



## STRATEGY 390 – CORPORATE STRATEGY

Section 001: MW 1:00–2:30 PM

Section 002: MW 2:30–4:00 PM

Section 005: MW 4:00–5:30 PM

### PROFESSOR DEREK HARMON

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## COURSE OBJECTIVES

The goal of this course is to develop your understanding of how firms create a sustainable competitive advantage in complex, dynamic environments. We adopt the perspective of a general manager who has the overall responsibility for the performance of the firm. The general manager's most basic tasks are to understand the drivers of current firm performance, identify the changes that are most likely to affect future performance, and determine how to utilize the firm's resources to achieve a sustainable competitive advantage (*business strategy*). We explore how the general manager must also define the appropriate scope of the firm's activities and coordinate multiple business units (*corporate strategy*). Finally, the general manager must execute these strategies in the face of uncertainty (*strategy execution*).

To achieve this goal, this course has two primary objectives.

- 1) Practice and demonstrate your ability to *think strategically*. Previous courses have introduced you to foundational tools and techniques of strategic management. This course adds several more. However, tools and techniques by themselves are of little benefit if you cannot apply them with well-grounded insights in complex organizational contexts. This course will therefore continually place you in situations where you will be encouraged to demonstrate your analytical and decision-making skills in the formulation and execution of successful strategies.
- 2) Practice and demonstrate your ability to *communicate strategically*. The best decision or analysis in the world will have less impact if it cannot be communicated to others. General managers must be able to articulate their views coherently and persuasively, and they must be skilled at understanding and analyzing other points of view. Since well over half of a general manager's time is consumed by communicating with others, and because time is scarce, you must learn to make convincing, succinct arguments.

In order to capture the pragmatic, action-oriented nature of the general manager's job and the complexity of organizational contexts, I teach this course using the case method. I supplement case discussions with lectures that intend to further inform and develop these skills.

## COURSE MATERIALS

There are two types of course materials. First, there is a required course-pack that contains all of the cases and readings for the course. You will need this course-pack in hardcopy form. Second, I will provide PowerPoint slide decks on occasion to highlight key takeaways from case discussions and/or important lecture topics. The first item can be accessed through Study.net, while the second will be posted on Canvas as the term progresses.

## COURSE FORMAT

The course contains two interrelated formats: 1) cases and 2) lectures.

- 1) **Cases.** The case method is a teaching approach that places students in the role of people who faced difficult organizational decisions. Students are confronted with the complexities of a situation and are asked to use the information available to diagnose the problem(s), identify reasonable actions one might take, and defend their decisions against alternative strategic possibilities.

### A. Things to keep in mind about cases:

- i. **Dealing with uncertainty/ambiguity.** Uncertainty arises from having less information than what one would like. Ambiguity arises from having information that suggests contradictory interpretations. Cases, just like situations in the real world, can contain too little information, too much information, irrelevant information, and contradictory information. While cases do not have obvious “right” answers, some answers are clearly better than others. The goal is to sift through the available information, to apply analytical rigor to arrive at what you believe to be the best strategic decision, and to provide others data (both qualitative and quantitative) to defend your decision.
- ii. **Engagement is crucial.** The case method—and your learning experience—is highly dependent upon: (1) your preparation, active listening, and participation, and (2) your classmates' preparation, listening, and participation. Some students will not agree with you, and you may be asked to defend your argument. I will push you to defend your argument as well. Such rigor is acceptable and will contribute to the learning and success of the course so long as it is directed at each other's arguments and *not* at individuals.
- iii. **Cold-calling.** In order to foster this engagement, I will frequently call on those of you who do not have your hands raised (a.k.a. cold-calling). I may also cold-call during the course of non-case discussions. Keep in mind that when cold-called, your aim should not be to provide a perfect answer or analysis. Rather, your goal is to provide the class with a succinct, well-supported response that seems most reasonable to you.
- iv. **A Space to Improve.** My goal is to create an environment where students can let go and “try out” new ideas and new arguments without judgment from me or anyone else in the class. Since we are all going to be in this situation at one point or another, let us make sure we are sensitive to how challenging this can be and support one another in growing together as a class.

