

IMPLEMENTING STRATEGY

B65.2370.30, Spring 2009

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Office Hours: W 4-5:45 PM

Class Hours: W 6-9 PM from 2/11- 5/6

Class Room: KMC 3-70

Deliverables: One individual case reflection journal due 4/30; One group report & presentation of Design Project due 5/7; One take-home final due 5/14.

Welcome to the elective course on organizational design and implementation!

This course focuses on designing better organizational structures to ensure effective strategy implementation.

You are likely familiar with the basics of organizational strategy and structure from your previous courses such as Strategy and Managing Organizations. While strategy focuses on formulating a game plan, structure is where it gets truly played out. Merger and acquisition strategies often fail because of failure to follow through with proper structures to realize the strategies intended.

In this course, we seek answers to the following questions: *Given* a strategy, how do we get execution right? What could go wrong? How do we correct it through better design of structure? Through analyses of several case studies, we will probe how strategies actually get *executed* through the medium of structure. More broadly, we will study how organizational dimensions such as strategy, structure, technology and culture, and the many sub-dimensions within each of these, *relate to one another* and *how they collectively determine the overall adaptive efficiency* of the organization with respect to its operating environment.

This course should benefit those who plan careers in management consulting or marketing; top management team members who need to know the forest *and* the trees; the entrepreneurial types including professionals such as doctors and lawyers who wish to start their own businesses; and those who require the ability to assess organizations, such as financial analysts or investment bankers.

The course follows an interactive, discussion driven format. And the cumulative thrust of the course is a course project in which you will subject your own organization's structure and its varied dimensions to critical analysis and come up with action specific recommendations to top management.

TEXT

1. Making Strategy Work : Leading Effective Execution and Change by Lawrence G. Hrebiniak
Pearson Education, 2005.

2. HBS Case Packet. Available at the Professional Book Store, NYU.

Besides above, various business press articles and readings appropriate to the scheduled topics and cases will be distributed in class.

RECOMMENDED READING

Organizational Architecture, by David Nadler, Marc Gerstein and Robert Shaw, Jossey-Bass: San Francisco. 1992.

Organizing for the Future: The new logic for managing complex organizations, by Jay Galbraith and Edward Lawler, Jossey-Bass, 1993.

Beyond Reengineering: How the process-centered organization is changing our work and our lives, by Michael Hammer, Harper Collins, 1996.

Competing by Design: The power of organizational architecture, by David Nadler and Michael Tushman, Oxford Univ. Press, 1997.

What (Really) Works by Joyce, Nohria & Roberson, Harper Business, 2003.

ASSIGNMENTS

Participants will be responsible for the following assignments:

Design Project. The purpose of the group project is to learn how to analyze a real organization in depth. Please form teams of three. The team topic could be anything that relates to one or more of the concepts covered in this course. I urge you to choose the companies you are working with /have worked with so you will have extensive familiarity with the organizations. Each team will thus get to compare three different firms in terms of their overall structural fit with strategy. **Beyond this basic comparison, you should also choose a specific theme in your report to highlight and critique.** You are free to choose a theme that you like to address. Some sample themes are:

- Hiring and firing dynamics and how they relate to culture/structure aspects in companies
- The dilemmas of centralization: its costs and benefits
- Organizing for innovation: which structures work and why
- Technologies: how they help and hurt companies
- The art of integration after acquisition: soaring successes and sorry failures.
- Empowerment: What happens when managers follow and workers lead.

The report should be an *analysis* of around 6-10 pages of text, your choice of font/size/spacing, plus attachments/exhibits. **All data and description part of the report** should be provided as attachments and exhibits at the end of the report. I will go over this in class and provide more pointers by the second session.

Case Reflection Journal: To ensure that your case preparation effort is proportionately recognized and rewarded, please keep *a journal of your case preparation notes* - reactions, responses, to at least one or two of the discussion questions listed along with the cases in the syllabus or your general impressions of the case. Approx. half a page per case is adequate. If you believe brevity is the soul of wit, bullet points are fine too. Do mention any valuable points you believe you made

during class discussion of each case. This will go toward your class preparation and contribution part of your grade and help track *the consistency of your effort* at class preparation and help you cross over the often hairline distinctions between a B and B+, B+ and A- and so on. For class discussions and written assignments, you will be expected to draw from **all** of the relevant readings, and class discussions to date. As the bulk of the learning occurs in class through a spirited interchange of points and counterpoints between participants, *attendance is required* and counts toward the class contribution grade.

