

# **15.311: ORGANIZATIONAL PROCESSES**

**Fall 2006**

## **COURSE DESCRIPTION**

There was a time when it was thought that scholars were close to knowing everything we needed to know about how to design and run the optimal organization. Bureaucracy was best. It seemed that only the details remained to be worked out: what was the ideal mix of salary and commission; how many employees should there be for each manager; how bright should the lights be in the workplace, and so on.

This smug complacency was shattered thirty years ago by a series of studies showing that there is, in fact, no one best way to organize. Different environments place differing requirements on organizations. An organization designed to thrive in a stable, well-understood environment, for example, cannot be expected to do as well in conditions of uncertainty and rapid change. A theory of relativity for organizational behavior was needed, and contingency theory was born. Scholars began to search for the two or three key elements of the environment that determined which type of organization was most appropriate in a given setting.

In the next two decades, they found not two or three but two or three thousand such contingencies. It has become increasingly clear that the best way to organize in a particular situation depends on so many factors—elements of strategy, industry, market, history, culture, people, technology—that we will never find a recipe for the ideal organization and there will never be a grand unified theory of organizational behavior. It is now clear that building and sustaining quality organizations will always require the analytical skills, judgment, intuition, and especially the creativity of human leaders and managers.

This course is designed to help you develop these skills, build your understanding of how organizations behave and change, and enhance your capacity to act in organizations. Some materials closely linked to this course have been introduced (albeit swiftly) in the Sloan Orientation and have emphasized interpersonal relations and team processes. This course focuses, however, on larger scale levels of analysis: organizational structure and design, power and politics, culture and change.

## **COURSE SUMMARY**

The ability to act with skill and creativity in organizations begins with the development of multiple perspectives on organizations. As you are no doubt aware, humans habitually settle into fixed perspectives, unchallenged mental models of how the world works, unconscious filters of what we pay attention to and what we ignore. These habits offer powerful economies of thought: without them, the simplest task of picking a face out in a crowd or listening to the radio while driving would be impossible. But they impose costs as well. They lock us into a single view of the world that may not be best, that is surely incomplete, that will become outdated, and that is resistant to change. Creativity involves trading off economy of thought for innovation of thought. It requires the discipline of interpreting what we see and hear in organizations from multiple standpoints.

As a starting point, this course is organized around three different perspectives on organizations: the **strategic design** perspective, the **political** perspective, and the **cultural** perspective. Each of them offers a different angle on what is an organization, and each offers different tools for action.

Accordingly, we will probe some of the social and psychological processes that make it likely that managers will fall into unchallenged patterns of action and thought. We will then turn to a more in-depth treatment of the strategic design, political, and cultural perspectives on organization. While leading and managing others always presents challenges, our goal in this course is to use the three perspectives to develop a more complete understanding of these challenges, so as to enable organizational participants to best address these challenges. In order to make the material tangible, we require that students go out into the world and study a real organization as a “live” case study. Thus, a major requirement for this course is a team project study of an organization that is attempting a change initiative (more on this later).

As this syllabus displays, the course combines conceptual and experiential approaches. It involves exercises, case studies, lectures, videos, and group work.

## **COURSEWORK AND GRADING**

### **Preparation**

The expectations of you are relatively simple: arrive punctually to class, be well prepared, and actively participate. There are several ways in which the materials in this course help you to do this.

#### *Short Introductions*

These have been provided for each session in this course outline to give you some background on the materials to be covered. You should read these first.

#### *Study Questions*

These are there to guide you through the case material, helping you to focus on what’s important.

#### *Readings*

Most sessions have accompanying readings, which you are expected to complete. All class assignments and readings are in the 15.311 course packet available in graphic arts in the basement of E52. Additional case materials may be handed out in class.

#### *Surveys and Self Assessments*

Prior to many class sessions, students will complete surveys or self-assessments relevant to the upcoming class. The purpose of these assessments is to allow you to reflect on the relevance of the topic to you personally in your career. The responses will be aggregated and discussed in class.

**Participation (30%)**

The character of the course naturally lends itself to active exchange among participants. Participation is encouraged and recognized in several ways. Your grade for participation in the course will be affected by absences. If you must miss a class, please let your instructor know beforehand. To recognize those whose comments and questions benefit us all, a part of the participation grade is based on contributions made in class. Both quantity and quality are relevant and although consistent contribution is ideal, a few points of genuine insight may go a long way. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are articulated and debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others to shape their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others. Finally, the completion of self-assessments is mandatory. While the assessments are not graded, failure to complete assessments in a timely manner will also affect your participation grade.

