

# *Syllabus for BUS 290: Strategic Thinking<sup>1</sup>*

**Summer 2017**

**(Course Code: 30393; Section: 09)**

***Prof. K. Thomas Chandy***

## *Table of Contents*

Course Description and Objectives.....	1
Prerequisites and Academic Expectations .....	2
Academic Integrity.....	2
Textbook, CoursePack and Readings .....	3
Faculty Contact Information, Office Hours, Class Timings & Location.....	3
Process and Grading .....	3
Case analysis and Assignments .....	6
The Capstone Project: A ‘Living Case’ .....	6
Organization of the Course .....	9
Course Schedule.....	10

**This syllabus is required reading for the first week of the course.** You are expected to understand the policies and assignments discussed in the syllabus.

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<sup>1</sup> **NOTE:** BUS 290 is a required course that is taught by more than one instructor. Policies, assignments and grading are completely different for each instructor. Be sure to refer **ONLY** to the syllabus provided by Prof. Chandy.

## **Course Description and Objectives**

This course in strategic thinking provides an integrative view of managing the total enterprise, including formation of corporate and business-level strategy. It spotlights processes by which managers position their businesses to create and sustain an advantage relative to rivals in the face of competition, uncertainty and rapid change. It aims to help you learn to think strategically: how to think about decisions and make them so as to create new businesses that customers will support and position existing businesses for success. This, in turn, requires you to, first, decide what needs be done and, then, lead others to make it happen.

The course integrates prior subject matter included in the MBA program (refer to prerequisites) and requires that *you integrate and extend* the knowledge and skills that you have developed throughout your course work (i.e. marketing, finance, economics, organizational behavior, ethics, information systems, accounting, etc.). The purpose of this integrative approach is to provide students the opportunity to apply knowledge acquired from the entire curriculum to the analysis of markets and industries, using qualitative and quantitative techniques, in order to position companies in their competitive environment and to identify sources of competitive advantage. Strategy involves understanding the utility of different choices and tradeoffs—choosing what not to do is as important as choosing what to do.

Analyzing real world situations is the best way to gain this understanding. Therefore, case analysis will play a large role in this course and students will analyze several business cases. In addition to analyzing written cases, you will also be required, in a two-person team, to analyze an existing firm in real time: i.e., a “Living Case”. This “Living Case” analysis constitutes your Capstone Project. We are not only interested in a firm’s history, but more importantly, in the development of a coherent, viable and defensible strategic position that will carry the firm into the future.

Students are expected to develop skills in formulating and evaluating socially responsible competitive strategies that are realistic, founded on the characteristics of the industry and its macro-environment, and consistent with the basic capabilities and resources at management’s disposal. In addition to developing the student’s strategic business skills and integrating core business disciplines, this course will develop soft skills in the area of public speaking, giving constructive criticism and persuasion.

This course, therefore, is designed to help students:

- develop strategic thinking skills;
- link strategic thinking with strategy formulation, analysis and selection;
- analyze an organization’s internal resources and capabilities and its external environment;
- develop and identify strategic alternatives or initiatives;
- develop a strategic business plan, understand how to implement and execute it, and lead strategic change within an organization; and
- convincingly and persuasively present a business case.

To summarize, in order to achieve the objectives of this course, your learning experiences will include three different elements:

- analysis of case studies,
- brief lectures embedded within the case discussions, and
- a research project to study and analyze a real firm in an industry (a “Living Case”).

In this course, you are a member of a community of learners who educate each other. Your questions and insights help your fellow students learn more than they would without your participation. Hence, **class attendance and participation in all case discussions is required.**

### **Formal Learning Objectives:**

Upon successful completion of this course, students will:

1. Know basic strategic analysis frameworks and concepts and be able to identify limitations of these frameworks and concepts.
2. Know how to integrate and extend knowledge (including analytical frameworks) and skills acquired in other MBA coursework.

3. Know how to analyze the external environment of a firm using qualitative and quantitative methods.
4. Know how to analyze a single business firm:
  - Analyze the resources and capabilities underlying a firm's strategic position and the sustainability of that position;
  - Formulate defensible recommendations for the firm based on these analyses and the analysis of the firm's external environment.
5. Know how to analyze a Multi-business firm:
  - Analyze and evaluate the corporate strategy of a multi-business firm using qualitative and quantitative methods;
  - Formulate defensible recommendations for the firm based on the analysis of the firm's businesses and their external environments.
6. Know how to prepare and present a strategic plan.
7. Be practiced in group participation, presentations, brainstorming and "public" constructive suggestions to one another.

