

**INSTRUCTORS**

|                               |              |  |           |
|-------------------------------|--------------|--|-----------|
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**COURSE OBJECTIVES**

This course deals with central issues in the field of management as illustrated through the context of emerging enterprises and small businesses as they grow over time. We focus the attention on the human and social capital, strategic, and international opportunities and challenges confronting emerging enterprises. This course will provide you with an integrated view of these challenges and show you that successful management in the 21st century requires a combination of insights drawn from economics, sociology, psychology and political economy. Your first activity will be the Global Summit (on December 3<sup>rd</sup>), designed for the entire first-year class to attend together, and then, on January 13/14, the course begins with a session in which you will meet your entire teaching team and receive a road-map for this semester-long journey.

The first part of the course will deal with fundamental issues of strategy, examining topics that are central to the long- and short-term competitive position of an enterprise. The goal of this module is to help you understand and analyze how firms compete and sustain their competitive advantage. We will discuss a set of analytical frameworks and concepts to identify the opportunities and threats within a given industry, and to formulate a firm's strategy. The topics will include industry analysis, complements, competitive dynamics, competitive positioning, resources and capabilities, and boundaries of the enterprise. We will discuss these topics mainly from the point of view of an emerging enterprise, though understanding likely strategic interactions with established firms will also be an important theme.

The second part of the course provides a framework for analyzing the issues associated with managing human and social capital in the emerging enterprise, including topics such as motivating employees, managing performance, finding and retaining talented people, designing jobs, improving organizational processes, designing a new organization to fulfill a founder's "blueprint", and the link between management practices and strategy. The concepts covered in this course will help you gain insight into how to motivate and lead those you manage, as well as better understand your own motivation and performance at work. The course also provides concepts for analyzing how managerial approaches may vary in different organizational and industry settings. Based on these analyses, we will discuss how to develop and implement practices, policies, and systems that achieve competitive advantage through the management of people. In taking the point of view of an emerging enterprise, we will consider start-up firms, not-for-profits, professional partnerships, family businesses, as well as the early history of some now well-established companies. Furthermore, we will draw upon *your* work experiences in such settings to understand these issues.

The third part of the course stresses the deep and persistent cross-national differences in economic, political, legal and social institutions that affect the strategy, business model, and performance of firms. Our primary focus will be on the opportunities and challenges of internationalizing young firms and operating in emerging markets. We begin by asking when crossing national borders creates value for the firm (the 'why'). We then address where the firm should locate its activities and in what sequence it should expand (the 'where'). We move on to the entry mode by which the firm should organize its activities (the 'how'), with a particular emphasis on the importance that formal and informal networks play in the globalization of young firms. We

end with a consideration of entrepreneurial ecosystems in various countries (which affect where young firms choose to establish their global headquarters) and of entrepreneurial opportunities in 'bottom of the pyramid' markets such as Africa. After covering these issues, you will have a toolkit from which to identify and evaluate opportunities for improving a firm's performance through internationalization.

Before class sessions begin in January 2014, **all students taking this class are required to attend the Wharton Global Summit, which will take place in Irvine Auditorium from 7 to 9 pm on Tuesday, December 3, 2013.** The evening begins with the premiere of a professionally-edited video montage of interviews with Wharton alumni and other stakeholders on the topic of "Imbalances in China". The video highlights and makes tangible the kinds of problems and opportunities that the global economic, political, legal and social context presents for the management of established and emerging enterprises. This presentation will be followed by a discussion with Ambassador Jon Huntsman Jr. (former U.S. ambassador to China and BA Penn '87) and Patrick Chovanec (Chief Strategist at Silvercrest Asset Management, former professor at Tsinghua University, and WG '05), highlighting contrasting perspectives on the evolving Chinese market. We will then return to the important topic of "Imbalances in China" when discussing the newly released Wharton case, "Low-hanging Fruit? Apple in China" in the Global Strategy portion of this course.

