



BUSM 757: Implementing Strategy

Spring 2017

Professor Christine Beckman

Course website: <https://myelms.umd.edu/courses/1218107>

Section 0101: Tuesdays/Thursdays 2 pm – 3:50 pm VMH 1511 (1/24-3/9)

Section 0101 Office Hours: Tuesday 4-5 pm

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This course is about strategy implementation. Without well-executed implementation, the best-laid strategies fail to deliver on their promise. This course will address critical organizational challenges associated with a wide range of strategic priorities: developing innovative ideas, achieving operational efficiency, sustaining organizational growth, adopting new business models, achieving strategic change, and building organizational competence. The primary course material will be a series of cases. You will also be provided with supplementary readings and lectures that will supply concepts and frameworks to analyze these implementation challenges.

You will gain an in depth understanding of the relationship between organizational strategy and organizational design, organizational culture, and politics. We will use several tools to assist in our analysis, such as congruence analysis. Throughout the course there will be a dual emphasis on thinking systematically and analytically about managing an organization and on the actual implementation challenges associated with strategy.

It is important that we take advantage of the experience of class members. So, where relevant, please feel free to bring your own experiences and illustrations into class discussion. Students with global experiences are especially encouraged to bring this knowledge into the classroom. The employment relationship in the U.S. is different in many respects from many other countries, so it is important that as managers we appreciate these differences in how problems might be solved differently in other cultures. If we are to meet our goal of increasing your effectiveness in leading and implementing strategy, it is important to explore how, why, and under what circumstances various approaches work. Your previous experience, both positive and negative, is a valuable source of data for this learning.

Course Requirements

In-class quizzes: 25% of grade

Class Participation: 20% of grade

Individual Case Write-ups: 20% of grade

Group Presentation: 10% of grade

Final Project: 25% of grade

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You will create groups during the first week of class. Ideal groups are between 4-6 people. These groups will be the basis for two group assignments and several group exercises.

All written submissions for this course must be professionally prepared, well-researched and documented, with reasonable fonts and margins. Any students with special needs should contact the professor before the second class.

Course Reading Materials

The majority of course materials can be found on the Harvard Business Publishing website. You should do the readings for the first week before the first class. Please sign-in to the Harvard site to obtain your course materials:

<http://cb.hbsp.harvard.edu/cbmp/access/57491398>

In-class quizzes

At the beginning of most classes, there will be a brief quiz on one of the cases that you have read for class that week. The quizzes will be based off the discussion questions listed for each case (Erik Peterson, Apex, Value Corp, Zappos, Jet Blue, IBM, Jerry Sanders, Iggy's, Harrah's, Accenture). The quizzes will be closed book and notes.

Class Participation

Because this is a case-based class, much of your learning in this course will come through group discussion. This course is not lecture-based; rather I will guide class discussion to ensure that we have a thorough discussion of the issues. Consequently, your attendance and participation in class is crucial. Participation enables you to learn from your colleagues and to help them learn from you. I expect you to participate in class – to analyze, comment, question, discuss, and build on others' contributions. You should carefully review the readings and cases for every class session. You are encouraged to discuss materials with other students before class. You should come to class prepared to share your ideas and to listen to the issues raised by others.

To ensure that all students have the opportunity to participate in the discussions, I will call on students who do not have their hands raised (a.k.a. cold-calling). If you feel that you are preparing well but are not getting an opportunity to speak often enough, please let me know. In grading class participation, I will consider whether your comments build on the comments of others and whether the comments add to the level of knowledge in the class. Are you able to provide rigorous and insightful diagnosis? Can you draw on the class materials and your own experience productively? Do you provide evidence for your arguments? Are you professional and respectful in your comments? Please note that you are rewarded for quality and not quantity.

If you have to miss class for unavoidable reasons, you are able to make up your participation for one class by submitting answers to all of the case questions for that week. Your participation grade for that week will be determined by the quality of your answers to those questions. Please upload the questions and your answers to the canvas missed class assignment (due finals week).

