



## MANAGEMENT 782: STRATEGY IMPLEMENTATION

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### COURSE DESCRIPTION

As the difficult process of strategic planning evolves and moves toward definition, the even more difficult process of strategy implementation or execution comes into play. The two – strategy formulation and implementation – are separate, but highly interdependent, and both are critical to strategic success.

This course focuses on strategy implementation, with emphasis on the decisions, actions, and conditions that facilitate the successful attainment of strategic objectives. The need for this course is explained by the fact that much more is known about strategy formulation and planning than the implementation or execution of strategy. Valid, logical strategic plans often fail to achieve their potential because of implementation problems and related shortcomings. Hence, this course focuses on implementation or execution as an important academic and practical concern of managers.

Strategy implementation is often misunderstood. It's "getting your hands dirty" and getting things done, but it's more than this. It involves macro issues as well as micro issues. It involves conceptual thinking as well as routine elements. It integrates long- and short-term decisions and actions. In short, implementation covers a great deal and integrates much of what you'll handle in your managerial jobs.

### COURSE OBJECTIVES

1. To develop an understanding of strategy implementation or execution in complex organizations. The focus is on developing a logical model of and approach to execution that highlights key decisions or actions and their relationships.
2. To understand how organizational context and managerial decisions are interdependent and critical to the successful execution of strategy.
3. To develop a sensitivity to the "realities" of organizations. It is necessary to see strategy implementation as a process of resource allocation, influence, and change that, to be successful, must take a number of factors into consideration, including how decisions affect individuals in the organization and their consequent commitment to execution efforts.
4. To become a better implementer and communicator of strategy.

## MAJOR THEMES IN THE COURSE

There are five major themes that permeate and underlie the content of the course.

1. Strategy formulation and implementation are highly interdependent. Each can be separated logically – e.g. one cannot implement something until that something is formulated and it exists – but in the real world of management, the two are important and interdependent. Thoughts of one must include thoughts of the other to achieve effective results.
2. A process model or set of guidelines is important to shape and affect execution efforts. Many implementation efforts fail because they are treated as an ad-hoc, “just-do-it” affair, rather than as a systematic process.
3. All aspects of the organization have to fit with one another and the strategy to achieve successful implementation. This means that both formal and informal factors affect implementation success. Formal organization, clear accountability, incentives, and coordinative methods are important, but so are power, culture, and other aspects of the informal organization.
4. People play an important role in the successful implementation of strategy at all levels of organization and for this reason we need to understand the psychology of individual people and how they react in organizational contexts. Implementation is not something that only “lower levels” do; execution involves leadership and management at every hierarchical level. Commitment is necessary for implementation success.

## FORMAT, EVALUATION, AND ORGANIZATION

We learn best by solving problems. We will learn powerful ideas about strategy implementation by working with them on actual problems, large and small. To meet the course objectives, the emphasis will be on research about case problems (*most importantly about your team field project*), class discussions, in class exercises, and student presentations. Much of the learning will take place in team discussions outside the classroom in preparation for the time we meet in the classroom.

Aside from your team field project, we will focus on an exciting real world setting--Apple and its competitors--tracing the implementation challenges since the formation of the firm in 1976 to the current time. The history of Apple is so rich (it almost died in 1997 and now is one of the most valuable companies on the planet) that it will allow us to dig deep into the problems of implementing strategy. The Apple case will be supplemented with other cases, including Jack Welch’s leadership and transformation of GE. Apple and GE will allow us to draw general lessons about good strategy implementation. In teams, you will select an organization and study current challenges and propose an implementation strategy. You will work on the team implementation project throughout the entire semester. You will be asked to recruit a client for the team project very quickly after the start of the course. *Please start thinking about who could be the client for the team project right away.* It could be a previous employer, a friend, a colleague’s organization, or the organization you worked at during the summer.

## EVALUATION

Evaluation in the course will be based on the following:

Factor	Weighting
Team assignments	
• Team Project Draft	15%
• Team Project Paper	25%
• Team Project Presentation	10%
Individual assignments	
• Class Participation (includes 2-minute presentations)	35%
• Book Review /Idea Paper write-up	5%
Team Project Issue Analysis	10%
Total	100%

To reduce any temptations to free ride within teams, all team assignments will be moderated by peer evaluations.

