STRAT 6850 Managing Organizational Change & Transformation

Summer 2019

Ms. Bonita Austin, Professor, Entrepreneurship & Strategy

Office: SFE 4117

Email: Email me through Canvas. I will respond to your emails within 24 hours during the work week. **Emails sent over the weekend may have longer response times as I do not check my email regularly on Saturdays and Sundays.**

Office Phone: 801-585-1112

Office Hours: By Appointment.

Class Time: Mondays from 6:00 PM to 8:00 PM MST; Garff 3120

Required Articles & Cases: Purchase an article/case packet directly from Harvard. The course packet link is posted on the class website in Canvas.

Credits: 3.0 Hours

Course Description

This course examines ways to implement organizational change in order to improve firm performance and respond to strategic challenges. Students will learn change management theories and how to apply them as well as analytical frameworks that facilitate change initiatives. The course includes transformative changes in the context of business turnarounds as well as responding to continuous change. Change leaders and agents often are confronted with the widely-cited statistic, 70% of change initiatives fail. While many organizational, team, and personal changes prove to be challenging, this particular statistic does not appear to have empirical support despite being frequently cited in the management literature. Out and out failures – failure to meet all key change criteria such as change timelines, budget constraints, and value creation – appear to be significantly less likely than is commonly believed with some experts estimating only a 15% total failure rate. Nevertheless, a substantial number of change initiatives strike out on one or more key dimensions. The focus of this course is on practical tools and frameworks that will enable change leaders to increase the likelihood their change initiatives will be successful.

A note on the course format. Each student is expected to view the lecture videos posted on Canvas as well as any other required video content, listen to podcasts, and complete the readings before class begins on Mondays at 6PM. I will not repeat the lectures in class. Weekly class time will be devoted to case discussions, exercises, and activities.

The course approaches change management from three different organizational levels.

1. Individual;
2. Teams; and
3. Total Organization.

We begin with the individual, because changes cannot occur without the cooperation and contributions of employees and managers. Lasting change is a product of employee and management "buy in" or endorsement of change initiatives. As a result, the course will examine how and why individuals resist change, and why individuals are often unsuccessful in making desired changes – even when highly motivated to do so. One central question for the course is

"How can I, as an organizational leader, help employees accept changes, be willing to make changes, and create a work context in which employees are able to change?"

To that end, students will gain personal insights into the change process and the things that can go wrong with the process by participating in a term-length experiment in change, and by creating a personal immunity to change x-ray.

Teams increasingly are important in conceiving and implementing changes designed to enhance firm performance or take advantage of growth opportunities. Preparing teams for change initiatives as well as championing changes are key roles for team leaders. Teams also may provide valuable input on opportunities for enhanced operational efficiencies, improvements in customer service, and value creation. Moreover, project teams often are responsible for designing the implementation of change initiatives and ensuring that any technical aspects of change initiatives are completed. While academic researchers largely have neglected to address the change process and teams, this course will use tools and frameworks developed by prominent practitioners to bridge the gap between individuals and the organization to incorporate team change - notably, concepts from Google as well as Agile and LeanAgile Methodologies. Students will design a team immunity to change x-ray similar to the personal immunity to change x-ray in order to gain a deeper understanding of the reasons why teams may be unable to change. Another central question for the course is

"How can I prepare my team for change and create effective ways to implement changes at the team level?"

Organizational change and transformation are covered in the context of a robust module on the improvement of performance in stalled or failing businesses. In this context, organizational change will incorporate the creation of early warning signs, the characteristics of businesses or business units that may be salvageable, emergency actions, cash flow, cost cutting, retrenchment and strategic transformation. The central question for this part of the course is

"Why can managers turn around some firms that have stalled, are struggling, or failing and not others?"

The course uses in-class exercises, cases, movies, and projects to allow students to apply course concepts. In addition, each student will apply the concepts from *The Power of Habit* by Charles Duhigg to conduct a change experiement on themselves in order to gain insights on the elements of change as applied to individuals. Students also will create a change "x-ray" to complement their habit experiment and practice uncovering true reasons individuals and teams avoid changes they recognize as beneficial to themselves and their teammates.

This course requires substantial individual preparation and class discussion, and has a relatively heavy reading and writing load.

What You Will Learn: Learning Objectives (LO)

At the end of this course, each student will be able to use course concepts and insights from experiential learning exercises to

- Δ LO1: evaluate why individuals may find change challenging and find ways to help them (and themselves) transition to a new state of "business as usual;"
- Δ LO2: select appropriate tools of cooperation and change to implement change initiatives;
- Δ LO3: evaluate and select appropriate emergency actions to increase an underperforming firm's likelihood of short-term survival;
- Δ LO4: apply change management theories to organizational transformation in business turnaround situations;
- Δ LO5: construct change initiatives at the team level using Agile and Lean principles; and
- Δ LO 6: determine the roles of culture and organizational purpose in a change initiative.

Why Learn It?

Change management expertise has become critical to both the success of organizations and the careers of aspiring top managers. The pace of external change, pushed by technological advances as well as geopolitical shifts and global competition, appears to have accelerated and does not show signs of slowing. Consumers and other customers increasingly demand even mundane products and services deliver exceptional value – often customized value. Barriers to entry in many industries have either fallen or are less relevant than in the past due to business model innovations and advances in technology. All of these elements mean that organizations are forced to reinvent their products, services and business models on a regular basis. In order to grow, top companies search for new value creation opportunities ceaselessly. Taking advantage of value creation opportunities often means reconfiguring the firm, changing internal processes, or learning and developing new capabilities. In an increasingly "VUCA" world – volatile, uncertain, complex and ambiguous – organizations must change, and change often to survive and to grow the firm.

This matters to you as current or future organizational leaders because you will be responsible for finding ways to inspire and lead employees in order to achieve a desirable future state for your firm. Change management is no longer a "nice-to-have" skill or area of knowledge. Leaders at all levels of the organization must now be able to manage effectively the complex elements of change in their organizations. The organizational leaders that can manage the change process successfully are likely to rise to the top of the organization. Moreover, as individuals, you are going to be faced with the need to make changes to your personal skill set as you advance in your career. Understanding the impact of change and the reactions to change by individuals will help you to make key personal changes.

