

EGRMGMT 590-09

Organization Change, Digital Transformation and Enterprise Agility

Syllabus: Fall 22-M

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1. COURSE BACKGROUND

Throughout history, technological innovations such as the printing press, the steam engine, and the transistor were catalysts in creating disruption and discontinuity during their respective eras, permanently altering the global playing field upon which the game of life is currently being played out.

More recently, exponential advances in digital and internet technologies are profoundly transforming societies, economies, industries, and enterprises. In fact, more than half of the Fortune 500 companies have been wiped out since the year 2000. Those that remain are literally fighting for their lives in an era of digital Darwinism: where market expectations are evolving and morphing at such an astonishing rate, businesses simply can't keep up.

To survive and thrive in this synthetic digital ecosystem where the only constant is change, organizations must become more responsive to unanticipated business ecosystem shifts, more resilient to unpredicted technological disruptions, and more adaptable to emergent customer needs that deviate from conventional norms.

Organizations typically evolve through a maturation cycle where they successfully see and seize a new market opportunity and develop structures, practices, and routines to improve productivity and maximize profitability around that opportunity. Over time, however, as ecosystem shifts occur, these core capabilities calcify into core rigidities that limit the organization's ability to see and seize the next market opportunity.

These core rigidities ultimately degenerate into a destructive set of cultural orthodoxies that unconsciously undermine the organization's ability to respond to change. Most organizations today are suffering from a severe case of "responsiveness lag," where their structures, procedures, routines, and time signatures are increasingly out of sync with the external pace and scale of change. What began as the pursuit of building capability to capitalize on a new business opportunity culminates in the unconscious adoption of crippling orthodoxies that undermine the organization's ability to respond to uncertainty.

History is replete with organizations that have struggled to transform themselves to overcome organizational orthodoxy. Unfortunately, less than one-third of them have produced any meaningful improvement in performance as a result of their transformation efforts. Despite this unfortunate reality, the transformation train continues to gather steam as it chugs along the rails of organization and change. Nearly half of all CEOs launch a reorganization during their first two years on the job, and over 95 percent of organizations report being engaged in some phase of transformation at any one time.

Today, the key to avoiding digital Darwinism does not lie in transforming the organization from one static state to another. By the time the transformation is complete, it is already obsolete, and the cycle begins anew. Einstein defined insanity as “Doing the same thing over and over again and expecting different results.” Here, it appears, we are experiencing a severe case of “transformation insanity” that is distracting organizations from creating the responsiveness, resilience and adaptability they so desperately need to survive.

Today, organizations are disappearing at alarming rates because they are failing to adapt to the complexity of the environment they inhabit. Just like organisms in nature, enterprises must evolve a perpetual state of readiness to respond to the unexpected. As a result, the modern-day organization can be more accurately described, not as an efficient machine, but as an evolving organism that exists within a synthetic digital ecosystem, where data is its source of sustenance and analysis and learning are the metabolic mechanisms it employs to guide its agency to ensure survival and growth.

In essence, organization survival can no longer be achieved by discretely transforming the organization’s structure, systems, processes, and technology from one static state to another. Instead, we must overcome our proclivity towards transformation insanity and develop a holistic and systemic approach to change that enables the organization to respond dynamically to uncertainty in perpetuity.

2. COURSE OBJECTIVES

Given this background, and recognizing that around \$2T every year is wasted on unsuccessful transformation efforts where the organization’s intended change fails to take hold in practice, this course will focus on understanding what is required for organizations to survive and thrive in a world where, as Mark Andreessen famously quipped, “*software is eating the world.*” We will explore how digital technologies can be leveraged to optimally transform organization culture, customer experience, and business process.

The learning objectives for this course are to:

1. *Explore the primary challenges associated with driving organization change and analyze best practices in developing and implementing successful organization transformation initiatives.*
2. *Explore the role that digital technology is playing in accelerating the need for dynamic and perpetual organization transformation and analyze how best-in-class organizations are successfully leveraging technology to transform their business.*
3. *Explore how the emergence of the Low/No Code (Citizen Developer) will become a foundation upon which enterprise agility can be built and analyze how this new software development paradigm will enable hyper-agility within the modern-day digital enterprise.*

More specifically, this course is designed to answer the following questions:

- *What is driving the need for Organization Transformation?*
- *What type of Organization Transformation is required?*
- *What capabilities are required for Organization Transformation?*
- *What is the optimal Organization Transformation trajectory?*
- *How do organizations orchestrate perpetual Organization Transformation?*
- *How do organizations build a People-Centered Transformation culture?*
- *How will the Low/No Code movement enable Enterprise Agility?*

3. COURSE DESIGN

To develop a strong understanding of Organization Change, Digital Transformation, and Enterprise Agility, this course will draw upon: Readings, Classroom Lectures, Case-Study Analysis, CGI Consulting Team “Role Plays,” and Guest Speaker Interactions.