## CLASS PARTICIPATION

A learning laboratory requires everyone to be active during our class time and in preparation for it. Your participation in class is expected to help both your learning and that of your peers. We will develop tasks for preparing each session. Effective participation is accomplished by focused comments, avoiding repeating case facts, and explanations that either show how a particular concept is illustrated in readings and cases or how substantive problems can be solved. Quality, not quantity, is emphasized in this area. Of course, the underlying and necessary condition for participation is attendance. Attending all class sessions will generate a base amount of participation points, so attendance is important. If you cannot come to class, please email me so that I can understand the circumstances of your absence.

To become a better communicator of strategy, **each student will give a two-minute presentation on an idea, a book, or puzzle that a strategy implementer should pay attention to and think about.** You will also post a short write-up of your presentation on CANVAS, thereby enabling the class to develop its own library of useful references. Don't pick readings already on our syllabus. These presentations will count towards your participation grade. Advice on how to structure the presentation can be downloaded from Canvas.

## WRITTEN ASSIGNMENTS

There are four written assignments. In teams, you will write a strategy implementation paper on a company of your own choosing. You will turn in a (1) draft of the team project and receive a grade for it. You will then have a chance to improve the paper and then (2) turn in a final version of the paper. You will (3) write up your book/idea/puzzle review and (4) write an individual paper on **one** aspect on your team project

implementation analysis. Each member of your team will be allocated to **one** particular topic. This paper will help you and your team develop sound analyses and evidence concerning all aspects of the strategy implementation problem.

## **Team Field Project**

**Rationale:** As a leader of a strategy implementation, you will spend a great deal of time working in teams, task forces or s of some kind. Therefore, your success as a leader will depend on your ability to work effectively in a group situation. The class will be broken up into teams of 6 students. More details will be provided early in the semester.

**Overview:** An important part of this course is conducting a strategy implementation audit. Student teams must find an organization to analyze. The project will analyze an implementation problem in the past or you can choose an organization that is presently facing a strategy implementation challenge. When you are using a real-time example (which is more exciting and useful because you can help a company), you should find a willing client. With this client, the teams must identify a real (current or future) performance problem in the client's organization (e.g., absence of new products, customer dissatisfaction, slow growth, low profitability, etc.), diagnose the root causes of this problem and, in turn, develop a strategy implementation process by which the client can intervene to solve his/her organization's performance problem (both what to do and how to proceed in doing it).

These field projects should have several components:

Clarify who the client is. What is his/her position in the organization?

Identify your client's performance gap. You find out about your client's performance gap by inquiring about his/her fundamental goals for the organization and comparing it to the actual performance of the organization. Since your client may experience several performance gaps, make sure that you work on the most important one.

What are the fundamental causes of the performance gap? Given task requirements (please be clear here) pay particular attention to organizational, cultural, human resource, strategic, and executive leadership issues in your diagnosis. In your analysis use theories and concepts learned in this course. Please be certain to gather data within your client's area and between his/her area and any other interdependent areas (e.g., across functions, with suppliers, across divisions, etc.).

Given your diagnosis, what do you recommend to your client? What should he/she do, how should he/she proceed? In case your client has dealt with the problem successfully, what could he/she have done differently to obtain better results or to avoid unintended negative effects of the intervention?

Each project must have a methods section describing how you generated your data, who you interviewed, as well as any other sources used.

Each team project should have a one-page summary where your key observations, suggestions, and themes are succinctly discussed.

The length of your paper should be 10 to maximum 15 double-spaced pages (normal 1-inch margins, Times 12 point font), including tables and charts that present data.

## Milestones for Team Project

1. September 14 @ 5pm

- Upload on Canvas a note with the names of the 6 members of your team.

2. September 20 @ 11 am

- Upload on CANVAS a short 5-point memo on two potential clients for your team project. For each client you want to provide the following information:

- Client name
- Client company
- How many employees are reporting to the potential client (at least 15)
- How you will get access to data about the client's organization
- Why your chosen company presents a good learning opportunity for your team?

3. October 4 @ 11 am

- Upload on CANVAS a four-line memo with the following information:

1. Name of client and his or her position in the organization
2. The most important performance goal (the fundamental objective) of client for his or her organization
3. The actual performance of the client's organization in terms of the performance goal.
4. The Performance Gap of the client's organization (=performance goal minus actual performance)

4. October 30 @ 11 am

- Upload on CANVAS a draft of your project

This draft is to be in presentation form, but with sufficient detail to enable it to be read as a coherent document (as is common in consulting circles). The draft should contain a causal diagram analyzing your performance gap of your client's organization. (Examples of causal diagrams will be posted on class web site under the team project link.) You will receive feedback on this draft.