### B. Keys to case preparation:

- i. **A general guide.** Keep in mind that there is no “optimal” method of tackling a case. A general guide is to read the case twice. Your first read should be from start to finish without substantial reflection on the details. During this first read, I tend to take high-level notes that reflect upon critical issues, potential diagnoses, and speculations as to

what I think the core issues are. Consider asking simple but fundamental questions, like *why did Professor Harmon assign this case?* Or *what is this case “a case of”?* Your second read should focus on the details. During this second read, you should take notes that will provide the data for your responses to the case questions. *Push yourself to reach definitive conclusions before you come to class.* Keep in mind that most cases contain both valuable and extraneous information, and developing the skills to determine the difference requires repeated, and guided, practice.

- ii. ***Quantitative versus qualitative data.*** Most cases have both quantitative and qualitative components. You should perform quantitative analyses to the extent that they support your line of reasoning (or rule out an alternative line of reasoning). It is not acceptable to provide an argument in class based purely on a hunch if objective numbers are available. However, well-reasoned arguments can also be qualitative in nature, based on the logical application of course concepts. As you will find, most of our cases will lean more towards qualitative data. This is intentional. While you have other courses where you can calculate PE ratios to your heart’s content, this course’s aim is to strengthen your critical thinking and communication muscles through classroom discussions.
- iii. ***When you arrive in class.*** You should have the following prepared:
  1. A reasonable list of the key takeaways from this case
  2. A deep understanding of the case facts
  3. Well-supported answers to the case questions (this is only applicable when I post questions on Canvas beforehand – I do so for some cases but not others)
  4. A definitive position on what you think are the core issues in the case
- iv. ***Prepared.*** By “prepared,” I specifically mean that these deliverables should be written down, documented, or readily available to draw upon in a dynamic case discussion. Everyone prepares differently. However, from my experience, it often does not work out well to have a loose grasp of what you think about something and hope that it comes out right when called upon.

***FEELING OVERWHELMED:*** There is a good chance that you will feel a bit overwhelmed during the first module (or two) of the course. This is an intentional byproduct of the course structure, which does not build up linearly by adding components of knowledge week by week (like most courses). Moreover, some theoretical concepts may not have much meaning for you until we have worked through a few cases. What this means is that there is no logical way to execute this course except by immersion—akin to me throwing you in the deep end of the pool and letting you struggle to stay afloat. I have personally found it helpful to focus on letting go of my typical “I have the perfect answers” mentality and trying to adopt a “fluid openness to learning” mentality. Growth happens most in this class when *actually in class and participating*, and the latter mentality can facilitate this.

***STUDY GROUPS WITHIN SECTIONS:*** I encourage students to meet regularly in study groups to discuss cases before class meets. Working in groups will give you a chance to learn from your colleagues, saving you time from trying to understand the case alone. It also provides an opportunity to discuss ideas in a setting approximating the management teams typically charged with these tasks.

2) **Lectures.** Lecture sessions include a variety of activities, all of which involve student engagement.

**A. Sample activities included might be:**

- i. ***Content lectures.*** Several times throughout the course, I will provide lectures focused on a specific topic. These topics are meant to supplement readings and case discussions.

- ii. **Activities.** I may provide mini-cases or ask you to have brief discussions in small groups. These activities are meant to provide a similar environment to that of a case discussion, without the substantial time investment on your part prior to class.
- iii. **Current topics.** I occasionally will open up a discussion based upon current events (either one that I identified or one that a student identified). These discussions will provide the class with the opportunity to apply course concepts to firm activities happening in real time and potentially see our predictions unfold later on in the course.

**NO ELECTRONIC DEVICES:** Electronic devices (e.g., laptops, tablets, cell phones, etc.) are prohibited during class time. The use of these devices will negatively impact your individual course contribution evaluation (see below).