### **Prerequisites and Academic Expectations**

This course is restricted to Business-MBA majors with graduate standing who have completed BUS 200W, BUS 202, BUS 210, BUS 220, BUS 230, BUS 250, BUS 260, BUS 270 and BUS 280. Students who have not completed these prerequisites are not permitted to take this course. It is the responsibility of the student to overcome any deficiencies.

**Since the comprehensive project for Business 290 is the culminating experience of your M.B.A. program, all students must complete the project with a grade of "B" or better in order to obtain a degree.** A student who does not complete a project that earns a B will not be permitted to graduate even though he/she receives good grades on class participation and assignments.

Students are expected to come prepared for each class session i.e., **having read all the assigned readings, analyzed the assigned case and completed the assignment for that class session.**

### **Academic Integrity**

Your enrollment at San Jose State University is evidence of your commitment, as a student, to learning. The University Policy on Academic Integrity (<http://www.sjsu.edu/senate/docs/F15-7.pdf>) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Please review the Student Conduct and Ethical Development website (<http://www.sjsu.edu/studentconduct/>) and the Student Conduct Code (<http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf>). The Student Conduct Code is in effect for all assignments, participation exercises and papers in this course. Outside assistance on all projects is prohibited. A SJSU student's submission of work for academic credit indicates that the work is the student's own. In addition, SJSU students have a right to expect academic integrity from each of their peers.

Specifically for this course, breaches of the Student Conduct Code include but are not limited to:

1. **Cheating** on assignments, participation exercises and papers.
2. **Plagiarizing**, i.e., misrepresenting as one's own work any work done by another. This includes all content such as, but not limited to, text, charts, video and audio, exhibits that you find in an article, book, web page (including a firm's web page), previous capstone projects or other research resources. **The penalty for plagiarism is severe: a failing grade and sanctions by the University.**
3. Submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned.
4. Allowing another student to use your academic work.

### **Textbook, CoursePack and Readings**

- Textbook:** Hill, C. W. L., Schilling, M. A. & Jones, G. R., 2015, Strategic management theory, 12<sup>th</sup> edition, Cengage Learning (ISBN-13: 978-1305-50233-8)
- CoursePack:** The CoursePack containing the cases for the course must be purchased online from Harvard Business School Press:  
<http://cb.hbsp.harvard.edu/cbmp/access/64396536>
- Readings:** You are required to read several articles from journals available in the King Library. These articles offer interesting and useful perspectives that complement the concepts and frameworks presented in the textbook. You may access these articles through the Library's electronic journal databases (especially "Business Source Complete") available at <http://library.sjsu.edu/>. Make sure to visit the library and establish a Personal Identification Number (PIN) so you can access this database from off-campus. Before you access any article, please familiarize yourself with the library's guide to the "Responsible Use of Electronic Resources" (<http://library.sjsu.edu/journal-titles/responsible-use-electronic-resources>).
- Additional material:** Additional material may be distributed to you during the course, either electronically via Canvas or as handouts in class.

### **Faculty Contact Information, Office Hours, Class Timings & Location**

Class Hours:	Wednesdays: 6:00 pm to 10:00 pm
Location	TBA
Office Hours:	Wednesdays: 5:00 pm to 6:00 pm; Tuesdays & Thursdays: 11:30am to 12:30pm; & by appointment
Office Location:	BT652
Office Phone:	(408) 924-8052
Cell Phone	(510) 673-2351
E-mail:	kianianthra.chandy@sjsu.edu
Preferred Contact: (Either through email or Cell Phone)	Email is usually fastest and most reliable For phone calls outside of office hours please call my cell phone
Department Fax (include a cover sheet with my name):	408-924-3555

### **Process and Grading**

As stated earlier, the goals of this course will be achieved primarily through the case method of instruction and through a "Living Case" research project. Your case analysis assignments and the "Living Case" project are described in the next section.

