BUAD 497 – STRATEGIC MANAGEMENT

(This version: 01/05/2017)

Spring 2017
Section 15109 (12:00-13:50 MW ACC 310)
Section 15092 (14:00-15:50 MW JFF 239)

Professor: Nan Jia
Office: HOH 518
Office Hours: By appointment
E-mail: nan.jia@marshall.usc.edu

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 302t)
- **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 *to effectively manage different types of enterprises*	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 *so as to anticipate new opportunities in any marketplace*	Low
3	Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators*	High
4	Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders.*	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 *to facilitate information flow in organizational, social, and intercultural contexts.*	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	20%
Research Participation	5%
Midterm Exam	15%
Quizzes (course preparation)	10%
Final Exam	25%
Group Project	25%
TOTAL	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:

- *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.

Research Participation. Participation in Discussion Sessions: 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.

Participation also comprises involvement in research activities. You can choose one of two options below to fulfill this requirement. Please note that if you do not complete one of these two options, you will lose points for this part of your grade.

Option 1:

First, you can participate in research studies. To do this, you will attend sessions outside of class, conducted by researchers in MOR at Marshall. You will earn ½ credit or 1 credit for each separate study you complete; most sessions are no more than an hour long. You will need to obtain 4 credits during the semester in order to fulfill the research requirement. If you choose this option, please register for an account at http://marshall-mor.sona-systems.com/ (see instructions posted separately to Blackboard) no later than **Monday, January 30**. Those who do not register or reactivate by this date will be required to complete Option 2 (research papers, see below). After you verify your account, you will need to check the site regularly to find open studies and sign yourself up for appointments. Studies are scheduled throughout the semester, on various days and times. It's important that you complete your credit early; if you wait until the end of the semester, there may not be enough studies available. You are not guaranteed an available study spot. To receive full participation points, you must earn your first credit by **Friday, March 10** (before Spring Break). Your final credits can be earned any time before **Friday, April 28** (the

last day of classes). As a courtesy to the researcher and other students waiting for spots, please use the online system to cancel your appointment ASAP if you can't make it.

Please note: If you earn your first 3 credits by showing up to ALL of your scheduled sessions on time, then you will earn your 4th credit "free," as a bonus. That is, the system is "earn three, get one free"—again, provided that you show up to all three sessions as scheduled and on time.

Students must be aged 18 or older by March 10, 2017 in order to choose Option 1; otherwise, you will need to use Option 2.

IMPORTANT NOTES: (A) If you have already have a research study account from a past BUAD 304 or BUAD 497 course, you will need to email the administrator from the website by January 30 in order to request account reactivation. Past credits earned CANNOT be used for current courses. (B) If you are enrolled in Marketing BUAD 307, please make sure you visit the Marketing research study website your Marketing professor has given you. Please see your Marketing syllabus. Each course has its own unique Sona Systems web address. Credits will NOT transfer from one class to the other for credit fulfillment (no exceptions).

Option 2:

Your second way to complete the research requirement is to write 3 short, 3-page research papers on topics prearranged with your Professor or Discussion Instructor. Papers must be turned in no later than **April 28** to your Professor or Discussion Instructor.

- Questions about completion of the studies (Option 1) should be directed to: mor.sona@marshall.usc.edu.

Course Preparation (Quizzes). To evaluate your course preparation random quizzes may be used throughout the semester. Detailed instructions regarding this component will be posted on blackboard.

Midterm
I offer a midterm so that students have a rough idea of where they stand in the course prior to the midpoint of the semester. The midterm covers the material from the first two modules in the course and is comprised of multiple-choice questions and short answer questions. Detailed instructions will be posted on Blackboard.

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.

Please note: The date/time of the Final Exam is determined by the University. For the date and time of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc. Select the corresponding semester to view and click on the "Final Examinations Schedule" link on the left side of the screen. **It is your responsibility to verify the accuracy of this date and time.**

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 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 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, 2013* (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.

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 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.