Team Based Learning:

You will be assigned to a team for the duration of the course. Successful transformation is heavily dependent on people working together across traditional organization boundaries in collaborative teams. So, throughout the course, we will focus on developing the skills needed to lead, manage, and work effectively within a team.

In the interest of making sure all team members acquire a full suite of effective marketing skills, and to ensure that the team develops the best possible deliverable, please DO NOT divide up and assign the work each week so that one team member is “specializing” in one area. For example, do not have one member of your team be the individual who is responsible for the quantitative analysis while another is responsible for the qualitative. Instead, push yourself, and each other, to take on different – sometimes uncomfortable and/or unfamiliar – roles to test them out.

Research has proven that “Acting your way into a new way of thinking” is more effective than “Thinking your way into a new way of acting.” Use this course to explore your boundaries and expand your horizons on Organization Change, Digital Transformation and Enterprise Agility.

Coursepack Readings:

This course uses a curated digital Coursepack, available via Harvard Business School Publishing that purposefully integrates readings and case studies for each class session (*See Section 6*). Prior to the class session, lecture materials and/or recordings will be posted to the Sakai site for preview. Following the class session, case analysis materials and guest speaker interaction recordings will be posted to the Sakai site for review.

Lectures:

A portion of each class period will consist of a lecture that elaborates on topics included in the Coursepack readings and introduces additional relevant materials not covered in the course readings.

Case Studies:

Case studies are synopses of actual business problems that put you in the position of a protagonist who faces a set of organization transformation challenges. One of the most effective ways to develop strong transformation skills is through case analysis and the recommendation and defense of transformation strategies and plans based on that analysis.

GCI Consulting Team “Role Plays”:

As part of the MEM GCI Tech Management Simulation, you will assume the “role” of a Consulting team hired by Global Corporation Inc’s (GCI) board to analyze and present recommendations on key transformation opportunities/challenges facing a company the GCI board is considering investing in and/or acquiring.

The GCI “Role-Play” is designed to allow your team to engage in “Near-Real-World” transformation recommendation presentations that influence investment decisions that organizations face on an ongoing basis. The GCI board will select the strongest GCI consultant team recommendation following each “Pitch Fest.”

Guest Speakers:

We are very fortunate to have the opportunity to interview highly experienced transformation leaders from industry. Each leader will deliver a brief overview of their career and share the key learnings that have emerged from their experience in leading successful transformation initiatives.

4. DUKE HONOR CODE/COMMUNITY STANDARD

The Duke Honor Code/Community Standard is an integral part of this course.

This means you cannot give or receive any information on any graded assignment. This prohibition applies not only to conversations you might have with members of your section in the course this semester, it also applies to individuals in MEM sections or classes that have met previously, either this semester or in years past. Additionally, you may not receive information on graded assignments from people in other Duke classes, from people outside of Duke, or from any other source (this includes your friends outside of Duke, as well as your family members).

With regard to work designated as an “Individual Assignment” within this course, you cannot give or receive any information on any assignment. Your work must be completely your own.

On work designated as a “Team Assignment,” the expectation is that you will actively participate with the members of your team in the completion of the assignments. You cannot, however, give or receive any information on any assignment outside of working with your team members. This includes prohibitions on sharing information with or receiving information from other teams, as well as sharing information with or receiving information from any individuals who are not members of your team.

As noted earlier, on the case assignments, neither you as an individual nor your team as a group may conduct any Internet searches, library work, or bring in outside information about the case situations, companies, or the industries featured in a case.

If there are any questions about how the Duke Honor Code/Community Standard applies, either in terms of the course overall or with regard to a specific assignment, please contact the course instructor directly.

5. COURSE ASSIGNMENTS/DELIVERABLES AND GRADING

Course Deliverables:

The following table summarizes how your grades will be determined. The subsequent sections elaborate upon each of these assignments and deliverables.