Individual Case Write-Ups

For two cases (JetBlue and Accenture), you will submit a two-page discussion of the case to Canvas. This brief write-up will highlight the key issues of the case. You should provide an analysis of the implementation issues. You should close with recommendations for action in this company or similar implementation issues in your company (or one you have worked for). Case write-ups should be typed, with reasonable fonts and margins and not more than 2 pages long (single-spaced). The case should be submitted to Canvas before class. Cases submitted after class will not be accepted.

Case analyses should describe the organizational problem(s) outlined in the case, provide an analysis of the problem (s) (not to be confused with description or a re-telling of the case), a conclusion and realistic recommendations. *You should tie your case discussion in with the course readings.* Please be concise. The questions for discussion in the course schedule may be used as a guide but not to organize your case discussion.

The case write-up will be evaluated according to how well you have demonstrated your mastery of the course material. This includes the application of appropriate conceptual materials; the effective use of evidence to develop your arguments; explicit assumptions and clear logical inferences; and a coherent and integrated analysis and assessment. In addition the written work must be clear and well-organized. The grading rubric is on canvas.

Group Presentation

Your group will create a video presentation for one of four potential business models for San Francisco Science. We will choose business models during the prior class, and you will prepare a powerpoint presentation and present it in the class period in which it is due. Find a real company to help you think through the business model. You should discuss whether this business model is a good choice given Jerry Sanders capabilities. Instructions are included at the end of the syllabus and will be discussed in class.

Final Group Project

The final assignment for this class is to analyze the implementation of an initiative, program, or change in an organization of your choosing. The project is an opportunity to apply the knowledge and insights gained from this course to analyze real-life organizational issues. Each group will gather data and write-up the results on their chosen strategy implementation effort for the final class period. Detailed instructions for completing the project are included at the back of this syllabus.

In order to facilitate the process, teams need to turn in a proposal addressing the implementation effort they will be analyzing. Your group should submit a proposal with the type of organization you will be studying, the job level of your contact person (it can be a team member), and a brief description (1 page) of the implementation effort you intend to analyze. Be as focused and specific as possible. I will give you feedback on this proposal. I am happy to schedule meetings with teams as needed.

Your group project will be turned in during finals week. Your group project grade is based on a combination of the overall team project grade (50%) and your individual performance in the team project as evaluated by your fellow group members (50%). You will fill out a

peer evaluation survey when you submit your final project. Your individual performance will be determined by weighting the team project grade by your relative performance. Team members receiving a performance appraisal, a) higher than the group's average performance appraisal earn a higher grade than the group project grade; b) equal to the group's average performance appraisal earn a grade equal to the group project grade; c) lower than the group's average performance appraisal earn a lower grade than the project grade. Individual performance will be determined by a peer evaluation from every member of the group.

Other course details

Grading

The guidelines set by the school for grading elective courses are as follows:

“ In R.H. Smith MBA elective courses, the proportion of A-, A, and A+ grades lie between 50% and 70% in the event that no “C” or lower grades are given. Otherwise stated, we are recommending a class-average GPA of approximately 3.60 as a target. “

Academic Integrity

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to this Code. The Smith School does not tolerate academic dishonesty. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code. For more general information, visit the following website on Smith and the University's Code of Academic Integrity: <http://www.rhsmith.umd.edu/about-us/academic-integrity>

The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students and prohibits cheating, fabrication, facilitating academic dishonesty, and plagiarism. As a student, you are responsible for upholding these standards in this course and understanding what constitutes cheating, fabrication, facilitation, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, collaborating on deliverables without explicit permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

To assist you in understanding acceptable levels of collaboration, the Smith School has adopted an icon system to indicate expectations for deliverables detailed in the syllabus. The icons indicate which, if any, collaborations are appropriate in the completion of course deliverables: open notes, open book, ask your friends, search online, work in groups. Please consult the Academic Integrity Matrix for details on acceptable levels of collaboration for each graded assignment.

Inclement Weather

In case of inclement weather, check the University of Maryland homepage or call 301 405-SNOW to check on cancellation status. Classes will always be held unless the university has cancelled classes. If classes are cancelled, schedules will be adjusted accordingly. It is possible that class sessions will be adjusted as a result.