**Team Project (50%)**

During Orientation, each of you was assigned to a team. The goal of these teams is to help each of you learn more effectively than you could as independent individuals. Your team will work together on several assignments and exercises in 15.311. The most significant of these is that each team is required to produce a team project for the semester. For reasons of administrivia, students will be enrolled jointly in 15.311 (Organizational Processes) and the 15.328 (Team Project class), with the grades locked across the two classes (i.e., each student will receive the same grade in 15.311 as 15.328). The major requirements of the team project are 1) the writing of a team project report (delivered to the OP faculty); and 2) the presentation of the team project in the 15.280 Communications class that is graded as an assignment in 15.280 by the Communications faculty. This project will involve students going into the field and studying an organizational change initiative. More details on the team project will be covered when we kick off the team project on the first day of class.

**Individual In-Class Midterm Test (20%) November 2<sup>nd</sup>****Grading Summary**

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| Participation | 30%                             |
| Team Paper    | 50% (Due Dec. 7 <sup>th</sup> ) |
| Midterm       | 20% (Nov. 2 <sup>nd</sup> )     |

**SPECIAL SESSIONS:**

We have designed this course to work in conjunction with 15.280 (Communications). Thus, the classes will share certain assignments (these are listed in detail below). Some of our required sessions will be offered jointly with the Career Development Office (in particular, October 20<sup>th</sup> and November 17<sup>th</sup>). In addition, Roberto Fernandez and the Career Development Office will be offering an optional session on Hiring on October 6<sup>th</sup>.

**SCHEDULE**

*Sessions 1 and 2: Introduction to Organizational Processes*  
 (NOTE: Special time and location – see below for details)

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| <b><u>Cohort A:</u></b> | September 7 <sup>th</sup> , 1:00-4:00 in E51-149  |
| <b><u>Cohort B:</u></b> | September 7 <sup>th</sup> , 1:00-4:00 in E51-145  |
| <b><u>Cohort C:</u></b> | September 7 <sup>th</sup> , 1:00-4:00 in E51-376  |
| <b><u>Cohort D:</u></b> | September 8 <sup>th</sup> , 8:30-11:30 in E51-149 |
| <b><u>Cohort E:</u></b> | September 8 <sup>th</sup> , 8:30-11:30 in E51-145 |
| <b><u>Cohort F:</u></b> | September 8 <sup>th</sup> , 8:30-11:30 in E51-395 |

One of the main goals of this class is to give students the skills to observe, diagnose, and guide organizational change. One of the most valuable ways of achieving this end is by having student teams study change initiatives in real organizational settings. In this session, we will introduce a major component of the class, the Organizational Processes Team Project.

Organizations undertake initiatives in order to further their strategic or tactical business goals. Your task is to analyze an initiative that was recently adopted, or is in the process of being adopted in an organization. Each team will identify an initiative, conduct a multi-perspective analysis, and relate it to what else is happening in the organization. The purpose of the assignment is to improve your ability to diagnose and tailor initiatives in ways that work.

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| <b><u>Case:</u></b>                | Gabarro, “Aston-Blair, Inc.”   |
| <b><u>Additional Readings:</u></b> | Carroll, “Introduction to Organizational Analysis: The Three Lenses, MIT Sloan School, Revised June 2006<br><br>Ancona et al., “Conducting Team Projects,” <i>Managing for the Future: Organizational Behavior and Processes</i> , 1999 (2 <sup>nd</sup> Ed.), Module 2a, pp. 1-21   |
| <b><u>Study Questions:</u></b>     | The three lenses reading is foundational to this course. Use this reading as a tool to prepare the following questions:<br><br><ol style="list-style-type: none"> <li>1. What are the problems facing Baker at the end of the case?</li> <li>2. How did they evolve?</li> <li>3. What actions would you take at the end of the case? Why?</li> </ol> |

*Session 3 (September 14<sup>th</sup>): Team & Small Group Dynamics*

As you have no doubt seen in your own experience, organizations are increasingly relying on teams to accomplish their goals. In addition and more proximally, over the duration of this course, and in your other core subjects, you will be working in project teams to complete assignments. A solid understanding of the dynamics, benefits, and pitfalls of teams and small groups is therefore essential to your success both in this class and your future organizations. In this class, we will examine small group dynamics, using the context of a university athletic team to explore a number of its key dimensions.