As the Global Summit is an integral part of MGMT 612, attendance will be taken and will affect final grades. Absences will be excused per the school's [attendance policy](#). Please keep in mind that recruitment and travel do not count as excused absences. Students unable to attend for approved reasons should email [mbaprogram@wharton.upenn.edu](mailto:mbaprogram@wharton.upenn.edu) directly.

## CLASS SESSIONS AND PARTICIPATION

Each class will consist of a combination of lecture and discussion of the day's topic. On most days, we will use case analysis to explore the issues at hand. Careful preparation is essential. We expect you to read all of the assigned materials for each session in advance of the class. In class, you should be prepared to analyze the concepts from the case and the readings and to discuss any study questions provided on Canvas beforehand. If you cannot answer the questions, you are not prepared for class. We will use cold calling to ensure preparation and to establish an even level of participation throughout the course.

We expect you to participate actively in class to help your learning and that of your peers. A productive learning environment requires active engagement of all class members. Three factors determine good class participation. First, given thorough and careful preparation, you should be able to identify the important managerial issues related to the case and/or readings. Second, you should be able to use that analysis to define a concise and logical position on the issues. Please avoid pure repetition of case facts. You should be able to show how a particular concept is illustrated in the case or suggest how the substantive problem presented in the case can be solved. Third, you should be able to analyze constructively the positions your classmates take. Quality, not quantity, will determine the effectiveness of your comments. A high quality comment may make an insightful point, make a connection among points that others have made, raise an issue or perspective that hasn't yet been considered, or challenge a point that is not being examined closely because it is either assumed or accepted as apparent consensus.

Of course, the underlying condition for class participation is attendance. We expect you to attend all sessions. Specifically, according to the MBA office, there is no recruiting reason for which you should miss class (we will not meet during the Dedicated Interview Period of 1/23-1/31). **We will be taking attendance.** Arriving late is disrespectful to your colleagues and, for attendance purposes, is treated as a distinct event from being present at the start of class. If you cannot come to class, you should notify your instructor by email in advance of the class. Finally, in order to facilitate lively, in-depth discussions and out of respect for each other, there are two simple ground rules regarding mobile devices and laptop computers: 1) please remember to turn off your phone, smartphone and/or other communication devices; and 2) no laptops or tablets open during class.

Our attendance policy is to be relatively tolerant of a small number of **excused** absences but to assign **penalties for unexcused absences** that rise in proportion to their quantity. This semester-long course has three modules, each of which is six to eight sessions long. Being absent for two sessions of a module, for example, means missing 25-33% of the content of that module. There is no quota of “allowed” absences per module.

## **TEXT AND READINGS**

Course readings and cases can be found on Study.Net, which can be accessed from the Canvas course website. After you purchase the coursepack, you can also order a printed copy from Wharton Reprographics.

The readings listed on the course outline below should be read and prepared before that class session.

## **GRADED ASSIGNMENTS – DUE DATES**

Proposal of focal firm for team project (1 page): Sunday, February 9, by 11:59pm (submit on Canvas)

Strategy paper: Wednesday, February 19 by 9AM (submit on Canvas)

Human and Social Capital paper: Sunday, March 30 by 11:59pm (submit on Canvas)

Global Strategy Memo: Sunday, April 20 by 11:59 pm (submit on Canvas)

Final paper presentation: Wed/Th April 23/24 and Mo/Tu April 28/29

Final paper: Friday, May 2 at 5pm (submit on Canvas)

## **GRADING**

Your grade will be based on a Strategy paper (12.5%), a Human and Social Capital paper (12.5%), a Global Strategy memo (12.5%), class participation (27.5%), team project presentation (7.5%) and final paper (27.5%).

## **FACULTY LUNCHES**

We have scheduled a number of informal lunches with the course faculty. These are totally optional. You may sign up for lunch on the Canvas page for your section.

