

## **MGMT 223 – Business Strategy**

Fall 2019

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### **INSTRUCTOR(S)**

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*Please note that this syllabus is subject to change.*

### **COURSE OBJECTIVES**

The perspective of MGMT 223 adopts the perspective of the general manager who has overall responsibility for the performance of the firm or business unit within the firm. Such a manager needs to understand the basis for the current performance of the firm. The manager must also be able to identify changes (inside or outside the firm) that are most likely to affect future performance adversely or to provide opportunities for the firm to improve its performance. The manager must then develop a strategy that uses the company's position and capabilities to compete successfully in its new environment. Basic mastery of these tools has relevance to everyone seeking a career in business as a deep understanding of corporate strategy is important not only for those in top management positions, but also for external consultants, auditors, financial analysts, entrepreneurs, and bankers trying to understand and value other firms and the competitive marketplace generally.

Throughout the course, students are placed in the position of key decision makers (or their advisors) and are expected to address various challenges germane to the competitive advantage of the firm. Reading materials provide contextual familiarity and teach the tools and skills required for meeting these challenges.

### **PEDAGOGICAL APPROACH**

MGMT 223 develops theoretical and conceptual frameworks for strategic management and dedicates itself to apply these frameworks to simulated and real-world situations. These theories and frameworks are designed to help us better understand and analyze management problems and opportunities, and to develop solutions to deal with these situations. To capture the complex and pragmatic nature of business problems and formulate strategic solutions to them, this course is taught through the case method. **Active class discussion is paramount to your experience in MGMT 223.**

This case-based approach will require students to become familiar not only with the details of the general theoretical framework, but will also give the student an opportunity to learn about a number of industries. The analysis and discussion of different industry and company situations is the primary class activity. Preparation of the cases and participation in the discussion is critical to the learning and the success of the class as a whole.

The key to having a great experience and learning the material in a case based class is simple, and that is significant preparation and participation by **ALL** participants. For this reason, I will employ a mix of asking for volunteers to share their thoughts, warm calling and cold calling.

**A key component of successful strategic analysis is being able to quantify the nature of a firm's competitive position and/or performance and be able to clearly explain the intuition behind the assumptions and implications.** Thus, special attention will be given on how to build quantitative models even when there is not sufficient data available and assumptions must be made. The focus will be less on "did you get the right answer" as opposed to "do your assumptions make sense, and does your analysis add to our intuition of the problem faced".

## PROFESSIONAL STANDARDS

Professional Standards provide a guideline for professional behavior by students, and faculty inside the classroom. I am committed to creating an environment in which every individual can work and study in a culture of mutual respect. When making individual decisions we must keep in mind the interests of the many other stakeholders. In general, your behavior should be the same as if you were at a business meeting in a well-run company.

Because of the course emphasis on case analysis, the major and important part of your learning in this course will take place in the classroom. Therefore, the following professional conduct standards are expected.

**Attending the class.** Each class benefits from the attendance and participation of all students. Your grade for participation will be affected by absences. You should sit in the assigned seat, and display a legible name card at all times.

**Arriving on time.** Late arrivals are disruptive to both lectures and class discussion, and show disrespect to those who are on time.

**Minimizing disruptions.** All phones should be turned off during class. You should not leave and re-enter the class. You should avoid engaging in side conversations after class has begun.

**Focusing on the class.** Laptops and other electronic devices should be turned off.

**Respect.** You should act respectfully toward all class participants.

**Prepare using only class materials.** Before a case is analyzed in class, you should neither read an analysis of the cases nor discuss it with students who have previously discussed it in class (either in a previous year or in a different course or section). Similarly, you should not share the notes with another student who may take the course at some later time. If you are in violation of this policy, or know of someone who is, please discuss it with the professor.

**Being prepared for class.** I expect you to be fully prepared for each class and may call upon you to start the discussion or answer a specific question during the class on any day. Preparation involves not just thorough analysis, but also developing a personal position on the issues raised in the case. Unless you have thought about and adopted a personal position, it is very hard to learn from others' contributions in the class.

If for some reason you are not fully prepared on a particular day, let me know before class so that I don't embarrass you inadvertently. I urge you to attend all classes, even if you have not adequately prepared.