Course Assignments/Project Deliverables	Type	Scoring	Weight
Written Case Study Analysis/Recommendations (3 Cases, 6 Points Each)	Team	Scaled	18%
GCI Consultant Team Presentations/Reports (1 Pitch, 2 Reports, 10 Points Each)	Team	Scaled	30%
Individual Case Study Prompt Response (2 Cases, 1 Points Each)	Individual	Submit	2%
Transformation Analysis and Recommendation Project (See Below)	Individual	Percent	20%
Citizen Developer Application Development (See Below)	Team	Percent	15%
Course Engagement and Team Contribution (See Below)	Individual	Percent	15%

Percent Grading:

Percentage grading evaluates your submission on a traditional 0-100% scale. It is applied to the Individual Transformation Strategy Report, the Citizen Developer Application Development and the Course Engagement and Team Collaboration.

Scaled Grading:

Scaled grading is applied to all other Case Study, CGI/Consulting Submissions and evaluates your submission as follows:

- **Criterion Based Baseline Evaluation:** First, your submission will be evaluated against the baseline requirements outlined below.
- **Comparative Performance Evaluation:** Second, your submission will be compared to your peers and ranked-ordered to fit a distribution as outlined below.

Did Not Submit Assignment	Meets Minimum Requirements	Meets Average Requirements	Exceeds Average Requirements	Exemplary Submission
0 Points	70 Points	78 Points	86 Points	94 Points
Assignment was not submitted on time.	Assignment met the minimum requirements (e.g. Length, Time) but demonstrated limited application/use of the course material	Assignment met the requirements, was completed as prescribed, and demonstrated an acceptable application/use of the course material	Assignment exceeded requirements, was completed in a differentiated way by demonstrating a clear command/application/use of the course material	Assignment far exceeded expectations with a truly exceptional effort demonstrating a unique and/or novel application/use of the course material.
NA	Bottom 15% Rank	Next 30% Rank	Next 30% Rank	Top 15% Rank

Case Study Analysis:

During the first-half of the course we will focus on building your analytical and recommendation generation skills. To benefit from the case method of instruction, you must first delineate the opportunities and problems presented in the case. As in the real contexts that these cases depict, it is often not clear exactly what these are and what decisions need to be made.

Once the opportunities and/or problems have been identified, you and/or your team must:

1. *Isolate the relevant information that bears upon the opportunities/challenges/decisions at hand*
2. *Employ the appropriate transformation theories and frameworks to leverage this relevant information*
3. *Develop a recommendation, solution or plan of action based on your analysis*

In the process, you will learn a general method for exploring opportunities and resolving problems and will be better able to address similar situations should you face them in the future. After preparing a case, you and/or your team should be ready to make a clear recommendation about what course of action you would follow and be prepared to back up that recommendation with both qualitative and quantitative analyses. Our case discussions will focus on the analyses and recommendations brought forward by various members of the class.

Please note that some of the cases used in this course are “older,” in that the setting involves events that took place a number of years ago. The goal in using cases is not to provide you with knowledge about today’s marketplace or a specific industry/firm, but to emphasize key learning points that are exemplified by the case. As a result, even though the specific facts in some of the cases may differ from today’s world, the general settings, problems, and actions taken in the selected cases replicate situations that you may well face in your own career. By reasoning through the case problems and then discussing them in class, you will be better prepared to attack those problems when you face them in your career.

To emulate as closely as possible the situations change agents find themselves in at the time of the case, it is important that everyone in the class works from a common frame of reference. Basing your analysis or recommendations on material that is outside the case destroys this common frame and can denigrate the case discussion for others. Accordingly, all of our work on the cases will be based on the assumption that we are dealing with the situation at the time of the case. Therefore, you and your team members should not do any Internet searches, library work, or bring in outside information about the company or the industry.

For **Individual Case Study Analysis** deliverables in the course you will develop a 400 word prompt response for the following case studies:

- *Class Meeting 1: Barnes and Noble*
- *Class Meeting 2: DBS Bank*

For the **Team Case-Study Analysis and Recommendations** deliverables in the course, you will prepare a report analyzing the specific transformation topic covered during the lecture.

- *Class Meeting 3: Accor*
- *Class Meeting 4: Kroger*
- *Class Meeting 5: Mastercard*

GCI Consulting Team Presentations:

During the second-half of the course, our focus shifts to building your recommendation development, consultative and presentation skills by analyzing the following companies for GCI's board:

- *Class Meeting 6: Stitch Fix*
- *Class Meeting 7: ABN AMRO*
- *Class Meeting 8: Unilever International*

Each GCI Consulting team will be required to develop and present a recommendation for the GCI board for one of these companies. In analyzing their assigned companies, GCI Consulting Teams will develop a clear, concise (10 minute) and compelling "Pitch" that addresses specific questions asked of the consulting team by the board.

