



MANAGEMENT 6110: MANAGING THE ESTABLISHED ENTERPRISE

Fall 2022, Mondays and Wednesdays (version of August 29, 2022)

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The management of large, established enterprises creates a range of multi-faceted challenges for the general manager. A general manager needs to understand the internal workings of a firm, how to assess and create a strategy, and how to take into account increasing globalization. While these issues are distinct, they are very much intertwined. As a result, this course will provide you with an integrated view of these challenges and show you that successful management requires a combination of insights drawn from economics, sociology, psychology and political economy. The course has three main parts, and two “bookend” events. The course starts with a class in which you will meet your entire teaching team and receive a roadmap for this semester-long journey.

The first part of the course will deal with fundamental issues of strategy, examining issues central to the long- and short-term competitive position of an enterprise. We will develop a set of analytical frameworks that enable you to explain performance differences among firms and that provide a structure for strategic decisions to enhance firms’ future competitive positions. We will cover both strategy at the business unit level, introducing tools of industry analysis and competitive positioning, and at the corporate level, examining the economic logic for firms to diversify across businesses and for vertical integration decisions across stages of the industry value chain.

The second part of the course explores the successful management of individuals and groups. We stress the fact that organizational life is built around a complex interplay of social forces. Networks of cooperation, group conflicts, systems of power and influence, career paths, and reward systems shape how people and organizations manage and are managed. In this part of the course, we will create a framework for analyzing the impact of these social forces on individuals, groups, and the organization. In particular, we study how to motivate those you manage. Moreover, we will study how to develop and implement organizational designs and cultural systems that achieve competitive advantage through the management of people.

The third part of the course covers the unique opportunities and challenges that firms face when doing business across borders, and the strategies that they can deploy based on the country- and firm-specific characteristics. While reinforcing the learning points covered in the previous two parts of the course, the discussions in this part will emphasize the deep and persistent cross-country differences in economic, political and social institutions. We will also discuss how exchange rate volatilities, trade and investment treaties, new technologies, and new business models are shaping the business landscape for multinational enterprise.

The class concludes with your final papers, showing how these different perspectives on organizations can be brought together to understand how established enterprises can be successfully managed.

TEXT AND READINGS

Course readings are available on Canvas through Study.Net. The readings listed on the course outline below should be read and prepared before each class session.

BUILDING AN ENTERPRISE

We will build a low-fare, short-haul airline with a point-to-point business model via a cloud-based simulation conducted by your course team. It will require about two hours of time with your course team outside of classtime. Simulation results will be reported in class and should be kept private until that time.

PLEASE NOTE

This class is heavily participation based. Any students who fail to attend the first class will lose their seats in the class. Repeated absences from the class will result in a failing grade independently of your performance on the other assignments. The only exceptions to these rules are absences excused by the MBA Office.

ASSIGNMENTS, QUIZZES AND EXAMS

Final Paper Proposals due: Tuesday September, 13th by noon

Human and Social Capital paper: Tuesday, September 27th by noon

Also short quizzes every class on the readings. They factor into class participation.

Strategy Memo: Tuesday, November 1st by noon

Global Strategy multiple-choice tests (6): after each class session

Final Paper Presentations: 5th and 7th of December

Final Paper: Thursday, December 8th by noon.

Please submit all assignments via Canvas.

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 questions provided in the syllabus. 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. "Airtime hogs" will not be rewarded.

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. If you cannot come to class, you should notify your instructor by email in advance of the class. We will use the check-in app for all our classes. (More details to follow in the first 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, and 2) no laptops or tablets open during class.

CASE DISCUSSIONS

In preparing cases for discussion in class, you should be ready to comment on (1) the case's background and context, (2) the key issues and problems, (3) a framework for analyzing the issues and problems, (4) the implications of the assigned readings for understanding the case, and (5) a course of action for designing and implementing solutions.

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.

ETHICS AND USE OF PRIOR MATERIALS

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, or summaries of readings.

