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## **Course Description**

This course introduces the concepts, tools, and first principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that materially affect the success and survival of business enterprises. The course focuses on the information, analyses, organizational processes, skills, and business judgment managers must use to design strategies, position their businesses and assets, and define firm boundaries, to maximize long-term profits in the face of uncertainty and competition.

*Strategic Management (BUAD 497)* is an integrative and interdisciplinary course in two important respects:

1. The course assumes a broad view of the environment that includes buyers/consumers, suppliers, technology, economics, capital markets, competitors, government, and global forces. It assumes that the external environment is dynamic and characterized by uncertain changes. In studying strategy, this course draws together and builds on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics. However, it is much more than a mere integration of the functional specialties within a firm.
2. The course takes a *general management* perspective. It views the firm as a whole, and examines how policies in each functional area are integrated into an overall competitive strategy. We designed this course to develop the “general management point of view” among participants. This point of view is the best vantage point for making decisions that affect long run business performance. The key strategic business decisions of concern in this course involve determining and shaping organizational purpose to evolving opportunities, creating competitive advantages, choosing competitive strategies, securing and defending sustainable market positions, and allocating critical resources over long periods. Decisions such as these can only be made effectively by viewing a firm *holistically*, and over the long term.

This course is intended to help you develop skills for formulating strategy. These skills will help you in whatever job you take after graduation as well as in your personal investing and choice of employment. The strategy formulation process demands the mastery of a body of analytical tools and the ability to take an integrative point of view. You will develop these skills through:

- In-depth analysis of industries and competitors
- Prediction of competitive behavior
- Techniques for analyzing how firms can develop and sustain competitive advantages over time

**NOTE: BUAD 497 is a core course taught by several instructors. Be sure to refer ONLY to your instructor’s syllabus.**

## **Course Learning Objectives and relationship with Marshall's Undergraduate Business Administration Program Objectives**

The course is composed of four interrelated modules that build on each other. The learning objectives associated with each module are intended to enable you to develop:

- 1) Cognitive understanding of terminology and relationships, the purpose of which are to help you develop factual and conceptual knowledge about the field of strategic management,
- 2) Skills in being able to perform specific forms of analysis, the purpose of which is to help you develop procedural knowledge specific to the field of strategic management and metacognitive knowledge in how to go about solving problems in strategic management, and
- 3) Critical thinking in evaluating the empirical evidence that exists currently concerning the use and misuse of the concepts and analyses covered, the purpose of which is to help you develop knowledge in gathering, categorizing, analyzing, interpreting, and evaluating information.

All of the graded elements of this course are based on assessing your ability to demonstrate specific knowledge in these areas.

### **Module I: Industry & Competitive Analysis (ICA)**

1. Be able to distinguish industries from markets and to identify industry conditions most appropriate for using the ICA framework,
2. Be able to identify the sources for bargaining power among rivals and buyers, suppliers, and the relationships between bargaining power among rivals/buyers/suppliers as well as substitutes and barriers to entry.
3. Be able to identify competitive groups within industries as well as generic competitive strategies.
4. Be able to analyze appropriate industry situations as a new entrant or incumbent where ICA is more or less appropriate.
5. Be able to use the ICA analysis to predict likely direction for future competitive moves by rivals.

### **Module II: Internal Analysis**

1. Be able to identify resources from capabilities and competencies. Be able to identify the causes of sustainable competitive advantage.
2. Be able to identify and recommend strategic choice between cost leadership and differentiation strategies at the business unit level.
3. Be able to diagnose firm competitive advantage and recommend alternative courses of action for improvement.
4. Be able to recommend alternative courses of action for creating dynamic capabilities.