Organizations that remain rooted in old "command and control" management will not be flexible enough to adapt to the very significant external changes underway now and in the future. Ideas about co-creation and using teams for change have begun to help organizations respond more quickly and flexibly to external developments. If you do not work in an organization that uses Agile for product development or has not adopted a so-called "agile mindset," I encourage you to think deeply about the basics of Agile in the context of organizational change and the close match between Agile Principles and ideas about creating employee engagement and purpose in order for firms to thrive. There are few formal ways to effectively manage or "deal with" multiple organizational changes that occur simultaneously. Agile offers a workable approach to managing this now common situation.

Finally, change management and business turnarounds are inherently interesting topics due to their complexity and the variety of ways you and your organizations can succeed or fail. There is no "cookie cutter" approach that will work in every situation. This gives creative and insightful managers and leaders the opportunity to find and capitalize on ways of working that are unique to your firm.

How You Will Learn It

Course Objective	Type	Activity	Direction
Δ LO1; Δ LO4; Δ LO6	**Read**	Coursepack	Self Directed (Individual)
Δ LO1	**Apply**	Change x-ray; Habit Experiment	Self Directed (Individual)
Δ LO1; Δ LO2; Δ LO3; Δ LO4; Δ LO5; Δ LO6	**Analysis**	Cases	Instructor & Self Directed (Individual and Group)
Δ CO1; Δ CO2; Δ CO3; Δ CO5	**Analysis**	Class Exercises	Instructor & Self Directed (Individual & Group)
Δ LO1; Δ LO2; Δ LO3; Δ LO4; Δ LO5; Δ LO6	**Analysis**	Short Assignments	Self Directed (Individual)
Δ LO3; Δ LO4	**Analysis**	Team Project	Self Directed (Group)
Δ LO4; Δ LO6	**Evaluation**	Quizzes	Instructor Directed
Δ LO1; Δ LO2; Δ LO3; Δ LO4; Δ LO5; Δ LO6	**Lecture & Discussion**	Class Participation	Instructor & Self Directed (Individual and Group)
Δ LO1	**Personal**	Review Learning Objectives for Each Course Segment	Self Directed (Individual)
Δ LO4; Δ LO5; Δ LO6	**Team**	Team x-ray Team Project	Self-Directed (Group & Individual)

Course Pack Information

The coursepack of readings for the term is available through a link posted on Canvas. Please be sure to purchase the coursepack before class begins on May 13th. It is important to keep up with the readings and cases in order to learn the course content.

Class Code of Conduct

My approach to teaching is based upon my industry experience - or from the perspective of the practioner rather than the academic. I emphasize the development of real-world, practical skills that can be applied in any profession. Theory is important in all of my courses as relevant theory

allows the practioner to develop new methods of doing things and generalizing those approaches across types of organizational challenges and opportunities.
A large portion of this course involves experiential learning in the form of the Habit Experiment, the change x-ray, and the team consulting project. This course is discussion-based so active participation is of paramount importance. Some activities are team/group activities and some are individual activities. Either way, it is essential that you prepare for the course by keeping up with the readings and cases, completing the activities, and participating in discussions through Flipgrid and the class blog as well as in class (see below for more detail on these elements of the class).

<u>In all class-related activities, I expect each student to be courteous and professional at all times. Please do not belittle the contributions of any of your classmates at any time. Class discussions may be lively (hopefully), but remember to stay on topic and be professional.</u>

Attendance

Attending class is mandatory and your full attention is expected. The Instructor may approve absences ahead of time on a case-by-case basis.

Punctuality

Students are expected to be in their seats and be ready to participate prior to the start of each session.

Laptop, Tablet PC, and Other Electronic Device Usage

Students are expected to not use laptops, iPads, or other electronic devices other than for participation in the session or for activities directly related to the class.

Cellular Phone Usage

Students are expected to keep their mobile phones turned off or have them set on silent/vibrate during class. Answering phones or pagers while the class is in session is not permitted.

About Your Instructor

Bonita Austin is a Professor (Lecturer) in the David Eccles School of Business at the University of Utah. Ms. Austin received the Excellence in Teaching Award from Sigma Chi fraternity in 2018, the Marvin Ashton Award for Teaching Excellence in 2015, Brady Award for Superior Teaching for 2014 as well as the Daniels Award for Leadership in Ethics Education and the Daniels Award for Ethics Education for 2013. In 2016, Ms. Austin created the prestigious Goff Fellows Strategic Leadership Fellowship with the generous support of Greg Goff, CEO Andeavor (formerly Tesoro), the Goff Strategic Leadership Center in the David Eccles School of Business and Dean Taylor Randall. In addition to her regular teaching responsibilities, Ms. Austin frequently works in Executive Education by teaching seminars on Change Management and Business Turnarounds in the Executive Leadership Series, and the Women's Leadership series as well as in custom training programs for various organizations. Her teaching interests include undergraduate and graduate courses in Strategic Management, Strategic Leadership, Business Turnarounds, and Managing Organizational Change.

Ms. Austin served as Assistant Department Chair for Entrepreneurship & Strategy from 2013-2018 and as Director - Management Undergraduate Studies from 2010-2012. She also served on the University of Utah Ad Hoc Committee on Auxiliary Faculty from 2012-2013 and the Academic Senate Sub-Committee on Auxiliary Faculty RPT in 2012. Ms. Austin was a member of the undergraduate program planning committee as part of the David Eccles School of Business strategic planning initiative in 2010-2011.