GRADING

Your grade will be based on:

- Class participation (20%) which will be graded by all three instructors and equally weighted across sessions. Because participation is a critical part of the learning experience, unexcused absences will be heavily penalized.
- Three individual assignments – a Human and Social Capital paper (20%), a Strategy memo (20%), and a Global Strategy multiple-choice quizzes (20%).
- The final project, which includes a team presentation (5%) in class and a team project write-up (15%).

It is possible to fail this class.

INDIVIDUAL ASSIGNMENTS DETAILS

Human Capital Paper: Written Analysis of Previous Employment

Due by Noon on Tuesday, September 27th

Your assignment is to examine your last job or two (or an earlier job) and use the concepts and principles from the Human & Social Capital section of the course to analyze and explain your work experience. You will use your prior job as the case material that allows you to demonstrate your understanding of course concepts and principles, drawing on sessions 8 to 16 in which we cover motivation, job and work design, reward systems, managing and appraising performance, making good and timely decisions, general management, and architecture and culture. Some readings provide specific frameworks for predicting and explaining behavior (e.g. equity theory, job enrichment), while other readings and possibly an executive speaker present concepts and principles that can be applied to a wide range of situations (e.g., the article by Kerr).

The choice about what work issues to cover and what concepts and principles to apply is yours. In evaluating your answer, we will look to see whether the concepts and principles that 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. the concepts and principles best illuminate your situation).

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 the course readings, class discussions, and speaker presentation, and then apply them to your experience. You will want a lively and detailed description of your past job, and also to show good appreciation for and application of course concepts and principles:

- Demonstrate an understanding of a minimum of three concepts and principles from class sessions 8 to 16 by making specific links between the concepts/principles and key elements of your job experience.
- Demonstrate your understanding of the similarities, complementarities, or inconsistencies among the concepts and principles.
- Explain why the concepts and principles that you have chosen are important and useful for understanding and perhaps for suggesting changes to your prior job or organization.

Several guidelines for preparing the paper:

- Keep in mind 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 people in positions like yours.
- You will want to be concise and make careful choices about what aspects of your work to focus upon.
- Remember to identify course concepts and principles specifically, and then draw explicit links between the concepts/principles that you identify and your work experience.
- It may be useful to develop a comparative aspect to the paper, e.g. by comparing how your job experience varied for two different tasks; before and after a change in your boss; before and after a restructuring; or perhaps at two different companies.
- The paper should be double-spaced using 12-point Times New Roman Font. The maximum length is 1,000 words (please include a word count on the front page). We recommend that you begin work on the paper early.

This is an individual assignment, and should be written individually.

Strategy Memo

Due by Noon on Tuesday, November 1st

1. Conduct an industry analysis of the last industry you worked in from the perspective of an incumbent firm.
2. Draw the activity system for your last employer.
3. Discuss 2 or 3 interactions within the activity system you drew (i.e., the reasoning behind why you have connected 2 elements in the activity system).

The paper should be no more than 1,000 words, i.e., about 3 pages, with one additional page depicting the activity system. Each of the three parts of the paper will have an equal weight for grading purposes.

This is an individual assignment, and should be done individually.

Global Strategy Multiple Choice Quizzes

A multiple-choice quiz with three (3) questions will be made available on Canvas at the end of each session in this module, for a total of six (6) quizzes. Students will have one day to answer the questions.

This is an individual assignment, and should be completed individually. It is open-book.

THE FINAL PAPER

Due by Noon on Thursday, December 8th

The final paper should be written by **teams of 5-6**, randomly assigned at the beginning of the semester. Your assignment is to use theories and concepts from the course to analyze and explain the activities of a given firm located in a given country, vis-à-vis the firm's employment practices and organizational and human-resource systems, its corporate strategy, and its global strategy. Essentially, 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, and the horizontal, vertical and geographic boundaries of the firm; such human and social capital course topics as motivation, job design, reward systems, recruiting and selection, managing individual performance, and links between the HR system and business strategy; and global strategies of aggregation, adaptation and arbitrage, the role of business groups and the tension between shareholder value maximization and stakeholder demands. 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 performance as well as the sustainability of these drivers over time.