## COURSE EVALUATION

Your final assessment (Letter Grade) in this course derives from a final numeric score, which includes of five evaluation concepts:

EVALUATION CONCEPTS	%
1) Individual Course Contribution	25%
2) Individual Midterm Examinations	30%
3) Individual Current Topics Paper	5%
4) Individual Final Paper	5%
5) Team Final Project	35%
<b>TOTAL</b>	<b>100%</b>

Your final numeric score will convert to a final assessment following completion of the course. The rank order of the final numeric scores will be used in assigning assessments according to the distributional policies of the Ross School of Business BBA program. Your final assessment (not your final numeric score) will be made available to you.

**1) Individual Course Contribution (25%).** Your responsibilities for all classes are as follows:

- A. Attendance.** Attend all classes promptly and in their entirety. There is no such thing as “excused absences” from this course. There is also no way to “make-up” course contributions for missed classes. The only grounds for partially accommodating absences are dire family emergencies, medical conditions/illnesses, and any formal accommodation from the Office of Services for Students with Disabilities (“SSD”), all of which must be formally documented (see Course Standards & Integrity section).
- B. Engagement.** Engagement occurs primarily in classroom discussions, whether those discussions surround cases, readings, current events, or the like. However, out-of-class engagement, on occasion, can supplement (but not entirely substitute) in-class engagement.
  - i. **In-class engagement:** As this is a case-based course, most of your learning will come through open discussions in class. Active, in-class engagement involves speaking up during class discussions, being clear about your own position and defending it, and being willing to seek alternative perspectives on the situation. In-class engagement enables you to learn from your colleagues and to help them learn from you, which is what the case method is all about. You are expected to participate in the class by analyzing, commenting, questioning, discussing, and building on others’ contributions. Well-

executed engagement is not repeating case facts, monopolizing class time, or ignoring the contributions of fellow participants. The ability to present one’s ideas concisely and persuasively, and to respond effectively to the ideas of others, is a key success factor in any leadership position. Case discussions will help you enhance these abilities.

- ii. **Out-of-class engagement:** While most of our learning occurs in class, out-of-class engagement can still provide a useful supplement. One useful out-of-class way to engage is to examine and apply relevant current events to in-class discussions. In this regard, students are allowed to engage in this manner by emailing their TA (and copying me) a copy of a current events article, along with an analysis and/or discussion about how the topics in the article enriches our understanding of in-class discussion(s). To the extent that your article and analysis provides something new to the class, be aware that I might ask you to comment on it briefly in class for the benefit of your colleagues. Out-of-class engagement is supplementary and does not fully substitute in-class engagement.
- iii. **How engagement is evaluated:** Both in-class and out-of-class engagement will be evaluated quantitatively and qualitatively. I will of course take into account the number of times you engage. However, this will be supplemented in a rigorous manner by examining the quality of your engagement. Each in-class and out-of-class engagement will be evaluated based on a 3-point scale (see below). Thus, one might engage 25 times over the course of the semester, but if most those engagements were rated as a 1 in quality, this student would likely fall below the class mean in this evaluation category.

3 – Outstanding performance	<ul style="list-style-type: none"> <li>• Introduces new and interesting materials into discussion</li> <li>• Supports assertions clearly and with compelling evidence</li> <li>• Distinguishes clearly between opinions and facts</li> <li>• Clarifies points others might not understand</li> <li>• Moves discussions forward and elicits new insights</li> <li>• Demonstrates willingness to answer unpopular questions</li> <li>• Communicates idea succinctly and clearly</li> <li>• Demonstrates knowledge of when to listen</li> </ul>
2 – Average performance	<ul style="list-style-type: none"> <li>• Introduces relevant and useful materials into discussion</li> <li>• Supports assertions with reasonable evidence</li> <li>• Unclear as to the distinction between opinion and fact</li> <li>• Repeats points others have already alluded to</li> <li>• Reinforces previous comments but in a new way</li> <li>• Demonstrates willingness to answer questions</li> <li>• Communicates idea in less than ideal but still intelligible way</li> <li>• Sometimes demonstrates knowledge of when to listen</li> </ul>
1 – Poor performance	<ul style="list-style-type: none"> <li>• Introduces irrelevant materials into discussion</li> <li>• Fails to support assertions with reasonable evidence</li> <li>• Confounds opinions and facts</li> <li>• Makes tangential points not useful to discussion</li> <li>• Makes comment that distracts from current discussion</li> <li>• Dodges questions or does not follow flow of ideas</li> <li>• Communicates idea in a confusing and unintelligible way</li> <li>• Clearly likes to hear self talk</li> </ul>