### **Module III: Competitive Dynamics**

1. Be able to identify dynamics in competitive rivalry including competitive action and response, first-mover advantage, co-opetition, multipoint competition, and winner-take-all.
2. Be able to conduct basic game-theoretic analysis to predict competitive interactions.
3. Be able to analyze underlying dynamics co-opetition strategies and make appropriate recommendations for acting both proactively and defensively.
4. Be able to analyze underlying dynamics of winner-take-all situations and make appropriate recommendations for acting both proactively and defensively.
5. Be able to analyze underlying dynamics of envelopment and make appropriate recommendations for acting both proactively and defensively.

### **Module IV: Corporate Strategy and Internationalization**

1. Be able to identify how firms allocate resources among related and unrelated businesses and how these processes can enhance or destroy synergy.
2. Be able to identify why firms change their boundaries such as diversification, mergers and acquisitions, divestiture, and alliances.
3. Be able to recommend strategies for vertical and horizontal changes in the boundary of the firm.
4. Be able to identify why firms expand internationally and the forms of strategies they use.

## Required Materials

1. **Case Package:** The assigned cases and outside readings for this course are compiled in a Course Reader which is available from the University Book Store.
2. **Blackboard (Bb):** I use Bb as my primary method of communicating with you. In addition to direct communications, you will also find additional materials posted to Bb including any syllabus updates, an overview of each session including your required preparation, copies of required and supplemental reading, as well as news posts. You should check Bb daily for any new information posted relevant to upcoming sessions.

### **IMPORTANT:**

**Since e-mails that I send to the class originate from the Blackboard system, it is your responsibility for the accuracy of your e-mail address to Blackboard by insuring that your Blackboard account settings forward your messages to your preferred internet provider (IP) account.**

3. **3x5 Cards:** Please prepare a deck of 3x5 cards for recording your class participation (see description of class participation).

## Prerequisites and/or Recommended Preparation

- **Prerequisite:** 1 from ([BUAD 250b](#) or [BUAD 281](#) or [BUAD 305](#)) and ([BUAD 304](#) and [BUAD 307](#)) and 1 from ([BUAD 215](#) or [BUAD 306](#)) and 1 from ([BUAD 302](#) or [BUAD 302f](#))
- **Corequisite:** 1 from ([BUAD 311](#) or [BUAD 311t](#))

## Course Notes

1. **Course Format and the Case Discussion Method.** In order to achieve the objectives of the course, we will devote the majority of our class time to the analysis and discussion of selected management, competitive strategy, and business policy cases. Occasional lectures will be given to elaborate on key theoretical models and frameworks or to reinforce crucial concepts. Cases provide a natural "test-bed" for theory and provide vivid examples that aid memory of concepts. While nothing can surpass firsthand personal industry and managerial experience as a basis for analysis and decision-making, case analysis is an indispensable proxy for the kind of knowledge that can only be gained through years of experience and research. A mix of classic and new business cases has been selected on a range of companies from a variety of industry settings. Each case is intended to teach us something specific, yet each can teach many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a "war chest" of analytical tools, skills and insights, progressively over all the selected cases.

There are other reasons for employing the case discussion method of instruction. First, it allows you to develop skills at problem definition in addition to problem solving. Cases typically do not have an obvious set of tasks whose performance will lead to mastery. Rather, they force you to sift through a mass of information, some of it irrelevant or contradictory, in order to identify the important or strategic issues. Second, the case method gives you a chance to deal with ambiguity. Most cases do not have obvious "right" answers. Managers must be able to function in situations where the right answer is not known, without falling into the trap of assuming that any answer is as good as another. Some analyses and proposed strategies are clearly wrong, and some are clearly better than others. A popular phrase in case analysis classes is "There are *no* right answers, but there are *wrong* answers." Case discussion techniques provide a chance to learn the *meaning* of analytical rigor in situations other than open-and-shut problems.

While I will direct class discussions, the quality of your learning experience will be directly determined by: **(1) your degree of preparation, active listening, and participation, and (2) your classmates' preparation, listening, and participation.** Some will not agree with you, and you may be asked to defend your argument or change your mind. So long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently argued, it is very much welcomed.