In the case method (not to be confused with the use of cases as an instruction aid) lecturing is kept to a minimum. Instead, I will expect you to apply your analytical and problem-solving skills to the case which becomes the vehicle for engaging you in the learning process and enabling you to teach yourselves and each other. (However, I will present mini-lectures during the case discussion to clarify concepts described in your textbook and/or assigned readings)

Case analysis allows you to:

1. analyze industries in depth and assess the behavior of competitors in these industries
2. examine situations faced by managers in terms of interdependencies between *functional areas* of their business and in terms of external factors that impact the firm;
3. formulate strategies for these firms given their situations;

4. decide how to implement that strategy based the organizational levers available to carry out that implementation and on the challenges involved in managing the changes required;
5. familiarize yourself with the use of strategic tools by applying them, along with **functional area competencies** you have already acquired, to real problems;
6. learn how to support your qualitative arguments with sound **quantitative analysis**; and
7. develop a global perspective by analyzing situations in a variety of companies that vary by size, maturity, industry, country of origin and range of countries they operate in.

By enabling you to analyze cases, contribute to case discussions in class, to present your ideas in written and oral forms and to work individually and in teams, the course allows you to

1. enhance your ability to clearly articulate your ideas and present them in a compelling way, a **critical business skill**, and
2. develop **social organizational skills** which are also an essential prerequisite for success in the world of business.

### **Teamwork**

Because teamwork is vital in industry, this course emphasizes the team as a learning unit. Teams will have two members each. Teams must be formed by the second session of the course (i.e., June 14<sup>th</sup>).

Studying and working together in your teams will help you internalize the key lessons of this course. Moreover, your final project is a team effort. Thus, your individual grade for this course will be significantly impacted by your team's performance.

### **Contribution to the learning process:**

Good strategic thinking develops through practice as you try out strategies (at least mentally), and then test and evaluate them. Consequently, this course relies heavily on class discussion of cases. Involvement in and contribution to the discussion is *critical* to the learning process. I will guide the discussion through a combination of "cold calling" and asking for volunteers. Regular attendance, thorough preparation (individually and in teams) and individual contributions to class discussion are essential to our collective success in learning how to effectively diagnose problems and arrive at realistic and practical recommendations.

Consequently, class attendance and participation in all case discussions is required. However, I do recognize that unforeseen events may make it impossible for everyone to have a perfect attendance record and I have allowed for some slack (see below).

*Contributions to the learning process* will be graded based on three criteria:

1. Quality of contributions comes first and foremost, including factors such as
  - o Whether these contributions include analyses supported by logic and evidence, as against simply restating the facts of the case, or just stating an opinion
  - o Whether they relate to and build upon the previous discussion
  - o Whether they bring a new perspective on the issues
  - o Whether they link the assigned readings to the case.
2. Frequency of contribution (this does not mean dominating the discussion).
  - o Contributions in class
  - o Contributions to on-line discussions on *Canvas*
3. Degree to which contributions are spread across a number of sessions rather than concentrated in one or two.

I obviously want to give proper credit to all who contribute to discussions in class. However, I need to focus on the conversation at hand and on the learning process rather than on identifying who said what. Therefore, it would be very helpful to me if you would:

- (1) always sit with your name cards<sup>2</sup> clearly visible; and
- (2) sit in the same place every week.

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<sup>2</sup> A name card template is available for your use on Canvas.

The absence of name cards, sitting behind the wrong name card, or sitting in a different place every week may well result in credit not being assigned to you when it is due.

**Actions or Behaviors that contribute positively to class discussion:**

- ✓ Distinguishing critical issues from peripheral issues.
- ✓ Providing evidence of analysis rather than merely expressing opinion.
- ✓ Insightful analysis supported by logic and evidence.
- ✓ Providing comments that further the class' understanding.
- ✓ Listening to others, (active listening<sup>3</sup> alone is insufficient).
- ✓ Politely helping to curb individuals who take up too much "air time" and monopolize the discussion without contributing to the learning of others.