## ACADEMIC HONESTY

*This discussion of academic honesty is not exhaustive, and there may be areas that remain unclear to you. If you are unsure whether some particular course of action is proper, it is your responsibility to consult with your professor for clarification.*

Please take these guidelines seriously. When students are found to have violated academic standards, disciplinary action will result. Possible consequences include grade reduction, an F grade, a transcript notation, delay of graduation, or expulsion from the School.

### Plagiarism

Plagiarism occurs when you use another's intellectual property (words or ideas) and do not acknowledge that you have done so. Plagiarism is a very serious offense. If it is found that you have plagiarized -- deliberately or inadvertently -- you will face serious consequences, as indicated above. The best way to avoid plagiarism is to cite your sources - both within the body of your assignment and in a bibliography of sources you used at the end of your document. In many cases it will be apparent if you copy prior year solutions for the group assignments.

Materials gathered through research via the Internet must be cited in the same manner as more traditionally published material. Lack of such citation constitutes plagiarism.

For more information please visit: <http://libraries.mit.edu/tutorials/general/plagiarism.html>

### Group Assignments

When you are asked to work in teams, collaboration is expected and each team member must contribute substantially to the deliverable.

## STUDY GROUPS

I strongly encourage students to meet regularly in a study group to discuss each case before class meets. Working in groups will give you a chance to learn from your colleagues. It also provides an opportunity to discuss ideas in a setting approximating the management teams typically charged with these tasks.

## REQUIRED READINGS

Specific readings and study questions for each class are listed at the end of the syllabus. The main reading will typically be a business case. The syllabus provides study questions to be used for preparing each case.

The course pack contains the cases and assigned readings for the course. You will be responsible for all assigned material in the book and course pack whether or not we discuss it in class. We will **not** use class time to rehash what's already in the readings and cases. Class time will be used to apply the knowledge you have gained by reading the assigned material **before** class.

Additional supplementary (optional) readings will be regularly posted to the class website.

## EVALUATION AND GRADING

Grades will be based on both individual and group components. The number of groups and group size will be determined once the actual class enrollment is finalized. You are not permitted to form groups with members from another section. Group composition is to remain the same for the entire semester. You are expected to finalize your groups by August 29<sup>th</sup>, 2019. I will post instructions for group formation to Canvas prior to that date. The responsibility for joining/forming/managing a group rests entirely with each student. Please spend the time to structure your group carefully and discuss good group processes.

At the end of the semester you will have the opportunity to identify any individuals that either over or under performed on your team to a degree that you feel it should significantly impact their grade. You must justify your recommendations with solid evidence and logic. Your own grade will not be negatively impacted for highlighting another individual on your team that you believe deserves recognition for doing a great job. No evaluation is required if you do not feel it is necessary.

The class will be graded as follows:

### INDIVIDUAL (50%)

Participation	20%
Midterm	15%
Individual Case Analysis	15%

### GROUP (50%)

Group Case Analyses	15%
Final Group Project	35%

## Participation and Attendance

The value of this class lies as much in learning to apply the course concepts to real world scenarios as in the concepts themselves. Therefore, this course is case-based and its success depends heavily on the quality of class discussion. Preparation for class involves reading the materials and working through, in some detail, the case preparation classes in advance. Though the case discussion might not explicitly answer each and every study question, by preparing these questions, students will get the most learning out of the class.

Students are expected to attend all classes. Because the case discussion is a joint, real-time product of all the students, there is no good substitute for being in class. Because participation is impossible if one does not attend, each student will receive two "free" absences from the course. Each additional absence, will result in a loss of participation points for that day.

To help the faculty learn student names as quickly as possible, students should pick a specific seat in the first class session and remain in that seat for the quarter. Also, **having your name card in place for each and every class is required.** If you do not have your name card you may be marked absent, and lose participation points for that day.