Grading Plan & Due Dates: Your course grades will be based on the following components and approximate weights:

Class Preparation & Contribution (<i>individual</i>)	20%	(Case Reflection Journal due 4/30)
Design Project Report (<i>group</i>)	50%	(Written report due: 5/7; Orals: 5/1 & 5/7)
Take Home Final Assignment (<i>individual</i>)	30%	(Qs given out 5/7. Reports due: 5/14)

Any problems? Feel free to get in touch with me and share your thoughts and expectations on the course. The email is the best and the fastest way to get in touch with me. Remember that I live only a mouse click away from your PC!

Schedule of Assignments

1 2/11

Introduction

Case: Boston Lyric Opera

Reading: The Balanced Score Card

Reading: Decoding the DNA of the Toyota Production System

Case: Boston Lyric Opera

Discussion Questions

1. The Boston Lyric Opera (BLO) working group has selected eight customer objectives for its three strategic themes (see bulleted items on pages 5-7 of the case, also summarized in the Customer row of Exhibit 5):

- Develop loyal and generous supporters
- Build reputation on national and international opera scene
- Reach the Boston area community

What **measures** should the project team select for these eight objectives?

2. What changes were required to adapt the Balanced Scorecard (BSC) to a nonprofit organization?

3. What are the benefits from developing the Balanced Scorecard at BLO? What challenges and barriers must Del Sesto and Dahling-Sullivan overcome to capture these benefits?

4. Comment on the process that the BLO used to develop the BSC. What was critical for the success of the project?

Introduction to Group Project: Form teams of three to four members.

Optional Reading

Having Trouble with Your Strategy? Then Map It, R S Kaplan and D P Norton, Harvard Business Review (HBR), Sep-Oct 2000, 167-176.

New Templates for Today's Organizations by Peter Drucker, HBR, Jan-Feb 1974.

2 2/18

Back ground reading: **Text:** Read chapters 1, 4 & 5

Case: Tektronix, Inc: Global ERP Implementation

Discussion Questions

1. Why did Tektronix implement ERP in stages? How should a company decide between implementing in stages or going big-bang?
2. How did Tektronix manage the risks of ERP implementation?
3. What is your overall assessment of the Tektronix ERP project?

Reading: Enterprise Resource Planning, Technology Note

Reading: Note on Implementing Strategy

3 2/25

Back ground reading: **Text:** Read chapters 6, 7 & 8. Browse through chapters 1, 2 & 3.

Reading: Designing organizations that are built to change**Case: Deaconess-Glover Hospital (A)****Discussion Questions**

This case describes the work of John Carter to understand the processes by which the hospital meets the needs of its patients. The idea here is to test the efficacy of applying the Toyota Production System Rules-in-Use to improve those processes on the multiple dimensions of quality, cost, flexibility, time, and safety. From what you have read in this case and insights gained from the reading “Decoding the DNA of the Toyota Production System”, please answer the following questions:

1. What has Carter been doing and why at Deaconess-Glover Hospital?
2. What problems has he discovered?
3. What solutions do you think he will propose to John Dalton, president of the hospital, and to Julie Bonenfant, the hospital’s vice president?
4. Develop an actionable plan to implement your solutions.

4 3/4**Case: IBM - Make It Your Business (A)****Also, scan this case: The Transformation of IBM****Discussion Questions**

1. What is IBM’s new strategy?
2. Scan the transformation of IBM case. What is the role of measurement in transforming IBM (see especially discussion by George Conrades and John Thompson)?
3. Identify the three most important variables that IBM must monitor to ensure the successful implementation of its new strategy.
4. How would you measure these “critical performance variables”?
5. Prepare detailed recommendations for changing the Sales Plan and Quota System. Be prepared to formally present your recommendations in class.

5 3/11**Case: Best Buy: An Innovator’s Journey****Discussion Questions**

1. How do employees learn at Best Buy?
2. How does it relate to organizational learning?
3. Does the Best Buy experience jibe with your own intuitive understanding of how learning takes place in organizational settings?

Reading: Connect and Develop: Inside P&G's new model for innovation

Optional Reading:

Leading groups in organizations, by Richard Hackman and Richard Walton, in *Designing Effective Work Groups*, ed. Paul Goodman. San Francisco: Jossey-Bass, 1986.

6 3/25

Video Case: Partnering to Enter New Markets

Reading: Collaborative Advantage: The art of alliances

Time out for Design project: Please bring to class the research you have done to date and spend the rest of class time working on your group project with your team members.