**Grading**

Grades will be assigned for participation, written case analyses, and the "Living Case" capstone research project and will be subject to an attendance-based "cap" (see below). These grades will carry the following weights in calculating your final grade for the course:

Participation/Contribution to the Learning Process & Participation Exercises	22%
Team Case Assignment 1 (Team Written Case Analysis + Individual Assignment)	13%
Individual Case Assignment	14%
Team Case Assignment 2 (Team Written Case Analysis + Individual Assignment)	16%
"Living Case" Research Capstone Project: Team Presentation	10%
"Living Case" Research Capstone Project: Team Written Analysis	25%

Your participation grade is influenced by two components:

- 1) the quality and quantity of your contributions in class discussions and
- 2) your performance on a set of randomly assigned, written participation exercises

**Attendance**

Since this is a case-based course that relies heavily on active student involvement in class discussion, class attendance is clearly important and is expected for all sessions. Sessions 1A & 1B, and the capstone presentation session on August 9<sup>th</sup> are mandatory. Reflecting the importance of class attendance, the grade calculated by combining the five components above will be subject to a cap as defined below in Table 1.

**Table 1: Grade Cap Definition**

Number of absences	Grade cap/Max. grade
1	A-
2	B+
3	B
4	B-
5	C+
6	C
More than 6	F

<sup>3</sup> See [http://en.wikipedia.org/wiki/Active\\_listening](http://en.wikipedia.org/wiki/Active_listening) for a discussion of active listening.

If you should need to miss a class you can, however, minimize the impact of the grade cap if you will discuss your planned absence with me IN ADVANCE and request a parity assignment to compensate. I will approve a parity assignment if I conclude that your reasons for missing class are appropriate. The assignment is due at the start of the session following the one you missed. Handwritten assignments will NOT be accepted. Parity assignments are also not returned to students. **BE AWARE: Parity Assignments are not substitutes for participation exercises or in-class participation.**

### **Case Analysis and Assignments**

The process of preparing, organizing, writing and presenting cases will develop your ability to think strategically and hone your problem-definition, problem-analysis and problem-solving abilities. You will find that success in this course is highly dependent on the level and quality of your preparation and active involvement in our discussion and contribution to the learning process. *Individual preparation and participation is essential to our collective success in examining all the relevant issues.* I also encourage you to meet with your team mate before class to discuss key issues from the case. In preparing for your analysis of each of the assigned cases you will find it helpful to follow the suggestions provided in the *Case Analysis and Presentation Guide* that I will post on Canvas.

#### **Individual Case Assignment**

The only individual case assignment—the Vivendi case—is due at the start of class on July 26<sup>th</sup>. You will analyze the case and prepare a “Brief Written Report” based on your analysis. The requirements for a “Brief Written Report” are specified in the *Case Analysis & Presentation Guide* posted on Canvas.

#### **Team Case Assignments**

There are two team case assignments. The first assignment is the M-Pesa case which is due on July 5<sup>th</sup>. The second assignment is the GE Medical Systems case which is due on August 2<sup>nd</sup>. Each assignment includes two parts: a team written Comprehensive Report and a separate 1-page individual “reflection”.

#### ***Team Written Case Analysis***

My suggestions for organizing the “Comprehensive Written Report” and the general format requirements for the paper are provided in the *Case Analysis and Presentation Guide*. Assignments are due at the start of the session. I, therefore, suggest that you bring an extra copy for yourself. **I do not accept late papers.**

#### ***Individual Reflection***

In one page or less indicate:

- 1) what you learned about strategy by applying the course concepts;
- 2) any other insights you gained into strategic analysis;
- 3) what you learned from working with your team; and
- 4) how these insights might apply to the company you work for currently, or have worked for in the past.

### **The Capstone Project: A ‘Living Case’**

The intent of this class is to provide you with the basic skills to think strategically. The readings, lectures and cases familiarize you with the basic principles of strategic analysis. The cases give you practice in applying those principles in framed contexts. The Capstone Project adds two elements: first, you will be working on a completely unframed problem and, second, you will be relying on others to help assess, analyze and resolve those problems. The assignment includes four parts: 1) team contract, 2) proposal, 3) written analysis and 4) presentation.

#### **Part 1 - Team Contract – Due: June 14<sup>th</sup>**

You and your teammate are to develop a written agreement for working together to complete the course requirements. The written agreement should, at a minimum, do the following:

- 1) State the implications for a team member that miss milestones, meetings, due dates, etc.

- 2) State your team's terms for dissolution. The terms must consider the quality of a member's work as well as his/her level of participation.
- 3) Define the project's content freeze date.
- 4) The last page of the contract should include a statement indicating that both team members have read and agreed to the elements of the contract including the team's goals, objectives and timelines for the projects; following the statement, include both team members' signatures.