## **CLASSROOM EXPECTATIONS – CONCERT RULES**

- Class starts and ends on time
- Sit according to seating chart
- Remain in attendance for the duration of class, except in an emergency
- Name tents displayed
- All phones and electronic devices should be turned off
- No laptops or tablets open during class

## **ETHICS AND USE OF PRIOR MATERIALS**

This is a core course for the Wharton MBA. As such, the course covers similar material from year to year. It is **never** appropriate to use materials prepared by students or faculty in this course from previous years. You should not use previously completed case write-ups, summaries of readings or other “cheat sheets.” We will work with your ethics liaisons to clarify any issues that may emerge.

| MGMT 612<br>Managing the<br>Emerging<br>Enterprise  | Materials   |                            |               |                            |                        |                          |  | People  |                                  |  |  |                           |
|---|---|----------------------------|---------------|----------------------------|------------------------|--------------------------|--|---|----------------------------------|--|--|---------------------------|
|   | Approved calculator   | Laptop / other electronics | Summary sheet | Current book / class notes | Past notes / summaries | Past exams / assignments | Internet content / other outside materials | Learning team / approved work team  | Other student(s) in same section | Student(s) in other sections (same term) | Wharton student not taking the class this term | Person outside of Wharton |
| Readings & Cases  | n/a   |                            |               | A                          |                        |                          | A  | W   | W                                | W  |  |                           |
| Team Assignments  | n/a   |                            |               | A                          |                        |                          | A  | W   |                                  |  |  |                           |
| Individual Assignments  | n/a   |                            |               | A                          |                        |                          | A  |   |                                  |  |  |                           |
|   | A = Allowed material<br>Shaded Cell = Not allowed<br>n/a = Not applicable |                            |               |                            |                        |                          |  | W = Allowed to work together<br>D = Discussion of general concepts and procedures is allowed but no sharing of specific answers.<br>Shaded Cell = Not allowed |                                  |  |  |                           |
| <p>The information above covers many common situations but will not cover every circumstance. Remember: The <a href="#">Wharton MBA Code of Ethics</a> that you accepted requires, among other things, that you represent yourself and your work honestly, don't try to gain unfair advantage over other students, follow the instructor's guidelines and respect confidentiality of your work and the work of others.</p> <p>Should you have questions, please contact your ethics liaison or professor.</p> |   |                            |               |                            |                        |                          |  |   |                                  |  |  |                           |

## GRADED ASSIGNMENTS

### Strategy Section:

This is an individual assignment of answering the study questions associated with the Lytro case that we will discuss in the final Strategy class on February 17/18 (depending on your section), though **all write-ups for all sections are due on February 17<sup>th</sup> by 8:59am uploaded to Canvas**. *No teamwork is allowed, as this is an individual assignment.* The Lytro case is a simple yet powerful demonstration of the value of systematic strategic analysis. The main task is to match questions with concepts and then to use the information in the case to provide a conclusion. Each of the questions is related to the specific topics we have studied within the strategy module. It is important not just to describe the facts but also to analyze (and to demonstrate that you know how to use tools from the course to do this analysis). Your answers should be a maximum of 3 pages of text (12 pt. Times Roman font, single spaced, with margins no less than 1 inch). You may attach an exhibit based on your analysis if it directly supports the arguments you make.

### Human & Social Capital Section:

Your assignment is to examine your last job (or an earlier job) and use theories and concepts from the course to analyze and explain your work experience. Essentially, in this assignment, you will use your job as the case material that allows you to demonstrate your understanding of course theories/concepts. You may use course materials from H&SC Sessions 1-8 in which we cover such topics as motivation, job design, reward systems, managing individual and group performance, and the interface between management decisions and strategy. Certain readings focus on specific theories (e.g. expectancy or equity theory) that provide a full framework for explaining and predicting behavior; while other readings include concepts that may not be full theories but can be abstracted and applied to a wide range of situations, e.g. Rewarding A While Hoping for B (Kerr).