5. November 29, December 4 or 6. Present in your project in class (Order will be announced.)

6. December 14 @ 11 am

- Upload on CANVAS the final version of the team project paper

## Write-up of Book Review or Idea Paper

After you have given your 2-min presentation, you will post a write-up of your presentation. The write-up will be evaluated on how clearly it identifies a lesson for a strategy implementer (the lesson can be that we need to figure out an implementation puzzle). Many well-structured write-ups do something like this: 1) State the key argument of the presentation, that is the lesson that you want the audience to learn; 2) provide a short summary of book or article or puzzle; 3) in the case of a book or article state whether or not you agree with thesis; 4) amplify the implications, for example, by telling us how you will implement lesson in the future. The write-up is not to be longer than the 2-min presentation itself.

## Individual Paper on Sub-Issue in Team Project

To help you use and apply the concepts we study in this course to an actual organization, each student will prepare once during the semester a paper (3 to maximum 4- double-spaced pages, normal 1-inch margins, Times New Roman 12 point font, including tables and charts that present data). By the time this individual assignment will take place in the course, you will have already identified, as a team, the fundamental objective and the performance gap of your client organization. Now you are individually conducting a sub-issue analysis in which you are focusing on **one** aspect of the organization. Each individual will be allocated to **one** of the following six issues so that each team has all six topics covered. The individual papers will be due at 11 AM on the morning when the particular issue is discussed in class.

1. Formal Organizational Structure. (Due Oct 4)
2. Types of Interdependence, Methods of Coordination or Integration, and Methods of Information Sharing (Due Oct 9)
3. Balancing Goals (Balanced Scorecard), Goal Hierarchy, Short-term Objectives (Due Oct 11)
4. Incentives (Due Oct 16)
5. Control (Measurement & Performance Appraisal) (Due Oct 16)
6. Power (Availability for Client & Distribution in Organization) (Due Nov 13)

**Format and Requirements:** Each individual paper will be restating the four-line memo the team developed earlier so it is clear to the reader what the organization's fundamental objective and performance gap is. Next, each paper will conduct a congruence analysis for a sub-issue, using the overall strategy implementation model and the specific concepts that are discussed in the readings for the particular sub-issue. Each of the six areas listed above clearly impacts how the organization functions. However, each area may or may not contribute to your organization's performance gap. The objective of this paper is to draw a comparison between the current state and the proposed future state using course concepts and both quantitative (data, charts, etc.) and qualitative (interviews, press releases, etc.) to justify your proposed future state. For example, if you were writing on sub-issue #1 above, you would want to answer a) what type of formal organizational structure does your organization have today b) what type does it need to achieve its fundamental objective c) and why. If you believe that the current state is sufficiently close to the proposed state, be sure to explain why you do not think it is a source of the aforementioned performance gap. That is, defend the status quo.

## GRADING OPTION

To avoid potential conflicts of interests on teams, you cannot take this class with the Pass/Fail option.

## FACULTY LUNCHES

I will schedule number of informal lunches with the course faculty. These are totally optional. You may sign up for lunch on the Canvas page for your section.

## CLASSROOM EXPECTATIONS

- All materials for each session are read before class. There will be cold calling to allow everyone to demonstrate the mastery of the readings.
- Class starts and ends on time, with late entry or reentry only under exceptional circumstances
- Name tents always displayed and seating as defined by the class seating chart
- All phones and electronic devices turned off

## LECTURE SLIDES

PowerPoint slides used during classes will be posted on Canvas typically within 24 hours after class.

## REQUIRED READINGS AND CASES

The text for the course is L.G. Hrebiniak, *Making Strategy Work: Leading Effective Execution and Change*, Wharton School Publishing, 2005.

It is complemented by Walter Isaacson. *Steve Jobs*. Simon & Schuster, 2011, which will provide us rich case material to put the theoretical ideas and tools about implementation to work. Both are available at the Penn Bookstore or electronic bookstores such as Amazon.com.

A number of additional required readings and case examples are contained in a bulk packet that may be obtained from Wharton Reprographics.

