UNIVERSITY OF Redlands

SCHOOL OF BUSINESS
Course Syllabus

Strategic Leadership and Management of Change
MGMT 637 (4 Units)

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About your instructor:

I have been teaching at University of Redlands since 1992 in the undergraduate and graduate program. My doctorate degree is in clinical psychology and I am an interdisciplinary thinker—enjoying the synthesis of philosophy, psychology and sociology to theorize about the science of human behavior. I teach Biopsychology and Mental Health to Physician Assistant students at Southern California University of Health Sciences and am a preceptor to nursing and PA students completing their behavioral medicine rotation at a residential care program for the mentally ill called Founders House of Hope. I also teach psychology courses at Long Beach City College and Pasadena City College. I am the director of Founders Outreach, a nonprofit agency providing psychiatric rehabilitation services to the mentally ill residing at Founders. The bulk of my clinical work has been in inpatient settings functioning in managerial and clinical positions. I have a consulting practice and train law enforcement officers on how to compassionately police the mentally ill. I have written a couple of books, edited three books and helped produce a documentary on mental illness.

CATALOG DESCRIPTION

MGMT 637 (4 credits) Strategic leadership and management of change provides a macro view of organizations. The course takes a big picture view of organizations and walks a student through strategic thinking about their own organization. The course takes an application oriented perspective on organizational change, decision-making, organizational design, organizational culture and power and politics.

COURSE GOAL

Strategic leadership and management of change is a graduate level course that takes an application oriented approach to macro-organizational topics, typically found in a Organizational Theory class. Strategic thinking as applied to the student's organization is practiced by the student throughout the course through a series of assignments. Using case based, discussion oriented lectures and class exercises students will learn how to lead and manage change in organizations, make more effective decisions, navigate organizational power and politics. The course will also equip students with an

understanding of how the fundamentals of organizational design and culture and how these may be used to enhance organizational performance.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:
1. Improve their strategic thinking skills through an enhanced understanding of their own organization at a macro level.
2. Understand the process of making decisions and improve their own skills in decision making.
3. Enhance their ability to make changes happen in organizations.
4. Evaluate different kinds of organizational structures and understand the impact of design of the organization on its performance.
5. Understand the role of power and politics in organizations to increase their own effectiveness in organizations
6. Explain the role of organizational culture in the performance of an organization

COURSE OBJECTIVES

1. Strategic Thinking: Understand the challenges, opportunities and trends in the business environment of their organization, work through objectives, priorities, identify patterns and relationships and work through trade-offs to help become a more valuable employee.
2. Decision making: Understand frameworks of decision-making, biases and ways to overcome biases in decision-making to become a better decision maker.
3. Management of change: Learn theories and frameworks related to change in organizations. Develop skills to overcome resistance to change and help lead and manage successful change in organizations.
4. Organizational Structure and Design: Evaluate different kinds of organizational structures and understand the impact of design of the organization on its performance.
5. Power and Politics: Develop insights into managing power and politics in organizations to help become more effective.
6. Organizational culture: Explain the role of organizational culture in the performance of an organization and manage culture to enhance organizational performance.

LEARNING MATERIALS AND RESOURCES

REQUIRED READINGS:

1. **Coursepack to be purchased from Harvard Publishing.** Here is the link to the coursepack: https://hbsp.harvard.edu/import/685152 . In case you need more guidance on accessing the coursepack, please see details at the end of the syllabus. The following will be in the coursepack:

   1. Thinking Strategically. Harvard pocket mentor series # 12590-PDF-ENG
   2. Organizational Behavior Reading: Decision making # 8383-PDF-ENG
   3. Organizational Behavior Reading: Leading Organizational Change **#:** 8324-PDF-ENG
   4. Language and Globalization:"Englishinization" at Rakuten (A) **#:** 412002-PDF-ENG
   5. John Smithers # 402041-PDF-ENG
   6. Strategy Execution Module 4: Organizing for Performance **#:** 117104-PDF-ENG
   7. Leadership for change: Enduring skills for change masters. 304062-PDF-ENG

8. Creating a Culture of Empowerment and Accountability at St. Martin de Porres High School (A) **#:** KEL514-PDF-EN
9. Power and Influence: Achieving your objectives in Organizations **#: 801425-PDF-ENG**
10. Donna Dubinsky and Apple computer # 486083-PDF-ENG
11. Creating and Nurturing your Social Network # IES460-PDF-ENG