2. **Case Preparation.** Because this course relies heavily on case material, extensive *before-class* preparation and *in-class* participation are required to ensure the class' success.
- (1) **Preparation for a case discussion** should begin with a rapid reading of the assigned case and other materials.
  - (2) Then, it is worthwhile **to review the discussion questions posted on Blackboard** for clues as to what issues require special attention.
  - (3) The next step is normally to re-read the case carefully, taking notes which sort information, facts, and observations under a number of relevant headings. Push yourself to reach definitive conclusions before you come to class.
  - (4) You should perform quantitative analyses, “crunching” whatever numbers are available. It is also very important to provide quantitative support wherever possible, particularly when exploring various hypotheses as to the nature and importance of certain phenomena. If the requisite data are not available in the case, a precise description of what data are missing often triggers ideas for making creative use of the information that is available. It is usually worthwhile to identify trends in the firm or industry, preferably with a quantitative measurement. Some of these trends, often very important ones, will not be flagged in the text of the case.
  - (5) Finally, preparation will ideally include notes that can be used to guide your interventions in class discussions.

You will probably want to, and are strongly encouraged to, form *study groups* that will meet regularly to share insights and ideas about the assigned cases. While this is, of course, voluntary, past experience has shown that satisfactory performance in this course, and a good grade, depend on it.

**NOTE: There is a good chance that you will feel a bit overwhelmed during the first module, or two, of the course.** This is a byproduct of the peculiar structure of the strategy course that does not build up linearly by successively adding components of knowledge week by week. Rather, every case in a sense contains all the material in the entire course. Furthermore, the early theoretical concepts probably won't have much meaning for you until you've worked through a few cases. As a result, there is no logical way to start off except by immersion, i.e. throwing you in the deep end of the pool and letting you struggle to stay afloat. The good news is that the number of new ideas for you to learn drops off quickly after experiencing some case discussions, and old ideas continue to be relevant. This way you will get multiple chances to master the basic concepts of the course.

### MARSHALL GUIDELINES

**Learning Goals:** In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Description	Course Emphasis
1	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>	High
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace</i>	Low
3	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>	High
4	Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i> .	High

5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society	Moderate
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts.</i>	High

## ASSIGNMENTS AND GRADING DETAIL

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. The distribution of grades will closely follow the guidelines of the Marshall School of Business.

Your course grade is based on both an individual and a group portion. In order to pass this course successfully, a passing grade (> 50%) must be achieved in each evaluation component listed below.

Evaluation Components		% of Grade
Class Participation		15%
Course Preparation	Quizzes	10%
	Group Case Presentation	10%
	Group Challenge Team	10%
Final Exam		30%
Group Project	Group Project Write-up Part A	5%
	Group Project Write-up Part B	10%
	Group Project Presentation	10%
<b>TOTAL</b>		100%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

The distribution of grades will closely follow the guidelines of the Marshall School of Business.

**Class Participation.** This part of your grade will be based on effective contributions to class discussions. These include input that is relevant to the course content and the topic of discussion. Case courses work well, and are enjoyable effective learning experiences, if everyone is an active productive participant. Your overall class participation will be closely monitored. In grading in-class participation, I will look at both the *quantity* and *quality* of your class contributions/interventions. In-class participation is obviously a function of preparation, skills, attitude, and a willingness to actively commit yourself in front of me, and your peers. A classroom is a cost-free environment for experimenting and learning to "play the game." Make use of it. I recognize that some students are far more comfortable than others with in-class participation. However, **it is important you make an effort every class to contribute in some meaningful way.** Please feel free to come and discuss with me ways to enhance your participation.

With regard to quality, the dimensions that we look for include (see Appendix B for details):

- *Relevance* – does the comment bear on the subject at hand? Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.
- *Causal Linkage* – are the logical antecedents or consequences of a particular argument traced out? Comments that push the implications of a fact or idea as far as possible are generally superior.
- *Responsiveness* – does the comment react in an important way to what someone else has said?