The choice about what issues to cover and what theories/concepts to apply is yours. In evaluating your answer, we will look to see whether the theories/concepts you use are described accurately (i.e. substantively correct), applied appropriately (i.e. fit the job situation you describe), and most relevant to the situation (i.e. did you pick the theories/concepts that best illuminate your situation). **This is an individual assignment.**

In analyzing your job, focus on how you were **managed**, not how you behaved in managing others. It does not matter whether you had a good job experience or a bad job experience. You can talk about both the successful and the unsuccessful aspects of the job, and about what was missing for you. The paper presents you with an opportunity to explore in-depth the course readings, master them, and apply them to your experience. *Thus, very good papers do not simply present a lively and detailed description of your past job. Rather, they demonstrate in-depth understanding and application of course concepts and theories.* More specifically, they:

1. Demonstrate in-depth understanding of **a minimum of three theories/concepts and a maximum of five theories/concepts** from the human and social capital sessions by making specific links between theories/concepts and key elements of your job experience.
2. Explore (and demonstrate your understanding of) the similarities, complementarities, or inconsistencies among the theories and concepts (i.e., do the theories/concepts fit together and reinforce each other or do they disagree? How do they complement each other? Conversely, how are they inconsistent or conflicting?)
3. Explain why the theories or concepts you've chosen are important and useful for understanding (and perhaps for suggesting changes to) your prior job or organization.

Here are some tips based on our collective experience with this course assignment. Each instructor will offer additional guidance with his/her specific expectations and recommendations.

- **In a relative comparison (which is how we evaluate these papers), applying more theories is better than applying fewer theories.** There are, however, two caveats: you need enough rich descriptive material about your job so we can understand it, and you need to cover each theory thoroughly enough that we are sure you know how to apply it. We will not give much, if any, credit if theories/concepts are covered so superficially that your knowledge cannot be convincingly displayed.
- Don't forget that this is an exercise that must be graded. It is easy to get carried away with an interesting story and forget that this is also a way to test your knowledge of and ability to apply the course material.
- Be sure to explore your **personal** experience with your job, rather than writing generically about the experience of all people in positions like yours.
- Remember to mention course concepts specifically, so we don't have to read your mind to figure out what concepts you are applying to your work experience. Drawing explicit links between the concepts you identify and the case material is the key. Don't just drop in the names of a few theories or concepts into the midst of describing your job. Show how they apply to your situation.
- It may be useful to develop a comparative angle in the paper, i.e. compare how your job experience varied for two different tasks or before and after a change in your boss or a company restructuring.
- Comparing and contrasting how two or more different theories can be applied to the **same** aspect of your job situation is another effective strategy. Be sure you make it clear to us why you chose those theories and which you felt provided more insight.

The write-up should be printed double-spaced, using a normal font-size. The maximum length is 1,000 words (plus or minus 5%). **Please include a word count on the front page.** You will have to be concise and make choices about what issues to discuss. We recommend that you begin work on the paper early, to avoid the mid-semester crunch. This is feasible because the raw material (your work experience) is readily available to you and each class session will introduce new concepts that are potentially applicable. **This paper is due on Sunday, March 30, by 11:59 pm, submitted on Canvas.**

### **Global Section:**

You will be given a short article (posted on Canvas) describing an emerging business opportunity. The article will reflect relevant events or issues happening around the time you take this class. Your task is to write a concise memo addressed to the CEO of a firm who is considering the issues described in the article and has hired you to explore foreign expansion opportunities.

Your proposal should reflect a solid understanding of the main concepts and theories covered in the readings and in class. You should cover the following issues:

- Should the firm internationalize? Explain how crossing borders will add or destroy value for this particular firm.
- Where should the firm establish its activities and why? You may focus on a specific country or region, or on a series of countries or regions (in which case you should address sequencing issues).
- What entry mode should the firm select? You can make the case for a preferred mode for all locations or for different modes in different locations.

These three questions are only a starting point. You should add to your analysis any other relevant considerations discussed in class.

Keep in mind that there may be valid arguments for and against internationalization (the first question). You will be graded on the creativity and rigor of your analysis and on the quality of your writing. Creativity will be assessed from your ability to go beyond the obvious points covered in class and to identify unique opportunities or constraints faced by the firm. Rigor will be determined based on your application of concepts or theories learned in class and on the logical flow of your ideas. Writing quality will be a function of organization, flow, and proper grammar.