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; and that the firm must, to some degree, be global, i.e. involved in cross-border activities (not only serving a domestic market).**

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

- 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;
- 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;
- Industry analysis, both globally and in the focal national market;
- 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;
- How do these management practices align with business goals or strategy – *this is the most important question for the human capital section*
- Is this company considering a global expansion or contraction? Does it make sense for the company to expand globally at this time? Why or why not?
- If the company were to expand globally beyond its current geographic scope, which regions make the most sense? (CAGE framework and/or Institutional assessment) Why?

- How much adaptation of product attributes or marketing does this company do as it moves across different geographies? Should it do more? Less?
- Global strategy (i.e., Aggregation, Adaptation or Arbitrage) of the firm in the focal market differentiating by product or function as appropriate, and including governance structure decisions, mode of entry and sequence of entry by which the firm entered the focal market where appropriate;
- Impact of different national employment laws, policies, institutions, and norms on the focal firm when it operates in different countries (Porter Diamond, Institutional Voids);
- 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?
- How this firm is 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?
- National positioning analysis – How does the focal country position itself to attract firms and investment from within and outside national borders? Why did the focal firm choose to locate in this particular country? What location choices are competitors making?
- Overall assessment of this firm’s competitive advantage – its sources, distinctiveness, imitability, and the sustainability of its competitive position.

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

- 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.
- 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 case. 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 a description. Show how they apply.
- Do not expect the reader to “crunch the numbers” that you display in your exhibits to see what is really happening; this is the difference between a case and a paper: you have to provide the data *and* the analysis.
- When facing a choice as to whether to narrow your paper to a more focused topic, recognize the benefits of this strategy in terms of richness, thoroughness and completeness but balance these benefits against the costs of reduced data availability and difficulty in legitimately speaking to all three elements of the course. Choose the narrowest possible topic that offers sufficient data and allows you to describe and integrate a discussion on corporate strategy, human and social capital and global strategy.
- It may be useful to
 - Develop a comparative angle in the paper, i.e. compare your firm to another firm in the same country or your firm’s operations in the focal country to those in another country. Doing so, however, enhances the risk of spreading yourself too thin so be cognizant of this risk if you choose this approach.
 - Compare and contrast how two or more different theories or frameworks can be applied to the same case. Be sure you make it clear to us why you chose those theories and which you felt provided more insight.

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

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 should be submitted on Canvas by **Tuesday 13th of September**. You should then meet with faculty or their teaching fellows by the end of October to discuss your progress.

You will present your projects in Classes 23-24, in a randomly generated order. One member of each team should upload your team's slide deck before Class 23, even if your team presents during Class 24.

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.

COURSE OUTLINE

Class 1: Introduction to Managing the Established Enterprise (29th of August)

- Readings: “High Expectations: What a big pay rise at Walmart means for the minimum wage debate” *The Economist*, Jan 30th 2016.

“Thinking Outside the Box: As American shoppers move online, Walmart fights to defend its dominance.” *The Economist*, June 2nd 2016.

“What Do Chinese Consumers Want? Walmart Can’t Figure It Out.” *The Wall Street Journal*, June 11, 2022.

Class 2 (HSC Class 1): Motivating Individual Performance (31st of August)

- Description: We begin with an obvious truism about human behavior in organizations – that people will behave according to what actions they perceive are being rewarded. We then begin our exploration of the theme “behavior is not that simple” by pointing out how often organizations “reward A while hoping for B”. We also introduce various motivation theories from the behavioral sciences and contrast them with more economics-based views of motivation (e.g. agency theory) which emphasize financial incentives and contract-based goal alignment. .
- Readings: Steven Kerr, “On the Folly of Rewarding A While Hoping for B,” *Academy of Management Journal*, Vol. 18, pp. 769-83.