Responsiveness

The best ways to communicate with me are via email (cbeckman@rhsmith.umd.edu) or during office hours (location and times noted above). If you email me during the week, please allow 24 hours for a response. If you email over the weekend, I cannot guarantee that I will respond until the following work day. If you do not hear back from me given these conditions, please email me again.

The telephone number I have provided is for the phone in my office on campus, which I use sporadically. Email is the quickest way to contact me.

Technology

In class, you will use computers or phones for online quizzes and for some group assignments. Other than those moments when required for class, please do not have them out. Why? For several reasons:

- Our class is discussion based and learning happens by listening and responding to the comments of others. Taking notes during case discussions is rarely useful to your learning.
- In general, taking notes via computer is associated with lower rates of memory and understanding than taking notes by hand. See "[A Learning Secret: Don't Take Notes with a Laptop.](#)"
- Computer use in class is extremely distracting to the note taker and to those in visual proximity. In fact, from a learning perspective, it is analogous to second-hand smoking—it's harmful to you and those around you. See "[The Laptop and the Lecture: Effects of Multitasking in Learning Environments.](#)"

Grade Dispute

If you have a question or concern regarding an assignment or quiz grade, you need to document your concern in writing. Within one week, you must email me a copy or screen shot of the original assignment and a written rationale to explain why you believe your grade should be changed. Please document reasons by referring to inconsistency in grading standards, misinterpreted meaning, etc. In your rationale, be sure to explain how my decision to change your grade will be fair to everyone else in the class. Re-grading can result in a higher or lower grade.

Course Schedule

Date and Topics	Readings/discussion (graded in bold)
<p>Week 1: January 24 <u>Introduction</u> Strategy Identification</p> <p>January 26 <u>From Strategy to Implementation 1</u> Erik Peterson</p>	<p><u>Preparation Work:</u> <i>Tuesday:</i> Video: What is strategy? <i>Thursday:</i> Case: Erik Peterson (A)</p> <p><u>In class:</u> Online quiz on case (Thursday)</p>
<p>Week 2: January 31 <u>Strategy & Structure</u> Appex</p> <p>February 2 <u>Strategy & Structure</u> Swiss Watch Design Task</p>	<p><u>Preparation work:</u> <i>Tuesday:</i> Reading: Note on Organization Structure Case: Appex Corp</p> <p><i>Thursday:</i> Submit group project idea</p> <p><u>In class:</u> Online quiz on case (Tuesday)</p>
<p>Week 3: February 7 <u>Strategy & Structure</u> Alternative organizations</p> <p>February 9 <u>Strategy & Alignment</u> JetBlue</p>	<p><u>Preparation for next class:</u> <i>Tuesday:</i> Readings: Value Corp and Zappos Articles Prepare for Debate</p> <p><i>Thursday:</i> Reading: Congruence Note Case: JetBlue Case Write up</p>
<p>Week 4: February 14 <u>Strategy & Culture</u> Iggy's</p> <p>February 16 <u>Strategy & Networks</u> Jerry Sanders</p>	<p><u>Preparation work:</u> <i>Tuesday:</i> Reading: Organizational culture Case: Iggy's Reading: What was Volkswagen thinking?</p> <p><i>Thursday:</i> Case: Jerry Sanders</p> <p><u>In-Class:</u> Online quiz on cases (T and Th)</p>