Ms. Austin was the faculty advisor for the DESB Case Competition Club and served as the coach to the 2015 and 2011 ACG Utah Cup winners (an annual case competition on mid-market mergers & acquisitions for graduate students). In Spring 2012, Ms. Austin launched a DESB Ethics competition open only to undergraduate students. Thanks to funding from the Daniels Ethics Grant, the winners of the competition travel to Denver each spring to compete against other schools in our region as part of the Daniels Ethics Initiative. Our DESB teams won the competition in 2019, placed 3rd in 2012 and 3rd in 2014 in the Denver competition. Ms. Austin also has hosted/coached several other case competitions and teams for both undergraduate and graduate students since 2011.

Since joining the DESB in August 2008, she has written and published six teaching cases with accompanying teaching notes. *Activision-Blizzard's Crush on King Entertainment* appears in Barney & Hesterly 6ed Strategic Management and Competitive Advantage. Three of the cases are contained in Barney & Hesterly Strategic Management and Competitive Advantage 5ed – *True Religion Jeans: Will Going Private Bring Back Its Congregation*; *You Say You Want a Revolution: Sodastream International*; and *Starbucks: An Alex Poole Strategy Case*. The other two cases appeared in earlier editions of Barney & Hesterly Strategic Management – *True Religion Brand Jeans and the Premium Jeans Industry* and *True Religion Brand Jeans and the Premium Jeans Industry: Cyclical Downturn or Secular Slowdown?*

From 1987-August 2008, Ms. Austin was a Securities Analyst. For the 9 years prior to joining the DESB, Ms. Austin worked as an analyst consultant for two hedge funds following consumer products companies ranging from toy manufacturers to high-end jeans makers to all types of retailers. She has analyzed more than 65 companies in the course of her career. As a sell-side analyst, she followed the household products, personal care and cosmetics companies for three major brokerage firms -- Wertheim Schroder, Lehman Brothers, and Prudential Securities. An Institutional Investor's All American All Star Analyst, Ms. Austin became a Senior Vice President at Lehman Brothers. In her capacity as an industry expert, she appeared as a special guest on Wall $treet Week with Louis Rukeyser. She also served on the Prudential Securities Investment Committee. Ms. Austin was a long-time member of the Wall Street Transcript's annual roundtable on her industry and was recognized by the Wall Street Journal for earnings estimate accuracy. Her work received frequent citations in such publications as the Wall Street Journal, New York Times, Business Week, Fortune, and Forbes. NPR and a variety of television shows also regularly interviewed Ms. Austin. Most recently, Ms. Austin was featured in the 2010 book *"Chasing Stars: The Myth of Talent and the Portability of Talent"* by Harvard Professor, Dr. Boris Groysberg. Prior to becoming a securities analyst, she worked as a cost analyst in the Beech Island, SC Mill for Kimberly-Clark Corporation. Ms. Austin holds an MBA from University of Alabama, and a BS from Troy University (math and economics).

Ms. Austin has two children, five Vizslas, one English Pointer, and three horses. She is active in field trials, and in several dog clubs including the Vizsla Club of Utah (President), National Vizsla Association (Board of Directors), and the Vizsla Club of America (National Finance Chair 2003 National Championships.) In 2012, Ms. Austin won the prestigious National Vizsla Association All-Age Classic with her dog, Trouble. The classic is the only all-age event for the breed and has been re-named in honor of the late Bill Gibbons. It is now the NVA Bill Gibbons All-Age Classic.

Statement of Personal Teaching Philosophy

I believe that the most important aspect of teaching lies in creating a natural critical learning environment in the (virtual or physical) classroom that fosters deep learning. To that end, it is the professor's responsibility to arouse curiosity in students and help them learn how to ask meaningful questions about the academic discipline so that they discover important issues in theory and practice. Moreover, I believe strongly that students learn and retain learning by applying tools, frameworks, and analysis to situations that they are likely to encounter outside the classroom. I feel it is my responsibility to keep my classes current, strive to improve them every term, learn from my colleagues both in the DESB and from other colleges and universities, and allow my students to teach me and give me insights I could not get on my own. It is not my responsibility to know everything about everything nor do I want to pretend that I do.

How I Incorporate My Philosophy in My Classes

In order to create a critical learning environment, I do the following. First, I explicitly connect all the of course material to a central question that transcends the classroom. For example, the central question in STRAT 6750 Business Turnarounds is "Why can managers turnaround some organizations and not others?" The complementary question for this course is "How can I increase the likelihood that I can turnaround my organization's performance?" These questions transcend the classroom through team consulting projects. Students have an opportunity to help a local non-profit or for-profit business improve their operations. These consulting projects allow students to derive a great deal of meaning from the central question in the class and typically result in a high degree of personal satisfaction for nearly every student. The personal satisfaction that comes from helping an organization cements in place the knowledge students have gained in the course. Moreover, students have a chance to uncover the key questions for the organizations, diagnose organizational problems, and formulate solutions to improve organizational performance. I use my industry experience to inform all of my classes as my focus is "theory into practice" with a particular emphasis on actionable recommendations.

Second, my classes are all very organized and highly structured. Note that the strategy challenges students address in many of my courses are open-ended and unstructured. The course structure helps students become more comfortable with the messy nature of real-world business problems. I connect all of the course content to the central question for the course. In addition, I break the course content into related components or "chunks" of material that allow students to progress through the discipline in a logical and meaningful way. Students are very concerned about course structure and grading. Professors are very concerned about course content. Unfortunately, students' high levels of grade anxiety and focus on grading act like "snow" on an old TV set. These factors obscure the "picture" and interfere with students' ability to move beyond strategic learning to deep learning.

I combat these factors in several key ways -- namely, by using many different types of assignments, publishing grading rubrics, allowing students some "no harm, no foul" opportunities to drop their lowest grades, and minimizing "high stakes" assignments. Students also give and receive peer feedback on projects using an evaluation process that encourages thoughtful reflection. In addition, once the term begins, I do not change the course calendar or assignments so that students can plan their approach to the course assignments.