**Part 2 - Capstone Paper Proposal – Due: June 28<sup>th</sup>**

Assume that you are a consultant hired to perform a comprehensive strategic analysis of a firm. You are required to research the firm, the industry it is competing in and its competitors. Before selecting a firm, do some research to determine if sufficient information resources are available on the firm and its competitors. Although you may be familiar with using general public search engines, more useful and robust information will be found through the King Library (see links below). It is critical that you select a topic that is not only “strategic” but also sufficiently significant to merit continued coverage in the press. Do not choose a company that is privately held unless you have special access to the firm's financials and permission to use this information. This also applies to startup firms. Feel free to contact me if you have questions about firm selection.

King Library: Research Guides:

<http://libguides.sjsu.edu/business>

<http://libguides.sjsu.edu/c.php?g=230070&p=3668262>

**Selecting a firm:**

Teams must analyze a firm that is currently undergoing a strategic change or a strategic move, or facing a strategic challenge threatening firm survival, as reported in the *Wall Street Journal* and/or the *New York Times*. **The WSJ or NYT article must be published after June 1, 2016** and the event must be a new action for the firm (e.g. not part of a previously announced strategic change or move). The firm should, preferably, be listed on an US stock exchange.

**IMPORTANT NOTE:** None of the firms that are the focus of the cases in this course may be used for the capstone paper. Also, please refer to Table 2 below to view an additional list of firms that *may not* be used for the capstone paper.

**Table 2: Firms that may NOT be used for the Capstone Paper**

All firms competing in the Airline Industry		Lululemon	Starbucks
All firms competing in the mobile phone industry		Macy's	Swatch Smartwatch
All firms featured in the cases in this course		McDonald's	Target
Apple -- ALL OF APPLE - NO EXCEPTIONS		Netflix	Tesla
Dollar Tree and Family Dollar		Owens Illinois	Thomson Reuters
Paypal - ALL OF PAYPAL INCLUDING SPINOFFS		Pepsico	Uber
Valeant Pharmaceuticals		Polyvore	Volkswagen
3D Systems Corp	Halliburton	Porsche	Walt Disney
American Apparel	HP Inc.	Salesforce	Walmart
Amgen	Intel	Sears	Whole Foods
Dell	IBM	SodaStream	Yahoo
Facebook	Kellog's	Solar City	Zillow
Go-Pro	Kohl's	SSL-Loral	Zimmer

Once you have selected a firm, the team must submit a hard copy of a capstone project proposal to me for approval. (A soft copy should also be submitted on Canvas). The proposal will be graded. The proposal is limited to 2 pages of text plus 2 pages of exhibits (format: 12-point font, double-spaced). The proposal should include the following:

1. A statement of the strategic move or strategic change the firm is pursuing.
2. A definition of the firm's industry. For firms competing in multiple industries, you may need to provide multiple industry definitions. Do not rely solely on SIC/NAICS definitions. The industry definitions help define the scope of your industry analysis (see the capstone paper outline).
3. An exhibit that provides a diagram of the industry (see textbook chapter 2 for an example).
4. An assessment of why the strategic move or change will impact the firm's competitive position.
5. A copy of the recent article(s) from the Wall Street Journal/New York Times that discusses the firm's strategic move. *Projects will not be approved without a copy of the article that prompted your selection.*
6. The names of the team members, their areas of specialization (based on MBA concentration and/or work experience), email addresses & phone numbers. This information may be included on a cover page or an additional 3<sup>rd</sup> page, if needed.

### **Part 3 - Capstone Paper – Due: August 9<sup>th</sup>**

Detailed requirements and an outline of the paper will be posted on Canvas. A brief synopsis is given here. The written analysis should be no longer than **40 pages with 1.5 line spacing** plus a 3-5 page executive summary. Other format requirements include: **12-point font and 1 inch margins** all around.

The executive summary must identify:

- 1) the firm's strategy,
- 2) key issues and
- 3) your recommendations.

Up to 25 additional pages of exhibits may be included in an appendix. The exhibits should be based on your own analysis and created by you (see notes below regarding financial exhibits); they should not be a duplicate of any web pages, annual report document/10K document (or similar report) or a straight download from an information source. **Regarding the exhibits based on financial analysis:** the main exhibits for this section should summarize your assumptions and results – the key findings should be readily identified from a review of each exhibit and not buried in detail. In a separate appendix, you may include the detailed financial analysis used to generate your findings (the pages in this financial analysis background appendix will not count as part of the paper's 25 pages of exhibits). In general, no points will be given for information/exhibits that are duplicated from a text, magazine, journal, website, or other research resource. Only include exhibits that you create and that are used in your analysis.