<p>Week 5: February 21 <u>Strategy & Entrepreneurship</u> San Francisco Science</p> <p>February 23 <u>Strategy & Ambidexterity</u> IBM</p>	<p><u>Preparation for next class:</u> <i>Tuesday:</i> Reading: Reinventing Your Business Model SFS Powerpoint Due</p> <p><i>Thursday:</i> Reading: Designing an entrepreneurial organization (INSEAD) Case: IBM Case</p> <p><u>In-Class:</u> SFS Group Presentations Online quiz on case (Thursday)</p>
<p>Week 6: February 28 <u>Strategy & People I</u> Harrah's</p> <p>March 2 <u>Strategy & People II</u> George Martin at BCG</p>	<p><u>Preparation work:</u> <i>Tuesday:</i> Video: Human Capital Case: Harrah's</p> <p><i>Thursday:</i> Case: George Martin at BCG Reading: How IDEO designers persuade companies to accept change</p> <p><u>In-Class:</u> Case: Harrah's BCG Design Exercise Online quiz on cases (T/Th)</p>
<p>Week 7: March 7 <u>Strategy & Change</u> Accenture Development Partnerships</p> <p>March 9 <u>Putting it together</u> Ingrid Johnson at Nedbank</p>	<p><u>Preparation for next class:</u> <i>Tuesday:</i> Reading: Implementation challenges Case: Accenture Development Partnerships Case Write up</p> <p><i>Thursday:</i> Case: Ingrid Johnson at Nedbank</p> <p><u>In-Class:</u> Online quiz (Thursday)</p>
<p>Final Deliverable: March 16 (no class session)</p>	<p><u>Deliverables:</u> Project Report</p>

Course schedule details:

Week1

Class 1

Introduction to course and Strategy Identification

Learning objective:

- Identify core strategy of organizations

Pre-class work:

Video: What is strategy? <https://www.youtube.com/watch?v=TD7WSLeQtVw>

Class 2

Introduction to Strategy Implementation

Learning objective:

- Understand to managerial challenges of implementation

Pre-class work:

Case: *Erik Peterson at Biometra (A)* HBS # 411-031

Case preparation questions (basis for online quiz):

Erik Peterson Questions:

1. What is your assessment of the events described in the Erik Peterson cases?
2. What if anything, should Peterson have done differently?
3. Could you have succeeded in Erik Peterson's situation? Why or why not?
4. What lessons, if any, do you take away from Peterson's experience thus far?

Week 2

Class 3

Strategy and Structure I

Learning objective:

- Understand the building blocks of structure

Pre-class work:

Case: *Appex Corp #491082*

Reading: *Note on Organization Structure #491083*

Case preparation questions:

1. What are the challenges that Shikhar Ghosh faced when he joined Appex?
2. Evaluate the importance of each of the structural changes he implemented. Who important were they? What problems did each new structure address? What problems, in turn, did it create?
3. What would you have done in Shikhar's place? Were all the changes in structure necessary? How would you address the challenges that Appex is confronting by the end of the case?

Class 4

Strategy and Structure II

Learning objective:

- Utilize the building blocks of structure

In class:

Swiss Watch Design Lab

Submit group project idea

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Week 3

Class 5

Alternative Organizational Structure

Learning objectives:

- Explore benefits and challenges of flat and un-traditional organizations
- Analyze structures that facilitate creativity

Pre-class work:

Readings: Value Corp and Zappos Articles (links in canvas)

Debate preparation questions (assigned position ahead of time):

Valve Corp. and Zappos

1. Your McKinsey consulting team has been tasked with advising Zappos CEO Tony Hsieh on whether holacracy and the supporting practices are well-aligned with their corporate strategy.
2. You are part of a Goldman Sachs team advising Valve Corp on whether they can go public and still maintain their unusual organization.

Class 6

Strategy & Alignment

Learning Objectives

- Apply the congruence model

Pre-class work:

Reading: Congruence Note

Case: JetBlue

Case preparation questions:

Jet Blue Case Questions:

1. What are the key success factors for JetBlue?
2. What will it take to execute on these factors?
3. If this organizations were going public next week, would you invest? Why or why not?

Week 4

Class 7

Strategy & Culture

Learning objectives:

- Learn about organizational culture
- Consider relationship between culture and ethics
- Consider alignment issues for growing organizations

Pre-class work:

Reading: Organizational culture: <http://nyti.ms/1md1je8>

Case: Iggy's

Reading: What was Volkswagen Thinking:

<http://www.theatlantic.com/magazine/archive/2016/01/what-was-volkswagen-thinking/419127/>

Case preparation questions:

Iggy's Case Questions:

1. What actions do the Ivanovics take to create a unique culture at Iggy's?
2. What are the costs and benefits of this culture as the organization grows?
3. Which roles should the Ivanovics hand over to their professional management team? Which should they retain?
4. What should they do about Matthew McRae?

