**BUAD 497 – STRATEGIC MANAGEMENT SPRING 2018**

 **Sections: 15100 (8:00-9:50 a.m. T/TH)**

 **15106 (10:00-11:50 a.m. T/TH**

 **Professor: Michael R. McGrath, Ph.D.**

 **Office Hours: Tuesdays: 12 -3 (Location TBD)**

 **Wednesdays: By appointment**

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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 THIS 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 Pack available from HBS publishing—a link to that course pack appears below

<http://cb.hbsp.harvard.edu/cbmp/access/72645023>

1. **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.**

1. **3x5 Cards:** Please prepare a deck of 3x5 cards for recording your class participation during each class of the semester (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.

I will occasionally employ “cold calls” during case discussions. These are an important mechanism to ensure all students have the chance to participate in the discussion. More importantly, cold calls help mimic real-world business scenarios where individuals must think on their feet and be ready to synthesize complex topics in front of their colleagues and managers.

1. **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 that 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. Remember, these notes should not be on your computer, tablet, or phone as those are not allowed during case discussions.

**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 unique 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

Our graduates will understand types of markets and key business

1. areas and their interaction *to effectively manage different types of enterprises*

### Course Emphasis

High

Our graduates will develop a global business perspective. They will understand how local, regional, and international markets,

1. and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace*

Moderate

Our graduates will demonstrate critical thinking skills *so as to*

1. *become future-oriented decision makers, problem solvers and innovators*

High

Our graduates will develop people and leadership skills to

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promote their effectiveness as *business managers and leaders.* Moderate

Our graduates will demonstrate ethical reasoning skills,

1. understand social, civic, and professional responsibilities and

*aspire to add value to society*

Our graduates will be effective communicators *to facilitate*

1. *information flow in organizational, social, and intercultural contexts*

Moderate

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.

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| --- | --- |
| **Evaluation Components** | **% of Grade** |
| Class Participation | 20% |
| Research Participation | 5% |
| Quizzes (course preparation) | 10% |
| Midterm Exam | 15% |
| 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 (cold calls).** 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 also comprises involvement in research activities. Each student will write 3 short, 3-page research papers on topics prearranged with your Professor. One paper is due on the first day of class in February, March and April.

**Course Preparation (Quizzes)**

To evaluate your course preparation, quizzes will be used throughout the semester. There will be **FOUR** unannounced quizzes prior to randomly selected case sessions to evaluate preparation. The lowest score of these four quizzes will be dropped.

### 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 day of class and may be comprised of multiple-choice questions and/or 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.](http://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, I will advise you to choose a different industry and/or firm if I believe the industry and/or firm you choose are not appropriate. Detailed instructions regarding the group project will be posted on Blackboard.

* **Written Report:** Your report should include three major parts, specifically 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 feedback 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 project 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. In combination with my observations of team dynamics, these peer evaluations will be used to adjust individual group project grades as needed.

### 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 Integrity and Conduct:**

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 (plagiarism). 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. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook ([www.usc.edu/scampus](http://www.usc.edu/scampus) or http://scampus.usc.edu). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

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

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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  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](http://policy.usc.edu/scientific-misconduct/).

## Support Systems

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://dps.usc.edu/contact/report/.](http://dps.usc.edu/contact/report/) 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. *Relationship and Sexual Violence Prevention and Services* (RSVP) https://engemannshc.usc.edu/rsvp/ provides 24/7 confidential support, and the sexual assault resource center webpage https://sarc.usc.edu/reporting-options/ describes reporting options and other resources.

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http://www.suicidepreventionlifeline.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=_36nnFETM-Q6pZ6iq9FbkRLnOqB2hAKf3hpB7emICZo&m=E2UsZJRCMqi9OEfKUeqk9Y1uY3eDgl_cjSeDni9P-3s&s=twu831aNHupJnoiSEzsXZ1lmq9yCzJvEv35V5v5dYAY&e=)

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website:<http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.<https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC –* [*https://diversity.usc.edu/*](https://diversity.usc.edu/)

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

**Students with Disabilities**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations.  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 (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

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# MARSHALL GUIDELINES

### Add/Drop Process

If you are absent six or more times prior to 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.mergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>*)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), 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.