2. **Articles from library databases**: (most from Business Source Premier)
- Kanter, R. M. (2011). Zoom in, zoom out. *Harvard business review*, *89*(3), 112-6.
- Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. *Harvard business review*, *89*(6), 50-60.
- Ford, J. D., Ford, L. W., & D'Amelio, A. (2008). Resistance to change: The rest of the story. *Academy of management Review*, *33*(2), 362-377.
- Kotter, J. P. (2009). Leading change: why transformation efforts fail. *Harvard Business Review*, *73*(2).
- Warrick, D. D. (2017). What leaders need to know about organizational culture. *Business Horizons*, *60*(3), 395-404,
- Charan, R. (2006). Home Depot's blueprint for culture change. *Harvard business review*, *84*(4), 60.
- Pfeffer, J. (2010). Power play. *Harvard Business Review*, *88*(7/8), 84-92.
- McAllister, C. P., Ellen, B. P., Perrewé, P. L., Ferris, G. R., & Hirsch, D. J. (2015). Checkmate: Using political skill to recognize and capitalize on opportunities in the 'game'of organizational life. *Business Horizons*, *58*(1), 25-34.

ASSIGNMENTS
Details of assignments will be provided on Moodle. Below are brief descriptions.

Worksheets on Thinking Strategically:

There will be 4 worksheets to complete.
These worksheets are available at the end of the book "Thinking Strategically"
Worksheets are due as described in the schedule of classes.

(2) Written case assignments:

There are four cases that we will analyze in class. You are encouraged to work in teams to analyze the cases and turn in the written analysis when we meet in class. Only one case needs to be turned in per group. No late cases will be accepted.

Questions that you need to answer on the cases are attached at the end of this syllabus.

You are not expected to do a general case report, but to precisely answer the questions asked. Please do not use an essay format. I would like you to provide structured responses like a report (i.e., with subheadings, sections etc.) that are clear, precise and provide evidence for your statements. Use of theory and concepts learned is essential for a good grade.

The maximum page length for these assignments is **3 pages (single-spaced**). If needed, you can attach information in terms of figures, charts or tables as annexures. These will not count in the page limits. I encourage you to try to summarize your ideas into figures or charts and append them.

(3) Participation and discussion of cases in class:

This class is designed to be participative and is critical to participate to benefit from the class. Learning to present your ideas well and to engage in meaningful discussion is a valuable skill that all managers need to learn. Our classroom will serve as a practice ground for that. Good participation is what enhances learning and insight for you and your classmates. There is no need for a computer during class. Please look at the following rubric that provides criteria used for determining participation points.

Unacceptable	Average	Good	Excellent
Comes unprepared with the assigned readings and other materials and barely participates in class discussion and activities. Tuning out by using cell phone/tablet/computer, having side conversations, making flippant comments or derailing discussions	Comes prepared with the assigned readings and other materials but only occasionally contributes to class discussion and activities. OR Participates frequently/dominates discussion without adding much value to the discussion.	Comes prepared with the assigned readings and other materials and frequently participates in class discussion and activities.	Comes well prepared with the assigned readings and other materials and actively participates in class discussion and activities by critically relating concepts, theories, and personal experiences to discussion and brings significant new insights into the classroom through participation. Critiquing ideas being discussed either by instructor or other students respectfully and providing additional insights.

Unacceptable: 0%; Average: 75%; Good: 90% Excellent: 100%

Project report and presentation:

You are required to do a team project. You need to turn in a written report and and present it in class. Details of the project will be provided on Moodle/attached.

Midterm & Final Exam: You will have a mid-term and final exam.

Assessment Quiz (Individual Assignment, REQUIRED)

A multiple-choice Assessment Quiz will be administered via Moodle at the end of the course to assess student learning. This quiz is an individual open book, open notes assignment; students will be granted one attempt to complete 20 multiple-choice questions covering a range of topics in this course in **30 minutes**. After that Moodle will automatically timeout. This assessment quiz is part of the University of Redlands School of Business continuous quality and process improvement efforts and is part of the activities for ACBSP accreditation.