This is a competitive "Pitch Fest," your GCI Consulting team's performance will be based on how your board pitch ranks when compared to the competing consulting pitches delivered to the GCI board.

Transformation Analysis and Recommendation Project:

This deliverable is an individual exploration designed to test the student's ability to demonstrate mastery of the course material through application and synthesis of the Organization Transformation framework, models and tools covered in the course to analyze and/or develop a transformation strategy and implementation plan for a company of their choice.

This deliverable will be a 10minute MAXIMUM presentation (recorded with PPT charts submitted).

Citizen Developer Application:

Citizen Developer is a global (Low-Code/No-Code) movement that empowers everyone to be able to build software applications with no technical or coding experience. It's a catalyst for faster and more effective transformation and a critical skill for changemakers. In fact, Gartner predicts that by 2024, low-code application development will be responsible for more than 65% of application development activity.

Project Management Institute (PMI) has joined forces with Microsoft provide students with a globally recognized learning platform that incorporates an integrated learning journey to teach you how to become citizen developers. This includes the use of Microsoft's Power Apps technology and training along with PMI's Citizen Developer training.

In the last several weeks of the course, each student will have the opportunity to leverage the PMI/Microsoft learning platform to understand the building blocks of successful Citizen Development and develop their first basic Power BI application.

Students also have the option to gain a micro-credential through completing the online Citizen Developer training. Upon successful completion of the Citizen Developer Student Hub and its tests within the learning portal (again, this is optional and additional work outside the Citizen Developer Hackathon assignment), students will receive recognized badges from PMI and Microsoft in the following areas:

- PMI Citizen Developer Certification
- Microsoft PL-100 Power Platform App Maker

Course Engagement and Team Contribution:

While attendance itself is not explicitly a factor in your final grade, class engagement and team contribution do contribute to your grade. You are expected to be fully prepared for each class meeting you attend by engaging fully via Interactive Q&A, Case Discussions, etc.

Based on your individual and team preparation of the background readings, lecture reviews, and case study analysis, you should come to class ready to contribute to class discussions with both comments and questions.

When considering how you may best contribute to the class engagement, consider the following factors:

- *Is the comment accurate, and does it reflect the background readings and/or case facts, but not merely restating them?*
- *Does the comment/question add new insight to our shared understanding?*
- *Is the comment/question timely and does it advance the comments/questions recently made by others?*
- *Does the comment/question arrive at a positive solution for the situation/issue/opportunity outlined in the case?*
- *Does the comment/question move the discussion along by yielding a new perspective?*
- *Does the comment/question reflect a concern for maintaining a constructive and comfortable classroom atmosphere?*

In addition to Course Engagement, all team members are expected to contribute fully with to their team's effort in completing team-based assignments/deliverables/feedback. Failure to do so will result in a reduced individual grade on the associated team assignments/deliverable.

Teams communicate twice during the semester with their TA to conduct an assessment of Team Performance, Team Dynamics, and Individual Contribution Level.

Team contribution and alignment will be evaluated via Team Peer Feedback where aggregate data on performance and contribution for each team member will be gathered, synthesized, analyzed and debriefed.

Late Assignments:

Students/teams are expected to submit all assignments by the stated deadline. Late assignments (even if it is only by a few minutes) will receive reduced grades. The reduction in the grade will increase as the lateness increases, up to the point where extremely late submissions will receive grades of "0."

6. REQUIRED COURSE MATERIALS/COLLABORATION PLATFORM

Reading and Coursepack Materials:

To minimize Coursepack costs and to maximize your ability to explore areas of interest, you are required to subscribe to [HBR Online](#) for the duration of this course which will enable access to many of the referenced papers, an Explainer Video series, and other resources.

The cost to access all materials on HBR.org is \$12/Month.

Additional reading resources and links that reside outside HBR Online will be provided in advance of each class.

The electronic Coursepack, "**BUS 590-09 Digital Transformation Case Studies**" contains the case studies to be analyzed, pitched and discussed during this course. You will obtain and pay for your Coursepack directly from Harvard Business Publishing.

To access this Coursepack, please use the following directions:

Copy and paste this link: <https://hbsp.harvard.edu/import/897250> into an internet browser that will bring you to a page asking for Authorized Student Access.

