<center>**Co-constructing organizational change**</center>

Area: Organizational Behaviour   PGP II Elective Slot XI-XII Term 6

Instructor: George Kandathil

Course overview

Organizational change has become a buzzword in both corporate circle and civil society worldwide. Factors such as increasing globalization, co-existence of mature and emerging market within an economy, consistent growth of information and communication technologies, emergence of new business models, and changing role of the government and civil society in relation to business and non-government organizations have increased the need for competent change leaders. I believe that the ability to understand change from multiple perspectives and leverage this understanding to generate contextually sensitive and appropriate decisions and behavioral patterns is central to change competence. As such, this course introduces participants to mainstream as well as alternative perspectives on organizational change, encourages them to place these perspectives in conversation, and critically reflect on the underlying tensions. Through reflexive engagement with the readings and class activities, the course encourages participants to formulate their own approach and understanding of organizational change.

Course administration

The course will comprise 20 sessions of 75 minutes each. There will be a combination of cases, lectures, presentations, videos, exercises, class visitors, small group work, guided large group discussions and an experimental simulation designed to provide focus on the dynamics to consider when implementing organizational change.

Evaluation

Participation (20 %)

Since this is a class discussion based course, participation is essential. Participation includes active listening to all participants, giving input into discussions—both orally and in writing, and taking part in the simulation in a manner that enhances your group's efforts, and preparing and facilitating case discussion or presentations with your group. You will be graded on your quantity and quality of contribution. Indicators of quality are effectively bringing in appropriate concepts from readings, building on others' ideas, generating new insights to readings, offering unique or significantly different perspective on an issue, demonstrate reflective thinking, and asking thought-stimulating questions.

Simulation group reflection paper (10%) & individual reflection paper (20%)

In addition to participating in the simulation with your assigned group, you should complete a 4-page double-spaced reflection which identifies the most important event or moment for the group, explain its importance, and what the group learned from this moment/event for implementing change. You should also identify the assumptions, both explicit and implicit, that you collectively made and discuss the possible changes in the assumptions and the potential consequences or change in results.

In individual reflection paper, you should identify the moments you felt challenged as an individual both while working with the team and during simulation exercise, the skills you used in your attempt to overcome, why you could or could not overcome, and how you could have faced these challenges better. We will discuss in detail in the first session.

Group presentation (20 %) and project-write up (30%)

You will follow an ongoing change in a context that you choose over the period of the course and analyze it. We will discuss the details in the first session.

Reference text

Jick T.D. & Peiperl, M.A. 2003. Managing change: cases and concepts. McGraw Hill: New York. (In session outline, I refer to this book as J&P)

Course prerequisites: None

Restriction on class size: 40

The course requires video-screening facilities.

Session outline

Session 1-2: Organizational change: Its context and rhythm

1. Teaching Children How to Think Instead of What to Think, http://soundofheart.org/galacticfreepress/content/teaching-children-how-think-instead-what-think-0
2. Griener, L.E. (1998). Evolution and revolution as organizations grow. HBR.
3. In-class Handout: Lewin's model

Session 3-4: Communicating organizational change and introduction to EIS simulation

1. Case: Bob Galvin (A) (J&P: 101-112)
2. A short Note on Loose coupling
3. Armenakis, A. A., & Harris, S. G. (2002). Crafting a change message to create transformational readiness. Journal of Organizational Change Management, 15(2), 169-183.

Session 5-6: Debriefing EIS simulation

Student presentation & Instructor's debriefing

Session 7-8: Change in ambidextrous organizations

1. The IBM Network Technology (A). HBS case 2001.
2. Tushman, M.L., & O'Reilly, C.A. (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. California Management Review, 38(4): 8-30.

Session 9-10: Organizational culture change

1. Stratfin Inc: Auditing change, Ivey case. 2010.

2. Note on organizational culture. Graduate School of Business, Stanford, 2009.
3. Debra Meyerson. (2001). Radical change, the quiet way. HBR.

Session 11-12: Re-thinking resistance to organizational change

1. Scott Cendrowski. What's so great about working at Goldman, CNN Money 2011.
2. Select chapters from Mandis, S.G. (2013). "What happened to Goldman Sachs: An insider's story of organizational drift and its unintended consequence", Harvard Business Review Press.
3. Emmons, G. (2007). Encouraging dissent in decision-making. Harvard Business Review Working knowledge. http://hbswk.hbs.edu/item/5746.html
4. Ford, J. D., & Ford, L. W. (2009). Decoding resistance to change. Harvard Business Review, 87(4), 99-103. [*post session reading*]

Session 13-14: Technology-based organizational change

1. Between the devil and the deep sea: ERP implementation in EurIndia. 2012.
2. Flexible Work Arrangement: Work from Home

Session 15-16: Implementing continuous organizational change

1. Wheatley, Change, stability and renewal: The paradoxes of self-organizing systems (J&P: 474-483)
2. Bushe, G.R. 2013. The Appreciative Inquiry Model. In
E.H. Kessler, (ed.) Encyclopedia of Management Theory, Sage Publications, 2013.
3. Davis, S. 2009. Cooking, Jazz, and the Art of Improvisation.
http://www.companyofexperts.net/wp-content/uploads/2009/08/Cooking-Jazz-Improvisation.pdf
4. Select chapters from Semler, R. (1993). "Maverick! The success story behind the world's most unusual workplace", Random House. [*post session reading*].

Session 17-18: Ethics & alternatives in organizational change

1. Bird, Frederick B., and A. James. Waters (1989). The Moral Muteness of Managers. California Management Review 32(1): 73-88.
2. Select chapters from Mandis, S.G. (2013). "What happened to Goldman Sachs: An insider's story of organizational drift and its unintended consequence", Harvard Business Review Press.

Session 19-20: Student presentations and wrap up

Relationship of course with overall program objectives and related courses

In line with the program objectives, the course aims to improve students' knowledge and skills of implementing organizational change. The course also helps broaden students' understanding about organizational change by examining it from multiple perspectives. The course will build on the exposure the students have received through Organizational Behavior related courses, Communications related courses, Business Ethics, and Socio-Economic Environment of Business.