Please contact me at any time with questions or concerns. The best way is email to terry.blum@ile.gatech.edu - we can use email to solve things or to set up a time to talk by phone or meet. Cell phone for emergencies: 404-375-9799.

**Course Objectives:**

The purpose of the course is to provide students with the opportunity to develop an advanced understanding of exercising leadership given consideration of the unique and compelling challenges associated with change management.

Organizations are going through a period of constant change driven by new information technologies, globalization, human resource management challenges and shifting workforce demographics. These developments are changing the nature of organizations and work, the characteristics of work groups, the relationships between organizations and their employees, the types of demands placed on organizational members, and the relationships between organizations and society. They are also necessitating organizational change and adaptation on an ongoing basis. This course focuses on developing an understanding of the challenges posed by the changes taking place in the business and non-profit environment, as well as on the frameworks and skills that are critical to leading and managing organizational change, and co-creating a world we want to live in.

A variety of change situations and efforts will be discussed. Some will be from the perspective of those in positions of authority for change while others will entail the exercise of leadership without formal authority or adequate resources. Leading and experiencing change is considered from personal/individual, organizational and societal change perspectives.

The content and process aspects of this course are designed to achieve several learning objectives. Specifically, the course seeks to develop/sharpen participants’ abilities to:

- understand and analyze current issues in exercising leadership and managing organizational change.
- establish and run organizations that are capable of adapting to changing conditions in the environment.
- effectively manage organizational change.
• demonstrate leadership, teamwork, and communication skills across a diverse set of circumstances.
• work effectively and creatively in diverse groups.
• think critically about current problems in organizational and societal change and use suitable concepts and frameworks in decision making.
• identify and solve problems, pursue opportunities for organizational growth or improvement, and implement problem solving activities with a commitment to quality improvement.
• understand technical and adaptive challenges and exercise adaptive leadership skills.
• listen, speak, and write effectively, present information professionally, and give and take criticism in a constructive manner.

Readings:

All of the readings and visitors have been selected carefully to form a package for learning. It is expected that the readings be completed before the session for which they are assigned.

Books

The Heart of Change: Real-Life Stories of How People Change their Organizations, John P. Kotter and Dan S. Cohen

Switch: How to Change Things when Change is Hard, Chip Heath and Dan Heath

Cases

Dana Farber A and B (HBR packet)

Simulation

Global Tech simulation case and preparation materials (posted on t-square)

Articles

Tipping Point Leadership, Kim and Mauborgne (HBR packet)

In praise of middle managers Quy Nguyen Huy (HBR packet)

Global Tech Players Guide, Theory of Change, and Laptop requirements (posted on t-square)

Accelerate, John Kotter (HBR packet)

“A Model Guide to Organizational Adaptation” Steve Cross (posted on T-square)
Leadership in a (Permanent) Crisis, Heifetz, Grasgow and Linsky (HBR packet)

Survival Guide for Leaders, Heifetz and Linsky (HBR packet)

The For Benefit Enterprise, Heerad Sabeti (HBR packet)

All on Board! Strategies for Constructing Diverse Boards of Directors, Seletha Butler (posted on T-square)

How Will you Measure your Life?, Christensen (HBR packet)

**Grading:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Simulation Performance (10) and write up (10)</td>
<td>20%</td>
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<tr>
<td>Midterm exam</td>
<td>20%</td>
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<tr>
<td>Adaptive challenge (10) and leadership plan (10)</td>
<td>20%</td>
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<tr>
<td>Team Project/ Presentation</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
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Team work is required at several points in the semester. Students will be required to rate the input of their teammates on team assignments as well as the final presentation of the other teams. Failure to submit the required assessments will subtract up to 5 points from a grade for each missing rating.

**Class Participation:**

Positive class citizenship behavior is expected and will not be rewarded in your grade. Experience suggests that most students will be somewhat engaged, having done the readings before class, able to answer questions that require them to recount the facts of the case/reading, to reflect on their job experiences to date, or to engage the visiting speakers with interesting and relevant questions. However, the best experience for everyone is when each student is fully engaged in the class – readings have been done, digested, and thought about before class. Comments go beyond the written material to applications, other examples, etc. Extra research is done to better understand the material and is shared with the class. Constructive experiences pertaining to the subject matter of the class are shared with the class to everyone’s benefit. The student teaches the professor and the class with his/her contributions, and the visitors think, wow, Georgia Tech evening MBA students are really excellent.

Less constructive situations for which grades (up to one letter grade) will be negatively affected include:
Points will be taken away from a student’s grade for a situation where a student generally attends class, but needs more breaks than the day’s structure provides. Or, this student is operating/monitoring/producing a chat room business on their laptop during class. Or, this student needs to spend considerable class time talking with someone via cell phone.

Points will also be taken away if a student is physically present, but the student sits quietly thereby cheating the class of their experience and expertise.

