

Claremont Graduate University  
Peter F. Drucker and Masatoshi Ito Graduate School of Management  
MBA Program

**MGT 362**  
*4 unit elective course*

**REVITALIZATION:  
Help Yourself by Helping Your Organization**

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*Spring 2009*  
*Thursdays 7:00-9:50 pm*

**Course Syllabus**

**MGT 362 is open only to those who are graduating in Spring 2009 or Fall 2009.  
To enroll, students must have completed all required first-year courses.  
Concurrent enrollment in the required Strategy course (MGT 340) is permitted.**

**PURPOSE OF THE COURSE**

This course develops the concepts, techniques, skills and attitudes required to revitalize both the organization and yourself. The course is divided into four parts: (1) Managing yourself and others, (2) Managing change, (3) Managing new ventures, and (4) Wrap-up.

The course is built on real-world cases, some of which have been disguised because of the sensitive nature of the issues involved. Live cases, visitors, videos, exercises, and role-plays are also used as appropriate. Students are expected to contribute actively and consistently in class discussions.

**TEXT and COURSE PACK**

*Manage Your Career: 10 Keys to Survival and Success When Interviewing and on the Job* by Vijay Sathe (Business Expert Press, 2008)

Students are expected to buy the course pack at Huntley Bookstore before the course begins.

The text should take you only a day or two to read. If possible, please read it from start to finish prior to the first day of class, and then review it per the syllabus.

## **COURSE PACK**

### **PART I: MANAGING YOURSELF & OTHERS**

#### Class #

- |                   |                           |
|-------------------|---------------------------|
| 1. Mike Miller    | Avoiding recruiting traps |
| 2. Kirk Stone     | Surviving as a misfit     |
| 3. Donna Dubinsky | Dealing with rivalry      |
| 4. Dan Stewart    | Managing mentors          |

### **PART II: MANAGING CHANGE**

- |                     |   |
|---------------------|---|
| 5. Peter Browning   | Deciphering cultural roots              |
| 6. Bob Kohler & ESL | Creating change in mindset and behavior |
| 7. Jeff Bradley     | Taking charge                           |

### **PART III: MANAGING NEW VENTURES**

- |                        |                                  |
|------------------------|----------------------------------|
| 8. Buddy March         | Corporate entrepreneurship       |
| 9. Mike Walker         | Practice: last year's final exam |
| 10. No class this week | Review class notes               |
| 11. ghSMART & Co.      | Independent entrepreneurship     |

### **PART IV: WRAP-UP**

- |                             |                              |
|-----------------------------|------------------------------|
| 12. Mat MacGregor           | Managing political opponents |
| 13. Peninsula Beverly Hills | Stakeholder management       |
| 14. VeriFone                | Managing with integrity      |

## COURSE POLICIES AND PERFORMANCE EXPECTATIONS

### **IMPORTANT:**

*Anyone who does not adhere to the following course policies and performance expectations will receive an unsatisfactory grade. Extensions of time to complete the final examination, or incompletes for the course, are not given.*

### **Absence from class**

(a) Class absence hurts not only the quality of your learning, but that of your classmates as well. **You cannot make up for a missed class.** So please make every effort not to miss class.

(b) To allow for illness or extraordinary circumstances, **a maximum of TWO class absences are permitted.** If you miss a third class for whatever reason (INCLUDING ILLNESS), **you will be dropped from the course. If you miss more than 15 minutes of any class, it will count as a missed class.**

(c) The instructor must be informed **in advance** if a class must be missed, and the student bears the responsibility for getting up to speed on the missed material and class discussion. Assistance from classmates should be sought for this purpose as necessary.

### **Contributions in class**

Attending class, and even talking in class, does **not** automatically count as class contribution. If talking reveals inadequate preparation, repeating points made by others, inattentive listening, or lazy thinking, it will **lower** your class contribution grade. Mere attendance in class without any contribution is unacceptable. Please come to class **thoroughly prepared to contribute actively in every class.** These important ground rules will be followed:

(a) Instructor will usually ask someone to open the discussion, and will then ask others to either agree or disagree with the opening statement, and join the discussion.