Third, I use a wide variety of tools to help students think about and apply course content. My courses are likely to employ video clips, practice exercises in small groups, role play, short simulations, cases, company analyses, movies, building and team building exercises, comparative company financial analysis, peer evaluations, readings, and games. The strategy class games are built using three different formats - college quiz bowl, Jeopardy, and one I invented which is modeled after the popular book and move series, The Hunger Games. All of these tools engage students and get them interested in the course content and curious about how it applies to the central question for the course. Curiosity is one key to engagement and deep learning, in my view. Finally, I strive to create a respectful and positive environment in the classroom. My students can express their opinions, discuss issues, and make recommendations without being embarrassed or humiliated. I think it is important to allow students to disagree with one another and with my opinions both in class and on written assignments. Moreover, I have an amazing opportunity to learn from my students' experiences and gain insights on subjects I know little about that come up in class discussion. I encourage students with deeper knowledge than I have on a topic to share their knowledge and experiences with the class.

Course Learning Tools

We will use a variety of both traditional and non-traditional learning tools throughout the course, which may include short simulations, games, cases, role-play, experiential exercises, problem solving, reflection journals, blogs, a consulting project, topic guides, movie video clips, and outstanding guest speakers. **The emphasis in this course is "theory into practice."**

Canvas is a critically important part of the course. In order to keep up with course work, you should plan to check Canvas regularly. I will post lecture notes, answers to exercises, resources for each lesson, and other study materials on Canvas. Our course is organized as a series of modules.

Evaluation

The David Eccles School of Business has set guidelines for average class grades for the different levels of courses. This class is a 6000-6990 level course with an expected class average range of 3.2-3.5. Students should expect the class average to fall within this range – ideally a 3.3 (B+) average. The **typical** grade "break points" are A= 95-100; A- = 90-94; B+ = 88-89; B = 85-87; B- = 80-84; C+ = 78-79; C = 75-77; C- = 70-73; D+ = 68-69; D= 64-67; D- = 60-63; E = below 60.

These break points may change by one or more percentage points in order to get the class average to fall within the DESB mandated average range or to raise the class average. The professor reserves the right to curve class grades up, if she feels the calculated class average does not adequately reflect the class's learning during the term. This determination is subjective.

STRAT 6850 Policy on Academic Dishonesty

In accordance with the DESB standards for professional and ethical conduct, cheating on exams, quizzes, and assignments in STRAT 6850 is unacceptable. Any student caught cheating in STRAT 6850 will receive a 0% on that assignment, or quiz for a first offense. **Any 0% grade earned due to being sanctioned for academic dishonesty is not eligible as a "drop" in any assignment group.** If a student cheats on any other assignment, quiz, or exam, he/she will receive a failing grade for the course. His/her name will be added to the University of Utah's academic dishonesty database, and he/she will be subject to further sanctions by the DESB. Cheating includes, but is not limited to:

1. copying or attempting to copy another student's answers;
2. plagiarism; and
3. turning in someone else's work and representing it as your own.

NOTE: I use Turnitin for plagiarism checking on **all** assignments. Since this is not the first term that I have used the service, Turnitin has a data base that includes case write ups and other assignments from previous terms.

<u>All case write ups, essays, and other assignments automatically are compared to student work turned in in previous terms and checked for originality.</u>

Evaluation

ASSIGNMENTS		WEIGHT
Team Consulting Project		**20%**
Class Participation		**30%**
1 Blog Posts & 3 Comments on Blog Posts	5%	
Short Answers to Pop-Up Reflection Questions in Lecture Videos	5%	
Participation while in Class	20%	
Habit Experiment		**20%**
Weekly Habit Video Journal Entries in Flipgrid (6 total)	5%	
Weekly Video Comments on Habit Videos of Classmates in Flipgrid (12 total)	5%	
Habit Experiment Reflection Paper	10%	
Short Assignments		**20%**
Required:		
Personal Immunity to Change X-Ray (Required)	5%	
Turanrounds Cash Flow Exercise (Required)	5%	
Lincoln Assessment (Required)	5%	
Select 1 of the Following:		
Urgency Memo	5%	
Team Immunity to Change X-Ray		
10 Weekly Quizzes (Drop 1)		**10%**
Total:		**100%**

Late Assignment Policy

All assignments are due **<u>on Mondays at 6PM except the Habit Experiment Fligrid comments and comments on blog posts which are both due Sundays at 5PM)</u>**. **<u>I do not accept late assignments.</u>** If you have a truly extraordinary situation that prevents you from completing an assignment and turning it in on time, you must notify me via Canvas email. Extraordinary situations may include (but are not limited to) serious illness or serous illness of your spouse or children, car accident, death in your immediate family, etc…The instructor reserves the right to determine whether the situation is extraordinary and qualifies for either a deadline extension or an alternative assignment. This determination is subjective.

Team Consulting Project (20%)

The purpose of the assignment is to allow you to put yourself in the shoes of either a turnaround/change management consultant or a management team looking for solutions to real organizational problems. This "hands on" project will allow you to apply course concepts and tools. The team project enables students to figure out the key elements of a company's strategy, critical industry issues, and important potential moves for the company using primary research. Students use their analysis (based upon course concepts) to reach conclusions about the likelihood of future company success, and make recommendations regarding the appropriate course of action to pursue.

The team-consulting project requires students to conduct an analysis of a firm, a large division of a company, or a non-profit organization currently experiencing unsatisfactory financial results, and devise solutions to the problems causing the organization's poor performance. Alternatively, teams may select a company or organization that has experienced a "growth stall" or slowdown. I must approve your choice of companies before you begin to research and analyze your company. Your team may select any company or organization in need of a turnaround or in need of a major change initiative <u>including a company that a team member currently works for or has worked for in the past</u>. In addition, you may select a non-profit organization that is struggling or in need of a major change initiative. The advantages of non-profits are that their financial information must be publicly disclosed and they often need and appreciate help. <u>Note: you do not have to meet with your company or nonprofit in person.</u> You may set up a virtual meeting with company or organizational management.

A successful project will accurately diagnose company problems, identify solutions and organizational barriers to effective implementation, and make recommendations for performance improvement or resumption of growth in the case of growth stalls. Course concepts and tools must form the basis of team analysis and recommendations. Students are assigned to teams of 4-5 people in order to conduct an analysis of the company/organization in need of a turnaround or growth boost.