*Please note that this syllabus is subject to change with prior announcements.*

## CLASS SCHEDULE:

### Sept 6            **Introduction, Course Description & Logistics**

Readings:

1. Isaacson, Introduction
2. Description of Team Field Project in Course Syllabus

### Sept 11          **Overview: Defining Strategy Execution**

Readings:

1. Hrebiniak, Chapter 1 pp. 1-13 (Kindle location 292-489)
2. Isaacson, pp. 97-99 (Kindle location 1910-1937)
3. Daimler-Chrysler Case
4. Economist 2009. Mariages Made in Hell. <http://econ.st/TcY8xD>
5. Economist 2006 and Albritton 2007. Performance Data on the DaimlerChrysler Merger (one page).

Study Questions:

Reading 2: What made Apple different from Xerox in the early days of PCs?

Reading 3,4, 5:

1. Why did the Daimler-Chrysler merger take place?
2. What process did the top managers put in place to facilitate the merger?
3. Why did the merger not work? What role did bad strategy execution play in this??
4. What would you have done differently?

Attention: Each Student should submit on Canvas, **by September 13 @ 11 AM**, the name of a possible client and his or her organization. Teams will then select one client from the six possible ones suggested by team members.

Sept 13

### **Good Process is Key**

#### **Part 1: A General Model of Problem Solving and a Model of Execution**

Readings:

1. Hrebiniak, Chapter 1 pp. 14-29 (Kindle location 482-707);  
Chapter 2 (*It contains the overarching framework for the course*)
2. Bossidy and Charan, pp. 1-8, 20-31
3. Isaacs. Chapter 13 and 28.

Study Questions:

Why is strategy implementation so much more difficult than strategy formulation? What are the major obstacles to successful implementation? How can managers address execution in a logical way?

Before class tasks:

1. Explain why Apple's Original Mac was 18 months late when it finally came out in 1984.
2. In light of Readings 1 and 2 for today, determine what made Steve Job a better strategy implementer after 1998 (see Chapter 28) compared to when he ran Apple's MAC division (see Chapter 13).
- 3.

**September 14 @ 5pm:** Upload on Canvas a note with the names of the 6 members of your team.



Sept 18

## The Strategy Process at GE under Welsh

Readings:

1. Jack Welch, “Winning”(Excerpt). 2005
2. John Byrne. 1998. Business Week Article “How Jack Welch runs GE”  
<http://buswk.co/amFUGP>
3. Bossidy and Charan. “Insights into GE,” pp, 98-101.

Study Questions:

To what extent does Jack Welch follow the strategy execution model we encountered in Hrebiniak and to what extent does he follow the Bossidy and Charan?

Sept 20

## Good Process is Key

### Part 2: Comparing and Integrating Different Models of Strategy Execution

Readings:

1. Murmann & Trevelyan, 2011. AGSM. The Congruence Framework.
2. Waterman Jr, R.H., Peters, T.J. & Phillips, J.R. 1980, ‘Structure is not Organization’, Business Horizons, vol. 23, no. 3, pp. 14–26.

Study Questions:

What differences/similarities do you see between the Congruence Framework (Reading 1) and the 7S model (Reading 2)?

Which labels/elements in our Congruence Framework are similar to which of the 7S’s?

What differences/similarities do you see between these two models (Congruence and 7S) on the one hand and the Hrebiniak Strategy Execution (SE) Model, Chapter 2, summarized in Figure 2.2?

Before class tasks:

Reflect on how these models help you analyze the problems your potential client organization will face.

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**Attention: Today @ 11 am Memo about Two Potential Clients due**

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**Start of 2-minute student presentations**

Sept 25

## **Good Positioning Strategy Comes First (Part 1)**

Readings:

1. Hrebiniak, Chapter 3
2. Isaacson, Chapter 16, pp. 171-179 (Kindle location 3109-3256) and “Gates and Next” pp. 228 -230 (Kindle location 4087-4123)

Study Questions:

1. Why did the Mac lose against Microsoft Windows in the 1990s?
2. What did Gates’s not want Microsoft to develop software for Next computers?

Sept 27

## **Good Positioning Strategy Comes First Part 2: Strategizing Requires Defining First the Fundamental Objective**

Readings:

1. Isaacson, pp. 567-570 (Kindle location 9720-9747)
2. Murmann, AGSM SMY Overview: The Fundamental Objective
3. Drucker, P.F. 2006. What executives should remember. *Harvard Business Review*.
4. Margolis, J. & Elfenbein, H. 2008. Social Responsibility: Do Well by Doing Good? Don’t Count on It. *Harvard Business Review*. January. p.19.