7 4/1

Case: Lehman Brothers (A): Rise of the Equity Research Department

Discussion Questions

1. What specific actions of Jack Rivkin led to the spectacular rise of Lehman's equity research department?
2. What are the unique challenges of building a high performing professional service team? To what should the team leader pay particular attention?

Optional Reading

Managing your intellectuals by Hadley Donovan, Fortune, 23 Oct 1989, p.177-180.

What creates energy in organizations? by Rob Cross et al., Sloan Management Review, Summer 2003, p.51-56.

Case: Mount Everest -1996

Discussion Questions

1. Why did this tragedy occur? What is the root cause of this disaster?
2. Are tragedies such as this inevitable in a place like Everest?
3. What is your evaluation of Scott Fischer and Rob Hall as leaders? Did they make some poor decisions? If so, why?
4. What are the lessons from this case for general managers in business enterprises?

Optional Reading

Understanding behavior in escalation situations by B Staw and J Ross, Science, 1989, 246:216-220.

The escalation of commitment to a failing course of action by J Brockner, Academy of Management Review, 1992, 17:39-61.

Normal Accidents: Living with high risk technologies by C Perrow. Princeton, NJ: Princeton University Press, 1999.

Knowledge worker productivity - the biggest challenge by Peter Drucker in *California Management Review*, 41,2, Winter 1999.

8 4/8**Case: Shinsei Bank: Developing an Integrated Firm****Discussion Questions**

1. How does Shinsei Bank attract, develop, and retain the right talent?
2. How does this compare with how your own organization does it?
3. What do you think are the key differentiators of a company could be in terms of talent attraction?

Optional Reading**Case: G.E's Talent Machine: The Making of a CEO****Discussion Questions**

1. While most companies have difficulty producing sufficient quality candidates for top management succession, how has GE been able to create a surplus? What philosophy, policies, and practices have made it a "CEO factory" as Fortune called it, and "easily the world's best machine for churning out corporate talent" as The Economist described it?
2. How generalizable are GE's management development policies and practices? How transferable across cultures? Across industries? Across companies?
3. As Jeff Immelt, is it time to tune up or even overhaul GE's management development policies and practices? Specifically, how would you deal with proposals to change the vitality curve, MBA and international recruitment, and the executive bands?
4. What are the takeaways here? Reflecting on your analysis, positive or negative, of GE's development of its management pipeline, what do you see as the key success factors in making talent management an important source of competitive advantage?

Optional Reading

Building competitive advantage through people by Christopher Bartlett and Sumantra Ghoshal, MIT Sloan Management Review, Winter 2002, pp.34-41.

Leading groups in organizations, by Richard Hackman and Richard Walton, in *Designing Effective Work Groups*, ed. Paul Goodman. San Francisco: Jossey-Bass, 1986.

How I learned to let my workers lead, by Ralph Stayer, HBR, Nov-Dec, 1990.

The hard work of being a soft manager by William Peace in HBR, Nov-Dec 1991.

Is your boss spying on you? by Michele Galen, Business Week, January 15, 1990:74-75.

9 4/15**Case: Citibank - Performance Evaluation****Discussion Questions**

1. Why has Citibank introduced a performance scorecard?
2. If you were Lisa Johnson, how would you evaluate James's performance?
3. What are the pros and cons of using a performance score card to evaluate and reward performance?
4. What are the characteristics of a good measure?

Reading: Saying it like it isn't: The pros and cons of 360-degree feedback**Reading: Conducting a Performance Appraisal Interview****Reading: Making Partner: A Mentor's Guide to the Psychological Journey****Reading: Teaching Smart People How to Learn****Optional Reading**

See chapters 9 and 10 in Robert Simons, *Performance Measurement & Control Systems for Implementing Strategy*, Prentice Hall, 2000.

The Art and Science of 360 degree Feedback by Lepsinger, R and Lucia A D. San Francisco, Pfeiffer. 1997.

The impact of 360 degree feedback on management skills development by Hazucha J F et al. in *Human Resource Management*, 32 (2,3): 325-351.

Preserving employee morale during downsizing by Mishra, Spreitzer and Mishra in *Sloan Management Review*.

Building a learning organization, by Garvin,D., HBR, July-Aug, 1993.

The horizontal organization, by Ostroff, and Smith, D., *McKinsey Quarterly* 1 (1992):148-168.