The David Eccles School of Business Corporate Outreach department has contacted a number of organizations on your behalf. I have posted on Canvas a list of companies that are interested in working with you. You may choose one of the organizations listed or choose one you find yourself. The company list includes a short description of the situation each company currently faces. The companies range in size and age from start up (small) to mature (large).

<u>**Teams must sign up for the project/company they would like to work with by using the signup sheet posted on Canvas. The company selection rule is first come, first served. If your team prefers to work with a company or organization not on the list, submit your selection to me via Canvas before the due date.**</u>

Your consulting team should emphasize to your client that <u>all information gathered while you do the project will be kept confidential</u> either by adopting a fictitious company name, disguising financials or both. I need to know the real name of the company and have contact information, but your classmates do not have to have that information if the company prefers it kept confidential. <u>All students can sign standard confidentiality agreements</u> for any company that has concerns about information disclosure. While the DESB does not have a standard non-disclosure document, I have worked with our CFO, Reyn Gallacher, on disclosure documents for a number of student projects. If you need a non-disclosure document to begin work, contact me via email and give me your company contact information so that I can connect your contact directly with Reyn. Typically, the process only takes a few days but it would be better to get the disclosure document signed and in place as early in the term as possible in case there are any delays.

At the end of the project, each team will turn in a **10-15 page (exclusive of exhibits and references), single spaced written report, font 11** that will diagnose the firm's current problems including a financial analysis (when possible), an evaluation of potential solutions to the organization's problems and your team's recommendations for improvements. A team consulting project rubric is posted on Canvas. Teams are encouraged to use either Kotter's model of transformation or Agile methods as the framework for their recommendations and analysis.

Papers are required to be fully referenced in the body of the paper and with a complete bibliography of sources. <u>A lack of appropriate referencing is considered plagiarism.</u> Information you gleaned directly from a company also should be fully referenced. <u>**Your team will submit an electronic copy via the Canvas assignment page.**</u>

<u>Your individual grade for the team consulting project will be determined by the average of your participation/ contribution scores submitted by your teammates and the team grade on the assignment.</u>

To illustrate, suppose your team earned 100% on the team project. If the average of your contribution/participation scores from your teammates was a "B", your individual score for the team project would be 100% x 85% = 85%. Suppose your team earned a 92% on the team project. If your team participation/contribution score on the team consulting project was an "A", you would earn the team's score for the project (92% x 100% = 92%). The evaluation form is posted on Canvas in the week 10 module.

Participation (30%)

Class participation consists of three elements 1) Class blog posts and comments on blog posts; 2) In-class participation and 3) Answers to interactive questions embedded in the lecture videos.

Class Blog

The **Class Blog** is a key part of class participation. The class blog are on Canvas as a Discussions assignment. A blog post will consist of a link to an article that you have read on the week's topic and your summary of the article OR you may relate a personal work situation to the topic. You will discuss how it connects to course concepts and what you liked or did not like about the article. I've copied a blog from a course I taught in the past and pasted it below. Class blog posts will begin during week 2 of the course.

Each week a different team is assigned a blog topic to post on in Canvas; however, this will be an **individual assignment.** Depending on the size of the team, each blog will have 4 – 5 posts on the blog page. Throughout the term, every class member will make one original post to a blog.

I encourage all students to read all the blog posts throughout the term as this is a great way to tap into your classmates' expertise and experiences. Class members are required to post comments on 3 different blogs and 3 different topics for the term - not including the topics they are assigned to blog on. **Make sure you pay attention to the quality** as well as the quantity (length) of your response to a blog post. Ideally, your blog post will relate the article and the author's discussion to your own work experiences. Otherwise, make sure your response is tightly connected to the application of course concepts and themes. **Superficial responses to blog posts will not earn class credit.**

Example Blog Post from Business Turnarounds (STRAT 6750)

Original Post: Doing Layoffs Right-- Rubber Hits the Road.

The first Friday in June, I was blindsided with an unpleasant layoff situation--our regular full-time employee benefits had risen sharply from the previous quarter and as a result we were projected to miss our approved annual budget by ~$65k. Our department is in a high-growth phase and a shortfall of any kind would severely impair our ability to seek additional funding. After bringing this to the attention of my director, I was pointedly told to do 'whatever it took' to make up for the shortfall. Unfortunately, with the approaching close of the fiscal year (June 30th), the only account with significant funding left was for temporary labor.

Each summer we employ about 50 additional individuals on a full-time basis. In May, I had been closely involved with hiring this temporary workforce, many of whom were rehires from previous summers. In interviews, I had committed them to a 'full time job with overtime hours available.' Ultimately, despite vehement opposition from supervisors legitimately citing massive workloads, I had to furlough all temporary employees for the next 3 weeks or until further notice. Since many of the employees had no other income other than State assistance, it was pretty awful.

I empathized as best possible in a group setting and explained the reasoning behind the furloughs, but lost a lot of credibility as an employer since all the permanent employees were still working and they felt temporary employees were being 'picked on.' They were very distressed about losing their paychecks. I committed to them then, that I would personally do everything in my power to resolve the shortfall and bring them back as soon as possible. I spent the next 8 days largely doing 'creative financing' and was able to shift a number of expenses until I could prove to my director we would hit our bottom line. (Parenthetically, I believe managing to hit projected numbers leads to some very poor decision making.)

Most of my furloughed employees had found other summer jobs but I was fortunate to convince all but one of them to return. Many of them said they would not have come back except that I was open with them in the process and they knew I had honestly done my part to get their positions back as soon as possible.

For those of you who remember the layoff discussions in class, I was laid off during the economic downturn and had a relatively bad experience. I had not given it much recent thought until the class discussions and found myself comparing my experience being laid off to the experience of those whom I had just furloughed. I found the entire furlough situation extremely unpleasant but was able to live with myself because I had no other options and because I did everything possible to resolve the situation. In retrospect, I am glad I took the time to be open with those involved, listen to their concerns, and empathize, even though it was not easy, because, based on my own experience, people remember.