In order to foster dialogue, I will frequently call on those of you who do not have your hands raised (a.k.a. cold-calling). I will, as a rule, open a case discussion in this way. Given the size of the class and the number of cases not everyone will be cold called, although over the course of the semester there will be ample opportunity for you to participate. **You must be aware, however, that the responsibility for you to participate is entirely yours.**

Participation involves two steps. First, you must develop a clear position on the case and related questions. Second, you must take part in the class discussion in a meaningful way. In doing so, you should be able to both present and defend your view on the issue at hand. The ability to present ideas concisely and persuasively, and to respond effectively to the ideas of others, is a key success factor in any managerial position. Participation enables you to learn from your colleagues and to help them learn from you. Accordingly, I expect you to participate effectively in the class—analyze, comment, question, discuss, and build on others' contributions. Your grade for class participation will be based on the quality and quantity of your contributions, however, please note that quantity is not a substitute for quality. **A few insightful and thoughtful comments over the semester are sufficient**, and will earn more points than constant “air time” rehashing details from the case.

The ability to present one's ideas concisely and persuasively, and to respond effectively to the ideas of others, is a key success factor in any managerial position. One of the goals of this course is to help you sharpen your ability. This course emphasizes logic and analysis. Specific business examples are useful for illustrating abstract reasoning.

Business terminology is useful for discussing complicated lines of reasoning. Regurgitating business facts or rhetoric detracts from discussions and collective learning. Successful students consistently exhibit the following skills:

#### *Analytical*

1. **Translate unstructured situations into structured decisions.** Answering the right question is easy. Asking the right question is hard.
2. **Think comparatively.** “A is more than B” is more meaningful than “A is a lot”.
3. **Evaluate decision criteria.** On what basis should we choose? Why?
4. **Evaluate assumptions.** What do we know? What do we not know but believe? What would it take to change your mind?
5. **Think systematically about what we don't know.** Uncertainty is unavoidable. Accounting for uncertainty leads to robust decisions. Simply ignoring it leads to hidden biases.

#### *Communication*

1. **Advance collective understanding.** Speak to augment others' thinking with your own.
2. **Clear speaking means clear thinking.** Keep an active and engaged mind *when not speaking*. Rambling, disjointed speaking exposes unformed thoughts.
3. **Speak to logic.** Use questions to clarify logic and assumptions. Use statements to explain reasoning. Normative statements have no logical content.

#### *Teamwork*

1. **Pro-social behavior.** Eagerness to take on responsibility puts positive pressure on others. Teams with positive pressure experience virtuous cycles near deadlines (the whole is stronger than the sum of the parts). Teams with negative pressure experience vicious cycles (the whole is weaker than the weakest part).
2. **Learn each other's abilities.** Persistent overutilization of some team members and underutilization of others is a failure of organization.
3. **Be a contributor.** Contribute any way you can. Stay engaged with the team, regardless of ability. Perseverance is a resource to the team in its own right. And it is contagious.

This course is specifically designed to develop and hone your ability to “think on your feet” and verbally communicate your analyses clearly and logically. It is vitally important that you develop this skill as the vast majority of the manager's job involves verbal communication with colleagues, customers, suppliers, investors, regulators etc. Most importantly, and potentially of greatest value, is this ability will greatly enhance your performance with recruiters, especially those interested in following a career in consulting. Learning to do so in a classroom is a far kinder and gentler venue than attempting to do so in business when the stakes, both personally and financially, are far higher.

There will be a few opportunities throughout the semester to complete short assignments via the internet. For example, you may be asked to vote for one of the options facing the company in the case, with a short (2-3 sentences) explanation why. These assignments will give students another way to participate and contribute to the class. Thoughtfully completing these assignments will positively impact your participation grade.

#### Some Suggestions on Case Preparation

There is generally no “optimal” method of tackling a case. I would, however, recommend reading the case twice, the first time from start to finish without substantial reflection on the details. Your second read should focus on the details and you should have in mind the questions posed for the case. In most of the cases there is both valuable and extraneous information for the questions at hand. Sorting through the information in order to conduct your analyses and craft your recommendations is one of the skills to be developed in this course. Remember, skills develop over-time and improve with repeated practice.