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| <b><u>Case:</u></b>                | Snook and Polzer, “Army Crew Team”   |
| <b><u>Additional Readings:</u></b> | Additional Team Project Material Available on SloanSpace   |
| <b><u>Study Questions:</u></b>     | <p>Come to class prepared to discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. Why does the Varsity team lose to the JV team?</li> <li>2. What should Coach P. have done differently earlier in the season to resolve this problem? At exactly what point should he have intervened differently?</li> <li>3. At the end of the case what action should Coach P. take on Tuesday? Why do you recommend this action? How should he implement this action?</li> <li>4. How would you compare the Army Crew team to other types of organizational teams? What are the key similarities and differences? What lessons can we learn from the Army Crew team?</li> </ol> |

*TEAM DAY (September 15<sup>th</sup>): Team exercises and presentations*

*(NOTE: Special time and location – see below for details)*

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| <b><u>Cohort A:</u></b> | 8:30-3:00 in TBA |
| <b><u>Cohort B:</u></b> | 8:30-3:00 in TBA |
| <b><u>Cohort C:</u></b> | 8:30-3:00 in TBA |
| <b><u>Cohort D:</u></b> | 8:30-3:00 in TBA |
| <b><u>Cohort E:</u></b> | 8:30-3:00 in TBA |
| <b><u>Cohort F:</u></b> | 8:30-3:00 in TBA |

In this special session, we will spend a day working on the role of teams in organizations. The goals are to review the performance advantages and disadvantages of teams, and to check-in on the progress of student teams’ projects.

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| <b><u>Case:</u></b> | None |
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| <b><u>Additional Readings:</u></b> | Ancona et al., “Team Handbook,” <i>Managing for the Future: Organizational Behavior and Processes</i> , 1999 (2 <sup>nd</sup> Ed.), Module 3, pp. 15-33 |
| <b><u>Study Questions:</u></b>     | None  |
| <b><u>Due:</u></b>                 | Status presentations on team projects. Also: <i>Team Contract</i> due September 22 <sup>nd</sup>  |

***Session 4 (September 21<sup>st</sup>): Individual Decision making and Sensemaking***

In this class, we will discuss the complex psychological issues that arise when humans make decisions. We will review the large body of managerially-relevant material on decision making and decision biases from cognitive psychology.

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| <b><u>Case:</u></b>                | Roberto and Carioggia, “Mount Everest, 1996” [Handout]   |
| <b><u>Additional Readings:</u></b> | Hammond, Keeney, and Raiffa, “The Hidden Traps in Decisionmaking,” <i>Harvard Business Review</i> , September – October 1998 |
| <b><u>Study Questions:</u></b>     | Included in handout  |

***Session 5 (September 28<sup>th</sup>): Understanding Ethical Violations, OR, Why Do Smart People Do Dumb Things?***

Of late, the business press has been replete with stories of unethical and illegal business dealings. In this session, we seek to gain insight into how it is that seemingly smart people can display such glaring lapses.

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| <b><u>Case:</u></b>                | Vandivier, “Why Should My Conscience Bother Me?”   |
| <b><u>Additional Readings:</u></b> | Cialdini, “Commitment and Consistency: Hobgoblins of Minds,” <i>Influence The Psychology of Persuasion</i> , 1993, Ch. 3, pp. 57-113   |
| <b><u>Study Questions:</u></b>     | <p>Come to class prepared to discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. How did industry context, organization history, and strategic design, political and cultural processes at B.F. Goodrich influence the unethical behavior of Goodrich professionals?</li> <li>2. Identify the key players and key decision moments in the case. What were the escalation of commitment dynamics that enabled these individuals to rationalize their unethical behavior at each point?</li> <li>3. After this debacle, what actions could B.F. Goodrich senior executives have taken to avoid future problems of this kind?</li> </ol> |

***Session 6 (October 5<sup>th</sup>): Strategic Design Perspective I  
Organizational Structure and Processes***

The formal structure of the organization plays a critical role in shaping the work that gets done in organizations. There have evolved some general principles that managers tend to follow when designing organizations. While there is no universal “best way” to organize, depending on the purpose, there are better and worse ways to group, link and align organizational units. This Diena case provides an excellent setting in which to examine the tradeoffs one makes when designing formal organizational structures.

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| <b><u>Case:</u></b>                | Simons and Reinbergs, “Diena”   |
| <b><u>Additional Readings:</u></b> | Ancona et al., "The Organization As Strategic Design," <i>Managing for the Future: Organizational Behavior and Processes</i> , 1999 (2 <sup>nd</sup> Ed.), Module 2, pp. 12-26  |
| <b><u>Study Questions:</u></b>     | Come to class prepared to discuss the following questions:<br><ol style="list-style-type: none"> <li>1. Describe A/S Diena’s strategy with respect to the Regional Press Group.</li> <li>2. Which organizational structure for the Regional Press Group (hybrid, centralized, or matrix) do you think will best meet Ašeradens’ goals? Explain.</li> <li>3. Sketch your proposed structure for the Regional Press Group within A/S Diena</li> </ol> |

***OPTIONAL SESSION (October 6<sup>th</sup>): Hiring: Theory and Practice  
Special session by Prof. Roberto Fernandez, in cooperation with the CDO  
(NOTE: Special time and location – see below for details)***

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| <b><u>Cohorts D, E, &amp; F:</u></b> | 8:30-10:00 in Wong  |
| <b><u>Cohorts A, B, &amp; C:</u></b> | 10:20-11:50 in Wong |

This special session on hiring theory, given by Professor Roberto Fernandez, in cooperation with the Career Development Office addresses key issues in hiring that are particularly relevant to your job search process.