- *Analysis* – is the reasoning employed consistent and logical?
- *Evidence* – have data from the case, from personal experience, from general knowledge been employed to support the assertions made?
- *Importance* – does the contribution further our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
- *Clarity* – is the comment succinct and understandable? Does it stick to the subject or does it wander?

Before each class discussion, it is expected that all students will make brief notes or outlines – identify critical problems, analyze relevant numbers, do the financials, generate alternative recommended courses of action, and generate ideas about how to implement them. You should rely on these notes when contributing to the class discussion.

**Students will be called on, at random, to take the lead in various aspects of class discussions.** Typically, we will ask one or more participants to start the class by answering specific questions such as “If you were the person in charge in this situation, what would you do?” The quality of the contributions made during these periods affect a student’s overall participation grade. Factual misstatements, comments that demonstrate a lack of adequate preparation, or comments that come late in a discussion that distract the class and indicate that the student has not been actively listening will be noted as “negative” course participation.

#### Participation Cards

At the end of each case discussion, students who actively participated in the discussion should turn in a Participation Card. **These cards should list your name, the date, the case discussed that day, and a synopsis of your contributions during that day’s discussion.** The Participation Cards will be used in combination with my own daily evaluations to determine your participation grade for the day. For this purpose, please prepare a package of 3x5 index cards and bring them to each class.

NOTE: You are not required to turn in Participation Cards, but they are helpful for both you and me, especially during the first few weeks because I may not be able to memorize your name for the first few weeks. I do my best to record every single contribution (and disruption for that matter) you make in the classroom. Participation cards are a great way to remind me of your contribution throughout the semester.

#### Attendance Policy

**Class attendance is ABSOLUTELY essential.** This course relies heavily on your participation and discussion, unlike an instructor-led lecture. All missed classes will be noted. The policy on missed classes is to allow each student **two (2) absences**, no questions asked, no penalty. All further absences over the limit will reduce the student’s participation grade, no questions asked, no excuses of any kind accepted. **Students with an excessive number of absences are at risk of failing the course.** Only Official University engagements, such as scheduled debating events, sports events, are accepted as exceptions to this policy. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized.

**Quizzes.** To evaluate your course preparation random quizzes may be used throughout the semester. Detailed instructions regarding this component will be posted on blackboard. No make-up opportunities are available if you are absent or late. Your best 4 quizzes will be counted.

**Group Case Presentation.** You will participate in one case analysis presentations to the class as part of a group. You will make your group presentations with the aid of visuals, and use your business communication skills to explain and defend your conclusions. You may divide the task among team members but I expect all of you make equal contributions to the presentation. For example, some of you who are not presenting the visual materials should take on more work in answering questions. Presentations should take no longer than 50 minutes: up to 30 minutes of presentation and 20 minutes to respond to questions.

Content of your presentation will consist of your key recommendations to the managers in a case, along with the supporting logic for those recommendations. Your recommendations will be based on the strategic problems facing the managers, your analysis of relevant non-financial and financial data (using graphical presentation, as appropriate), alternative courses of action, and your assessment of the preferred course. You should not rehash facts from the case, since you will not have time to do this in 30 minutes. Instead, key facts should be used to support your position. Try to go beyond the facts provided by the case writer by doing some new analysis using the data in the exhibits. Case questions posted on Blackboard will provide additional guidance.

Your group presentations will be evaluated based on your visual materials, your oral presentation, and your answers to questions. A hard copy of your visual materials should be turned in to me before the class. You should also email the visual materials to me before or right after the class and I will post them on the Blackboard.

**Group Case Challenge.** When a team is presenting its case analysis, I expect everyone in the class will be able to ask questions. In order to maintain a high level of interaction and discussion, a non-presenting group will be designated as a “Challenge Team.” This group will prepare questions for the Presenting Team. However, make sure that the questions that you ask the Presenting Team are those that you have an answer to yourself, as I may turn the question around and make you answer it. The role of “Challenge Team” rotates from one case to another so that all teams have opportunities to both present and challenge.