The team grade for your written report will depend on the content, particularly the quality and depth of your analysis, the quality of the writing and the professionalism of its presentation.

#### Deliverables:

Turn in a hardcopy of the paper and a softcopy on Canvas. The softcopy should include only one file in Word format. Exhibits and appendices should not be in separate files;

### **Part 4 - Capstone Presentation – Due: August 9<sup>th</sup>**

Each team will make a 20-25 minute presentation of their analysis followed by a 5 minutes Q&A session. The presentation should address the key issues, the firm's strategy, your strategic recommendations and significant implementation considerations. Additional details of the presentation structure may be found in the "Case Analysis Guide" that is posted on Canvas.

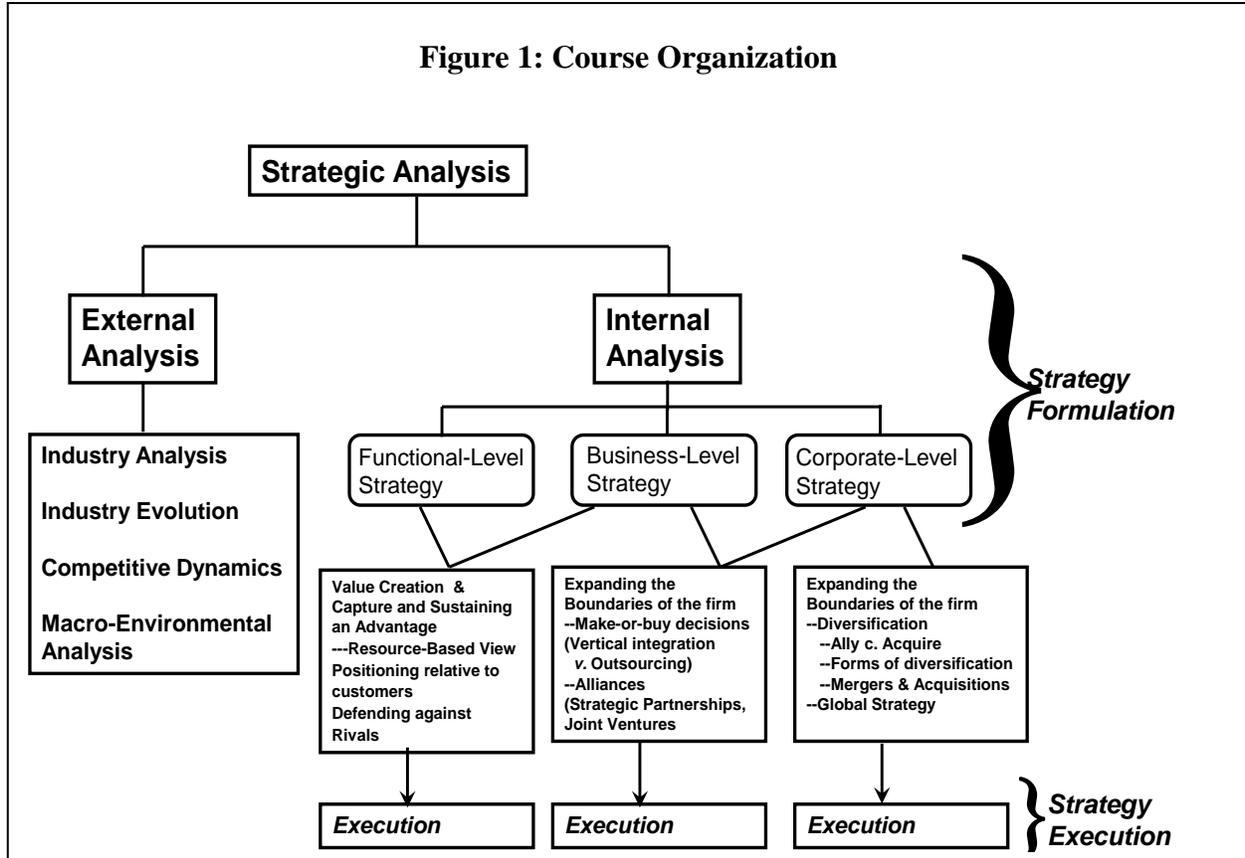
#### Deliverables:

- 1) Post a softcopy of your slides on Canvas no later than 5:00pm on August 9<sup>th</sup>. The softcopy should include only one file in PowerPoint format. Exhibits and appendices should not be in separate files.
- 2) Submit a hardcopy of your slides at the beginning of class on August 9<sup>th</sup>.