Posted by Adam R at 8:18 PM

3 Response Comments:

Jake Commented:

Adam,

Since your department is in a high-growth phase, how did you explain the furlough to the temporary employees? Also, how open with them were you throughout the furlough process? And when you did bring them back after the furlough, how did the full-time employees feel? Did you gain a sense of trust with the full-time employees as well?

Adam Replied:

Hi Jake,

I shared as much as possible about the events which led to the budget shortfall with the collective group. Basically, revenues had been as predicted, but we had not buffered the budget for unforeseen events such as a huge increase in employee benefit enrollment. I detailed my unsuccessful efforts to find alternative ways to reduce costs, and my commitment to continue to pursue every measure possible. I did have to explain that the budget for our area could not pull funds from other budgets. They seemed to think this was bureaucratic nonsense, and I was sympathetic to this viewpoint.

I did not have much communication with them during the furlough until I was sure I had arrived at a solution, at which point I contacted them immediately and explained how the situation was resolved. I was definitely wary of raising hopes, but probably should have provided some type of updates. Fortunately, it did not last very long.

The full-time employees were primarily relieved to have the additional assistance again, but I believe had a greater sense of reliance on their full-time status following the furlough. The level of trust did not seem to be diminished with the events, although I am still not sure how fair they perceived my actions to be. Many of them were previously hired from the temporary status and were friends with those furloughed. Time will tell.

Bonita Austin Replied:

Adam,

Thanks for the additional information. You handled a difficult situation well especially considering you had not had this type of issue to deal with previously. I would be interested in hearing how things are going in a few months. Thanks for sharing this experience.

Weekly Case Discussion

Adequate preparation for case discussions is crictical to gaining a deeper understanding of the situations management commonly face in turnarounds and in other types of change initiatives. Skimming a case will not allow you to contribute meaningfully to the case discussion. Meaningful, active participation means offering comments and ideas related to the topic under discussion that will enhance the learning experiences of everyone in the class. You must tie your comments back to the course concepts to get credit for participating. Remember to stay focused on the topic/concepts under discussion. <u>Please refer to the posted class discussion rubric for more information on contributions to class discussions.</u>

In your career, much of your work will be in meetings and discussions with colleagues working remotely, analyzing business situations, and formulating plans together. Our discussions are your best opportunity to build the necessary skills to excel. But doing so requires everyone to prepare the cases in depth and engage actively discussions.

An ideal discussion is one where ideas, comments, and questions surface as a function of other students' ideas, comments, or questions, and not necessarily as a direct response to the instructor's questions or comments. While it is desirable to challenge your peers' assumptions and ideas, any criticisms must be friendly, respectful, and related solely to the discussion. It is your responsibility to be professional and courteous at all times.

Habit Experiment Video Journal Entries & Comments (10%)

Successful change efforts focus on the individual as well as the firm as a whole and teams. Students will use the change principles discussed in *The Power of Habit* by Charles Duhigg. You may read a summary of the book, watch a video interview with the author, or listen to a podcast interview with the author through the links posted in the Individual Change Module on Canvas. Each student will select a personal habit to change or establish over the course of the term. Students will submit a weekly video entry using the embedded Canvas tool Flipgrid for 6 weeks discussing their habit changing efforts/progress for the week. The discussion points for the videos are posted on Canvas on the weekly assignments. You will earn points for the assignment based upon meeting the assignment requirements NOT on whether you succeed or fail in your efforts to change a habit. <u>Failure is as instructive as success</u>.

In addition, you will act as part of a "**change support group**" by creating peer comment videos through Flipgrid that will enable you to comment on 2 of your classmates' habit experiments each week (a total of 12 comments for the term). Watching the video comments your classmates make on <u>your</u> habit experiment each week is likely to help you have a more successful learning experience.

<u>Note that students in previous courses have stated they learned as much from listening to and attempting to help their classmates complete the habit experiment successfully as they did in their own habit experiments.</u>

Flipgrid is a tool embedded in Canvas that will allow you to make a video recording on any device – computer, phone, tablet, camera – and up-load it. You may use your webcam on your computer, tablet, or your phone to record videos for Flipgrid. To access Flipgrid, go to Canvas and click on the assignment. Every assignment appears in the weekly module with the title DUE HABIT EXPERIMENT FLIPGRID VIDEO followed by the topic. If you would like to access Flipgrid though your mobile device, you will need to download the Canvas mobile app through your app store. Sign into Canvas on your device and then select the assignment. You may record your videos "live" on Flipgrid and post them or you may upload a pre-recorded video. **<u>The maximum video length is 5 minutes for Habit Experiment Video Journal Entries and comments on classmates' videos. Ideally, all of your videos will be 3-5 minutes long.</u>**

Habit Experiment Reflection Paper (10%)

At the end of the experiment, each student will submit a written a reflection paper that relates his/her experiences for the entire experiment to organizational change. Your reflection paper should focus on **analyzing** the connection between your personal habit experiment and organizational change. Your paper should incorporate all of your habit experiences from weeks 1-6. This reflection paper should answer all of the questions below, should be between **300-500 words.** <u>I will grade each paper on the degree to which you thoughtfully reflect on your experience and apply themes from the course.</u>

Short Assignments (20%)

- Personal Immunity to Change X-Ray (Required)
- Cash Flow Exercise (Required)
- Lincoln Assessment (Required)
- **<u>Select 1 of the Following</u>**

- Urgency Memo
- Team Immunity to Change X-Ray

Each student will complete 4 short assignments during the term. Three of the assignments – Personal Immunity to Change X-ray, Cash Flow Exercise, and Lincoln Assessment are required. Students will choose whether to complete the Urgency Memo or the Team Immunity to Change X-ray assignment. The list of assignments below includes a short description of each assignment. Rubrics for the assignments are posted on Canvas.