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| <b><u>Case:</u></b>                | None |
| <b><u>Additional Readings:</u></b> | None |
| <b><u>Study Questions:</u></b>     | None |

***Session 7 (October 12<sup>th</sup>): Strategic Design Perspective II: Incentives and Alignment***

This is perhaps the most famous (or infamous) case of incentive structures in the management literature. It makes a sharp argument in favor of some controversial ways of designing compensation systems and motivating employees. The fact that these methods are controversial, however, should not make us dismissive. As we shall see, Lincoln and others have long used such reward systems with some interesting results. Be prepared to take a position on the reward system.

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| <b><u>Case:</u></b>                | Bjorkman, "Lincoln Electric in China"  |
| <b><u>Additional Readings:</u></b> | Pfeffer, "Six Dangerous Myths About Pay," <i>Harvard Business Review</i> , May – June 1998<br><br>Kohn, "Why Incentive Plans Cannot Work," <i>Harvard Business Review</i> , September – October 1993   |
| <b><u>Study Questions:</u></b>     | Come to class prepared to discuss the following questions:<br><br>1. What are the key elements of Lincoln Electric’s alignment system? Think about their industry, their strategy, their manufacturing operations, and their culture. How does the alignment structure fit with the rest of their organization? What role do you think this approach to alignment has played in Lincoln’s past performance?<br><br>2. What is the applicability of Lincoln’s approach to alignment to other companies and situations? Why don’t more companies operate like Lincoln?<br><br>3. Should Jeffrey Kundraich and Michael Gillespie implement the Lincoln alignment system in China? Why or why not? |

***Session 8 (October 19<sup>th</sup>): Political Perspective I: Understanding Power and Authority***

A central theme in the political perspective on organizations is that understanding the nature of power, how to get it and how to use it, are essential for any manager to be effective. In order to motivate our discussion of power and authority, we will watch a short film reporting a series of classic experiments on obedience to authority.

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| <b><u>Case:</u></b>                | Milgram, Obedience to Authority Experiments  |
| <b><u>Additional Readings:</u></b> | Ancona et al., "The Political Lens," <i>Managing for the Future: Organizational Behavior and Processes</i> , 1999 (2 <sup>nd</sup> Ed.), Module 2, pp. 40-49           |
| <b><u>Study Questions:</u></b>     | Come to class prepared to discuss the following questions:<br><br>1. What are the bases of power?<br><br>2. How can you exercise power? As an individual? As a leader? |



**Session 9 (October 20<sup>th</sup>): Career Choices (in cooperation with the CDO)**  
 (NOTE: Special time and location – see below for details)

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| <b><u>Cohort A:</u></b> | 10:20-11:50 in E51-345 |
| <b><u>Cohort B:</u></b> | 10:20-11:50 in E51-335 |
| <b><u>Cohort C:</u></b> | 10:20-11:50 in E51-315 |
| <b><u>Cohort D:</u></b> | 8:30-10:00 in E51-345  |
| <b><u>Cohort E:</u></b> | 8:30-10:00 in E51-335  |
| <b><u>Cohort F:</u></b> | 8:30-10:00 in E51-315  |

In this special session, run jointly with the Career Development Office, we will turn our attention to the examination of careers. As organizations are changing rapidly, so too are the nature of and expectations for our careers. This case enables us to address two important topics: 1) We will explore another alignment mechanism that companies are using to foster employee motivation and commitment—increased flexibility regarding employees’ work and personal lives. As organization leaders who will face the challenge of a huge demographic shift in the workforce, this is one of the key issues you will need to address. 2) We will examine how new values regarding work-personal life integration may affect your own personal career choices.