Stephen P. Robbins and Timothy A. Judge, excerpts from “Motivation” (covers four theories: needs, cognitive evaluation, goal-setting, expectancy), *Organizational Behavior*, 12th edition, Englewood Cliffs, N.J.: Prentice Hall, pp. 192-198, 208-210.
- Case: **Nordstrom Department Store**

1. How did ATS get itself in this situation?
2. What should they do at the end of the case?

<p style="text-align: center;">Labor Day: No Class on September 5</p>
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Class 3: (HSC Class 2) Designing Reward Systems (7th of September)

- Description: Here we focus on the design of reward systems, keeping in mind various cognitive processes that affect motivation. We introduce concepts from equity theory, which describes how individuals assess the ratio of outcomes (pay, recognition) in relation to inputs (of effort, skill, experience) for themselves in comparison with others. We then consider the actions (and shifts in perception)
- Readings: Elliot Aronson, “The Rationalizing Animal,” *Psychology Today*, p. 67-77.
Edward Lazear, “Relative Compensation,” Chapter 3 in *Personnel Economics*,” Cambridge, MA: MIT Press, 1995, pp. 25-37.

Stephen P. Robbins & Timothy A. Judge, “Equity Theory,” from *Organizational Behavior*, 12th edition, Englewood Cliffs, N.J.: Prentice Hall, pp. 203-207
- Case Automated Travel Systems

Class 4: (HSC Class 3) Designing Jobs (12th of September)

- Description: We next examine job design – one important source of implicit rewards at work. We compare Frederick Taylor’s scientific management approach, first put forth in the early 1900s but still influential today, with Hackman and Oldham’s job design theory, which analyzes the five characteristics of a job that contribute to its motivational potential. We then explore how poor job design can kill motivation even when explicit incentives are well-designed – or how even an excellent job design can’t overcome poor incentives or poor leadership.
- Readings: “Frederick Winslow Taylor: Father of Scientific Management,” selection from *Business: The Ultimate Resource*, Cambridge, MA: Perseus Publishing, pp. 1054-55.

J. Richard Hackman, Greg Oldham, Robert Janson, and Kenneth Purdy, “A New Strategy for Job Enrichment,” *California Management Review*, Vol. 17, pp. 57-71.
- Case Jennifer Henderson and the International Division at Trustworthy Trust
 1. Why are analysts such as Henderson demoralized?
 2. How do you explain the motivation level of senior managers? What do you draw upon for your assessment?
 3. What recommendations would you offer the Executive Vice President Marshall Wilde?

Tuesday, September 13th

One-page team paper proposal due by noon

Class 5: (HSC Class 4) Recruiting and Selecting Employees (14th of September)

- **Description:** In this class, we turn our attention to employee recruitment and selection. Researchers have identified a number of strategies likely to yield fair, valid, and effective hiring decisions. We review these strategies and discuss possible reasons why many companies do not put these strategies into place. We then explore the attraction-selection-attrition cycle and the implications of recruiting and selection for organizational culture and performance. The SG Cowen case provides an opportunity to analyze one company's MBA recruiting and selection practices; to "select" two of their applicants for hire; and to examine our own beliefs and assumptions about what makes for an effective hire.

Questions:

How will we get demographic diversity in organizations given how we hire?

Would you follow a recommendation from an algorithm about who to hire?

- **Readings:** Peter Cappelli. Your Approach to Hiring is All Wrong. Harvard Business Review. May-June 2019.

Benjamin Schneider, "The People Make the Place," Personnel Psychology, Vol. 40, pp. 437-53.

Prasanna Tambe, Peter Cappelli, and Valery Yakubovich. Artificial Intelligence in Human Resources: Challenges and a Path Forward. California Management Review, 2019.
- **Case**
 - Automated Hiring at Amazon
 - Managing Diversity and Inclusion at Yelp

Class 6: (HSC Class 5) Driving Performance (19th of September)

- **Description:** Here we emphasize the power of group norms and information provided by coworkers, subordinates, and bosses as influences on individual behavior. These social influences can, if well-managed, help align group and individual goals with organizational goals, yield higher performance than individuals provide, especially when tasks are complex and demand complementary skills, and build a common language and shared experience base to facilitate coordination and creativity. If poorly managed, however, group norms and information can foster inappropriate conformity and compliance, diminishing individual, team, or organizational effectiveness and integrity. We explore both the potentially positive and the potentially negative consequences of social influence in this class and take a close look at how managers create (and respond to) groups that are "hot" – lively, high-achieving, dedicated groups, usually small, whose members are turned on to an exciting and challenging task.
- **Readings:** "Social Influence," from Thomas Gilovich, Dacher Keltner, and Richard E. Nisbett, Social Psychology, NYC: WW Norton and Co., two excerpts, pp. 213-230 and pp. 240-253.