Course Assessment and Grading

Your grade will be determined as follows:

ASSIGNMENTS	Linkage of Assignment to Course Learning Outcome(s) #	Linkage to MS-OL Program Learning Outcome(s)[1]	WEIGHT	SESSION DUE
Worksheets on strategic thinking (4 worksheets)	1	1,2,3	10 (2.5 points each)	2, 4 and 8
Case analysis (4 cases with written assignments)	2-6	1-5	20 (5 points each)	3,4,6,7
Mid term exam	1-4	1,2	10	5
Final exam	1-6	1,2	15	8
Project report	1-6	1-5	20	Between 7 & 8
Project presentation		3	5	8
Class participation	1-6	1-5	15	1-8
Final assessment quiz*	1-6	1,2	5	Within 1 week of end of session 8
TOTAL			100	

*This is required for assessment purposes
Assignments should demonstrate that students have analyzed and are thinking critically about the key issues in the course and relevant materials. Assignments should be logically presented, adequately supported, and carefully reasoned.

Grades will be assigned according to the following scale:

4.0 = A =	95-100	2.7 = B- =	80-82	1.3 = D+ =	67-69		
3.7 = A- =	90-94	2.3 = C+ =	77-79	1.0 = D =	63-66		
3.3 = B+ =	87-89	2.0 = C =	73-76	0.7 = D- =	60-62		
3.0 = B =	83-86	1.7 = C- =	70-72	0.0 = F =	0-59		

The following is the University of Redlands grading criteria.

3.7, 4.0   A   Outstanding
Student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

2.7, 3.0, 3.3   B   Excellent
Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity, and with evidence of intellectual insight.

For Graduate Courses Only

Credit for a course graded below 2.0 cannot be applied toward a graduate degree. See the "Graduate Grading Section" in the UR Catalog.

1.7, 2.0, 2.3   C   Acceptable
The quality of the work was acceptable, meeting minimal course standards, but not exceptional. Performance on the examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

0.7, 1.0, 1.3   D   Poor
The quality of the work was not always satisfactory, but overall was passing. Assigned work was not always done, and when done was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulations of ideas, and thoroughness.

0   F   Failing
A grade of "F" indicates that the student failed the course. The quality and quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.

Grade of "Incomplete"

An "incomplete" is not given for poor or neglected work. A grade of "incomplete" is to be granted only for very special reasons and should occur only after a discussion between faculty and student, initiated by the student. The decision of whether or not to grant an incomplete is dependent on an emergency situation that prevents the student from completing (on time) the work necessary for the course. An incomplete grade will be converted to a permanent grade within eight weeks from the last night of the course. This means that the instructor must turn in the grade to the Registrar no later than the eighth week. Any incomplete work must be submitted to the instructor with enough lead time for the instructor to evaluate the work and issue a grade change. See U of R catalog for further guidance.

Citation Styles
Faculty may choose any recognized style for the correct and consistent citation of resources and must provide students with links to books or websites that provide details concerning their preferred style. Faculty may also instruct students to use an appropriate style of their own choice. Examples of appropriate styles include American Psychological Association (APA), Chicago Manual of Style (CMS), Modern Humanities Research Association (MHRA), Modern Language Association (MLA), and Turabian.

COURSE POLICIES

1) Please attend *all* class sessions and participate in class discussions.
Management Science is difficult to learn from the text only. Lectures and class discussions are an integral part of your learning experience.
2) If you have to miss a meeting, check with the instructor and classmates for missed information (see page 6: School of Business Policy on Attendance).

3) Please try to keep up with your assignments. This is a subject that cannot be learned merely by listening to lectures. You should work through examples and get involved in discussions.
4) Please type all your weekly assignments (questions, problems, and case analysis) and present them professionally.
5) Do not duplicate copyrighted software. This is software piracy.

Time Management

Each 4-unit (Carnegie Unit) graduate course is the equivalent of 180 hours. Thus an 8-week accelerated course is equivalent to 22.5 hours per week. Four hours are spent in class each week; the course has been designed with the expectation that homework will take about 18 hours per week. Although the amount of time that you spend studying may depend upon the subject matter, a student should expect to spend an average of 18 hours each week.

Disability Services

A student with a documented disability who wishes to request an accommodation should contact the School of Business Director of Student Services at (909) 748-8743 or SBStudentServices@redlands.edu for assistance.

Title IX

The University of Redlands is committed to providing a safe learning environment for all students that is free of all forms of discrimination, sexual misconduct, and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. The University of Redlands has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, no contact orders, and more.