Case: Developing Professionals -The BCG Way (A)**Discussion Questions**

1. Each of you will be assigned two roles. Please come to class prepared to engage in meetings in which you assume these roles. As you prepare for these meetings, you may consider:
 - a. What do you want to achieve from the meeting?
 - b. What do you think will be your advisor's/advisee's perspective?
 - c. How would you like the meeting to proceed?
2. What should Josh Coppersmith, Eric Wong, Michael Nelson, or Madeline Lagarde have done differently during their first 18 months at BCG? What should their mentors have done differently?
3. Evaluate BCG's career development and mentorship processes. What are their strengths and weaknesses?
4. What ways would you recommend to make mentorship effective? What are some of the challenges that make mentorship ineffective?

10 4/22

Case: Work Patterns at Ditto (A)**Discussion Questions**

1. What are the tradeoffs Max is making? The tradeoffs Laura is making? Would you want to be either one of them? Do you worry about being either one of them?
2. Are the long and unpredictable work hours maximizing the group's effectiveness?
3. Should anything be changed? If so, what? Whose responsibility is it to make any desired changes?

Optional Reading

Radical change, the quiet way by Debra Meyerson, HBR, October 2001:92-100.

Small Wins: A pragmatic primer for realistic radicals by Karl Weick, American Psychologist, 1984, 39:40-49.

Optional Reading

Tempered Radicals: How people use difference to inspire change at work. Debra Meyerson, Boston: HBS Press, 2000.

DUE: Case Reflection Journal, hard copy due.

11 4/29

Design Project: Team Presentations

(Note to presenting groups: your power point slides are e-due by 4/29; Written report hard copy due: 5/7)

12 5/6

Design Project: Team Presentations (contd.)

(Note to presenting groups: your power point slides are e-due by 5/6; Written report hard copy due:5/7)

Course Review. Take Home Finals given out 5/7, E-due 5/14.

ABSTRACTS OF CASES AND READINGS (in alphabetical order)

Best Buy: An Innovator's Journey

The CEO of Best Buy, a hugely successful retailing company, has hired consulting firm Strategos to imbue the company with an improved innovative capability. The six-month program of experimental learning yields new business ideas and also trains Best Buy employees as innovation coaches. However, this kind of learning is expensive and time consuming. The case details the learning journey as experienced by Best Buy employees and raises the question of when such development programs are appropriate. Focuses on the learning process and stimulates debate about how people and organizations learn in general, as well as how an innovation capability can be fostered.

The Boston Lyric Opera

The Boston Lyric Opera was the fastest growing opera company in North America during the 1990s. Having successfully completed a move to a larger facility in 1999, the board and general director recognize the need to develop a formal strategic planning and governance process to guide the company into the future. Board members, senior managers, and artistic leaders use the Balanced Scorecard (BSC) as the focus of a multi-month strategic planning process that develops a strategy map and objectives in the four BSC perspectives for three core strategic themes. This case describes the high-level scorecard development, its cascading down to departments and individuals and the directors' interactions--using the Balanced Scorecard--with the artistic leaders and board of directors.

Citibank: Performance Evaluation

Citibank has introduced a new, comprehensive performance-scorecard system. A regional president struggles with a tough decision: how to evaluate an outstanding branch manager who has scored poorly on an important customer satisfaction measure. This case provides a scoring sheet to be completed by the reader and an explanation of the ramifications of the decision for the business's strategy.

Deaconess-Glover Hospital (A)

Chronicles the initial efforts to teach a health care organization to manage itself according to the principles of the Toyota Production System (TPS). Describes the decision and dilemmas that arose from the implementation experiment. Builds on Bowen and Spear's earlier research in industrial settings. They found that TPS is an integrated approach to designing, doing, and improving the work of individual people and of groups of people working collaboratively to produce and deliver goods, services, and information. The Deaconess-Glover Hospital project tested the efficacy of the TPS in a nonindustrial setting (i.e., health care) and also offered insight into how to convert an organization, managed by its existing management system to one managed by TPS principles. This case provides background on Deaconess-Glover Hospital and on the TPS teacher, John Kenagy. Describes how Kenagy observed the work at the hospital to understand the system. Given how Kenagy gathered data and based on what he directly observed, what should he recommend to managers about their next step?