Class 8

Strategy & Networks

Learning objective:

- Learn about the role of networks and interpersonal influence in managing organizations

Pre-class work:

Case: Jerry Sanders

Case preparation questions:

Jerry Sanders Case Questions:

1. What was Sanders trying to accomplish?
2. What strategies did he use to build his business? How effective has Jerry Sanders been?
3. What do you think of his approach?

Week 5

Class 9

Strategy & Business Models

Learning objectives:

- Understanding trade-offs of alternative business models
- Developing presentation skills

Pre-class work:

Reading: Reinventing Your Business Model

1. What is the alternative business model that Jerry Sanders might choose in forming San Francisco Science (assigned before class)?
2. Design an aligned organization for your group's business model for San Francisco Science.
3. Develop a powerpoint presentation to be presented in class.

Due: SFS group presentations

In-class:

Presentations and voting

Class 10

Strategy & Ambidexterity

Learning objective:

- Understand trade-offs of exploration & exploitation

Preparation for class:

Reading: Designing an entrepreneurial organization (INSEAD)

Case: IBM Case

Case preparation questions:

IBM Case Questions:

1. What are the key elements of the EBO system? What is your evaluation of the system?
2. What should Harreld do about the number of EBOs? Those businesses reaching H2 status?

In-class:

Case: IBM

Alliance Exercise

Week 6

Class 11

Strategy & People I

Learning Objectives

- Discuss alignment of people and HR systems
- Consider alignment issues for growing organizations

Preparation for class:

Video: Human Capital

Case: Harrah's

Case preparation questions:

Harrah's Case Questions:

1. What are the strengths and weaknesses of Harrah's gainsharing program?
2. What advice would you have for Winn about her recommendation to Loveman?
3. How well-aligned is Harrah's Quick Quits program with its strategy?

Class 12

Strategy & People II

Learning objective:

- Practice Design Thinking
- Learn about creative practices for HR problems

Pre-class work:

Case: George Martin at BCG

Reading: How IDEO designers persuade companies to accept change

Case preparation question:

1. How big of a problem is retention for BCG? What's the evidence? Are there workable solutions?

In-class work:

Design Exercise

Class 13

Strategy & Change

Learning objective:

- Explore different practices for effecting change
- Understand viewpoints of different stakeholders within the firm

Pre-class work:

Reading: Implementation challenges

Case: Accenture Development Partnerships

Case preparation questions:

2. In your opinion, which of Gib Bulloch's actions was most effective for getting buy-in for the venture?
3. What are the implications of the "convergence economy" for Accenture Development Partnerships? Are changes to the business model needed?
4. What are your recommendations for managing the loss of Mark Foster, the venture's key sponsor?
5. Should Accenture Development Partnerships be phased out, integrated or left as a standalone business? Why?

Class 14

Putting it Together

Learning objective:

- Learn about a change model
- Re-visit congruence model

Pre-class work:

Case: Ingrid Johnson at Nedbank

Case preparation questions:

1. What is the context within Nedbank when Ingrid Johnson arrives at Business Banking in 2005?
2. What are Ingrid Johnson's main change management challenges when she arrives?
3. How does she address these challenges in her first year?
4. What is your assessment of her performance during that time? What were her successes and what did not work out well?
5. What does she do differently in the next four years? Does her leadership style change over time? How?

Details on deliverables:

SFS GROUP PRESENTATION

You are Jerry Sanders. You have sold X-Cardia to Imagyn and are about to launch San Francisco Science. Your new company is carving out a niche that connects inventors, physicians, financiers and established medical device companies. You have a clear conception of what you are trying to accomplish and have already completed the business plan and located initial investors. You have selected a business model (assigned in class: VC firm, consultant, broker, or accelerator/incubator).

How well does this business model help you accomplish your goals? What are the strengths and weaknesses of this model? Would you recommend Jerry Sanders adopt this business model?