Personal Immunity to Change X-Ray Assignment (Required)

This assignment is designed to complement the Habit Experiment. Each student will analyze their personal change resistance to establishing or eliminating the habit he/she has chosen for the habit experiment. Following the steps outlined in the course reading "Why People Won't Change" by Kegan & Lahey and the lecture video, create your own "immunity x-ray" using the form provided on Canvas. As this assignment can be quite personal in nature, all of the information you provide will be kept strictly confidential. Each student will write a summary of the change he/she would like to make, and explain why this change is important or necessary. In addition, each student will briefly discuss the behaviors he/she exhibits (or does not exhibit) that work against the desired personal change. Each student will briefly describe his/her "hidden commitments" and "big assumptions" as well as what "success" will look like and how to measure progress toward his/her objective. Students will devise at least one "test" of their big assumptions. Importantly, students will include a way to "get back on track" if they experience "slippage" during the course of the term. The habit experiment reflection paper includes a question about the immunity x-ray and whether the student made progress toward "success."

<u>Note that your grade for this assignment and for the habit experiment is not based on "success</u>" but rather on the insights you gained from the two exercises. Change is difficult. My hope is that examining your own resistance to change and feelings about changes will help you make changes you want to make in the future and gain insights into how you can help employees make changes. The form you will use for this assignment is posted on Canvas Assignments.

Cash Flow Exercise (Required)

Each student will complete the short cash flow exercise posted on Canvas. You can also access the exercise by clicking on the assignment in the Week 4 Module. The cash flow exercise includes 1) Cash runway; 2) Time to insolvency; and 3) Altman's Z-score. I have selected Tesla as the company you will analyze because the firm is back in the news as possibly requiring an additional equity or bond issue to continue to operate. You will discover whether Wall Street's concerns are justified or not based upon the most recent results of the company. All of the information you need to gather in order to complete this analysis is posted on Canvas Assignments along with the form for the assignment.

Lincoln: Power & Influence Assignment (Required)

Students will watch the movie, Lincoln (directed by Steven Spielberg) and analyze the sources and uses of power and influence. The movie is available through through Canvas (free). It is important to read the article assigned for the week, Harnessing the Power of Influence by Robert Cialdini before you attempt to answer the questions in the assignment. The assignment appears in the form of a Canvas quiz. Please note that the assignment includes 3 essay questions so it is not advisable to attempt to complete the assignment the night before it is due. <u>This assignment is designed to complement the lecture videos on using tools of cooperation and change.</u>

Select 1: Urgency Memo OR Team Immunity to Change X-Ray

Urgency Memo

Students will submit a one-to-two-page (300-600 words) "urgency memo" about one of the following: 1. A major change initiative or turnaround needed for a company the student works for currently or has worked for in the past; 2. a major change initiative or turnaround needed for a non-profit organization the student knows well; or 3. Boeing or Fitbit. In addition, you may select a division of a company or organization to focus on. The purpose of the memo is to create a sense of urgency within the organization (step 1 of John Kotter's change management model).

An outstanding urgency memo will include both an appeal to the emotions of employees – ideally by connecting to some point of pride or excellence from the past that will be restored with the change initiative – and a compelling business case for change. An outstanding memo will include details about elements such as changes in competition, market share, customer losses, declines in customer satisfaction, and financial indicators. If the organization currently is performing well but needs to change due to changes in technology, customer preferences, or demographics to avoid becoming irrelevant or to capture an opportunity be sure to include enough information to make a compelling case for change both on the business case side and the emotional case side.

I have posted on Canvas Pages some examples of famous turnaround memos such as Stephen Elop's Nokia – The Burning Platform memo and Yahoo's The Peanut Butter Manifesto. As a point of historical interest (and an example of a memo designed to create a sense of urgency), I have posted Bill Gates' famous The Internet is Like a Tidal Wave memo from 1999. The rubric for the urgency memo is posted on Canvas.

Team Immunity to Change X-Ray

This assignment is designed to complement the Personal Immunity to Change X-Ray. Students completing this assignment will select a team they are currently part of or have been a part of in the past. The team may be a work team or a school team. Students will select a team improvement goal, analyze the behaviors the team exhibits that work against the improvement goal, and analyze the team's hidden commitments and big assumptions. In addition, student will write a summary of the change he/she would like to make, and explain why this change is important or necessary. Using the form provided on Canvas Assignments, students will define success and describe at least one test of the team's big assumptions.

Quizzes (10%)

The class includes 10 weekly quizzes on an assigned article or articles for the week. You may drop your lowest quiz score for the term. Your quizzes are available on Canvas beginning each Tuesday.

Important Course Information for the Department of Entrepreneurship & Strategy

Americans with Disabilities Act --The University of Utah, David Eccles School of Business seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, http://disability.utah.edu/, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Attendance and Absences -- Students may not attend a University course unless they are officially registered and their names appear on the class roll. The University expects regular attendance at all class meetings. Students are not automatically dropped from classes if they do not attend. They must officially drop classes by the published deadline in the academic calendar to avoid a "W" on their record. Students are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined by the instructor. If they miss the first 2 class meetings, or if they have not taken the appropriate prerequisites, they may be required to withdraw from the course.[Quoted directly from the Student Code at http://www.admin.utah.edu/ppmanual/8/8-10.html]

David Eccles School of Business -- Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, **professional or academic misconduct is not tolerated** in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

5.32 DESB GRADING POLICY -- Purpose of Grading

Grading has two main purposes:

4. Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course. Generally, grades in the School should be interpreted as follows:

   A - Excellent Performance/Superior Achievement

   An A student is one who understands the content and learning objectives thoroughly, completely and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

   B - Good Performance/Substantial Achievement

   A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

C - Standard Performance and Achievement

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

D - Substandard Performance/Marginal Achievement

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

E - Unsatisfactory Performance and Achievement

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

The most important aspect of grading from the student's standpoint is to view is as an opportunity to understand where his or her strengths and weaknesses lie so that he or she can capitalize on the strengths and work to improve the weaknesses through future courses of action.