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| <b><u>Case:</u></b>                | Loveman, “The Case of the Part Time Partner”  |
| <b><u>Additional Readings:</u></b> | Hochschild, “When Work Becomes Home and Home Becomes Work,” <i>California Management Review</i> , Summer 1997<br><br>Nocera, “Oh, Quit Whining and Get Back to Work!,” <i>Fortune</i> , March 17, 1997, pp. 44-45<br><br>Barlow, T., “Tribal Workers,” <i>Financial Times</i> , July 24 –July 25, 1999, pp. 1-4 |
| <b><u>Study Questions:</u></b>     | As you read the case, analyze the arguments about the partnership decisions to be made, and come to class prepared to defend your votes regarding:<br><br>1. Would you vote to make Julie partner?<br>Why or why not?<br><br>2. Would you vote to make Tim partner?<br>Why or why not?                          |

**MIDTERM (November 2<sup>nd</sup>)**

In class, closed book, midterm essay exam based on the topics covered so far in this course

*Session 10 (November 9<sup>th</sup>): Political Perspective II: Networks and Power*

Power is critical to getting things done in organizations. In this session, we will focus on how individuals manage that power and the role that networks play for organizational actors in getting things done.

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| <b><u>Case:</u></b>                | Eisenstat, "Managing Xerox's Multinational Development Center"  |
| <b><u>Additional Readings:</u></b> | <p>Cross, Nohria, and Parker, "Six Myths About Informal Networks," <i>MIT Sloan Management Review</i>, Spring 2002</p> <p>Pfeffer, "Decisions and Implementation," <i>Managing with Power</i>, 1992, Chapter 1, pp. 3-31</p> <p>Burt, "Mastering Management: How Holes Help Support Structure," <i>Financial Times</i>, May 10, 1996, pp.1-2</p>  |
| <b><u>Study Questions:</u></b>     | <p>Come to class prepared to discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the key challenges that John Clendenin faced in his work with the MDC? Work through the "ketchup" example to highlight the strategic, cultural, and political issues he faced in making the MDC successful. How does Clendenin overcome opposition to his plans for the MDC?</li> <li>2. Note Clendenin's relations with his superiors, subordinates, and peers at Xerox. How does Clendenin build and manage his relations with each of these groups? What do you like and what do you not like about the way Clendenin manages his relations with these groups?</li> <li>3. Do you think Xerox's formal structure helped or hindered Clendenin's ability to build up the MDC?</li> </ol> |

*Session 11 (November 16<sup>th</sup>): Cultural Perspective I: Culture as Control*

Today we will begin our discussion of culture and consider what it means for an organizational culture to be strong or weak. We will consider one useful model of organizational culture and see how it helps us better understand the Disney organization. And we will talk about the advantages and disadvantages of strong cultures -- such as the one shown on the video for the session -- for employees, shareholders and customers.

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| <b><u>Case:</u></b>                | Van Maanen, "The Smile Factory: Work at Disneyland"  |
| <b><u>Additional Readings:</u></b> | <p>Ancona et al., "The Cultural Lens," <i>Managing for the Future: Organizational Behavior and Processes</i>, 1999 (2<sup>nd</sup> Ed.), Module 2, pp. 64-75</p> <p>Collins and Porras, "Cult-Like Cultures," <i>Built to Last</i>, 1998, Chapter 6, pp. 115-139</p> |

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| <b><u>Study Questions:</u></b> | <p>Come to class prepared to discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. If you've ever been to Disneyland or Disneyworld, think about your own experience. As a customer, what did you like about Disney? In other words, what does Disney effectively provide to their customers?</li> <li>2. What are the key elements of Disney's culture? What role does this culture play in Disney's success (and in their failures) in satisfying their customers?</li> <li>3. Reflect on the culture of your last organization. If you have a material object from your last organization that had some kind of special meaning for organization members, please bring it to class. If not, come prepared to talk about an artifact (symbol, story, language, or ritual that carries special meaning for organization members) from your organization's culture and what that artifact meant to organization members. Was your organization's culture "cult-like" in the way described by Collins and Porras? Is this a good or bad attribute? Looking back, what was the impact on your behavior of being a part of that culture</li> </ol> |
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***Session 12 (November 17<sup>th</sup>): Introduction to Negotiation and Bargaining:  
Special session by Prof. Jared Curhan, in cooperation with the CDO  
(NOTE: Special time and location – see below for details)***

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| <b><u>All Cohorts</u></b> | 10:20-11:50 in 26-100 |
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Effective negotiation and bargaining are critical skills in business. In this special session, Professor Jared Curhan will provide insights into negotiation theory with a focus on application to negotiating compensation packages.

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| <b><u>Case:</u></b>                | None |
| <b><u>Additional Readings:</u></b> | None |
| <b><u>Study Questions:</u></b>     | None |

*Session 13 (November 21<sup>st</sup>): Cultural Perspective II: Culture and Change*

There is near universal agreement that managing change is one of the most difficult, but profoundly important, of management tasks. Cultural issues are often cited as a hindrance to change efforts. In this session, we will explore how understanding organizational culture is a crucial skill for changemakers. The case and the associated readings for this session highlight the tradeoffs that need to be considered when guiding organizational transformations.