In your team, prepare a presentation outlining your analysis. Be sure to answer the bolded questions. The other questions are useful but you are not required to answer all of them.

- **What is your strategy?**
- **What is a comparable organization (one existing company)?**
- **How will you make money?**
- **What kind of people will you need to hire?**
- **How will you organize them?**
- **What are the challenges associated with your business model and how will you deal with them?**
- **Do you recommend Jerry Sanders adopt this business model? Why or why not?**
- Who are your competitors?
- What are the critical tasks or key success factors?
- What values and activities would be important?

Please submit your powerpoint presentation to canvas. Your presentation should be no longer than 5 minutes long.

Details on deliverables:

FINAL GROUP PROJECT GUIDELINES

Your team needs to identify an organization or part of one. You have the option of selecting an organization in which one or more of your team members works (or has worked), whether for profit or non-profit. You should do the following:

1. Establish a contact person in the organization (could be a team member).
2. Learn about the organization you have chosen. Your contact person may be able to provide you with organization charts, annual reports, statements of corporate goals, and any other relevant information.
3. Choose a strategy implementation effort to examine. You have a wide range of options available. You should choose an effort that is both relevant to the organization and timely (i.e., people are thinking about it now). Some sample problems or issues are listed below:
 - An evaluation of a major organizational change (e.g., restructuring, downsizing)
 - Introduction of a new technology, product or service line
 - Merger or acquisition
4. Once you have chosen an organization and an issue or problem to examine, you should write a one-page summary of your topic and organization to be turned in at the beginning of Week 3 (details posted to canvas). You should include a list of names of team members, the type of organization and brief description, level of contact person, and brief description of the problem or issue. I suggest you attempt to narrowly define the problem.
5. Collect some data. Your data may include conducting interviews (a minimum of two), circulating a survey, observing in the organization, or some combination of methods. This “primary” data should be enough that you are not relying on one person’s perspective. Include details of your primary data collection in an appendix to your write-up (e.g., your interview questions and notes, survey questions and responses, observation notes). You should also collect “secondary” data from company materials or the library.
6. Conduct your analysis. Your analysis should be based on what we have learned in class and you should use the tools (i.e., congruence analysis) we have used in class. What is working? What is not working? Why?
7. Each team will turn in a paper not more than 5 pages (single spaced) during finals week (deadline posted in canvas), which should include the following elements:
 - a) A brief description (paragraph) of the organization and client: What business is the organization in? Who are you “working” for? How might that influence your analysis?
 - b) A description of the implementation effort – Who is involved? When did it begin?
 - c) A description of how your data were collected (e.g., interviews, observations, surveys, etc.) and the limitations and potential biases of your methods. Include interview or survey

questions (as well as data analysis) in Appendices as well as any raw data (not included in your page limit).

- d) An analysis of the issues: What is working and not working with respect to this implementation effort? How are problems being dealt with? What parts of the effort are aligned and not-aligned with the strategy? Think about this from the different perspectives we have covered in class (e.g., structure, culture, people). This is the most important section of the paper. If you reference readings or other information from the web, please cite using APA or Chicago style format.
- e) A detailed plan of action: What else should be done? What will your plan accomplish? What problems might be encountered?

Evaluation Criteria

Written reports should be 5 or fewer typed single-spaced pages and are due on **March 16th**.

Reports will be evaluated on the following criteria:

1. Quality of the data collected and discussion of data collection efforts.
2. Level of insight into the problem and originality of the methods used to learn about the problem.
3. Quality of analysis, including the persuasiveness of data presented, the extent to which alternative interpretations of the problem are considered, and the appropriate use of concepts we have covered in the course.
4. Quality of the recommendations and linkage to underlying analysis.
5. Overall quality of the presentation of the final report itself, including style, organization, clarity and professionalism.

Your team project grade is based on a combination of the overall team project grade (50%) and your individual performance in the team project as evaluated by your fellow group members (50%). Peer evaluation forms are confidential. If you do not turn in the evaluation by the deadline you will receive a 0 for your individual score and therefore a maximum possible team project grade of 85.