I will post the article and any relevant instructions on Canvas the evening of Thursday, April 10. **Your memo is due on Sunday, April 20 by 11:59 pm, submitted on Canvas.** You are allowed a maximum of 1,000 words. **Please include a word count at the very beginning** (the memo header does not count towards the word limit). The memo should be **single spaced with 12-point font and 1 inch margins**. This is an individual assignment. No teamwork is allowed.

### **Team Project: Analysis of a Focal Firm**

Your assignment is to use theories and concepts from the course to analyze and explain the activities of a focal firm, vis-à-vis the firm's employment practices and HR system, its corporate strategy, and its (possible) global strategy. In this assignment, you will use an actual firm as the case material that allows you to demonstrate your understanding of and ability to apply course theories/concepts. The project can incorporate such competitive strategy topics as industry analysis, positioning, firm capabilities and resources, judo and entry strategies, the boundaries of the firm; such human and social capital topics as motivation, job design, reward systems, recruiting and selection, managing performance, improving organizational processes, and links between the HR system and business strategy; and global strategy topics such as why (or why not) the firm should internationalize, to which location(s), by what entry mode (e.g. alliance, acquisition, greenfield), and other relevant considerations (e.g. the role of networks, entrepreneurial ecosystems, etc.). This assignment requires you to prepare a report (25 pages in length) and a presentation summarizing its main themes and findings. For both, you should consider the drivers of the firm's recent relative performance as well as the sustainability of these drivers over time.

In full sections of 60 students, each team will have 5 members; smaller sections may have smaller teams. We will arrange for you to be able to sign up for teams on Canvas. As the first step, your team should prepare a

one page proposal that describes the company you are planning to study, what aspects your analysis will focus on, and how you plan to gather data; **this should be submitted on Sunday February 9<sup>th</sup> by 11:59 pm on Canvas**. After spring break, you will have the opportunity to meet with one of the faculty team or a teaching assistant to discuss your progress. We will also post a FAQ mid-semester to provide further guidance on the team paper and presentation.

The choice about the relative weight to put on different issues, theories and concepts in explaining the firm's activities and its performance is yours. In evaluating your paper, we will look to see whether the theories/concepts you use are described accurately (i.e. substantively correct), applied appropriately (i.e. fit the context you describe), and most relevant to the situation (i.e. did you pick the theories/concepts that best illuminate the firm's situation). In choosing a focal firm, remember that you may not choose a firm highlighted in the cases from the course. In addressing the firm's global strategy, if the firm does not have cross-border activities to date, we ask that your team assess the attractiveness of a global strategy together with your prescribed expansion path.

Please consider the following suggested sections to include in your report:

- 1) Short history/overview of the focal firm, its strategy, and its management practices, including the influence of its home country's political, economic and social institutions;
- 2) Short history / overview of the economic, political, legal or social context in the focal country and the focal firm's perceptions of their likely evolution over time, as it pertains to the evolution of the focal firm's strategy and management practices;
- 3) Industry analysis, both (potentially) globally and in the focal national market;
- 4) Management challenges, including (but not limited to) organizational design, structure, and processes; culture, i.e., how the firm's culture deals with differences in national culture that affect its activities; and HR practices related to rewards, skills/talent, hiring and retention, job design, supervision and performance appraisal;
- 5) (Prospective or actual) global strategy (e.g. ADDING framework) of the firm in the focal market, including mode and sequence of entry;
- 6) Impact of different national laws, policies, institutions, and norms on the focal firm when (or if) it operates in different countries (i.e. CAGE framework);
- 7) What is the nature of the competitive forces within the industry currently and how are these dynamics likely to change in the near and medium term?
- 8) How is this firm positioned with respect to its industry competitors? Note that this analysis should include both external (i.e. execution of the strategy vis-à-vis customers) and internal (i.e. organizational practices that develop capabilities underlying the strategy) activities. Do these activities reinforce each other, per the concept of an activity system?
- 9) If relevant, how does the focal country or location position itself to attract firms and investment, from within and outside national borders? Why did the focal firm choose to locate in this particular place (if the firm is a startup, why are its headquarters in that location)? What location choices are competitors making?
- 10) Overall assessment of this firm's competitive advantage – its sources, distinctiveness, imitability, and the sustainability of its competitive position.