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| <b><u>Case:</u></b>                | Hamermesh and Dossabhoj, “Cleveland Twist Drill (A)”   |
| <b><u>Additional Readings:</u></b> | Beer, Eisenstat, and Spector, “Why Change Programs Don't Produce Change,” <i>Harvard Business Review</i> , 1990<br><br>Tushman, Newman, and Romanelli, “Convergence and Upheaval: Managing the Unsteady Pace of Organizational Evolution,” <i>California Management Review</i> , 1986  |
| <b><u>Study Questions:</u></b>     | Come to class prepared to discuss the following questions:<br><br><ol style="list-style-type: none"> <li>1. What were the problems facing the company?</li> <li>2. What was its history, culture, and structure?</li> <li>3. What do you like and not like about Bartlett’s approach to the situation?</li> <li>4. What was the reaction of others in the organization was to his actions?</li> <li>5. Reflect on a past organizational change effort that you have been a part of. Come prepared to talk about the approach used by your organization's leaders to make this change and the strengths and weaknesses of this approach.</li> </ol> |

*Session 14 (November 28<sup>th</sup>): Integrating the Perspectives I: Organizational Change*

We continue with our focus on managing organizational change. In this class, we will explore the power of bringing the three perspectives to bear in a case involving complex change processes.

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| <b><u>Case:</u></b>                | Beers, “The Strategy that Wouldn’t Travel”  |
| <b><u>Additional Readings:</u></b> | Ancona et al., “The Challenges of Execution: Roles and Tasks in the Change Process,” <i>Managing for the Future: Organizational Behavior and Processes</i> , 1999 (2 <sup>nd</sup> Ed.), Module 8, pp. 11-30  |
| <b><u>Study Questions:</u></b>     | Come to class prepared to discuss the following questions:<br><br><ol style="list-style-type: none"> <li>1. What were the main problems and underlying strategic, political, and cultural causes at the Wichita facility? What did Karen and her team do that made the changes at the Wichita plant happen? What were the enabling</li> </ol> |

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|  | <p>factors in the plant and in its context?</p> <ol style="list-style-type: none"> <li>2. What are the problems at Lubbock? Why is change so difficult at the Lubbock plant?</li> <li>3. What action steps could Karen take in Lubbock now that would improve the prospects for change?</li> <li>4. What action steps could Karen take to improve her overall change initiative in the company?</li> </ol> |
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***Session 15 (November 30<sup>th</sup>): Integrating the Perspectives II: Leading Change***

In this final organizational change class, we will focus on the role of top management in leading organizational transformation. This case allows us to learn from an organizational leader who lead a change effort over a long period of time in a highly complex organization.

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| <b><u>Case:</u></b>                | Bartlett and Wozny, “GE’s Two-Decade Transformation: Jack Welch’s Leadership”   |
| <b><u>Additional Readings:</u></b> | None  |
| <b><u>Study Questions:</u></b>     | <ol style="list-style-type: none"> <li>1. How difficult a challenge did Welch face in 1981? How effectively did he take charge?</li> <li>2. What were Welch’s objectives in the initiatives he launched in each of the following periods: 1981-1984, 1985-1988, 1989-1994, 1995-2000?</li> <li>3. What is your evaluation of Welch’s approach to leading change?</li> </ol> |

***Session 16 (December 7<sup>th</sup>): Recap***

|                                    |      |
|------------------------------------|------|
| <b><u>Case:</u></b>                | None |
| <b><u>Additional Readings:</u></b> | None |
| <b><u>Study Questions:</u></b>     | None |