1. *If you have accessed or purchased Coursepack from Harvard in the past, you may select "Login Now" and use your existing Student account*
2. *If you have never purchased a Coursepack from Harvard before, you will need to select "Register Now" and fill out the form*
 - *New users, once registered, will be prompted to log in again*
 - *Go to My Courses/Coursepacks*
 - *Select the appropriate Coursepack (BUS 590-09 Digital Transformation Case Studies)*
 - *Click on "View Document" to access the Coursepack material*
 - *You may go directly to <http://hbsp.harvard.edu/> to sign in for any subsequent access*

All students MUST purchase a Coursepack, in compliance with Harvard's copyright provisions clearly noted on the Harvard Business Publishing site as well as on each reading and/or case. We are notified of all purchases.

In addition to the readings and cases described at the beginning of the semester, the instructors reserve the right to add readings and/or cases throughout the semester, as appropriate.

7. Faculty Biographies

Tony O'Driscoll Biography

Tony O'Driscoll is a professor, speaker, author, and advisor whose engaging message emphasizes that the key digital-age differentiator is not technology, but people.

Tony has spent the bulk of his professional and academic career at the nexus of Business, Innovation, Technology and Learning, creating and implementing strategies that enable organizations to realize the full potential of their most valuable asset: Human Beings.

Dr. O'Driscoll's current appointments as Adjunct Professor at Duke University's Fuqua School of Business and the Pratt School of Engineering coupled with his role as Research Fellow at Duke Corporate Education afford him the unique opportunity to apply cutting-edge academic research to address increasingly complex business challenges.

During his 18-year corporate career, Tony held several strategic leadership positions. At Duke Corporate Education, he launched the company's Asian operation and led innovation at CE Labs. At IBM, he was a founding member of IBM Global Service's Strategy and Change consulting practice where he consulted at the highest level with business executives on creating competitive advantage in increasingly complex environments. He also served as a member IBM's Almaden Services Research Group where he investigated the changing roles of leadership, innovation, and collaboration as enterprises become more global, virtual, open and digitally mediated. At both IBM and Nortel Networks, Tony had strategic responsibility for crafting and implementing enterprise-level learning, transformation, and human performance improvement strategies.

Dr. O'Driscoll is a frequently invited speaker at both corporate and academic conferences. He has been a keynote speaker, workshop leader, moderator, speaker and panelist at over 130 national and international conferences. He has also provided expert analysis and interviews to media outlets such as *The Wall Street Journal*, *Business Week*, *Wired Magazine*, *The Financial Times*, *India Today*, *Chief Learning Officer Magazine*, *Training Magazine* and for industry analysts such as Gartner and Forrester.

Tony has authored and co-authored articles for business periodicals such as *Harvard Business Review*, *The Financial Times*, *Strategy and Business*, and *Dialogue* and writes a column for *Training Magazine*. He has also published two books on Learning and Organization Performance: *Learning in 3D: Adding a New Dimension to Enterprise Learning and Collaboration*, and *Achieving Desired Business Performance*. His next book, *Everyday Superheroes* - to be released in March 2022 - proposes a revolutionary People-Centered Transformation (PCT) approach to enable sustained and sustainable organization agility.

Dr. O'Driscoll has contributed to science via publications in journals such as *Management Information Sciences Quarterly*, *Journal of Management Information Systems*, *Performance Improvement Quarterly* and the *Journal of Product and Innovation Management*. His current research and practice examines how rapidly emerging technologies are disrupting existing industry structures and business models. He specifically focuses on how to develop leadership systems that enable organizations to adapt and evolve in increasingly unpredictable and turbulent business environments.

Along with his teaching, research and formal speaking engagements, Dr. O'Driscoll maintains an active consulting practice. His client list includes Fortune 500 companies across a broad range of industries including High-Technology, Banking, Biotechnology, Software Development, Gaming, Energy, Retail and Professional Services. For more information visit www.compleximple.com

Dr. O'Driscoll holds an Ed.D. in Organization Learning and an M.S. in Management from North Carolina State University. His B.S. in Electrical Engineering is from Virginia Tech.

Stephanie Knight Biography

Stephanie Knight is a management strategy consultant and educator who brings together her passion and experience in strategy and operations to help her clients succeed. She has spent over a decade in the consulting space and is the Managing Director of Vitalise Ventures, L.L.C. which seeks to help organizations improve their skills and abilities in operational strategy, strategic planning, executive coaching, and team development.

Stephanie currently holds dual appointments at Duke University as an Adjunct Faculty in the Pratt School of Engineering and the Fuqua School of Business, where she teaches three experiential learning consulting practicum courses shepherding aspiring consultants into the roles of Analyst, Associate, and Engagement Manager.