(b) **Please raise your hand and wait for the instructor to call on you.** This will allow the instructor to get everyone involved in the discussion, rather than it being dominated by a few individuals. Speaking without being called (even if you raise your hand as you speak!) is unfair to those who wait patiently for their turn. It is unacceptable classroom behavior.

(c) **Please do not repeat a point already made by someone else.** Instead, try to add value by either extending a line of argument being developed, or disagreeing with it or challenging it. Repeating a point already made by someone else is disrespectful to the person who originally made the point and, in addition, it is a waste of time.

(d) **Please do not repeat what is written in the case, book or article.** Instead, add value by presenting your inferences, implications and criticisms of what you have read. What is the **evidence** for your position? Is your position based on facts, beliefs, opinions, or hope?

**Course grade**

One-half of your grade for the course will be based on the value added by the frequency, consistency and **quality** of your class contributions.

One-half of your grade for the course will be based on the **quality** of the final written paper. The final will be a take-home examination on a case similar to the ones covered in this course, with a **total page limit of 4 pages, typewritten and double spaced.**

# CLASS SCHEDULE

## PART I—MANAGING ONESELF AND OTHERS

### Class 1: Thursday, January 22

Case: Mike Miller (A)

Read: Introduction and Part I of *Manage Your Career*

Questions:

1. Which of the four types of culture in the Gods of Management (Figure 1-2 in *Revitalization*) best describes Frontier?
2. Which of the four types of culture in the Gods of Management is Mike Miller best suited to? Of all the companies Mike interviewed, which firm had a culture best suited to Mike's personality?
3. If *you* were in Mike's shoes, how would you have handled Rogers? (What you would do and how you would do it, *not* what Mike did or should have done).
4. Could Mike Miller have better anticipated the realities he encountered at Frontier prior to accepting their offer? What, specifically, should he have done differently during his recruiting?
5. Why has Frontier been successful so far? Will it remain successful in the future?

### Class 2: Thursday, January 29

Case: Kirk Stone (A)

Read: Part II of *Manage Your Career*

Questions:

1. How good a job did Kirk do prior to accepting the company's job offer? (Please rate his performance on a scale of 1=Poor, 5=Average, 9=Outstanding). How good a job did he do after joining the company? (Please rate on the same 1-9 scale).
2. What is Fong's agenda? How could Kirk have better handled his first assignment from Mr. Fong?
3. Was it a good idea to work through Mrs. Fong as Kirk did to get the Calclothes line dropped? Did Kirk gain or lose points in making this contribution?
4. What would *you* do if you were in Kirk's position at the end of the case?
5. Please provide a sympathetic understanding of Fong: Why does he behave the way he does? Are his actions understandable? Justifiable? Is Fong unethical?

### **Class 3: Thursday, February 5**

Case: Donna Dubinsky and Apple Computer (A)

Read: Part III of *Manage Your Career*

Questions:

1. How good a job did Dubinsky do pre-JIT? Rate her performance on our 1-9 scale.
2. How well did she manage the JIT saga? Rate her performance on our 1-9 scale. What should she have done differently?
3. What should she do now? Please be specific.

### **Class 4: Thursday, February 12**

Case: Dan Stewart (A)

Read: Part IV of *Manage Your Career*

Questions:

1. Do you have first-hand knowledge of such a “flip flop” at your company or some other company—that is, a situation where one’s subordinate became one’s boss overnight?
2. Why did this “flip flop” occur at Pharma? Carefully trace the sequence of events and unravel the organizational dynamics to explain how this could happen. Summarize your explanation in five to seven words (“headline”) to indicate the gist of your position. Is there one person, other than Stewart, who is central to understanding this organizational drama?
3. How should Stewart handle his meeting with Bartley at the end of the case? Why?
4. How should Stewart deal with Williams?