Decoding the DNA of the Toyota Production System

The Toyota Production System is a paradox. On the one hand, every activity, connection, and production flow in a Toyota factory is rigidly scripted. Yet at the same time, Toyota's operations are enormously flexible and responsive to customer demand. How can that be? After an extensive four-year study of the system in more than 40 plants, the authors came to understand that at Toyota it's the very rigidity of the operations that makes the flexibility possible. That's because the company's operations can be seen as a continuous series of controlled experiments. Whenever Toyota defines a specification, it is establishing a hypothesis that is then tested through action. This approach--the scientific method--is not imposed on workers, it's ingrained in them. And it stimulates them to engage in the kind of experimentation that is widely recognized as the cornerstone of a learning organization. The Toyota Production System grew out of the workings of the company over 50 years, and it has never actually been written down. Making the implicit explicit, the authors lay out four principles that show how Toyota sets up all its operations as experiments and teaches the scientific method to its workers. The first rule governs the way workers do their work. The second, the way they interact with one another. The third governs how production lines are constructed. And the last, how people learn to improve. Every activity, connection, and production path designed according to these rules must have built-in tests that signal problems immediately. And it is the continual response to those problems that makes this seemingly rigid system so flexible and adaptive to changing circumstances.

Developing Professionals -The BCG Way (A)

This case provides a brief history of Boston Consulting Group (BCG) and the firm's approach to development and mentorship of its consultants. It also discusses the challenges facing three consultants who are nearing the two-year mark of working at BCG.

G.E's Talent Machine: The Making of a CEO

GE believes its ability to develop management talent is a core competency that represents a source of sustainable competitive advantage. This case traces the development of GE's rich system of human resource policies and practices under five CEOs in the post-war era, showing how the development of talent is embedded into the company's ongoing management responsibilities. It describes the development of a 25-year-old MBA named Jeff Immelt, who 18 years later is named as CEO of GE, arguably the biggest and most complex corporate leadership job in the world and how he frames his priorities for GE and implements them, pulling hard on the sophisticated human resource levers his predecessors left him. Immelt questions whether he should adjust or even overhaul three elements of GE's finely tuned talent machine. The focus is on examining the importance of managing human capital as carefully as financial capital as a scarce strategic resource.

Having Trouble with Your Strategy? Then Map It

If you were a military general on the march, you'd want your troops to have plenty of maps--detailed information about the mission they were on, the roads they would travel, the campaigns they would undertake, and the weapons at their disposal. The same holds true in business: a

workforce needs clear and detailed information to execute a business strategy successfully. Authors Robert Kaplan and David Norton, cocreators of the balanced scorecard, have adapted that seminal tool to create strategy maps. Strategy maps let an organization describe and illustrate--in clear and general language--its objectives, initiatives, targets markets, performance measures, and the links between all the pieces of its strategy. Using Mobil North American Marketing and Refining Company as an example, Kaplan and Norton walk through the creation of a strategy map and its four distinct regions--*financial, customer, internal process, and learning and growth*--which correspond to the four perspectives of the balanced scorecard. The authors show how the Mobil division used the map to transform itself from a centrally controlled manufacturer of commodity products to a decentralized, customer-driven organization.

IBM: Make It Your Business (A)

In 1987, IBM changed its strategy in an attempt to become a market-driven company rather than a product-driven company. The case begins with a description of the new strategy and the reasons for the change and then describes the top-down sales planning and quota system in use under the old strategy. Concludes with a discussion of the reasons why the new strategy cannot be implemented without changing the sales planning and quota systems. The challenge for students is to design new systems to support IBM's market-driven strategy.

Lehman Brothers (A): Rise of the Equity Research Department

Under Jack Rivkin's leadership, Shearson Lehman's research department rose from relative obscurity to the highest ranking research department on Wall Street within three years. When Rivkin is promoted to head of equity, he wonders how to succeed in his new position. This case highlights the steps taken over a three-year period to build a high-performing professional services organization. Emphasizes the importance of: leadership; alignment; strategy implementation; the processes of recruiting, developing, and retaining star professionals; and establishing a strong culture. Helps distinguish the key ingredients in creating a successful professional services team and to understand how such a team can fall apart.