Please be aware all University of Redlands faculty members are "responsible employees," which means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must share that information with the Title IX Coordinator. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.
Title IX Coordinator or Deputy Title IX Coordinator contact information is below:
- Title IX Coordinator, Pat Caudle, pat_caudle@redlands.edu or 909-748-8171
- Deputy Title IX Coordinator, Erica Moorer: erica_moorer@redlands.edu or 909-748-8916

If you wish to speak to someone privately, you can contact any of the following on-campus resources:
- Chaplain's Office (http://www.redlands.edu/student-life/campus-diversity-and-inclusion/religious-diversity/, 909-748-8368

For more information please visit: www.redlands.edu/titleix

Policy for Cell Phones and Laptops in the Classroom

Cell phones will be off or on vibrate during all class sessions (excluding the dinner break) to avoid distractions. Students should refrain from making or taking non-critical personal or business cell phone calls during class sessions. If a phone call must be taken, the student will exit the classroom.

Laptop use during class is limited to taking notes related to the lecture or class discussions and/or researching material directly requested by the instructor. Internet searches will not be used to support discussions or interaction during class time unless specifically requested by the instructor. Students will not use cell phones and/or laptops to surf the web, play games, read or generate personal or business email, or text others in class or outside of class for any reason during class time.

Academic Honesty

The University of Redlands Policy on Academic Honesty will be strictly adhered to and applied. The Procedures for Addressing Academic Honesty are set forth in the University of Redlands Catalog. It is expected that all students read and understand the Policy and the provisions outlined in the Catalog.

The highest standards of academic conduct are required. This is particularly true for the proper citation of course and research material in *all* written assignments. If you did not actually collect the data or independently arrive at the idea presented, then a proper citation must be used. Citations (in the form of parenthetical notes, endnotes or footnotes) must be used for quoted or paraphrased text and any time you borrow an idea from an author, the instructor, or your peers. Using someone else's sentence or organizational structure, pattern of argument and word choice, even if not exactly similar in every respect, warrants citation. It is students' responsibility to make sure that their citations and quotation marks **unambiguously** highlight the ideas, words, sentences, and arguments that they borrow from other sources. Paraphrasing is not simply changing one or two words in a sentence; it **completely** reconstructs someone else's idea in your own words. For guidelines on appropriate citation, quotation, paraphrasing, and plagiarism, see materials provided by the Indiana University's Writing Tutorial Center at http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml or by the Purdue Online Writing Lab (OWL) at https://owl.english.purdue.edu/owl/resource/560/01/

Discussion with the instructor and your peers is encouraged before the composition of written work; however, all written work, unless specified by the instructor, is to reflect independent composition and revision. Students working on group or collaborative assignments are expected to contribute equally to all tasks necessary for completion of the assignment.

Students are expected to follow all written and verbal instructions provided by the instructor with regard to written assignments, quizzes and/or exams. In addition to plagiarism, other impermissible academic behavior includes, but is not limited to, collaboration without instructor consent, falsifying research data, illicit possession of exams, using study aids during exams, unauthorized communication about an assignment or exam, handing in others' work as your own, reusing assignments or papers from other courses, and impeding equal access to educational resources by other students.

Time constraints, the demands of work and family, failing to read the University's Policy on Academic Honesty, unintentional misuse of sources, or a lack of preparation do not excuse academic dishonesty or otherwise mitigate the appropriate penalty. Penalty for a first offense is at the discretion of the instructor.

If a student is uncertain about appropriate methods of citation or has a question about the academic honesty policy, it is his or her responsibility to seek guidance from the instructor, a University official, or another reputable source.

Armacost Library Services

Any time you see the word "research" or related concepts in your syllabus or on an assignment, there is a good chance that you will be required to locate, read, and incorporate information into your coursework from someplace other than Google. The University uses part of your tuition to pay for access to a wide variety of tools and resources located beyond firewalls on the web, undiscoverable or inaccessible to the casual searcher. Please visit library.redlands.edu/business in order to browse the many resources available to you. All links requesting a login can be accessed by entering your myRedlands ID (firstname_lastname) and the same, case-sensitive password you use for all other University applications.

Feel free to use the navigation on the webpage to explore the resources provided for many other disciplinary areas you may be interested in exploring. There are descriptions of which databases contain various types of information, and pictures and demos on how to most effectively use them. If you have a question regarding the research process or gaining access to or using a source, please contact your librarian, Janelle Julagay, by email at janelle_julagay@redlands.edu or by phone at 909.748-8083 anytime. Drop-in office hours are listed on the website, and she is generally in the library at the main campus Monday-Friday during normal business hours.