## **PART II—MANAGING CHANGE**

### **Class 5: Thursday, February 19**

Case: Peter Browning and Continental White Cap (A)

Power Point: Deciphering Cultural Roots by Vijay Sathe

Questions:

1. What are the central beliefs and values (“roots”) of the White Cap culture? Classify them as beneficial vs. poisonous.
2. What are the major changes that Browning must orchestrate? Does he need to change the White Cap culture (“roots”) or will behavior change without belief change be sufficient?

3. What should Browning do? How should he proceed?

### **Class 6: Thursday, February 26**

Case: Bob Kohler—Creating Change at ESL

Read: “Creating change in mindset and behavior” by Vijay Sathe

Questions:

1. What are the roots of the ESL culture? Classify them as poisonous versus beneficial.
2. What should Bob do now? Please be specific.

### **Class 7: Thursday, March 5**

Case: Jeff Bradley (A)

Read: “Five Big Mistakes Leaders Make in Managing Change” by Vijay Sathe

Questions:

1. Assess the extent to which Jeff was a culture fit or misfit in “The Fiery Furnace”. How well did he diagnose the Heartland organization and its culture prior to joining the company?
2. Assess Jeff’s performance in “The Fiery Furnace” (1=Poor, 5/6=Satisfactory, 9=Outstanding). Why was he able to perform at this level?

## **PART III—MANAGING NEW VENTURES**

### **Class 8: Thursday, March 12**

Case: Buddy March

Questions:

1. What will Buddy March and Dave Devine do, given the situation at the end of the Buddy March case? Please come prepared to play one of these two roles in class (not what you would do, or what each of them should do, but what each of them is likely to do given what you know about their personalities and agendas, the company culture, and the organizational dynamics).
2. What is the role of the group vice president at McKenzie-Higgins? What should it be?
3. How good a job has March done with the Futaba contract? Could he have done better?

As an external consultant to McKenzie-Higgins, what would you recommend they do about the Futaba contract?

\_\_\_\_\_ **SPRING BREAK March 15 -**  
**22** \_\_\_\_\_

### **Class 9: Thursday, March 26**

Case: Mike Walker

*This case was the final exam last year. Grading criteria used to evaluate the answers will be handed out after we discuss this case in class.*

*No paper or other written work is required, and the instructor will not be able to provide feedback on any written work, but you may wish to make notes for yourself or prepare this case as a practice final exam in ways that work best for you.*

**Your final examination will handed out in class today and will be due at the beginning of the Class #12 on April 16.**

### **Class 10: Thursday, April 2**

No class today: Work on the final exam

### **Class 11: Thursday April 9**

Case: ghSMART & Co., 2006: Pioneering in Professional Services

Questions:

1. What are the three most critical issues Geoff must address?
2. What would you advise him to do?

### **Class 12: Thursday, April 16**

Case: Mat McGregor

Review: Key #9 in *Manage Your Career*

Questions:

3. What is John Hype's agenda? Why does he behave the way he does?
4. Place yourself in Mat's position (within Consumer Products Group) when he first heard what John was telling others about his trip to Australia. What, if anything, would you do (not what Mat should have done, but what you would do if in his position)? Please come prepared for a classroom role-play.
5. What should Mat do now? Please be specific.

**Your final exam is due at the start of class today**

### **Class 13: Thursday, April 23**

Case: Peninsula Beverly Hills

Power Point: Stakeholder Map for Peninsula Beverly Hills

Questions:

1. What are the key issues facing Ali Kasikci on taking over as general manager?
2. What should he do about the key stakeholders (see stakeholder map)

### **Class 14: Thursday, April 30**

Case: VeriFone—The Transaction Automation Company

Questions:

1. How good a job has Hatim done so far (1=Poor, 5=Par, 9=Wow)?
2. What is would you recommend Hatim do now? How should he proceed?