5. To provide a system of measurement to distinguish among students for various evaluative purposes. Internal to the University, students are allowed to progress based on grades. For example, admission to professional programs and graduate programs use grades as a major (but not the only) input. In addition, scholarships and other awards are based largely on grades. External to the University, persons recruiting and hiring students consider grades an important factor in their evaluation process.[1]

DESB Grading Policy

A grading policy is needed for the following reasons:

1. To ensure fairness and consistency across the School.
2. To ensure that students can use grades as reliable feedback of their actual performance and understanding of course material.

[1] In accordance with University policy and applicable regulations, grades are not made available to persons or organizations outside the University without the student's written consent.

3. To ensure that grades are based on actual learning and achievement, so that persons who base decisions on them have confidence that they are reliable for that purpose.The School's policy is as follows:

The School’s policy is as follows:

1. Faculty are responsible for developing an appropriate system of evaluation, feedback and grading for each course. That system is described in the course syllabus.
2. Faculty are responsible for carrying out the system described in the syllabus in an accurate and effective manner. In particular, faculty must design evaluative processes (e.g., assignments, exams) that are capable of distinguishing clearly among students who have different levels of mastery in the course.
3. Faculty are responsible for arriving at a grade for each student that the faculty member believes appropriately indicates the student's mastery of the course material and learning objectives. Once that is done, the faculty member will consider the class' overall performance in terms of School guidelines. If the class mean falls outside the guidelines, the faculty member will explain the nature of the deviation in a memorandum to the chair of the department responsible for the course. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

COURSE LEVEL	GUIDELINE
1000-2000	2.4-2.8
3000-3990	2.6-3.0
4000-5990	2.8-3.2
6000-6990	3.1-3.5

4. If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing this, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the Student Handbook.

Course Schedule

(See Canvas for Specific Due Dates)

Weekly Topics, Class Preparation and Assignments
Week 1 – Change and the Individual Review Syllabus Quiz To Begin The Course Flipgrid Introduction Video Read Article and Case Watch Video Lectures (answer any questions within videos) Watch Movie: 12 O'clock High (answer quiz questions for **extra credit**) Quiz 1: Why Incentive Plans Can't Work
Week 2 – Why is Change so Difficult? Read Article and Case Video Lectures (answer any questions within videos) Quiz 2: The Real Reason People Won't Change Flipgrid Habit Video Journal Entry #1 Complete 2 Flipgrid Habit Video Peer Reviews Personal Immunity To Change X-Ray **Team 7:** Class Blog on Change & The Individual In Class Case Discussion: Do You Really Think We are So Stupid? A Letter to the CEO of Deutsche Telekom (A) & (B)
Week 3 – Transformation with a Big "T" Read Articles and Case Watch Video Lectures (answer any questions within videos) Watch Jon Garcia Videos Quiz 3: Early Warning Signs Flipgrid Habit Video Journal Entry #2 Complete 2 Habit Video Peer Reviews Team 1: Class Blog on Business Turnarounds In Class Case Discussion: Parmalat USA Turnaround

Weekly Topics, Class Preparation and Assignments
Week 4 – Cash Flow, Retrenchment and Layoff in Turnarounds Read Articles and Case Watch Video Lectures (answer any questions within videos) Quiz 4: Layoffs & Cost Drivers Flipgrid Habit Video Journal Entry #3 Complete 2 Habit Video Peer Reviews Turanrounds Cash Flow Exercise **Team 4:** Class Blog on Business Turnarounds In Class Case Discussion After the Layoffs, What Next?
Week 5 – Lewin and Schein Theories Read Article and Case Watch Video Lectures (answer any questions within videos) Quiz 5: Leadership & the Psychology of Turnarounds Flipgrid Habit Video Journal Entry #4 Complete 2 Habit Video Peer Reviews **Team 8:** Class Blog on Organizational Change Models In Class Case Discussion: Radio Station WEAA Leading in a Challenging Situation
Week 6 – Kotter's Change Model Read Article and Case Watch Video Lectures (answer any questions within videos) Listen to "Zillow and Hotwire founder: How I led two companies back from crises" Quiz 6**:** Leading Change: Why Transformation Efforts Fail Flipgrid Habit Video Journal Entry #5 Complete 2 Habit Video Peer Comments **Team 2:** Class Blog on Organizational Change Models Submit Urgency Memo In Class Case Discussion Welcome Aboard! But Don't Change a Thing.

Week 7 – Tools of Cooperation and Change

Read Articles and Case

Watch Video Lectures (answer any questions within videos)

Watch Ted Talk - Why Ordinary People Need to Understand Power

Quiz 7: Harnessing the Power of Persuasion

Flipgrid Habit Video Journal Entry #6

Complete 2 Habit Video Peer Reviews

Watch the Movie: Lincoln and Take the Quiz

Team 5: Class Blog Tools of Cooperation and Change

In Class Case Discussion: Robin Ash & Printzhof Press

Week 8 – Teams & Change: Google, Agile and Lean

Read Articles and Case

Watch Video Lectures (answer any questions within videos)

Listen: Podcast of Turnaround of Ute Basketball w/Coach Krystowiack Interview

Quiz 8: Agile articles

Habit Experiment Reflection Paper

Team 9: Class Blog on Culture Change

In Class Case Discussion: Agile Transformation at ING

Week 9 – Cultural Change

Read Articles and Case

Watch Video Lectures (answer any questions within videos)

Quiz 9: Cultural Change That Sticks, Toxic Culture

Team Immunity To Change X-Ray

Team 3: Class Blog on Meaning and Purpose & Change Fatigue

In Class Case Discussion: Microsoft: Instilling a Growth Mindset

Week 10 – Meaning and Purpose and Change Fatigue

Read Articles and Case

Watch Video Lectures (answer any questions within videos)

Watch Live Case Enso

Extra Credit Quiz: Enso Live Case

Listen: Podcast of Enso Live Interview

Quiz 10: Purpose-Driven Organization, Game Changing Leader

Submit Team Consulting Project

Team 6: Class Blog Meaning and Purpose & Change Fatigue

In Class Case Discussion on Riot Games