**2) Individual Midterm Examinations (30%).** There will be two individual midterm examinations, both of which will be 15% of your final grade. Midterm Examination #1 will take place on Monday October 8, and Midterm Examination #2 will take place on Monday November 12. Both examinations will take place during regularly scheduled class time. You are therefore required to sit for both examinations in your regularly scheduled section time. The first examination will include all material covered in the course to that date. The second examination will primarily focus on material

covered since the first examination, but knowledge of the material prior to the first examination will be essential for performance on the second examination.

- A. Examination Responsibilities.** You are responsible for all of the required readings, case preparations, and material presented in class via lecture or discussion, as well as any additional required materials otherwise provided during the course of the term.
  - B. Make-up Examinations.** Make-up examinations will not be offered. The only grounds for sitting for either midterm at a different date/time are a serious family emergency, significant medical condition/illness, or accommodation from the Office of SSD, all of which must be formally documented (see Course Standards & Integrity section). Any and all matters related to the recruiting/career process are, consistent with Ross School policy, not grounds for any accommodation. You are asked to work closely with the career center to manage any possible conflict with Strategy 390 as well as all of your other courses.
- 3) Individual Current Topics Paper (5%).** The aim of the Current Topics Paper is to leverage existing course concepts to evaluate an organizational decision featured in a current event news article and formulate a well-reasoned and supported assessment for the quality of this decision. The current topics paper assignment will be executed in three phases:
- A. Current Topic Selection.** Select a newspaper article from the Wall Street Journal that prominently features an organizational decision related to business or corporate strategy.
  - B. Deliverable #1.** On September 26, turn in a 1-page (single-spaced, Times New Roman, font size 12, with 1-inch margins) assignment that answers the questions listed below. You should draw upon concepts from Strategy 390 and/or other courses to provide a rigorous analysis based on well-supported arguments (not just your opinion).
    - 1. What was the strategic decision? (Provide short description/summary.)
    - 2. Why do you think the organization make this decision? (May not be explicit in article.)
    - 3. Was this a good or bad strategic decision and why? (Take a clear stance and argue for it.)
  - C. Deliverable #2.** On December 10, the second deliverable will be due. Instructions for this portion will be provided around the middle of the term.
- 4) Individual Final Paper (5%).** This aim of this paper will be to apply business and/or corporate strategy concepts to your own career planning and trajectory. Detailed instructions for this written assignment, due December 10, will be provided around the middle of the term.
- 5) Team Final Project (35%).** In your self-selected teams, you are to take the role of a team that is seeking investors for a long-term return on their funds. The long-term is specifically defined as 10 years. Your goal is to convince potential investors (in this case, your classmates and professor) that you are able to pick the most attractive company (within a defined industry) to invest in.
- A. Project Responsibility.** Early in the course, your team will be asked for its preferences for industries to examine. Through discussion with your professor, you will select and define the industry and its boundaries.
    - i. Detailed Analysis.** Once your industry is defined, your responsibility is to conduct an exhaustive and intensive strategic examination of the industry, the future trends likely to affect the industry, and evaluate current incumbents in the industry as to their prospects for return to investors in a 10-year horizon.