The team grade for your oral presentations of the firm's external and internal circumstances and strategies will be determined by content you present, the quality of your analysis and the professionalism of your presentation.

**Organization of the Course**

Strategic thinking requires you to assess the two components of strategic management: strategy formulation and strategy execution (i.e. deciding what to do, then planning how to do it and getting it done). Strategy formulation is based on external and internal analysis. External analysis involves evaluating the threats and opportunities in a firm’s environment. Internal analysis involves assessing a firm’s unique strengths and weaknesses and includes analysis at three levels: corporate level, business level and functional level. All three levels of internal analysis are crucial for strategy execution. The course is organized around these major topics as shown in Figure 1.



While many of the analytical frameworks that we will use might appear to treat firms as somewhat abstract entities, it is important to keep in mind that strategy is developed and implemented by real flesh-and-blood human beings. While a firm's CEO might personify the company to the outside world, the values, ethics and leadership of *people at every level* within the organization are critical in determining its actions. To emphasize the fact that firms are social systems, and that a firm's behavior is the collective result of the actions of all its employees, the course begins with a case that draws your attention to two key points: first, how a firm’s *values and vision* shape its strategy and organization and, second, the role of leadership in envisioning a future and defining those values which can, in fact, be a source of competitive advantage. The role that a clear vision plays in shaping strategy cannot be underestimated.

The course then continues, starting on the left side of Figure 1 with frameworks for analyzing the external environment, which includes assessing industry structure and the macro-environment. It then moves across the diagram to internal analysis, which leads to assessments of the firm’s strategy at the functional, business, and corporate levels. Out of the ten cases covered in the course, seven cases feature firms, or divisions of

corporations, that operate in a single-business, and focus on their business level strategies and their strategy execution but without the complexity of cross-border competition. Of the remaining three cases, one introduces the additional strategic complexity of a multi-business corporation. In the other two, we get to grapple with the issues raised by cross-border competition but again from the perspective of a single business unit.

The course schedule is shown in detail below.

### Course Schedule

The Topics we will discuss each week and the assigned Case and Readings are detailed below. Review the outline carefully to ensure you are clear about what material we will cover in each session. **Readings and case preparation should be completed prior to each class session.**

Session No's & Dates	Topic	Case	Textbook Chapters	Readings	Concepts
Ssn 1A Jun 7 6:00-8:00pm	★ Course overview		1	Case Analysis & Presentation Guide	
Ssn 1B Jun 7 8:00-10:00pm	★ Values, vision & strategy	McKinsey & Co. (A)	1	Collins & Porras, 1996, Building your company's vision, <i>HBR</i> , 74(5): 65-77	★ Core ideology and envisioned future ★ Strategic Leadership
Ssn 2A & B Jun 14 6:00-10:00pm	★ External analysis ★ Mapping the business landscape	Birds Eye	2 & 9	Ghemawat, 1986, Sustainable advantage, <i>HBR</i> , 64(5): 53-58 Montgomery, 1992, Resources: The essence of corporate advantage, <i>HBS Note (in CoursePack)</i>	★ Industry Value Chain ★ Transaction costs ★ Economies of scale and scope ★ Competitive forces model
Ssn 3A & B Jun 21 6:00-10:00pm	★ Internal analysis ★ Sources of Competitive Advantage ★ Functional-level strategy	Coffee Wars in India: Café Coffee Day	3 & 4	Montgomery, 1992, Resources: The essence of corporate advantage, <i>HBS Note (in CoursePack)</i>	★ Internal Value Chain ★ Resources, Capabilities & Distinctive Competencies ★ Value/Willingness-to-pay, Cost & profitability ★ Building blocks of Competitive Advantage ★ Building Resources & Capabilities
Ssn 4A & B Jun 28 6:00-10:00pm	★ Business-level Strategy	Tata Consultancy Services	5	Levitt, 1980, Marketing success through differentiation--of anything, <i>HBR</i> , 58(1): 83-91	★ Generic Business-level strategies