Code of Student Conduct

At the time of new-student orientation, all School of Business students were directed to read the University's Code of Student Conduct on the University's website. If you need access to the Code of Student Conduct at this time, please visit the University's website.

<u>**Schedule**</u>

(Note: assignments to be turned in for credit are indicated in bold face).

Session 1: Thinking Strategically about organizations

- Reading: Thinking Strategically. (Harvard coursepack): Harvard pocket mentor series 12590-PDF-ENG
Please read and be prepared to discuss the following:

   An Overview of Thinking Strategically: pages 3 – 10
   Step 1: See the Big Picture: pages 12 - 21

- Assignment: Complete prior to class: Thinking Strategically: Strategic Thinking Self-Assessment
Please take and score this assessment; we will discuss it in class and you will turn it in to instructor
The assessment is in the Thinking Strategically book on page 86

- Assignment: Prepare to discuss in class:
  - Thinking Strategically: Worksheet for seeing the big picture Part I - Your company and your unit (written report due with final project - session 8)
  - Thinking Strategically: Worksheet for seeing the big picture Part II – your customers, competitors, and industry. (written report due with final project – session 8)

- Please read and be prepared to discuss in class: Kanter, R. M. (2011). Zoom in, zoom out. *Harvard business review*, *89*(3), 112-6.

Session 2: Making effective decisions

- Reading: Organizational Behavior Reading: Decision making (Harvard coursepack)
- Reading: Thinking Strategically (Harvard Coursepack): Please read and be prepared to discuss:

  Step 3: Identifying Relationships, Patterns and Trends: pages 31 – 36
  Step 5: Analyzing Information: pages 45 – 53
  Step 7: Make Trade-Offs: pages 59 - 65

- Reading: Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. *Harvard business review*, *89*(6), 50-60. (Library database: Business Source Complete)
- Please bring a hard copy of your work sheets to class to give to your instructor.

  - Thinking Strategically: Worksheet for Identifying Relationships, Patterns and Trends p. 75
  - Thinking Strategically: Worksheet for Making Trade-Offs: page 84

Session 3: Organizational Change – Fundamentals

- Reading: Organizational Behavior Reading: Leading organizational change. (Harvard coursepack)
- Assignment 1: (written, submit on Moodle by 5:00 pm before class; prepare for discussion in class)
  - Group case analysis: Language and Globalization: "Englishnization" at Rakuten (A) (Harvard coursepack)

Session 4: Managing stakeholders in change

- Reading: Ford, J. D., Ford, L. W., & D'Amelio, A. (2008). Resistance to change: The rest of the story. *Academy of management Review*, *33*(2), 362-377. (Library database: Business Source Complete)
- Optional reading: Kotter, J. P. (2009). Leading change: why transformation efforts fail. *Harvard Business Review*, *73*(2). (Library database: Business Source Complete)
- Assignment 2(written, submit on Moodle by 5:00 pm before class; prepare for discussion in class)
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  - Thinking Strategically: Worksheet for Seeing the Big Picture: p. 70
  - Group case analysis: John Smithers

Session 5: Designing organizations

Midterm tonight

- Reading: Strategy Execution Module 4: Organizing for Performance (HBS Coursepack)
-
- Assignment: (please bring copies of your company's organizational chart to share in class; prepare for discussion in class)
- Reading: Thinking Strategically (Harvard Coursepack): Please read and be prepared to discuss:
      Please read and be prepared to discuss the following:
            Prioritize Your Actions: pages 55 - 58

Session 6 : Organization culture

- Reading: Warrick, D. D. (2017). What leaders need to know about organizational culture. *Business Horizons*, *60*(3), 395-404. (Library database: Business Source Complete)

- Reading: Leadership for change: Enduring skills for change masters. (Harvard coursepack).
- Optional reading: Charan, R. (2006). Home Depot's blueprint for culture change. *Harvard business review*, *84*(4), 60. (Library database: Business Source Complete)

- Assignment 3: (written, submit on Moodle by 5:00 pm before class; prepare for discussion in class).
    o   Group case analysis: Creating a culture of empowerment and accountability at St. Maartens

Session 7 Navigating power and politics

- Reading: Power and influence: Achieving your objectives in the workplace (HBS coursepack)