- ii. **Recommendation.** Based on your research, you are to recommend *one, and only one*, current incumbent in the industry that you believe, based on your research, will yield the greatest return in that industry for investors 10 years from now. The rule is, once the funds are invested, you cannot remove capital for 10 years, nor can you pay out any form of capital, dividends or income in any form to investors. Alternatively stated, once the investment goes in, your investor team is passive for 10 years with the investment.

**B. Project Work Product Responsibilities.** On Sunday, November 25 at 12 PM noon, every team must electronically submit the following:

- i. **Executive Summary.** An Executive Summary of your recommendation. The Executive Summary must be single-spaced, use 12-point Times New Roman font, and have 1-inch margins on all dimensions. The maximum length of the executive summary is 2,000 words. Attached to the Executive Summary will be Appendices that provide the support and evidence for your recommendation and demonstrate all of your hard work and analyses (they must be referenced in the body of the Executive Summary).
- ii. **References.** A detailed and complete reference list of all research sources employed and research analysis conducted in the course of your work, including but not limited to databases, electronic sites, all library materials and other reference sources, and interviews/conversations/correspondence with individuals (with their phone numbers).
- iii. **Presentation Slide Deck.** A detailed PowerPoint presentation, along with supporting appendix slides (as your team sees fit), that convincingly conveys your recommendation, and that you will use as a presentation to the entire class.

**C. Logistics for Project Presentation Responsibilities.** Four class sessions have been allocated for the presentation of the recommendations. Your team will be randomly assigned to one of the four sessions (note that all teams in all sections must submit their written work and PowerPoint slide deck on the same day as noted above). The presentation class sessions will be organized in the following manner:

- i. **Presenters.** For a given presentation day, the teams presenting will be afforded an established length of time to present their recommendation to the class. The exact time available for the presentation will be determined once the final team size is determined.
- ii. **Evaluating Team.** For each presenting team, there will also be a selected other team from the section (the “investors”) who will be responsible for asking questions to the presenting team. The investor team assigned to ask questions for that day will NOT be presenting their own recommendations on the same day. The investor team will be provided information about the presentation 18-24 hours in advance to prepare.
- iii. **Evaluating Audience.** The class will also have the opportunity to ask the team questions, and this Q&A will count as part of one’s in-class course contribution.

**D. Project Guidance and Caveats.**

- i. **Recognized Constraints.** We fully recognize that there are countless alternative investment strategies available to earn a great return in ten years. We also fully recognize that all investors have different tolerances for risk, time horizons for returns, industry preferences, and diversification strategies. Yes, this project constrains you to select a current company in a currently defined industry, and in that regard does not universally reflect how PE or VC firms would invest. That said, being asked to work-up an industry and pick a long-term winner demands that you leverage the tools you will learn in Strategy 390, as well as every other required course you have taken in your degree at

- Ross. Picking long-term winners within an industry is what many fund managers endeavor to do, as well a certain fellow by the name of Warren Buffett.
- ii. ***Policies on Team Composition.*** Team size will be determined once class size has been finalized. You are not permitted to form teams with members from another section. Team composition is to remain the same for the entire semester. A Google document will be made available in which you will record your team members. Given the team formation process, I may be compelled to assign or reassign (at the margin) team members in order to achieve an appropriate number and size of teams. The responsibility for joining/forming/managing a team rests entirely with each student. Please spend the time to structure your team carefully and discuss good team processes.
  - iii. ***Not a Finance Project.*** This is not a finance project. The time horizon is ten years. As such, Monte Carlos scenarios and financial engineering will be of little help. To drive this point home, you are asked to assume that all companies in your industry have the same P/E today. Finance is essential to all business; however, here we demand that you think of the core of the business and the future of the industry.
  - iv. ***Evaluation.*** Appendix B contains the evaluation form that I will be using to grade this final project.

## COURSE STANDARDS & INTEGRITY

- 1) **Professional Standards.** Professional Standards provide a guideline for professional behavior by students, and faculty inside the classroom. I am committed to creating an environment in which every individual can work and study in a culture of mutual respect. When making individual decisions we must keep in mind the interests of the many other stakeholders. In general, your behavior should be the same as if you were at a business meeting in a well-run company.