- Case Soul of a New Machine
 1. Why is the Eclipse group working so hard?
 2. In what ways does West give and receive feedback from his group and the organization?
 3. Do you think West’s leadership of the group is successful in the short-run? In the long-run? What are the risks involved in his style?

Class 7: (HSC Class 6) Improving Organizational Processes (21st of September)

- Description: A central topic in management is how to change organizations. We consider the processes needed to make changes stick as well as the organization of work and the human resource policies associated with “lean” production systems pioneered by Toyota. These practices are increasingly seen as useful in many contexts for improving quality and productivity.
- Readings: Peter Cappelli. 2020. “Stop Over-Engineering People Management.” Harvard Business Review, September-October 2020. Cover story

James N. Baron and Michael T. Hannan, “Organizational Blueprints for Success in High-Tech Start-Ups,” California Management Review, Vol. 44, No. 3, pp. 8-36.

Charles O’Reilly, “Corporations, Culture, and Commitment: Motivation and Social Control in Organizations,” California Management Review, p. 9-25.

Start the People Express simulation below for Sept 23rd. This is a computer simulation. Where you will be running a start-up airline. It needs to be done in a team of up to four people – you can pick them – so schedule at least two hours this week when you are available to do it. The simulation will be loaded on every
- Case Leaping Tiger
 1. What would your plan be for turning around this guest house?
 2. Specifically, how would you try to ensure that quality customer experiences we put in place and executed over time?

Class 8: (HSC Class 7) Aligning Human Performance and Business Strategy (26th of September)

- Description: In this capstone session, we highlight the alignment (or misalignment) between human resources systems and business strategy as a source of competitive advantage. We also discuss debates over whether there is “one best way” for all companies in all industries to organize their systems for managing people. In the case discussion, we will untangle the factors behind the high performance of Southwest Airlines, perhaps the most successful airline in world history. We will compare Southwest with examples, past and present, of airlines that have taken different approaches to combining their “managing people” practices with their business model and operational practices, and discuss the significance of these differences for achieving sustainable competitive advantage in this very tough industry

- Readings: Peter Cappelli and Anne Crocker-Hefter, “Distinctive Human Resources Are Firms’ Core Competencies,” *Organizational Dynamics*, Vol. 24, No. 3.

Jeffrey Pfeffer, “Producing Sustainable Competitive Advantage Through the Effective Management of People,” *Academy of Management Executive*, Vol. 19 (4): pp. 95-106.
- Case Southwest Airways: Sustainable Start-up
 1. What is Southwest’s strategy? How would it answer the question, “What business are we in?” Why has it been successful for so long?
 2. Can its success be replicated by a competitor? Why or why not?
 3. How does Southwest’s system for managing people link to the execution of its strategy?
 4. How would you describe the culture of the organization?
 5. What would cause Southwest to fail?

Tuesday, September 27th HSC Paper due by noon

Class 9 (Strategy Class 1): Industry Positioning & Competitiveness (28th of September)

- Readings: Porter, Michael E. 2008. “The Five Competitive Forces that Shape Strategy.” *Harvard Business Review*, January, pp. 79-93.
- Case: Cola Wars Continue: Coke and Pepsi in 2010 (9-711-462)
 1. Why, historically, has the soft drink industry been so profitable?
 2. Compare the economics of the concentrate industry to that of the bottling industry: Why is the profitability so different?
 3. How has the competition between Coke and Pepsi affected the industry’s profits?
 4. How can Coke and Pepsi sustain their profits in the wake of the flattening demand and the growing popularity of non-CSDs?

Class 10 (Strategy Class 2): Complementors (3rd of September)

- Readings: Brandenburger, Adam M., and Barry J. Nalebuff. 1996. Co-opetition pp. 11–34.
- Video: All Players in the Game: <http://vimeo.com/62165898>
- Case: **De Beers at the Millenium (9-706-518)**
 1. What product does De Beers actually sell?
 2. What role does GIA play in the De Beers value net?