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| **#** | **Course Calendar/Schedule of Cases/Readings** |  |
| **Introduction to Strategy** |
| 1/9 | Course Introduction and Overview**Reading**: “What is Strategy?” by M. Porter (R96608) |  |
| 1/11 |  **Case**: Wal-Mart Stores, Inc (9-794-024) & Update, 2011 (711-546) |  |
| 1/16 | **Reading:** The Five Competitive Forces that Shape Strategy by M. Porter;Strategic Planning & Senior Team Effectiveness: Hackman Model Lecture; |  Team building andFormation |
| **Industry Analysis** |
| 1/18 | **Case:**  Cola Wars Con’t: C & P, 2010 |  |
| 1/23 | **Case:** Video Case in class | Team Proposal Due |
| 1/25 | **Case:** eHarmony (9-709-424**)** |  |
| 1/30 | Project Feedback Session |  |
| 2/1 | **Reading:** Disruptive Technologies: Catching the Wave by Bowers & Christensen (R95103) | Paper #1 Due |
| 2/6 | **Case:** Kodak and the Digital Revolution |  |
| 2/8 | **Case:** Uber and the Taxi Industry (A) (9-715-433) |  |
| **Internal Analysis and Competitive Advantage** |
| 2/13 | ***MID-TERM EXAMINATION*** |  |
| 2/15 | **Case:** Starbucks: A Story of Growth (KEL665)-- |  |
| 2/20 | **Reading:** Creating Competitive Advantage by Ghemawat & Rivkin (9-798-062)**Case:** Ducati (9-701-132) |  |
| 2/22 | **Case:** Value Chain Analysis (JetFighter) - **ELC** | **ELC** |
| 2/27 | **NO CLASS** session: Group Project Working Session Time |  |
| 3/1 | **Case:** ECCO A/S Global Value Chain Management (908M14) | Paper #2 Due |
| 3/6 | **Case:** LEGO (A): The Crisis |  |
| **Competitive Dynamics** |
| 3/8 | **Case:** Dogfight over Europe: Ryanair (A) (9-700-115) |  |
|  | **SPRING BREAK NO CLASS ON 3/13 AND 3/15** |  |
| 3/20 | **Reading:** How to Design a Winning Business Model (R1101G)**Simulation:** Competitive Dynamics and Wintel V2 (Product # 716801-HTM-ENG) | **ELC** |
| 3/22 | **Case:** eBay, Inc & Amazon.com (A) (9-712-405) |  |
| 3/27 | **Case**: Charles Schwab in 2002 (9-803-070) |  |
| **Corporate and Global Strategy** |
| 3/29 | **Readings:** Note on Corporate Strategy by Piskorski (9-705-449)The New M&A Playbook C. Christensen et. al (R1103B)**Case**s: Walt Disney & Pixar Inc.: To Acquire or Not to Acquire? (9-709-462) |  |
| 4/3 | **Strategic Innovation Simulation: Back Bay Battery (v2)** **(7015-HTM-ENG)** | **ELC** & Paper #3 Due |
| 4/5 | **Case:** Huawei in Canada: Can It Become a Trusted Player? (HK1061) |  |
| 4/10 | **Case:** HCL Technologies (A) (9-408-004) |  |
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| **Corporate Social Responsibility and Business Ethics** |
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| 4/12 | **Reading:** Strategy & Society The Link Between Competitive Advantage and Corporate Social Responsibility**Case**: Interplast’s Dilemma (SI-14) |  |
| 4/17 | Final Presentations |  |
| 4/19 | Final Presentation |  |
| 4/24 | NO CLASS—Use time for Course Review Study sessions |  |
| 4/26 | Final Presentations |  |

**Appendix: 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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_