Because of the course emphasis on case analysis, most of your learning in this course will take place in the classroom. Therefore, the following professional conduct standards are expected.

- A. **Attending the class.** Each class benefits from the attendance and participation of everyone. Your score for course contribution will be affected by absences. Please sit in the assigned seat, and display a legible name card at all times.
- B. **Arriving on time.** Late arrivals are disruptive to the case discussion and others. From time to time events may result in someone being late. Please enter the classroom with minimal disruption. Tardiness, in particular a pattern of tardiness, will negatively affect your participation evaluation.
- C. **Minimizing disruptions.** Each class in this course is 1 hour and 20 minutes in duration. This is very little time in each class to conduct a case analysis or lecture on core concepts. In order aid your learning, and not to disrupt others' learning, I ask that you try not to excuse yourself from class. The disruption can be substantial given the close to full attendance and the physical design of the classroom. If you must excuse yourself, I ask that you use sound judgment (i.e. illness, important (please inform me) and emergency phone calls, use of the washroom etc.).
- D. **Focusing on the class.** As this is a case-based course, there is little value in using electronic equipment for learning. This course is about thinking and communicating. Accordingly, you are not permitted to use electronics during class. There may be some exceptions to this rule; however, you will be informed of this well in advance. The learning that occurs in class and

case discussions does not lend itself to electronic note taking. You will find the discussion much more productive and valuable if everyone focuses on the case alone.

- E. **Respect.** You should act respectfully toward all class participants. This may seem obvious but it bears repeating in a case-based course. For example, many members of the class will likely feel nervous or unsure during case discussion. This must not be construed as lack of preparation or lack of understanding. *Please be supportive and respectful to all in the course* (indeed, outside of the course as well).
- F. **Prepare using only class materials.** Before a case is analyzed in class, you should neither read an analysis of the cases nor discuss it with students who have previously discussed it in class (either in a previous year or in a different course or section). Similarly, you should not share the notes with another student who may take the course at some later time. If you are in violation of this policy, or know of someone who is, please discuss it with the professor.

- 2) **Student Learning Considerations and Accommodation.** The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Students wishing to receive testing accommodations must register with the UM SSD ([Services for Students with Disabilities](#)) as soon as possible. Students must then submit their Verified Individualized Services and Accommodations (VISA) form online as early as possible, but no later than two weeks prior to the first test or quiz for which accommodations are requested.

Requests must be sent using the [Accommodations Request Form](#) and must include a scanned or photographed copy of the VISA form. This form only needs to be submitted once during your academic career with Ross unless your accommodations eligibility expires. Questions can be directed to the Accommodations Coordinator at [RossAccommodationsCoordinator@umich.edu](mailto:RossAccommodationsCoordinator@umich.edu).

In rare cases, the need for an accommodation arises after the two-week deadline has passed (for example, a broken wrist). In these cases, students should still contact SSD and the Ross Accommodations Coordinator at [RossAccommodationsCoordinator@umich.edu](mailto:RossAccommodationsCoordinator@umich.edu), however, due to logistical constraints we cannot guarantee that an accommodation can be made after the two-week deadline has passed.

- 3) **Academic Honesty.** Please take these guidelines seriously. When students are found to have violated academic standards, disciplinary action will result. Possible consequences include grade reduction, an F grade, a transcript notation, delay of graduation, or expulsion from the School.
- A. **Plagiarism.** Plagiarism occurs when you use another's intellectual property (words or ideas) and do not acknowledge that you have done so. Plagiarism is a very serious offense. If it is found that you have plagiarized -- deliberately or inadvertently -- you will face serious consequences, as indicated above. The best way to avoid plagiarism is to cite your sources - both within the body of your assignment and in a bibliography of sources you used at the end of your document. In many cases, it will be apparent if you copy prior year solutions for the team assignments. Materials gathered through research via the Internet must be cited in the same manner as more traditionally published material. Lack of such citation constitutes plagiarism.
  - B. **Academic Honor Code and Academic Honesty.** Personal integrity and professionalism are fundamental values of the Ross School community. To help ensure that these values are upheld and to maintain equitability in the evaluation of your work, this course will be conducted in strict conformity with the Academic Honor Code. The code and related procedures can be found at the following [website](#). The site also contains comprehensive information on how to