Stephanie is also currently Chief Learning Officer at Management Consulted, the top industry leader for consulting interview and job preparation. Through her work with Management Consulted, she leads ~100 university and corporate trainings a year on various skills development and job training topics.

Stephanie spent over 4 years as a consultant and manager at McKinsey & Company with focus areas in the diagnostic, design and implementation of cost optimization and lean management initiatives as well as organizational change and transformation. She helped lead multiple digital transformation efforts and several organizational transformation efforts. She served a variety of clients across various industries in the US, Europe and Africa. Some of the engagements she led include:

- Created C-suite development workshop and lean management program deployment plan for top 5 US insurance carrier targeting capture of \$100M over the next 2 years.
- Designed and authored survey to >20,000 households to identify purchase and loyalty patterns in home & auto insurance in conjunction with a digital transformation effort.
- Created 3 year marketing & pricing transformation plan for NE US regional grocery chain to reduce SKU count by >25%.
- Redesigned operating model for top 10 Canadian insurer to reduce OER by 3 points and FTE by 19% over 3 years.
- Implemented lean management programs to 500 employees across 2 sites in a top 5 US insurance carrier as a part of a firm-wide organizational transformation effort.
- Identified \$20M of expense reduction in public affairs, commercial and legal groups for global crop nutrient company.
- Redesigned organizational structure to split global and regional brand operations for top global pharmaceutical company.

Prior to joining McKinsey, Stephanie co-founded and ran an education and community development non-profit in northern Afghanistan, focused on helping young adults be prepared to succeed in the college classroom. She also worked with the Center for the Advancement of Social Entrepreneurship at Duke University helping drive research on positive business model changes across both for-profit and nonprofit social ventures.

Stephanie holds an M.B.A. from the Fuqua School of Business at Duke University and a B.S. in Mechanical Engineering from Northwestern University.

EGRMGMT 590: Transformation Syllabus On a Page (SOAP)

Class	Topic	Deliverables	Class/Team Notes
(1) Mon, Aug 29	Class Introduction		
(2) Mon, Sep 5	Overview: Organization Change, Digital Transformation and Enterprise Agility	Barnes & Noble Case Response • <i>Individual Prompt Response Due</i>	• <i>Drop/Add Ends on January 19</i>
(3) Mon, Sep 12	Framing the Transformation Context	DBS Bank Case Response • <i>Individual Prompt Response Due</i>	• <i>Teams Finalized</i>
(4) Mon, Sep 19	Identifying the Transformation Objective	Team Case 1: Accor • <i>Team Reports Due</i>	
(5) Mon, Sep 26	Assessing Transformation Capabilities	Team Case 2: Kroger • <i>Team Reports Due</i>	
(6) Mon, Oct 3	Activating the Transformation Life Cycle	Team Case 3: Mastercard (A&B) • <i>Team Reports Due</i>	
(-) Mon, Oct 10	NO CLASS: FALL Break		
(7) Mon, Oct 17	Achieving Transformation Outcomes	GCI Case 4: Stitch Fix • <i>Consulting Teams: Presentation Due</i> • <i>All Other Teams: Reports Due</i> Individual Transformation Project Proposal Due	Team Peer Feedback Round 1 Due
(8) Mon, Oct 24	Leading Culture Change	GCI Case 5: ABN Amro • <i>Consulting Teams: Presentation Due</i> • <i>All Other Teams: Reports Due</i>	
(9) Mon, Oct 31	Enabling Enterprise Agility	GCI Case 6: Unilever • <i>Consulting Teams: Presentation Due</i> • <i>All Other Teams: Reports Due</i>	
(10) Mon, Nov 7	Citizen Developer Hackathon Project Launch	Final Individual Transformation Project Due	Team Peer Feedback Round 2 Due
(11) Mon, Nov 14	Sprint 1: Jobs Pains Gains	PSS 1 Zoom Sessions (10 Mins Each)	NOTE: <i>Each student will schedule three 1:1 Sessions with Faculty/RA during scheduled class times (Classes 11-13) for Application Development progress/updates/feedback</i>
(12) Mon, Nov 21	Sprint 2: Concept	PSS 2 Zoom Sessions (10 Mins Each)	
(13) Mon, Nov 28	Sprint 3: Application	PSS 3 Zoom Sessions (10 Mins Each)	
(14) Mon, Dec 5	Hackathon Pitch Fest		