Conducting the case analysis in advance, and arriving prepared for the case discussion, is how one comes to act and think more strategically. At the core of this course is **application** of the tools, not just understanding what the tools are. Even with extensive

preparation you will no doubt find that you will gain many new insights through a discussion of the case in class. In order to maximize your learning in this course, you are encouraged to analyze and discuss the case and the underlying concepts with your fellow section classmates. ***You are, however, NOT permitted to discuss the case with other sections if the case has already been discussed in earlier classes. Such behavior is unethical and equivalent to cheating, and will be dealt with accordingly.***

### **Midterm Exam**

The midterm exam represents fifteen (15) percent of your grade. The format and content of the midterm exam will be discussed in more detail during the course.

### **Written Case Analyses**

Analyses must be uploaded to Canvas before class on the due date. Only course materials may be used to analyze the case. Any use of outside analysis or un-cited sources will be penalized. The case write-ups are limited to 3 pages of text (single-spaced, 1 inch margins Times Roman 12 pt. font) and an optional appendix with exhibits. Specific questions to be answered can be found in the detailed course outline below and will also be posted to canvas. The three group case write ups are: Crown Cork and Seal (due September 5), Ryan Air A (Due September 26<sup>th</sup>) and Ducati Revisited (Due October 17<sup>th</sup>).

The individual case assignment is for the Zara case and due December 3<sup>rd</sup>. It is an individual assignment and **should not** be discussed with your project team.

### **Group Project**

Details will be provided in class and on Canvas.

### **Policy on Grade Appeals**

This course will prepare you to succeed in business. After graduation, supervisors will regularly evaluate your performance; you will often disagree with their evaluations. Rarely will stopping by the boss' office to lobby for a better rating or complain about the process be rewarded with the greater compensation, more promising projects, increasing responsibility or unusually early promotions. As such, neither lobbying for higher grades nor complaining about grading will be rewarded in this course. However, mistakes will occasionally be made and the merits of your work product may be underappreciated. Such instances are to be addressed as follows:

1. If you would like your grade on a specific assignment to be reconsidered, then you must compose a memo that justifies further consideration of your work:
  - a. The memo must be submitted within 1 week of the original grade being distributed
  - b. The memo must be no more than 1 page (12-pt font, single-single spaced, 1" margins)
  - c. The memo must be physically delivered to the professor or his assistant
  - d. The original work must accompany the memo
2. The assignment will be re-evaluated completely
3. All grade appeals must conform to this procedure

Note that you are more likely to be successful in business if you can persuade others logically, not emotionally, in a concise and specific manner. Consequently, such appeals are most likely to result in more positive evaluations upon review. Bear in mind that the grade appeal process is designed to prepare you to succeed in business; the process should not be abused (i.e. treated as a lottery ticket with a low probability of receiving a higher grade).

## DETAILED COURSE OUTLINE

### **Class 1: Introduction**

#### Required Readings

1. Syllabus
2. “Playing to Win” Introduction (pg 1-6) and Chapter 1 (pg 7-35)

#### Thought Questions

1. Read and be prepared to ask any questions you have about the syllabus. If you do not ask any questions on the first day I will assume you understand and agree with everything in the syllabus.

### **Class 2: Strategic Logic Unpacked: Generating and Evaluating Strategies**

#### Required Readings

1. “Playing to Win” Chapter 7 (pg 159-177) and Chapter 8 (pg 183-205)

#### Thought Questions

1. What are the four dimensions you need to think about when choosing where to play and how to win?
2. How do the tasks of generating and evaluating strategy differ?

### **Class 3: Strategic Logic Unpacked: Industry Analysis**

#### Required Readings

1. Cola Wars Continue: Coke and Pepsi in 2010 (case)

#### Thought Questions

1. Why, historically, has the soft drink industry been so profitable?
2. Conduct a five forces analysis for the concentrate production industry. Which of the five forces has had the biggest impact on industry profitability?
3. To what extent is the industry’s profitability attributable to industry structure?
4. What problems does a new entrant have to solve to break into this industry?

### **Class 4: Strategic Logic Unpacked: Industry and Customer Analysis**

#### Required Readings

1. Crown Cork and Seal in 1989 (case)

#### Thought Questions

1. Perform an industry analysis of the U.S. metal can industry in 1989. Define the industry. Analyze the effects of buyer and supplier power, competition, barriers to entry, and substitutes for the industry. Summarize your assessment of the industry’s attractiveness. Is this an industry in which the average metal can company can expect to earn an attractive return over the long run?
2. What are the most important reasons for why Crown, Cork, and Seal was so successful in such an unattractive industry?
3. Does an acquisition strategy make sense? Why or why not?