ensure that you have not plagiarized the work of others. Claimed ignorance of the code and related information will be viewed as irrelevant should a violation take place.

- C. Team Work.** When you are asked to work in teams, collaboration is expected and each team member must contribute substantially to the deliverable.
- D. Study Groups / Class Preparation.** I strongly encourage students to meet regularly in a study group to discuss each case before class meets. These study groups can be your team for the course. Working in groups will give you a chance to learn from your colleagues. It also provides an opportunity to discuss ideas in a setting approximating the management teams typically charged with these tasks. In preparing for class, you are prohibited from working with students from any other sections who have already completed the class material for the class you are preparing for.

***NOTE:** This discussion of academic honesty is not exhaustive, and there may be areas that remain unclear to you. If you are unsure whether some particular course of action is proper, it is your responsibility to consult with your professor for clarification.*

## APPENDIX A – COURSE SCHEDULE

CLASS	DATE	DAY	TYPE	TOPIC	REQUIRED PREPARATION
1	09/05	W	Lecture	Introduction to Strategy 390	<ul style="list-style-type: none"> <li>Read <i>Syllabus</i>, and come prepared with questions about the course</li> </ul>
<b>BUSINESS STRATEGY</b>					
2	09/10	M	Lecture	What is Business Strategy?	<ul style="list-style-type: none"> <li>Read <i>Creating Competitive Advantage</i></li> </ul>
3	09/12	W	Case	Social Failures, Competitive Solutions 1	<ul style="list-style-type: none"> <li>Prepare <i>eHarmony</i> case</li> </ul>
4	09/17	M	Case	Social Failures, Competitive Solutions 2	<ul style="list-style-type: none"> <li><i>eHarmony</i> case cont'd</li> </ul>
5	09/19	W	Case	Dual Competitive Advantage	<ul style="list-style-type: none"> <li>Prepare <i>Ducati</i> case</li> </ul>
6	09/24	M	Lecture	Strategic Uncertainty 1	<ul style="list-style-type: none"> <li>Read <i>The Benefits—and Limits—of Decision Models</i></li> </ul>
7	09/26	W	Case	Competitive Dynamics 1	<ul style="list-style-type: none"> <li>Prepare <i>RyanAir (A)</i> case</li> </ul> <p>DUE:</p> <ul style="list-style-type: none"> <li>Individual Current Topics Paper – Deliverable #1</li> </ul>
8	10/01	M	Case	Competitive Dynamics 2	<ul style="list-style-type: none"> <li>Prepare <i>RyanAir (B &amp; C)</i> case</li> </ul>
9	10/03	W	Review	Closing Topics & Midterm Review	
10	10/08	M	Exam	Midterm Examination #1	
<b>CORPORATE STRATEGY</b>					
11	10/10	W	Lecture	What is Corporate Strategy?	<ul style="list-style-type: none"> <li>Read <i>Creating Corporate Advantage</i></li> </ul>
	10/15	M	–	No Formal Class – Fall Break	
12	10/17	W	Case	Horizontal Scope	<ul style="list-style-type: none"> <li>Prepare <i>Disney</i> case</li> </ul>
13	10/22	M	Case	Horizontal Scope	<ul style="list-style-type: none"> <li><i>Disney</i> case cont'd</li> </ul>
14	10/24	W	Case	Vertical Scope	<ul style="list-style-type: none"> <li>Prepare <i>Bergerac</i> case</li> <li>After class, read <i>When or When Not to Vertically Integrate</i></li> </ul>
15	10/29	M	–	No Formal Class – Teamwork Day	
16	10/31	W	Lecture	Strategic Uncertainty 2	
17	11/05	M	Case	Global Scope	<ul style="list-style-type: none"> <li>In-class case (no preparation)</li> </ul>
18	11/07	W	Review	Closing Topics & Midterm Review	
19	11/12	M	Exam	Midterm Examination #2	
<b>STRATEGY EXECUTION</b>					
20	11/14	W	Lecture	Challenges of Strategy Execution	
21	11/19	M	Case	Unintended Consequences	<ul style="list-style-type: none"> <li>In-class case (no preparation)</li> </ul>
22	11/21	W	–	No Formal Class	
	11/25	S	–	No Formal Class	<p>DUE (by Sunday 12 PM noon):</p> <ul style="list-style-type: none"> <li>Team Final Project Deliverables</li> </ul>
23	11/26	M	Present	Team Presentations – Round 1	
24	11/28	W	Present	Team Presentations – Round 2	
25	12/03	M	Present	Team Presentations – Round 3	
26	12/05	W	Present	Team Presentations – Round 4	
27	12/10	M	Review	Course Review & Wrap	<p>DUE:</p> <ul style="list-style-type: none"> <li>Individual Current Topics Paper – Deliverable #2</li> <li>Individual Final Paper</li> </ul>