Your challenge team will be evaluated on the depth and relevance of your questions (and possible answers) during the presentation. The challenge team will generate a list of the questions that they intend to ask the Presenting Team and circle those that they actually asked during the class. You may also add by hand any additional questions that are asked that were not anticipated. This list must be turned into me by the end of the class period.

*Team Formation for Group Case Presentations/Group Challenge Teams/Group Project.* I will make time available in the class period for you to form yourselves into teams for these assignments. Each team will be randomly assigned a case to present and a case to challenge.

**Final Exam.** A final exam is scheduled according to the University’s final exam schedule. You must attend the exam for your specific section. The exam may consist of multiple choice, short answer and short essay questions, and may require analysis of a short case. The final exam will be cumulative, based on all material covered in the course throughout the semester. Detailed information regarding this component will be posted on blackboard.

Exam Date: August 4, 2014 (tentative)

**Group Project.** The group project is a team exercise. The main idea of the term project is to conduct an in-depth study of a particular industry, and to compare and contrast the competitive strategies of a firm (or a group of firms) within the industry. The group is free to choose the industry and the specific firm(s) it will analyze. However, if I believe the industry and/or firm you choose are not appropriate, I may advise you to choose a different industry and/or firm. Detailed instructions regarding the group project will be posted on blackboard.

- ❖ **Written Report:** Your report should include three major parts: 1) an industry analysis (including a brief history of the industry and future directions of the industry as a whole if appropriate), 2) a strategic analysis of the firm(s) of interest, and 3) practical recommendations for the future.
- ❖ **Presentation:** All groups will present their solutions. The presentation allows the team to report its analysis and recommendations to the class. The exact presentation time and date for each team will be assigned. The presentation will also be graded on a group basis. You will receive comments and from all class participants on your presentation. Clarity and creativity are strongly encouraged in the presentation.
- ❖ **Peer Evaluations:** Each of you will complete a peer evaluation of the members of your group. The peer evaluation form is in the Appendix A and will also be posted on Blackboard. Your peer evaluation form is due no later than the last day of class.

**TIP: if you experience any group-related problem (e.g., free rider, conflict, etc.), please contact me immediately. Do not wait until the very end. If you report this kind of problem too late, there is not much I can do.**

### **Statement on Academic Conduct and Support Systems**

#### **Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

### **Support Systems**

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [www.usc.edu/disability](http://www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## **MARSHALL GUIDELINES**

### **Add/Drop Process**

If you are absent six or more times prior to *TBA, 2015* (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

### **Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

### **Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit [www.usc.edu/disability](http://www.usc.edu/disability).

### **Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A of *SCampus*.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

