discussions

**Classes 7-10** EXERCISES and APPLICATIONS, two of which are in teams (Alpha and Omega; Global Tech)—WORK AS A TEAM OUTSIDE CLASS for the two group exercises, so please plan accordingly. MAKE TIME FOR GROUPWORK IN THIS PERIOD!

**Classes 11-12**—Class 11 discussions built around YOU, and your future experiences in Change Management; Class 12 will look at change management best practices and review course themes and topics.
**METHOD OF INSTRUCTION**

The course will be taught through a mixture of case discussions, role plays, computer simulation, videos, and short lectures. A number of sessions will have videotaped guests bringing a wealth of real world experience to our discussions.

**GRADING**

Grading will be as follows: 1) Class participation (25%) including YellowDig contributions, 2) Group assignment (25%), and 3) Final Exam (50%)

**Individual Class Participation and “YellowDig Engage” Contributions (25%)**
The whole class benefits if everyone comes to "play" 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. Enough said—come each session 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. Responds to the discussion topic with novel and relevant insights
2. Moves the discussion and analysis forward to inspire new insights among peers
3. Shares a personal experience in a way that illuminates the ideas being discussed
4. Uses logic, creativity, and evidence; more than merely an opinion or feeling

Your contributions will be evaluated on quality as well as quantity.

**Team Assignment (25%): Alpha and Omega**
**You will be formed into a team of 3 students by second week of classes**
See the assignment questions for Class 7, AlphaNet and OmegaCom. This will allow you to consolidate your learnings from the first half of the course.

**Final Exam (50%):**

**Takehome, Dec 10 (1pm)- Dec 14 (11pm), 4 hours uninterrupted time required**
   a) Case Analysis
   b) Topical Application drawn from YellowDig website, or contemporary items in the news

**Class Attendance:** If you are not in the zoom room, you obviously cannot participate. You must Notify Prof. Jick and your TA by email of these circumstances and reasons before missing any
class. Excusing absences will be at the professor’s discretion, and more than 2 unexcused absences expose you to failing the course.

Finally, you are registered in a given section and class time and it is required that you will attend ONLY in that section timeslot.