<p><b>EXECUTIVE SUMMARY STYLE</b></p> <p>The Executive Summary needs to read like a professional business memo. This section assesses the style and readability of this document.</p> <p><u>Requirements:</u></p> <ul style="list-style-type: none"> <li>• Uses proper grammar and spelling</li> <li>• Demonstrates clarity of writing and ideas</li> <li>• Demonstrates logical consistency</li> <li>• Strong overarching structure</li> </ul>	<p><b>/10 POINTS</b></p>    <p>/2</p> <p>/2</p> <p>/3</p> <p>/3</p>
<p><b>IN-CLASS PRESENTATION</b></p> <p>The final presentation needs to be professional and convey your recommendation clearly, with convincing support. This section assesses your PPT slide deck as well as your oral presentation.</p> <p><u>Requirements:</u></p> <ul style="list-style-type: none"> <li>• Meets time requirement</li> <li>• Strong organizational structure (orally &amp; on PPT)</li> <li>• Is consistent with conclusions and support in Executive Summary</li> <li>• Demonstrates professionalism, clarity, and articulateness</li> <li>• Strong and confident delivery</li> </ul>	<p><b>/20 POINTS</b></p>       <p>/4</p> <p>/4</p> <p>/4</p> <p>/4</p> <p>/4</p>

**TOTAL**

**100 POINTS**

<p><b>EVALUATING OTHER TEAM</b></p> <p>You are asked as a team to evaluate (as investors) another team. This section assesses the quality of your questions.</p> <p><u>Requirements:</u></p> <ul style="list-style-type: none"> <li>• Demonstrates preparation for evaluation</li> <li>• Asks questions around the key weakness(es) in team’s argument</li> <li>• Asks challenging but fair questions (no softballs)</li> <li>• Demonstrates professionalism and respect</li> <li>• Demonstrates high clarity and articulateness</li> </ul>	<p><b>/10 POINTS</b></p>     <p>/2</p> <p>/2</p> <p>/2</p> <p>/2</p> <p>/2</p>
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**TOTAL**

**10 POINTS**

## APPENDIX C – HELPFUL REFERENCES

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### 2) Business Strategy

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- Saunders, Rebecca, Managing Knowledge. Harvard Business Review Newsletters, 2000.
- Uzzi, Brian and Dunlap, Shannon, How to Build Your Own Network. Harvard Business Review, 2005.

**4) Strategy Execution**

- Brandenberger, Adam & Nalebuff, Barry J., The Right Game: Use Game Theory to Shape Strategy. Harvard Business Review, 1995.
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