Class 11 (Strategy Class 3): Value Creation & Appropriation (5th of October)

- Readings: Brandenburger, Adam, and Harborne Stuart. 1996. "Value-Based Business Strategy." *Journal of Economics and Management Strategy* 5 (1): 5–24.
- Videos: A Definition of Value: <http://vimeo.com/61143220>
How the Pie is Divided: <http://vimeo.com/61225993>
 1. To check your understanding of value creation and added value answer the following questions:
Consider a set-up with four suppliers, three firms, and two buyers. Each supplier can transact with at most one firm, and vice versa. Similarly, each buyer can transact with at most one firm, and vice versa. Each supplier has an opportunity cost of \$10 of providing resources to a firm. Each buyer has a willingness-to-pay of \$40 for the product of two low-quality firms (say firms 1 and 2) and a willingness-to-pay of \$50 for the product of one high-quality firm (say firm 3). What are the possible price ranges for the products sold by the high-quality and low-quality firms? Pick prices outside these ranges and convince yourself that these prices are not possible.

Class 12 (Strategy Class 4): Positioning & Activity Systems (10th of October)

- Readings: Porter, Michael E. 1996. "What is Strategy?" *Harvard Business Review* (November-December): 61–78.
- Case: **Progressive Corporation, 9-797-109**

What are the five key points in Porter's article?

When reading the Progressive case, please have the following questions in mind:

1. What is Progressive's positioning?
2. What are the characteristics of Progressive's customers?
3. How are Progressive's activities tailored to its position?
4. How do the activities fit with one another?
5. Should Progressive enter the standard segment?

October 12-21 No Classes

Class 13 (Strategy Class 5): Competitive Interactions (24th of October)

- Readings: Porter, Michael E. 1980. *Competitive Strategy* Ch. 3, pp. 47–74.
- Video: The Uncertainty in a Game <http://vimeo.com/64599418>
- Case: **Philips' Compact Disc Introduction (B), 9-792-036**

1. How does competitor analysis proposed by Porter fit into the notion of second-order thinking in the video?

In solving the Philips case, be aware of what assumptions you are making, and whether your results are robust to (small) changes in these assumptions.

2. Should Philips establish a U.S. plant at the beginning of 1983 or wait a year before deciding? Why or why not? (You need to crunch numbers here!) Do not try to draw a game tree! In this case, solving the problem without a tree is much easier.

Class 14 (Strategy Class 6): Corporate Strategy (26th of September)

- Readings: Ghemawat, Pankaj and Jan Rivkin. 2010. “Choosing Corporate Scope,” Strategy and the Business Landscape (3rd ed.), Ch. 6, pp. 123 – 147.

- Case: **The Walt Disney Company: The Entertainment King, 9-701-035**

Please make sure you understand the “two tests” Ghemawat and Rivkin are describing.

When reading the Disney case, please have the following questions in mind:

1. Why has Disney been successful for so long?
2. What did Michael Eisner do to rejuvenate Disney? Specifically, how did he increase net income in his first four years?
3. Has Disney diversified too far in recent years?

Class 15 (Strategy Class 7): Strategic Planning and Strategy Wrap-Up (31st of October)

- Readings: Gavetti, Giovanni, and Jan Rivkin. “The Use and Abuse of Analogies” (9-703-429)

Gavetti, Giovanni, and Jan Rivkin. “Analogical reasoning at Lycos”

1. What are the pitfalls of analogical reasoning?
2. Read the Lycos mini-case. Do you buy the analogy to traditional media Lycos’s management team used to arrive at their decision? Does this analogy provide Lycos’s managers with valid guidance?

Tuesday, November 1st

STRATEGY MEMO DUE AT NOON

Class 16 (Global Class 1): Mapping the Global Arena (2nd of November)

- Readings: Thomas L. Friedman, “It’s a Flat World, After All” *New York Times Magazine* April 3, 2005.
Pankaj Ghemawat, “Why the World Isn’t Flat,” *Foreign Policy*, March-April 2007, 54-60.
Optional reading. “The Future of Global Consumer Markets with Mauro Guillén,” *Wharton Magazine*, Fall 2016.
- Case: **Grolsch:** Pankaj Ghemawat and Jordan Mitchell “Grolsch: Growing Globally” IESE Case SM-1529-E 0-308-029
1. What are the arguments in favor and against a “Flat World”?
2. What are the reasons for Grolsch to expand globally?
3. What consumer trends should Grolsch be most aware of in its decision to expand globally?