15.311: OP / 15.328: COMM JOINT SCHEDULE

| <u>Week</u>     | <u>15.280</u>                  | <u>Date</u>  | <u>15.311</u>            |
|-----------------|--------------------------------|--------------|--------------------------|
| 1               | Class 1                        | 9/5          |                          |
|                 |                                | 9/7 or 9/8   | Classes 1 & 2            |
| 2               | Class 2 (persuasion)           | 9/12         |                          |
|                 |                                | 9/14         | Class 3                  |
|                 |                                | 9/15         | Team Day                 |
| 3               | Class 3                        | 9/19         |                          |
|                 |                                | 9/21         | Class 4                  |
| 4               | Class 4                        | 9/26         |                          |
|                 |                                | 9/28         | Class 5                  |
| 5               | Class 5                        | 10/3         |                          |
|                 |                                | 10/5         | Class 6                  |
|                 |                                | 10/6         | Hiring theory (optional) |
| 6               | <b>Columbus Day — no class</b> | <b>10/10</b> |                          |
|                 |                                | 10/12        | Class 7                  |
|                 | Class 6 w/CDO                  | 10/13        |                          |
| 7               | Class 7 w/CDO                  | 10/17        |                          |
|                 |                                | 10/19        | Class 8                  |
|                 |                                | 10/20        | Class 9 w/ CDO           |
| <b>SIP WEEK</b> |                                |              |                          |
| 8               | Class 8                        | 10/31        |                          |
|                 |                                | 11/2         | [midterm exam]           |
|                 | Class 9 w/CDO                  | 11/3         |                          |
| 9               | Class 10                       | 11/7         |                          |
|                 |                                | 11/9         | Class 10                 |
| 10              | Class 11                       | 11/14        |                          |
|                 |                                | 11/16        | Class 11                 |
|                 |                                | 11/17        | Class 12 w/ Jared Curhan |
| 11              |                                | 11/21        | Class 13                 |
|                 | <b>Thanksgiving – no class</b> | <b>11/23</b> |                          |
| 12              |                                | 11/28        | Class 14                 |
|                 |                                | 11/30        | Class 15                 |
| 13              | Class 12 presentations         | 12/5         |                          |
|                 |                                | 12/7         | Class 16                 |
| 14              | Class 13                       | 12/12        |                          |

**MIT SLOAN ACADEMIC STANDARDS**

As a member of the MIT Sloan academic community, the highest standards of academic behavior are expected of you. It is your responsibility to make yourself aware of the standards and adhere to them. These standards are discussed below, specifically regarding plagiarism, individual work, and team work.

This discussion of academic honesty is not exhaustive, and there may be areas that remain unclear to you. If you are unsure whether some particular course of action is proper, it is your responsibility to consult with your professor and/or teaching assistant for clarification.

When students are found to have violated academic standards, disciplinary action will result. Possible consequences include grade reduction, an F grade, a transcript notation, delay of graduation, or expulsion from MIT Sloan.

**Plagiarism**

Plagiarism occurs when you use another's intellectual property (words or ideas) and do not acknowledge that you have done so. Plagiarism is a very serious offense. If it is found that you have plagiarized -- deliberately or inadvertently -- you will face serious consequences, as indicated above.

The best way to avoid plagiarism is to cite your sources - both within the body of your assignment and in a bibliography of sources you used at the end of your document.

**Internet Research**

Materials gathered through research via the Internet must be cited in the same manner as more traditionally published material. Lack of such citation constitutes plagiarism.

These definitions were drawn from the MIT Libraries website. For more information please visit: <http://libraries.mit.edu/tutorials/general/plagiarism.html>

**Individual Assignments**

When you are asked to do individual work, you are expected to adhere to the following standards:

- Do not copy all or part of another student's work (with or without "permission").
- Do not allow another student to copy your work.
- Do not ask another person to write all or part of an assignment for you.
- Do not work together with another student in order to answer a question, or solve a problem, or write a computer program jointly.

- Do not consult or submit work (in whole or in part) that has been completed by other students in this or previous years for the same or substantially the same assignment.
- Do not use print or internet materials directly related to a case/problem set unless explicitly authorized by the instructor.
- Do not use print or internet materials without explicit quotation and/or citation.
- Do not submit the same, or similar, piece of work for two or more subjects without the explicit approval of the two or more instructors involved.

Please note that many classes will require a combination of team work and individual work. *Be sure that you follow all the guidelines for individual work when a faculty member identifies an assignment as an individual one.*

### **Team Assignments**

When you are asked to ***work in teams***, there is a broad spectrum of faculty expectations. Three general types of appropriate collaboration on team assignments are described below. The instructor will indicate in the syllabus what his/her expectations are. If there is any uncertainty, it is the student's responsibility to clarify with the professor or TA the type of team work that is expected.

Type 1 collaboration: the professor states that collaboration is allowed, but the final product must be individual. An example of this might be a problem set.

- You are allowed to discuss the assignment with other team members and work through the problems together.
- What you turn in, however, must be your own product, written in your own handwriting, or in a computer file of which you are the sole author.
- Copying another's work or electronic file is not acceptable.

Type 2 collaboration: the professor states that collaboration is encouraged but that each person's contribution to the deliverable does not have to be substantial (taking a "divide and conquer" approach). An example of this might be a brief progress report.

- Each team member is encouraged to contribute substantially to the team assignment, however, the team may choose to assign one or more team members to prepare and submit the deliverable on behalf of the team.
- Regardless of how work is shared or responsibilities are divided among individual team members, each member of the team will be held accountable for the academic integrity of the entire assignment. If, for example, one member of the team submits plagiarized work on behalf of the team, the entire team will be subject to sanctions as appropriate.
- The team may not collaborate with other students outside of the team unless the professor explicitly permits such collaboration.