Before class tasks:

1. Reflect on whether the fundamental objective of your previous employer was clear to you. Did this make a difference for the performance of the organization

Oct 2

## **Presentation and Discussion of Fundamental Objective Teams Clients**

Before class tasks:

Be prepared to present the draft of your four-line memo with the following information:

1. Name of client and his or her position in the organization
2. The most important performance goal (the fundamental objective) of client for his or her organization
3. The actual performance of the client's organization in terms of the performance goal.
4. The Performance Gap of the client's organization (=performance goal minus actual performance)

Oct 4

## **Coordinating People**

### **Part 1: Strategy and Organizational Structures**

Reading:

1. Hrebiniak, Chapter 4

Study questions:

1. What factors or variables would you use to evaluate the appropriateness of the structure?
2. What typically drives the choice of structure and what should drive it?

Before class tasks:

1. Examine organization structure of team project client. Identify the organization structure your client organization has by drawing a chart as in Figure 4.2 (p.116) in Hrebiniak. Is structure appropriate for implementing the positioning strategy (the products or services offered)? Can you develop of an improved structure that would make the organization perform better? Be prepared to share your analysis in class.

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**Attention: Today @ 11 am Four-line Team Memo is due**

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Oct 9

## **Coordinating People**

### **Part 2: Information Sharing and Knowledge Transfer**

Reading:

1. Hrebiniak, Chapter 5

Study Questions: Why are basic operating structures insufficient to solve complex problems of coordination? What types of interdependence are found in organizations, and how do they affect the need for coordination or integration? What are the different methods of achieving coordination or integration? What is a matrix organization and why use it? What are the main impediments to knowledge transfer and information sharing in organizations and how can they be overcome? What is “responsibility plotting” and how is it done?

Before class tasks:

1. Figure out what types of interdependences exist among the roles in your team project client’s organization. How does you client solve the problem integrating and coordination people and get them to transfer information and knowledge? Be prepared to share your analysis in class.

Oct 11

**Coordinating People**  
**Part 3: Creating a well-designed Goal Hierarchy**  
**Translating Strategy into Short-term Objectives**

Readings:

1. Hrebiniak, Ch. 3, Issue #3, pp. 86-89 (Kindle location 1523-1577)
2. Kaplan & Norton, Balanced Scorecard, pp. 7-18, 24-32
3. Grady, “Performance Measurement: Implementing Strategy”

Before class tasks:

1. You have articulated the fundamental objective of your client organization. Examine whether your client has broken down the fundamental objective into short-term objectives and assigned clear roles, responsibilities and accountabilities to the people working in your client organization. Develop suggestions for improvements. Be prepared to share your analysis in class.

Oct 16

**Coordinating People**  
**Part 4: Incentives and Control**

Readings:

1. Hrebiniak, Chapter 6.
2. Brown, “Guide for Matching Compensation with Company Strategy and Structure.”
3. Murmann, 2011, Managing with Self-Affirmation Theory: The Case of Betina Young.

Before class tasks:

1. Examine what monetary and incentives the various employees of your team project organization are receiving. Are the incentives aligned so that employees are contributing to the fundamental objective of the organization? Could you redesign incentives for various employees so that they would be more aligned and facilitate the implementation of the strategy?

Oct 18

**Good Process is Key**

**Part 3: Structuring the Process Developing an Implementation Plan for your Client**

1. Minto, B. 1998. Thinking your way to clear writing. *Journal of Management Consulting*. and AGSM Thinking and Writing in Strategic Management Year. Appendix 3: Shinkle, Moran, Maitland, 2011. Detecting and Selecting Business Opportunities: Structuring the Process. Includes Rasiel, 1998. Chapter 1 of “The McKinsey Way.”

Oct 22-23

**Fall Break**

Oct 25

**Time to work on your Team Projects**

Oct 30

**Coordinating People**

**Part 5: Visions, Communication, and Story Telling**

Readings:

1. Denning, S. 2004. Telling Tales. *Harvard Business Review*.
2. Isaacson, Chapters 13, 14, 15.

Study Question:

1. What is Steve Jobs vision for Apple in the 1980s?
2. Can you find examples where Steve Jobs uses the communication strategies that Denning 2004 describes?