The write-up should be printed double-spaced, using 12-point Times New Roman Font. The maximum length is 25 pages not including Exhibits. Please include an Executive Summary and Word Count on a title page. You will have to be concise and make choices about what issues to discuss. We recommend that you begin work on the paper early, to avoid a last minute crunch. This is feasible because some corporate and national material is readily available and each class session will introduce new concepts that are potentially applicable. You will also do a presentation to the faculty and your classmates of your report's primary themes and conclusions.

PLEASE NOTE THAT ANY QUOTATIONS OF LONGER THAN A PHRASE MUST BE EXPLICITLY NOTED IN THE TEXT. INSUFFICIENT ATTRIBUTION TO EXTENDED QUOTATIONS FROM EXTERNAL SOURCES WILL RESULT IN FORMAL CHARGES OF PLAGIARISM TO THE OFFICE OF STUDENT CONDUCT. IF YOU HAVE ANY QUESTIONS ON POLICY, SEE [http://gethelp.library.upenn.edu/PORT/documentation/plagiarism\\_policy.html](http://gethelp.library.upenn.edu/PORT/documentation/plagiarism_policy.html)

You may want to explore and draw from the following sources of information (this is a partial list, to which we will be adding other suggested resources). This list will also be posted on Canvas.

- Country-level
  - [World Economic Forum Global Competitiveness Report](#)
  - [Economist Intelligence Unit Country Reports](#)
  - World Bank
    - [Doing Business Guides](#)
    - [Business Environment](#)
    - [Investment Climate](#)
    - [Investing Across Borders](#)
    - [Enterprise Surveys](#)
    - [Private Sector Data](#)
    - [Governance Indicators](#)
  - United Nations
    - [Foreign Direct Investment Report](#)
    - [Investment Prospects](#)
  - [International Labor & Employment Statistics \(compendium of web resources from Int'l. Labor Organization \(ILO\)\)](#)
  - [International Comparative Labor Statistics from U.S. Bureau of Labor Statistics](#)
  - [Transparency International Corruption Perceptions](#)
  - [Business Monitor International](#)
  - [CIA World Factbook](#)
  - [Heritage Institute Index of Economic Freedom](#)
  - [IHS Global Insight](#)
  - [ISI emerging markets](#)
  - [Factiva](#)
- Industry- and Firm-level
  - [Business Monitor International](#)
  - [Euromonitor](#)
  - [Orbis \(includes Datamonitor\)](#)
  - [EBSCO Business Source Complete](#)
  - [ISI emerging markets](#)
  - [Factiva](#)
  - [PROMT](#)

## COURSE OUTLINE

**Tues Dec. 3**                      **WHARTON GLOBAL SUMMIT: CHINA**  
**7:00-9:00 pm**                      **Irvine Auditorium**

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| <b>HOLIDAY BREAK</b> |
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**M/Tu Jan. 13/14**                      **Class 1: Course Introduction, Meet the Teaching Team**

Reading: M. Chu, "Play It Safe at Home, or Take A Risk Abroad?" *Harvard Business Review*, January-February 2012.

### **PART I: STRATEGY MODULE**

**W/Th Jan. 15/16**                      **Class 2: Industry Positioning & Competitiveness (Strategy Class #1)**

M.E. Porter. 2008. "The Five Competitive Forces that Shape Strategy." *Harvard Business Review*, January, pp. 79-93.

Case: Linear Air: Creating the Air Taxi Industry (HBS Case 9-808-107)

**M Jan. 20**                                      **NO CLASSES, MLK DAY**

**Tu/Wed Jan. 21/22**                      **Class 3: Start-up Strategy/Judo Strategy (Strategy Class #2)**

D. Yoffie and M. Kwak. 2002. "Mastering Balance: How to Meet and Beat a Stronger Opponent." *California Management Review*, Winter, pp. 8-24.

Optional: A. Dixit and B. Nalebuff. 1991. Thinking Strategically, Chapter 2 "Anticipating Your Rival's Response," pp. 31-55.

Case: Judo in Action (HBS Case 9-703-454).