If you have to miss class and have an appropriate excuse, please inform the professor by email before class. The first class you miss will result in a reduction of 1 point from the final grade, the second class will result in a reduction of an additional 2 points, the 3rd absence will result in an additional reduction of 4 (7 points total). Absence from 4 classes will result in a full letter grade drop in your final grade.

**Visitors**

We will have several guest speakers, who have been selected very carefully to interface with the subject matter of the class. Questions about their presentations can appear on the midterm and cumulative final exam. I recommend that you keep a journal of the speakers, and after each one make a note of 3 take aways, noting why you agree or disagree with the speaker, and why the comment resonated with you. In the past, I have collected these journal entries, but have decided not to do so this semester.

**Simulation:**

We will be using a simulation exercise because it is (a) fun and (b) a great way to get a lot of change issues on the table in a quick way. You will have to prepare for the simulation in advance and each team will have to bring a lap top to class the evening of the simulation. Your grade will be a function of your team’s quantitative performance on the simulation in terms of effectiveness which is made up of the number of decisions, the percent buy in and score provided by the simulation based on your choices. After the completion of the simulation, each individual should separately and without collaboration reflect on the simulation and write up of their take aways and lessons learned from and concerns (if any) about the model underlying the simulation.

**Team Project and Presentation Logistics:**

Groups of 5-6 people will be formed. The groups are expected to meet to decide on the topic and to create a process for working together. Please email me the topic, for approval, by February 3rd. You should function as a group to put together a paper, and prepare a 20 minute presentation, including at least 5 minutes for questions, for the class based on an assimilation of your individual efforts. The order of presentation during the class of April 21st will be chosen at random. The class will evaluate the presentations and these evaluations will be factored into the final grade.
The presentation will be graded based on the thoroughness of your research, the quality of your insights into challenges and consequences of managing and leading change, inclusion and citation to required class readings and speakers, care in presentation (organization, grammar), and how well you share the situations and insights with the class in an engaging way. Do not overthink the presentation – your goal is to basically tell an interesting story, with a summary of the take away points of the successful and not so successful aspects of the change process, as well as your retrospective assessments or suggestions for moving forward.

**Team Project and Presentation Content:**

Remember the class is about a multilevel approach to leading and managing change so select a topic that fits into this conceptual arena. Please select an actual organizational change (or a similar type of change across different organizations that played out similarly or differently across them). The change could be one that at least one of your group members experienced as a leader or manager, or in another role. If the group prefers, the change you report about could be a researched change (from archival sources or interviews). It could be a successful, partially successful, or unsuccessful change process and outcome, or a mixture. Describe the change content and process, providing interpretation vis a vis the class content along the way. You will want to be sure to include the “who, what, how, context and implementation” of the change. It is necessary to incorporate the insights from the class readings and visitors into your interpretation and presentation. For the successful change aspects, tell what they were and why they succeeded and whether it will stick, and for the less successful, tell what went wrong and in retrospect what could have or should have been done instead. If the change is still in process, anticipate what will likely happen and why.

Some potential types of changes to consider in choosing your topic:
- an organization that experienced an environmental change
- an organization that underwent a planned change effort
- the growth of an entrepreneurial venture
- the efforts of an established company to be “ready” for tomorrow’s environment
- or if your team has an idea for a different approach, I will consider it

Your analysis should be supported with evidence (hard or soft data), interviews, and any other relevant primary and secondary-source information. In your preparation please consider the following:

a) Describe the change. How extensive was it? What was it supposed to accomplish? How was it supposed to unfold? How did it fit with some larger goal or strategy? Why do you think it was initiated? What impact did it have on different parts of the organization (departments, divisions, teams, etc.)?

b) Who (individual or group) initiated the change? Who was primarily responsible for implementing it? What did these leaders do that fostered or hindered the change? How would you assess their approaches, their leadership skills, and their sensitivity to what it would take to make the change successful?
c) How would you size up the individuals asked to support or implement the change? What were their support of and capacity for change (skills, motivation, morale, etc)? From their point of view, what did the change mean, how did they feel about it, what were they expecting, what really happened?

d) What was the organization’s state at the time of the change? How were things going? How would you describe the culture, and how did it fit with the change? How did organizational structures, systems, processes, policies, or practices help or hinder the change?

e) What was the business environment facing the organization at the time of the change. Specifically, were there external pressures or events that influenced the success or progress of the change?

f) Describe the change process. How was it planned, introduced, and communicated? How was the transition handled? What was done (and by whom) to smooth implementation? How were hurdles handled? What evidence is there that people supported or resisted the change?

g) Assess the success of the change effort in light of your responses to the above and describe what could/should have been done differently.

Please remember that you will be asked to evaluate the input of each of your team members to assure fairness of the grading. Also, each student in the class will evaluate the presentations of the other groups, and these will be considered in the final grading.