Additional performance data—U.S. Metal Can Segments (1976)

	Cont'l Group	Am. Can	Nat. Can	CC&S
Domestic Can Sales (\$millions)	1,308	1,178	616	575
Pre-tax income (\$millions)	73.0	64.9	36.4	49.0
Market Share (%)	18.4	16.6	8.7	8.3
Number of Plants	70	48	41	26

**\*\*\*\*\*Group case analysis answering the above thought questions due before class on Canvas.**

**Class 5: Strategic Logic Unpacked: Relative Capabilities**

Required Readings

1. eHarmony (case)

Thought Questions

1. Why do people want to meet others on-line instead of finding them in the real world?
2. Does eHarmony have a competitive advantage? If so where does it come from? Can you quantify what their advantage is over the competition? (hint what is the willingness to pay and cost for eHarmony compared to competitors)
3. Which of the four options should Waldorf pursue?

Quantitative Challenge Question:

4. Calculate the size of eHarmony's competitive advantage (if it exists) over Match and Yahoo!. (To do so you need estimates of revenues and costs for all three companies. It is best if you work in terms of dollars and cents per subscriber per month and avoid working in terms of percentages of revenues.)

**Class 6: Strategic Logic Unpacked: Relative Capabilities**

Required Readings

1. Skim "Playing to Win" Chapters 2-6

Thought Questions

Think back to the concepts covered in MGMT 101.

1. When should a firm pursue a cost vs a differentiation strategy?
2. In general, is it possible to capture value without creating value?
3. How should quantitative models be used in Business?

**Class 7: Strategic Logic Unpacked: Relative Capabilities**

Required Readings

1. Ducati (case)

Thought Questions

1. What are the factors that contributed to Ducati's turnaround?
2. Does Ducati now have a competitive advantage? If so, how sustainable is this advantage?

Quantitative Challenge Question:

3. Calculate the breakeven volume for Ducati if they were to enter the market. To do so you will have to make many assumptions. For which assumptions are your results most sensitive?

## Class 8: Strategic Logic Unpacked: Relative Capabilities

### Required Readings

1. Samsung Electronics (case)

### Thought Questions

1. Samsung appears to be further down the learning curve relative to their competitors. Is this sustainable or will other firms catch up?
2. What recommendation would you make to Chairman Lee regarding Samsung's response to the threat of large-scale Chinese entry?

### Quantitative Challenge Question:

3. Quantitative Challenge Question: What were the sources of Samsung's cost advantage in DRAMs in 2003? In particular, how much of the cost advantage derives from differences in input costs relative to differences in productivity? For the purposes of this analysis, you may use data from Exhibit 7a and the case to compare Samsung's raw material and labor costs with those of its competitors (weighted average). What does this imply about the viability of Samsung's current position?

## Class 9: Strategic Logic Unpacked: Competitive Dynamics

### Required Readings

1. Lesser Antilles Lines: The Island of San Huberto (case)

### Thought Questions

1. Assess LAL's past pricing strategy? Do you believe it to be sustainable?
2. What are the "managerial assumptions" underpinning the table in Exhibit 4? Are they realistic?
3. Now assume these assumptions (Q#2 above) are accurate. What action would you recommend to LAL management? Be specific in how you would implement it.

## Class 10: Strategic Logic Unpacked: Competitive Dynamics

### Required Readings

1. Dogfight Over Europe: Ryanair A (case)

### Thought Questions

1. What do you think are the most important factors that go into the decision by Aer Lingus and British Airways on whether to accommodate or retaliate?
2. Based on an industry and competitive positioning analyses, what is your assessment of Ryanair's launch strategy?