Course Calendar

#	Date	Day	Topic	Reading and Assignments	Assignment
1	1/9	M	Course Overview	**Reading:** Porter, "What is Strategy?" & Syllabus	
Module I: Industry & Competitive Analysis					
2	1/11	W	Industry Analysis I (Lecture)	**Reading:** Porter, "The Five Competitive Forces that Shape Strategy"	**Team Formation in Class**
3	1/16	M		No class – University holiday (Martin Luther King's Birthday)	
4	1/18	W	Industry Analysis II	**Case:** Cola Wars Continue: Coke and Pepsi in 2006	
5	1/23	M	Industry Analysis III	**Video case**: Coca-Cola: The Real Story Behind the Real Thing	**Team Member List Due**
6	1/25	W	In-person Team Meetings	Group Project Proposal	
7	1/30	M	Industry Change I (Lecture)	**Reading:** Bower & Christensen, "Disruptive Technologies"	**Project Proposal Due** **Deadline to set up account in Sona system**
8	2/1	W	Industry Change II	**Case:** Kodak and the Digital Revolution	
Module II: Internal Analysis					
9	2/6	M	Firm Competencies & Competitive Positioning I	**Reading:** Ghemawat & Rivkin, "Creating Competitive Advantage"	
10	2/8	W	Firm Competencies & Competitive Positioning II	**In-class Exercise:** Value Chain Analysis (JetFighter) ****Note the change of location of this session!**	**Note: class takes place in different locations and is administered by the Marshall Experiential Learning Center (ELC). See notes at the end of the calendar for location information**
11	2/13	M	Firm Competencies & Competitive Positioning III	**Case:** WalMart Stores, Inc	
12	2/15	W	Firm Competencies & Competitive Positioning IV	**Video Case**: The New Age of WalMart	
13	2/20	M		No class – University holiday (President's Day)	
14	2/22	W	Firm Competencies & Competitive Positioning V	**Case:** Zara: Fast fashion	
15	2/27	M	Firm Competencies & Competitive Positioning VI	**Case**: Ducati	
16	3/1	W	Mid-term Review	Mid-term Review	
17	3/6	M	Mid-term Exam	Mid-term Exam	
18	3/8	W		No class – Time reserved to work on group project	**Group-project Part (A) Write-up due. The first credit in the Sona system needs to be earned by March 10**
3/12-3/19 No Class: Spring Recess					

Module III: Competitive Dynamics					
19	3/20	M	Competitor Analysis & Game Theory I (Lecture)	**Reading:** Coughlan, "Competitor Analysis: Anticipating Competitive Actions"	
20	3/22	W	Competitor Analysis & Game Theory II	**Case:** Dog Fight over Europe: Ryanair (A)	
Module IV: Corporate Strategy and Internationalization					
21	3/27	M	Multi-Business Strategy I (Lecture)	**Reading:** Piskorski, "Note on Corporate Strategy"	
22	3/29	W	Multi-Business Strategy II (Corporate Strategy)	**Case:** Walt Disney: The Entertainment King	
23	4/3	M	International Strategy	**Case:** Ebay's Strategy in China: Alliance or Acquisition	
24	4/5	W	In-person Team Meetings	Group Project Progress	
25	4/10	M	Strategic Integration I	**Case:** Knight the King: The Founding of Nike	
26	4/12	W	Strategic Integration II	**Video Case**: Swoosh! Inside Nike	
Review Sessions					
27	4/17	M	Group Presentation 1		**Group-project Part (B) Write-up due**
28	4/19	W	Group Presentation 2		
29	4/24	M	Group Presentation 3		
30	4/26	W	Course Wrap	Blackboard Readings	**The deadline to earn credits in the Sona system or submit essays is April 28**

Location of Session 10 on Wednesday 2/8:

Section 15109 (Meeting time: 12:00-13:50 MW ACC301)**: please go to JKP 301;**
Section 15092 (Meeting time: 14:00-15:50 MW JFF238)**: please got to JFF ELC Center, A-D+G-N.** There is no room number for the ELC in JFF as there is a big sign on the wall that directs people. But the ELC entrance is right next door to LL-105 classroom in the basement.

Final Exams:

Section 15109 (Meeting time: 12:00-13:50 MW ACC301) **Exam Time: Friday May 5, 11 am-1 pm**
Section 15092 (Meeting time: 14:00-15:50 MW JFF238) **Exam Time: Monday May 8, 2-4pm**
Please check the following webpage for updates: https://classes.usc.edu/term-20171/finals/

Appendix: Peer Evaluation Form

Please rate each member of your team apart from yourself to reflect your assessment of their individual contributions to the team effort. For each group member, please assign a number between 0 and 100, and 100 indicates that the person has done his/her fair share. 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. _____