### **Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu).

### Course Calendar

#	Date	Day	Topic	Reading and Assignments	Assignment
1	5/21	Th	Course Overview	<b>Reading:</b> Porter, "What is Strategy?" & Syllabus	
<b>Module I: Industry &amp; Competitive Analysis</b>					
2	5/26	T	Industry Analysis I (Lecture)	<b>Reading:</b> Porter, "The Five Competitive Forces that Shape Strategy"	<b>Team Formation in Class</b>
3	5/28	Th	Industry Analysis II	<b>Case:</b> Cola Wars Continue: Coke and Pepsi in 2006 <b>Video case:</b> Coca-Cola: The Real Story Behind the Real Thing	
4	6/2	T	Industry Change I (Lecture)	<b>Reading:</b> Bower & Christensen, "Disruptive Technologies"	<b>Team Member List Due</b>
5	6/4	Th	Industry Change II	<b>Case:</b> Kodak and the Digital Revolution	
6	6/9	T	In-person Team Meetings	Project Proposal	
<b>Module II: Internal Analysis</b>					
7	6/11	Th	Firm Competencies & Competitive Positioning I (Lecture)	<b>Reading:</b> Ghemawat & Rivkin, "Creating Competitive Advantage"	
8	6/16	T	Firm Competencies & Competitive Positioning II	<b>Case:</b> WalMart Stores, Inc <b>Video Case:</b> The New Age of WalMart	<b>Project Proposal Due</b>
9	6/18	Th	Firm Competencies & Competitive Positioning III	<b>Case:</b> Zara: Fast fashion	
10	6/23	T	Firm Competencies & Competitive Positioning V	<b>Case:</b> Ducati	
<b>Module III: Competitive Dynamics</b>					
11	6/25	Th	Competitor Analysis & Game Theory I (Lecture)	<b>Reading:</b> Coughlan, "Competitor Analysis: Anticipating Competitive Actions"	
12	6/30	T	Competitor Analysis & Game Theory II	<b>Case:</b> Dog Fight over Europe: Ryanair (A)	<b>Group-project Part (A) Write-up due</b>
13	7/2	Th	Competitor Analysis & Game Theory III	<b>Case:</b> A350 XWB: Airbus's answer to Boeing's Dreamliner	
<b>Module IV: Corporate Strategy and Internationalization</b>					
14	7/7	T	Multi-Business Strategy I (Lecture)	<b>Reading:</b> Piskorski, "Note on Corporate Strategy"	
15	7/9	Th	Multi-Business Strategy II (Corporate Strategy)	<b>Case:</b> Walt Disney: The Entertainment King	
16	7/14	T	In-person Team Meetings	Project Progress	
17	7/16	Th	International Strategy	<b>Case:</b> Ebay's Strategy in China: Alliance or Acquisition	
18	7/21	T	Strategic Integration	<b>Case:</b> Knight the King: The Founding of Nike <b>Video Case:</b> Swoosh! Inside Nike	
<b>Review Sessions</b>					
19	7/23	Th	Group Presentation 1	No readings, attendance required	<b>Group-project Part (B) Write-up due</b>
20	7/28	T	Group Presentation 2	No readings, attendance required	
21	7/30	Th	Course Wrap	No readings, attendance required	
22	8/4	T	Final Exam		

### Appendix A: Peer Evaluation Form

Please rate each member of your team (out of 100 points) apart from yourself to reflect your assessment of their individual contributions to the team effort. I will treat your assessments as confidential.

Your name: \_\_\_\_\_

Team-member name (exclude yourself):                      Contribution:

- |          |       |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |

In the space below, provide some summary comments for your team members on strengths and areas for improvement:

Greatest Strength:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Areas for Improvement:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Appendix B: Example Behaviors for Attendance and Classroom Discussion

### Outstanding performance

- Repeatedly brings new, relevant, and interesting material to the class
- Supports assertions with evidence
- Distinguishes between opinions and facts
- Demonstrates ability to apply, analyze, and synthesize course material
- Brings up questions that need to be explored further
- Clarifies points that others might not understand
- Offers relevant and succinct input to class
- Demonstrates excellent listening
- Demonstrates willingness to answer unpopular questions
- Is always punctual

### Very good performance

- Regularly participates in class discussions
- Shares relevant feedback
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze and apply the course material
- Demonstrates willingness to attempt to answer questions
- Is always punctual

### Good/average performance

- Participates in group discussion when solicited
- Offers clear, concise, “good” information relative to class assignments
- Offers input in class or group, but tends to reiterate the intuitive
- Attends class regularly and is always punctual

### Low performance

- Confounds opinions and facts
- Fails to support assertions with evidence
- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information
- Does not follow flow of ideas
- Drains energy from class goals
- Is occasionally unpunctual

### Unacceptable performance

- Fails to participate, even when solicited (in small or large groups)
- Shows up to class; does nothing
- Distracts the group or classroom discussion
- Is repeatedly unpunctual