Type 3 collaboration: the professor states that collaboration is expected and that each team member must contribute substantially to the deliverable. An example of this might be the FYC or the OP project.

- Each team member must make a substantial contribution to the assignment. It is not, for example, acceptable to divide the assignments amongst the team members (e.g., part of the team does the FYC and the other part does another project), though the team may divide the work of any one assignment to complete it as they deem appropriate.
- The team may not collaborate with other students outside of the team unless the professor explicitly permits such collaboration.

To repeat, if there is any question about the rules for a particular assignment the student should check with the faculty member.

### Relevant Excerpts from the MIT Sloan Professional Standards

MIT Sloan's Professional Standards provide a guideline for professional behavior by students, and faculty inside the classroom. The MIT Sloan School is committed to creating an environment in which every individual can work and study in a culture of mutual respect. When making individual decisions we must keep in mind the interests of the many other stakeholders.

Consistent with the general goal of mutual respect, faculty, students, and staff are reminded to demonstrate:

- **On-time arrival to classes and presentations, with uninterrupted attendance for the duration.**

*For example, those who arrive on time to an event or class and stay until it ends show courtesy to both the speaker and the audience, and avoid disrupting the session for others.*

- **On-time initiation and termination of classes and presentations.**

*For example, there is a 10-minute transition time period allocated between MIT Sloan class sessions. A class session or any other public meeting is expected to formally end 5 minutes before its scheduled ending time, and the following class session or meeting is expected to begin 5 minutes after its scheduled starting time. Students and faculty who observe this practice allow classrooms to be cleared in a reasonable way, facilitate traffic flow between rooms, and minimize disruptions to MIT Sloan's tightly-scheduled facilities.*

- **Maintenance of a professional atmosphere. This includes, but is not limited to:**
  - **Using respectful comments and humor**

*Be aware that once you matriculate at MIT Sloan, you'll be representing the MIT Sloan School and MIT for the rest of your life. Make a positive impact as an individual and School representative by extending respect to your MIT Sloan*

*community colleagues and all other guests and strangers. For example, minimize misunderstanding by communicating thoughtfully and using humor carefully in a context of mutual respect with new acquaintances and strangers—and in the context of your preexisting relationships with your friends. Those who use the ‘Golden Rule’ (e.g., treating others as they would like to be treated themselves) as a starting point in their interactions with others will always have solid friendships and business relationships at hand.*

- **Utilizing computers and technology suitably  
(e.g., silencing wireless devices, no web-browsing or emailing)**

*For example, those who switch off their cell phones before the start of class respect our academic environment by allowing uninterrupted learning to proceed. Similarly, those who turn off laptop computers before a class or meeting avoid ‘multitasking’ activities such as internet browsing and emailing that are unwelcome and distracting to their neighbors. Unless specifically permitted by a faculty member, an event organizer, or a presenter, laptops should remain closed during MIT Sloan class sessions, presentations, and meetings.*

- **Refraining from distracting or disrespectful activities  
(e.g., avoiding side conversations and games)**

*As with the improper use of cell phones and laptops, side conversations and game playing during meetings, events, and classes are distracting and discourteous to colleagues, guests, and presenters, reflect poorly on the MIT Sloan School—and should be avoided.*

- **Courtesy towards all guests, hosts and participants in the classroom.**

*MBA community members are expected to maintain decorum in interactions with members and guests of the MIT Sloan community. Such behavior should: 1)—reflect MIT Sloan Professional Standards, and; 2)—be consistent with the North American business practices. Appropriate, courteous behavior enhances MIT Sloan’s reputation and encourages others to participate in our activities, hire our students, and contribute to our School. In MIT Sloan’s environment, MBA students are expected to observe the proper dress, decorum, and etiquette that is appropriate to MIT Sloan Professional Standards and North American business customs for each setting they are in. For example, unless otherwise specified, business casual attire is the norm for the classroom.*

- **Observance of the most conservative standards when one is unsure about which norms apply.**

*For example, if you are unsure whether a faculty member allows the use of laptop computers in class, assume that laptops are not permitted unless/until you learn otherwise. And if you are unsure if your comments will be offensive to someone, particularly from another culture, refrain from sharing them.*

These points offer specific illustrative examples to encourage broader reflection of each

individual's impact on the MIT Sloan community. For more guidance on these standards, please contact the MBA Student Affairs Office in E52-101 (253-5049), or the MIT Sloan Professional Standards Committee.

Upholding these expectations and the standards upon which they are based is a shared right and responsibility for all faculty, students and staff at the MIT Sloan School. As a learning and professional community, we seek and deserve no less.