### Quantitative Challenge Questions:

3. Will Ryanair's launch at a £98 roundtrip fare be profitable?  
*HINT 1 – It is often useful to analyze a firm's revenue and cost position relative to rivals. The case allows you to analyze the revenue and costs of British Airways in detail.*  
*HINT 2 – To examine relative costs, start with BA's revenue and cost per passenger, given in Exhibit 4. Use information in the case and your understanding of how each cost item might be influenced or altered for Ryanair.*
4. Will rivals accommodate or deter Ryanair's entry? Determine quantitatively by examining the profit implications.  
*HINT 3 – British Airways can either hold its current price or match Ryanair's price. Compare the profit of these different pricing approaches using information in the case and recognizing the effects of pricing on capacity utilization.*

**\*\*\*\*\*Group case analysis answering the above thought questions and the quantitative challenge question due before class on Canvas.**

## **Class 11: Strategic Logic Unpacked: Consistency**

### Required Readings

1. Dogfight Over Europe: Ryanair (B) (to be distributed in class)
2. Dogfight Over Europe: Ryanair (C) (to be distributed in class)

### Thought Questions

1. To be discussed and distributed at the end of the “A” case

## **Class 12: Review**

## **Class 13: Midterm**

## **Class 14: Beyond Competitive Advantage: Strategy Valuation Under Uncertainty**

### Required Readings

1. None – you should use this time to work on the Final Group Project

### Thought Questions

1. none

## **Class 15: Beyond Competitive Advantage: Strategy Valuation Under Uncertainty**

### Required Readings

1. Ducati Proposals (will be posted to Canvas)

### Thought Questions

1. Which of the strategic recommendations, if any, do you think Ducati should pursue?
2. How convincing and helpful do you find the associated quantitative analyses?
3. How should Ducati choose what to do from the many potential options? (both those recommended in the provided proposals, as well as all other options that they could potentially pursue)

**\*\*\*\*\*Group case analysis answering the above thought questions due before class on Canvas.**

## **Class 16: Beyond Competitive Advantage: What is the Theory of Your Firm?**

### Required Readings

1. The Walt Disney Co.: The Entertainment King (case)

### Thought Questions

1. Why did Disney move into the parks and hotels industry? How do those moves change the returns to investing in animation?
2. Is it sensible for Disney to move into music for young adults (e.g., Hannah Montana)? Could a record studio do a better job?

### Quantitative Challenge Question:

3. Using the data in Exhibit 1, calculate the economic profit of Disney (profit- opportunity cost) assuming the only opportunity cost is the cost of capital and a 13% WACC.

## **Class 17: Beyond Competitive Advantage: Boundaries of the Firm**

### Required Readings

1. The Walt Disney Company and Pixar Inc.: To Acquire or Not to Acquire? (case)

### Thought Questions

1. Which is greater: the value of Pixar and Disney in an exclusive relationship, or the sum of the value that each would create if they operated independently of one another or were allowed to form relationships with other companies? Why?
2. Assuming that Pixar and Disney are more valuable in an exclusive relationship, can that value be realized through a new contract? Or is common ownership required?
3. If Disney does acquire Pixar, how should Bob Iger and his team organize and manage the combined entity? What challenges do you foresee and how would you overcome them?

### Quantitative Challenge Question:

4. Imagine that you are asked to quantify the financial impact of an acquisition (total profits for Disney if they acquire Pixar) and compare that to the profits of both companies if they continue to run independently. How would you go about doing this? (Note you do not need to actually calculate anything out, rather think about what data you would need and how you would use it.)

## **Class 18: Beyond Competitive Advantage: Innovation and Growth**

### Required Readings

1. Will be posted a week before class on Canvas

### Thought Questions

1. Will be posted a week before class on Canvas

## **Class 19: Beyond Competitive Advantage: Innovation and Growth**

### Required Readings

1. Nucor at a Crossroads (case)

### Thought Questions

1. How should Nucor think about the uncertainties surrounding thin-slab casting?
2. What are the historical barriers to entry/exit in this market? How do they influence Nucor's decision?
3. Should Nucor adopt the CSP technology? How do you expect the integrated steel mills to respond?