**Th Jan. 23 - F Jan. 31**                      **NO CLASSES, DEDICATED INTERVIEW PERIOD**

**M/Tu Feb. 3/4**                                      **Class 4: Entry Strategy (Strategy Class #3)**

P. Milgrom and J. Roberts. 1992. Economics, Organization & Management, pp. 25-33 and 307-313.

Case: FreshTec: Revolutionizing Fresh Produce (HBS Case 9-511-059)

**W/Th Feb. 5/6**                                      **Class 5: Positioning via Choosing Adopter Groups (Strategy Class #4)**

M.E. Porter. 1996. "What is Strategy?" *Harvard Business Review* (November-December): 61-78.

Case: Dropbox: "It Just Works" (HBS Case 9-811-065).

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| Sun Feb. 9 | <b>ONE-PAGE PROPOSAL OF FOCAL FIRM FOR TEAM PROJECT DUE (submit on Canvas by 11:59pm)</b> |
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**M/Tu Feb. 10/11 Class 6: Positioning via Business and Revenue Models (Strategy Class #5)**

D.J. Teece. 2010. "Business Models, Business Strategy and Innovation," *Long Range Planning*, 43: 172-194.

Case: Zipcar: Refining the Business Model (HBS Case 9-803-096)

**W/Th Feb. 12/13 Class 7: Corporate Scope & Expansion Strategy (Strategy Class #6)**

P. Milgrom and J. Roberts. 1992. Economics, Organization & Management, pp. 106-116

Optional: P. Ghemawat and J. Rivkin. 2010. "Choosing Corporate Scope," *Strategy and the Business Landscape* (3<sup>rd</sup> ed.), Ch. 6, pp. 123 – 147.

Case: What Should easyGroup do Next? (INSEAD case 04/2007-5119)

**M/Tu Feb. 17/18 Class 8: Entrepreneurial Strategy Wrap-Up (Strategy Class #7)**

Lytro Case

|             |   |
|-------------|---|
| Mon Feb. 17 | <b>STRATEGY WRITE-UP DUE BY 8:59AM (POST ON CANVAS)</b> |
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## **PART II: HUMAN & SOCIAL CAPITAL MODULE**

**W/Th Feb. 19/20 Class 10: Motivating Individual Performance (HSC Class #1)**

Stephen P. Robbins and Timothy A. Judge, excerpts from "Motivation" (needs, cognitive evaluation, goal-setting, expectancy), *Organizational Behavior*, 12<sup>th</sup> edition, Englewood Cliffs, N.J.: Prentice Hall, pp. 192-198, 208-210.

Case: Teena Lerner: Dividing the Pie at Rx Capital

**M/Tu Feb. 24/25 Class 11: Designing Reward Systems (HSC Class #2)**

Steven Kerr, "On the Folly of Rewarding A While Hoping for B," *Academy of Management Journal*, Vol. 18, pp. 769-83.

Stephen P. Robbins & Timothy A. Judge, "Equity Theory," from *Organizational Behavior*, 12<sup>th</sup> edition, Englewood Cliffs, N.J.: Prentice Hall, pp. 203-207.

Case: Equity on Demand: The Netflix Approach to Compensation

Netflix Freedom and Responsibility Culture (company document)