Session No's & Dates	Topic	Case	Textbook Chapters	Readings	Concepts
Ssn 5A & B Jul 5 6:00-10:00pm	★Business-level Strategy and the industry environment ★Strategy and technology	M-Pesa & mobile money in Kenya	6 &7	Arthur, 1996, Increasing returns and the new world of business, <i>HBR</i> , 74(4): 100-109 Eisenmann, Parker & van Alstyne, 2006, Strategies for two-sided markets, <i>HBR</i> , 84(10): 92-101	★Two-sided markets ★Standards & Format wars ★First-mover advantages & disadvantages ★Crossing the chasm
<b>Team Case Assignment #1: Case analysis due on Jul 4<sup>th</sup>.</b>					
Ssn 6A & B Jul 12 6:00-10:00pm	★Business-level Strategy and the industry environment ★Strategy and technology	HTC Corp in 2012		Adner, 2006, Match your innovation strategy to your innovation ecosystem, <i>HBR</i> , 84(4): 98-107 Williamson & de Meyer, 2012, Ecosystem advantage: How to successfully harness the power of partners, <i>California Management Review</i> , 55(1): 24-46	★Standards & Format wars ★The power of complementors ★Industry ecosystem
<b>Capstone Project External Analysis Draft due on Jul 12<sup>th</sup>. This is an opportunity for you to receive feedback &amp; guidance from the Prof.</b>					
Ssn 7A & B Jul 19 6:00-10:00pm	★Strategy and technology ★Competition & Cooperation when Business Models Interact	Wintel (A)		Montgomery, 2008, Putting leadership back into strategy, <i>HBR</i> , 86(1): 54-60	★Standards & Format wars ★The power of complementors ★Strategic choice and the industry ecosystem
<b>Capstone Project Internal Analysis Draft due on Jul 19<sup>th</sup>. This is an opportunity for you to receive feedback &amp; guidance from the Prof.</b>					
Ssn 8A Jul 26 6:00-9:00pm	★Corporate-level strategy	Vivendi (A)	10 & 11	Rumelt, 1982, Diversification strategy and profitability, <i>SMJ</i> , 3(4): 359-369 Rumelt, 1998, <a href="#">Thoughts on corporate strategy</a> Campbell, et al, 1995. Corporate strategy: The quest for parenting advantage, <i>HBR</i> , 73(2): 120-132.	★Diversification & profitability ★Creating corporate value ★Establishing a competency agenda ★Economies of scope ★Related v. unrelated diversification
<b>Individual Case Assignment: Case analysis due on July 26<sup>th</sup>.</b>					

Session No's & Dates	Topic	Case	Textbook Chapters	Readings	Concepts
Ssn 8B Jul 26 9:00-10:00pm	<b>Capstone Project: Teams work on their projects            &amp;            Each team meets for 15 minutes with the Prof.</b>  <b>Following items are due by 6:00pm on 7/26</b> <b>--A brief status report on your project</b> <b>--A list of questions or areas your team is struggling with.</b>				
Ssns 9A Aug 2 6:00-9:00pm	★Strategy in the global environment	General Electric Medical Systems, 2002	8 & 12	Bartlett & Ghoshal, 1987, Managing across borders: New strategic requirements, <i>Sloan Management Review</i> , (Summer): 43-53 Bartlett & Ghoshal, 1987, Managing across borders: New organizational responses, <i>Sloan Management Review</i> , (Fall): 43-53 Ghemawat, 2001, Distance still matters: The hard reality of global expansion, <i>HBR</i> , 79(8): 137-147	★Shaping cross-border strategy ★Pressures for local responsiveness, cost reduction and competency transfer ★Transnational management
<b>Team Case Assignment #2: Case analysis due on Aug 3<sup>rd</sup>.</b>					
Ssns 9B Aug 2 9:00-10:00pm	<b>Capstone Project: Teams work on their projects            &amp;            Each team meets for 20 minutes with the Prof.</b>				
Ssn 10A Aug 9 6:00-7:00pm	<b>Course Review</b>				
Ssn 10B Aug 9 7:00-10:00pm	<b>Living Case Capstone Project Presentations            Papers Due            &amp;            Course Wrap-up</b>				