Before class tasks:

1. Articulate the vision your team project client has for his/her organization. Is the vision helping or hindering the strategy implementation? If your client does not have a vision that is clear, feasible, and motivational, think of articulating one for your client.

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**Attention: Today @ 11 am Draft of Team Project is due**

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Nov 1

## **Obtaining Power for Execution Part 1: Formal Power**

Readings:

1. Hrebiniak, Chapter 9
2. Isaacson, Chapter 17
3. Examine the development of the market share data of the MAC and Apple II division to get a sense of Steve Job's personal power in 1985. [PC Market share data 1975-2005](http://bit.ly/AatxET). <http://bit.ly/AatxET>

Study Questions: What is power? How does power affect strategy implementation? How do strategy formulation and implementation affect the power structure?

1. Why was Steve Jobs fired? Rank-order the causes. What role did formal power play?
2. Would you have fired Jobs if you had been Sculley and the board?

Nov 6

## **Obtaining Power for Execution Part 2: Informal Power through Networks**

Readings:

1. Krackhardt & Hanson, "Informal Networks."
2. Pfeffer, "Location in the Communication Network."
3. Gladwell. 1999. Six Degrees of Lois Weisberg. Available at <http://bit.ly/vMQFXo>

Study questions:

What can we learn from the Loius Weisberg (Glawell 1999) article about how to become a successful implementer, or person who gets things done through informal power?

Before class tasks:

1. Identify what informal networks exist in your client's organization. Is the informal network congruent with the formal authority lines? Does the informal network create problems for the implementation of the product positioning strategy?

Nov 8

## **Obtaining Power for Execution Part 3: Personal Power through Influence tactics**

Readings:

1. Cialdini. R. B. 2001, "The science of persuasion", *Harvard Business Review*, October, vol. 79, pp. 72–79. (You have had this reading before in core class but we will use it for a role play).

2. Dilger, October 6, 2011. Apple University revealed plan to teach executives to think like Steve Jobs. Available at <http://bit.ly/tIxiOw>

Study questions:

Imagine that you are Steve Jobs. Think about how Jobs may have used Cialdini's 6 principles to convince Joel Podolny to leave as the Dean of Yale and join Apple as the Dean of the corporate university.

Before class tasks:

1. Know the six principles of persuasion so you can apply them in an exercise.

Nov 13

### **Obtaining Power for Execution**

#### **Part 4: How Steve Jobs won back the leadership position at Apple in 1997**

Readings:

1. Isaacson, Chapters 23-25

Before class tasks:

1. Given the different sources of power discussed in previous classes, do a detailed analysis of precisely of how Jobs won back the leadership position at Apple. Rank-order the causes.
2. Examine the power distribution (formal, informal, and personal power), and be able to articulate in class to what extent the power distribution creates a problem for implementing your field project client's fundamental objective and the chosen strategy? How can your client assemble the power to get his/her old or new strategy implemented?

Nov 15

### **Managing Change**

Readings:

1. Hrebiniak, Chapter 7
2. Isaacson page 358-361, (Kindle location 6240-6292) and p. 368-393 Chapter 29 and Chapter 30 (Kindle location 6395-6807)

Review your reading notes on Isaacson, pages 317-338 (Kindle location 5566-5939).

Reading Questions: What key actions Jobs took to turn Apple around and then set it on profitable growth path? Was there any logic to why he some things earlier and some things later? How was he able to get people to implement his new strategies? How did he overcome resistance to change? Did Jobs engage in what Hrebiniak calls sequential or complex change?

*(Note: The next session we will analyze the leadership of Jack Welsh at GE. Keep track of Steve Job's leadership traits and process so you can compare him to Jack Welsh).*

Nov 20      **Managing Cultural Change:  
Jack Welsh and GE versus Steve Jobs and Apple**

Readings:

1. Hrebiniak, Chapter 8
2. Jack Welch, "How To Be A Good Leader." 2005.

Before class tasks:

1. Be prepared to discuss in class how are Jack Welch and Steve Jobs similar and different as leaders.
2. What lesson can you learn from Jack Welch?

Nov 27      **Time to work on your Team Projects**

No class. I will be in the classroom, however, to answer any questions you may have about the team project.

## PRESENTATIONS

Nov 29      **Team Project Presentations**

Dec 4      **Team Project Presentations**

Dec 6      **Team Project Presentations / Wrap-up**

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**December 14 @ 11 am: Final version of the team project paper is due**

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