- W/Th Feb. 26/27      Class 12: Designing Jobs and Organizing Work (HSC Class #3)**
- J. Richard Hackman, Greg Oldham, Robert Janson, and Kenneth Purdy, “A New Strategy for Job Enrichment,” *California Management Review*, Vol. 17, pp. 57-71.
- Jay R. Galbraith, Chapter 4: “Linking Processes to Coordination Needs,” in *Designing Organizations*, Jossey-Bass, pg. 39-55.
- Case: Mercy Corps
- M/Tu March 3/4      Class 13: Recruiting and Selecting Employees (HSC Class #4)**
- Benjamin Schneider, “The People Make the Place,” *Personnel Psychology*, Vol. 40, pp. 437-53.
- Optional: Ann Marie Ryan & Nancy T. Tippins, “Attracting and Selecting: What Psychological Research Tells Us”, *Human Resource Management*, Vol. 43: 305-18.
- Case: SG Cowen: New Recruits
- W/Th March 5/6      NO CLASS – QUARTER THREE EXAMS**
- \* \* \* \* \* Sat. March 8 – Sun. March 16: SPRING BREAK\* \* \* \* \***
- M/Tu March 17/18      Class 14: Managing and Appraising Performance (HSC Class #5)**
- John J. Gabarro and Linda A. Hill, “Managing Performance” (9-496-022)
- Optional: Elliot Aronson, “The Rationalizing Animal,” *Psychology Today*, p. 67-77.
- Case: Performance Management at Vitality Health Enterprises Inc.
- Case: Naukri: Three Retention Dilemmas
- W/Th March 19/20      Class 15: Organizational Blueprints: Impact of the Founder’s Vision on Organizational Design and Culture (HSC Class #6)**
- James Baron and Michael Hannen, “Organizational Blueprints for Success in High-Tech Start-ups”
- Case: Automated Travel Systems
- M/Tu March 24/25      Class 16: Improving Organizational Processes (HSC Class #7)**
- John Shook, “How to Change a Culture: Lessons from NUMMI”
- Bradley Staats and David Upton, “Lean Knowledge Work”

**W/Th March 26/27 Class 17: Aligning People and Business Strategy (HSC Class #8)**

**\*\*\* Team report from People Express simulation exercise due at beginning of class \*\*\***  
[This is a computer simulation that your learning team needs to, so schedule at least two hours this week when you are available to do it. The simulation is loaded on every Huntsman computer.]

Jeffrey Pfeffer, "Producing Sustainable Competitive Advantage Through the Effective Management of People," *Academy of Management Executive*, Vol. 19 (4): pp. 95-106.

Case: Southwest Airlines: Using Human Resources for Competitive Advantage

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| <b>Sunday March 30 HUMAN &amp; SOCIAL CAPITAL PAPER DUE ON CANVAS BY 11:59PM</b> |
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**PART III: GLOBAL MODULE**

**M/Tu Mar 31/Apr 1 Class 18: Global Strategy—Why Internationalize (Global Class #1)**

Pankaj Ghemawat, "Global Value Creation: The ADDING Value Scorecard"

*Optional:*

Thomas L. Friedman, "It's a Flat World, After All" *NYTimes*, 2005

Pankaj Ghemawat, "Why the World Isn't Flat," *Foreign Policy*, 2007

**W/Th April 2/3 Class 19: Location Choice—Where to Internationalize (Global Class #2)**

Case: "Home Essentials: Building a Global Service Business with Local Opportunities." HBS 9-811-078

Pankaj Ghemawat, "Distance Still Matters," *Harvard Business Review*, Sep. 2001

**M/Tu April 7/8 Class 20: Global Networks—How to Internationalize (Global Class #3)**

Case: Cherrypicks, HBS 9-807-106

Bill Kerr & Daniel Isenberg, "Take Advantage of Your Diaspora Network" HBS Note 808-029

**W/Th April 9/10 Class 21: Location Choice 2.0—Where to Start Your New Venture (Global Class #4)**

Case: Start-Up Chile, HBS 9-812-158

Isenberg, Daniel, "How to Start an Entrepreneurial Revolution," *Harvard Business Review*, June 2010

**M/Tu April 14/15**      **Class 22: Entrepreneurial Opportunities in Bottom of the Pyramid Markets (Global Class #5)**

Case: Mobile Banking for the Unbanked, HBS 9-511-049

**W/Th April 16/17**      **Class 23: Revisiting the Global Summit—Apple in China (Global Class # 6)**

Case: Low Hanging Fruit? Apple in China, Wharton School Case

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| <b>Sun Apr 20</b> | <b>Global Strategy Memo due at 11:59 pm, posted on Canvas</b> |
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**M/Tu April 21/22**      **Class 24: Team Presentations**

**W/Th April 23/24**      **Class 25: Team Presentations**

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| <b>Fri May 2</b> | <b>Team Paper due at 5pm, posted on Canvas</b> |
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