### Quantitative Challenge Question:

4. Calculate the financial return for adopting the CSP technology.

## **Class 20: Beyond Competitive Advantage: Getting the Deal Done**

### Required Readings

1. Will be posted to cTools after the previous class.

### Thought Questions

2. Will be posted to cTools after the previous class.

## **Class 21: Beyond Competitive Advantage: Stakeholder Management**

### Required Readings

1. Wilderness Safari: Ecotourism Entrepreneurship (case)

### Thought Questions

1. Why did Wilderness Safari choose to operate in the premium safari market? How is this aligned with the company's conservation goals?
2. What is your evaluation of the company's 4C framework? How well is the model working?
3. Does Wilderness Safari have a competitive advantage? If so, who are the beneficiaries?

### **Class 22: Group Work Day 1**

Your group should be well into the final project, and use this day to make sure everyone knows what they are working on and to develop a project plan for developing the class presentation.

### **Class 23: Advanced Topics in Strategy**

#### Required Readings

1. TBD

#### Thought Questions

1. TBD

### **Class 24: Class Presentations**

### **Class 25: Class Presentations**

### **Class 26: Group Work Day 2**

Meet and develop a plan to incorporate class feedback on your project and develop a plan for the final written deliverable.

### **Class 27: Beyond Competitive Advantage: Bringing it all Together**

#### Required Readings

1. ZARA: Fast Fashion (case)

#### Thought Questions

1. Will be posted on Canvas

**\*\*\*\*\*Individual case analysis answering the posted questions due before class on Canvas.**

### **Class 28: Review/Your Individual Strategy**

#### Required Readings

1. TBD

#### Thought Questions

2. TBD

**December 12<sup>th</sup> the written analysis for the Final Group Project is due by noon on Canvas.**

**COURSE OUTLINE (SHORT)**

<b>Date</b>	<b>SES</b>	<b>Topic</b>	<b>Assigned Readings and Cases</b>	<b>Deliverables</b>
8/27	1	Introduction	Syllabus "Playing to Win" Introduction (pg 1-6) and Chapter 1 (pg 7-35)	
8/29	2	Strategic Logic Unpacked: Generating and Evaluating Strategies	"Playing to Win" Chapter 7 (pg 159-177) and Chapter 8 (pg 183-205)	
9/3	3	Strategic Logic Unpacked: Ind Analysis /Cust (external)	Cola Wars	
9/5	4	Strategic Logic Unpacked: Ind Analysis /Cust (external)	Crown Cork and Seal	Group Case Analysis 1
9/10	5	Strategic Logic Unpacked: Relative Capabilities	eHarmony	
9/12	6	Strategic Logic Unpacked: Relative Capabilities		
9/17	7	Strategic Logic Unpacked: Relative Capabilities	Ducati	
9/19	8	Strategic Logic Unpacked: Relative Capabilities	Samsung	
9/24	9	Strategic Logic Unpacked: Competitive Dynamics I	Lesser Antilles Lines	
9/26	10	Strategic Logic Unpacked: Competitive Dynamics II	Ryan Air A	Group Case Analysis 2
10/1	11	Strategic Logic Unpacked: Consistency	Ryan Air C	
10/3	12	Review		
10/8	13	Midterm		
10/10		Fall Break		
10/15	14	Beyond Competitive Advantage: Strategy Valuation under Uncertainty		
10/17	15	Beyond Competitive Advantage: Strategy Valuation under Uncertainty	Ducati Revisited Proposals	Group Case Analysis 3
10/22	16	Beyond Competitive Advantage: What is the theory of your firm?	Disney	
10/24	17	Beyond Competitive Advantage: The Boundaries of the Firm	Disney/Pixar	
10/29	18	Beyond Competitive Advantage: Innovation and Growth	TBD	
10/31	19	Beyond Competitive Advantage: Innovation and Growth	Nucor	
11/5	20	Beyond Competitive Advantage: Getting the Deal Done	Nucor continued	
11/7	21	Beyond Competitive Advantage: Stakeholder Management	Wilderness Safari	
11/12	22	Group Work Day 1		
11/14	23	Current/Advanced Topics in Strategy	TBD	
11/19	24	Presentations		Final Project Presentation
11/21	25	Presentations		
11/26	26	Group Work Day 2		Peer Review for Presentation
11/28		Thanksgiving		
12/3	27	Capstone Case	Zara	Individual Case Analysis
12/5	28	Strategy and Your Career		
12/12		Final paper due		