Following their presentation, each team should submit a copy of their presentation with elaborations in notation form, as well as citations for supporting materials. This could be a power point, with the use of Notes.

**Adaptive Leadership**

Part 1: After you have read the two Adaptive Leadership readings, Survival Guide for Leaders and Leadership in a (Permanent) Crisis, please identify an adaptive leadership opportunity or challenge that you face that you want to work on as a change agent over the next 12 months. Describe the challenge, your role, your vision and the role of other stakeholders. In describing your challenge, please be sure to integrate the reading in this section, and be sure to describe why it is an adaptive challenge. This write up should be around 500-750 words, or no longer than 3 double spaced typed pages. The page limit does not count title page (if you choose to have one), references, illustrations, appendices, etc.

Part 2: After the group discussions and consultations about the adaptive challenge you wrote about, please apply how you would or would not use the skills described in the articles in the next 12 months to successfully address the challenge. You should also write about what you may have done that you should not have done, and what you should do vis a vis the advice in the readings and the group consultation. This write up should be 500-750 words, or no longer than 3 double spaced typed pages. The page limit does not count title page (if you choose to have one), references, illustrations, appendices, etc.
A note on team work. For each activity that includes a substantial team component, each student will be required to assess the contributions of each of their team members to the team’s work in the course. Based on the feedback, individuals’ grades for the team components of the total grade may be adjusted by an amount determined by the instructor, to ensure equity. During the course, if you feel that one or more of your team’s members is/are not contributing sufficiently to the team’s work, please provide this feedback to them, along with the changes that you would like to see. If the person’s behavior does not change, please inform me.

For individual assignments and for your exams, collaboration among students is prohibited, and subject to the GT honor code.

Please note: The syllabus is subject to change.

Schedule

January 6th  Introduction to the class

January 13th  Changes
Guest Speaker: Charles Redding
Readings:
Heart of Change, Introduction and Chapter 1 (Urgency) Chapter 2 (Guiding Team) and 3 (Vision)

January 20th  Holiday no class

January 27th  Community Change Agency
Guest Speaker: JD Clockadale
Readings:
Tipping Point Leadership, Kim and Mauborgne
Heart of Change, Chapters 4 (Communicate), and 5 (Empower Action)

February 3rd  Individual aspects, the MBTI lens on change

Each group should have one person email me the description of the topic by Feb 3
Readings:
Heart of Change, Chapters 6 (Short Term Wins) and 7 (Don’t let up),
In Praise of Middle Managers  Quy Nguyen Huy
Note: The next class is a simulations exercise that requires you to come prepared to play. Please anticipate reading the players guide, theory and laptop requirements in time for the next class session so you will be prepared to play.

February 10\textsuperscript{th} Global Tech Simulation, Each group will need a laptop, so bring yours to class

**Readings:**
Global Tech Players Guide, Theory and Laptop Requirements, all posted on t-square

Please be sure the laptop works and that you come prepared to play.

February 17\textsuperscript{th} Strategic Change, Vision, Culture
Guest: Steve Cross

**Readings:**
Accelerate, Kotter
“"A Model Guide to Organizational Adaptation” Steve Cross (posted on T-square)
Heart of Change, Chapter 8 (Make change stick) and Conclusion (See, Feel, Change)

**Write up:** Individual write up from simulation due before class

February 24\textsuperscript{th} Structural Change
Guest: Chad Strickland

**Readings:**
Dana Farber Case, Part A and B
Switch, Chapters 1-7, (Surprises about Change, Direct the Rider, Motivate the Elephant).

March 3\textsuperscript{rd} Exam

March 10\textsuperscript{th} Organizational Growth through Acquisition
Being Acquired
Guests: Patricia Robinson and Bill Gunn

**Readings:**
Switch, Chapters 8-11 (Shape the Path, Keep Change Going)

March 17\textsuperscript{th} Spring Break

March 24\textsuperscript{th} Adaptive Leadership

**Readings:**
Leadership in a (Permanent) Crisis, Heifetz, Grasgow and Linsky
Survival Guide for Leaders, Heifetz and Linsky
Writing Assignment:
Adaptive Challenge (2 pages) 1st part due before the start of class

March 31st  Entrepreneurs, Organizations and Social Change
Readings:
The For Benefit Enterprise, Heerad Sabeti

April 7th  Boards of Directors and Change
Guests:  Pat Robinson and Seletha Butler
Readings:
All on Board!  Strategies for Constructing Diverse Boards of Directors, Seletha Butler  (posted on T-square)
Writing Assignment:
Adaptive Challenge part 2 due before the start of class

April 14th  Leadership Practices
Readings:
How will you measure your life, Clayton Christenson

April 21st  Team Project Presentations

April 28th  Final Exam