Making Partner: A Mentor's Guide to the Psychological Journey

For years, partners at professional service firms considered the leap from professional to partner a function of "natural selection"--a test of survival of the fittest. But that model is on the verge of extinction: in today's firms, securing and retaining talent is becoming paramount as young MBAs, once willing to log years of hard labor in hopes of being made partner, are leaving in hordes for hot new Internet companies. So how can companies keep the talent they've worked so hard to cultivate? One way is to have partners take a more active mentoring role in helping junior professionals create a partner persona. She explains the three steps that senior colleagues can take to guide junior professionals on this journey. The first has to do with observing role models. By taking a collage approach, young professionals can survey a broad range of personalities and so accumulate a larger repertoire of possible styles to choose from. For their part, partners can assist in this observation process by communicating explicitly what styles work for them and why. The second step partners can take is to encourage professionals to develop a repertoire of role models; by working with many senior professionals, junior colleagues are more apt to find just the right mix of mentors. And third, senior people can take extra care to support young professionals at the most difficult moments in the

process. Indeed, the leap from professional to partner is difficult--even trying at times. But for those willing and daring enough to take the leap--and for those who've already made it--understanding the associated psychological and emotional obstacles is critical to success.

Mount Everest -1996

Describes the events that transpired during the May 1996, Mount Everest tragedy. Examines the flawed decisions that climbing teams made before and during the ascent. The objective is to examine why teams make flawed decisions in high-stake situations.

Partnering to Enter New Markets

It took nerve for one-man band IVI Publishing to call Mayo Clinic to propose an alliance with the giant down the block. And it took flexibility for Mayo to trust an unproven, barely solvent partner. But IVI Publishing offered a new way for Mayo to meet the growing public demand for accurate, quality information: CD-ROMs. Once work began, the clash of cultures was nearly fatal. Provides practical information about how to implement and manage a difficult partnership. Also, shows how two corporate cultures can learn and profit from diversity.

Shinsei Bank

Tom Pedersen, newly appointed chief learning officer (CLO) of Shinsei Bank in Japan, pondered how he could facilitate development of an integrated culture and transformation of the organization. Shinsei Bank had not developed longstanding tradition or a strong corporate culture. The bank, which was made up of professionals with extremely diverse backgrounds, had to develop an integrated organizational culture. Pedersen had just administered a new performance evaluation program for 17 senior executives. This was the first time that they had been measured against competencies aligned with the corporate vision and values revised in late 2005. He thought the evaluation program was critical for permeating the vision and values throughout the bank and was eager to roll out the program to a larger number of employees next year. Pedersen wondered how he should improve the performance evaluation, and if this was the right process to influence the culture of the bank? He also wondered what other measures might be effective to get employees with diverse backgrounds to work together. How could he create a learning organization at Shinsei Bank?

The Risky Business of Hiring Stars

With the battle for the best and brightest people heating up again, you're most likely out there looking for first-rate talent in the ranks of your competitors. Chances are, you're sold on the idea of recruiting from outside your organization--developing people within the firm takes time and money. But the authors, who have tracked the careers of high-flying CEOs, researchers, software developers, and leading professionals, argue that top performers quickly fade after leaving one company for another. To study this phenomenon in greater detail, the authors analyzed the ups and downs of more than 1,000 star stock analysts, a well-defined group for which there are abundant data. The results were striking. After a star moves, not only does his performance plunge, but so

does the effectiveness of the group he joins--and the market value of his new company. Moreover, transplanted stars don't stay with their new organizations for long, despite the astronomical salaries firms pay to lure them from rivals. Most companies that hire stars overlook the fact that an executive's performance is not entirely transferable because his personal competencies inevitably include company-specific skills. When the star leaves the old company for the new, he also leaves behind many of the resources that contributed to his achievements. As a result, he is unable to repeat his performance in another company--at least not until he learns to work the new system, which could take years. The authors conclude that companies should focus on cultivating talent from within and do everything possible to retain the stars they create. The objective is to discover the limitations of hiring talented outsiders and become familiar with effective strategies for developing internal talent.

Teaching Smart People How to Learn

Competitive success depends on learning, but most people, including professionals in leadership positions, are not very good at it. Learning is a function of how people reason about their own behavior. Yet most people engage in defensive reasoning when confronted with problems. They blame others and avoid examining critically the way they have contributed to problems. Companies need to make managers' and employees' reasoning patterns a focus of continuous improvement efforts.

Tektronix, Inc: Global ERP Implementation

Reviews Tektronix's implementation of an Enterprise Resource Planning (ERP) solution in all three of its global business divisions. This case tells the story of three implementations, each with its own character and requirements. Tektronix managers needed to synchronize the requirements of each division with the company's overall need to standardize business practices and its desire to adhere to a common business model across the enterprise. Details the difficulty of major business change in a mature business and technical environment.

Work Patterns at Ditto (A) – The PEARL Project

Describes life on a product development team, the behaviors that are rewarded, and the difficult tradeoffs members often have to make as a result.