- Assignment read and be prepared to discuss in class:
    o   Pfeffer, J. (2010). Power play. *Harvard Business Review*, *88*(7/8), 84-92. (Library database: Business Source Complete)
    o   McAllister, C. P., Ellen, B. P., Perrewé, P. L., Ferris, G. R., & Hirsch, D. J. (2015). Checkmate: Using political skill to recognize and capitalize on opportunities in the 'game' of organizational life. *Business Horizons*, *58*(1), 25-34. (Library database: Business Source Complete)
    o   Creating and Nurturing your Social Networks (Harvard coursepack)

    Assignment 4: Written and submit on Moodle by 5:00 pm before class; prepare to discuss in class:

      Katie Conbiy: Leading Change at Simmons College

Between session 7 and 8

- Project report (written report, submit on Moodle by 5:00 pm 4 days before session 8)

- Project presentation
- Final exam

REMEMBER: TAKE ASSESSMENT QUIZ WITHIN 1 WEEK

MS-OL Program Learning Outcomes

The program advances leaders who will be able to:

1. Integrate organizational behavior and leadership theory to effectively address issues related to talent management.
   a. Example: Develop proficiency in building a culture of trust and managing performance of diverse groups.
2. Utilize principles, theories, and methods of leadership and management to address issues related to organizational effectiveness.
   a. Example: Learn the keys to successful change management and the use of data for better decision-making.
3. Master written, oral, and analytical expression to communicate effectively.
   a. Example: Learn to apply strategic and persuasive communication practices to solve organizational problems.
4. Assess, practice, and apply managerial and leadership skills to positively impact an organization and society.
   a. Example: Understand a leader's role in promoting values that enable sustained organizational success.
5. Integrate ethical concepts, principles, and theories in management.
   a. Example: Learn the role of ethical behavior as a cornerstone to leadership effectiveness and societal contribution.

How to purchase material from Harvard Publishing

This message explains how to get the course materials you need for class on the Harvard Business Publishing for Educators web site

Course link: https://hbsp.harvard.edu/import/685152

You need to register on the site to create a user name if you do not already have one.

Some course materials are PDF documents and you can open them with Adobe Reader. eLearning materials include a link you can use to gain access to them. Some course materials may not be available in digital format and these will be shipped to you.

You will have access to the course materials for 6 months.

For technical assistance, please contact the Harvard Business Publishing Tech Help line at (800) 810-8858 (outside the U.S. and Canada, call 617-783-7700); or email techhelp@hbsp.harvard.edu. Customer Service is available 24 hours a day, 7 days a week.

Appendix

Questions for cases

Case: Language and Globalization: "Englishnization" at Rakuten (A)

1. Was "Englishnization" a good idea for Rakuten? What are the costs/benefits of such a policy?
2. What are Mikitani's motivations for issuing the "Englishnizationa" policy?
3. Analyze the survey results of Exhibit 3. How are employees experiencing the mandate? What differences do you see?
4. What determines whether employees embrace or reject the language stipulation?
5. Should Mikitani continue with "Englishnization"? If he does continue, what suggestions do you have for him moving forward?

Case: Katie Conboy: Leading change at Simmons College

1. Describe and assess the external factors that were driving Simmons to change and the internal strengths and weaknesses that would impact Simmons' ability to respond.
2. What did Conboy do to establish her credibility in the organization?
3. Identify the key actions that Conboy took to implement change in the organization. Use Kotter's 8 step model described in your reading to guide you (she might not have used all the steps). (Hint: the eight steps include "Create a sense of urgency"
4. What implications does a yes or no vote have for Convoy as a leader in the organization?
5. If a yes vote, what do you recommend she needs to do from that point to institutionalize the changes?

Case: Creating a culture of Empowerment and Accountability at St. Martin de Porres high school

1. How would you describe the culture at SMdP before the arrival of Odiotti and Seiberlich?
2. Was the school's culture aligned with its mission?
3. Given the situation, what specific challenges did Odiotti and Seiberlich face? How are these challenges related?
4. What would you do if you were Odiotti and Seiberlich? How would you "fix" SMdP? Where would you start if you wanted to build a new culture? How would you integrate the different elements of your solution?

Case: Thomas Green

1. What are the work styles and personalities of Thomas Green and Frank Davis?
2. How do the actions of Thomas Green differ from the expectations of Frank Davis?
3. What is your analysis of Thomas Green's actions and job performance in his first five months? What mistakes has he made?
4. What are the possible underlying agendas of Davis and McDonald?
5. Make recommendations to help Thomas Green