Class 17 (Global Class 2): The Institutional Environment in Global Markets (7th of November)

- Readings: Douglass C. North. (1991) “Institutions.” *Journal of Economic Perspectives*. 5(1): 97-112
Video (watch before class) Daron Acemoglu on Why Nations Fail. (MIT Channel on Youtube). **Click [here](#) to watch.**
Podcast (listen before class) “Is the U.S. Really Less Corrupt than China – and How About Russia?” (Freakonomics Podcast, Episode 481). **Click [here](#) to listen.**
Optional reading. Daron Acemoglu, Simon Johnson, and James A. Robinson. (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91(5): 1369-1401.
- Case: **Corruption in International Business:** Robert E. Kennedy and Rafael Di Tella. (2001). Corruption in International Business (A). HBS Case 9-701-128.
1. What are “institutions” according to North (1991)? Define.
2. What explains the relationship between settlers' mortality in the colonial period and countries' current economic development?
3. What are the three types of “corruption” described by Kennedy and Di Tella (2001)?

Class 18 (Global Class 3): Distances in Global Markets (9th of November)

- Readings: Pankaj Ghemawat (2001) “Distance Still Matters: The Hard Reality of Global Expansion,” *Harvard Business Review* 79(8): 137-147
Tarun Khanna. (2014) “Contextual Intelligence,” *Harvard Business Review*, September: 2-11
Optional movie: “American Factory” (2019, Netflix). **Click [here](#) to check.**

Optional Reading: Horace Miner (1956). Body Ritual Among The Nacirema. *American Anthropologist*, 58(3): 503-507.

- Case:

European Super League: “Why the European Super League failed,” *The Economist*, April 24, 2021.

Video (watch before class) Deutsche Welle TV on: “Why US sports are more socialist than European football.” (DW Channel on Youtube). **Click [here](#) to watch.**

1. Why is CPA (Country Portfolio Analysis) a bad way to evaluate where a business should internationalize?
2. What are the key features of the CAGE framework?
3. Using the CAGE framework, explain why the European Super League failed.

Class 19 (Global Class 4): International Strategies and Governance Structures (14th of November)

- Readings: Pankaj Ghemawat (2007) “Managing Differences: The Central Challenge of Global Strategy,” *Harvard Business Review* 85(3): 58-68.

Oliver Williamson (1991). “Strategizing, Economizing, and Economic Organization,” *Strategic Management Journal* 12 (Special Issue: Fundamental Research Issues in Strategy and Economics): 75-94.

- Cases:

Apple and Flextronics: Cam Simpson. “An iPhone Tester Caught in Apple's Supply Chain,” *Bloomberg Businessweek*. November 7th, 2013.

Zara: Kasra Ferdows, Michael A. Lewis, and Jose A. D. Machuca (2004). “Rapid-Fire Fulfillment,” *Harvard Business Review*, 82(11): 104-110.

1. What does the AAA framework stand for?
2. What is the key “A” feature that Apple is operating in Southeast Asia? What is the risk of badly managing this feature?
3. How could Zara outperform its competitors despite having a lower level of “arbitrage” and “aggregation” than its competitors?
4. Why does Zara’s vertically integrated governance give it a competitive advantage over competitors?

Class 20 (Global Class 5): International Strategies and Entry Modes (16th of November)

- Readings: Irma Hunt, Allison Watts, and Sarah K. Bryant (2018) “Walmart’s international expansion: successes and miscalculation,” *Journal of Business Strategy* 39(2): 22-29.

Video (watch before class) Cheddar on: “Why Walmart Failed in Germany” (Cheddar Channel on Youtube). **Click [here](#) to watch.**

Optional Reading. Witold Henisz and Oliver Williamson (1999). “Comparative Economic Organization – Within and Between Countries,” *Business and Politics* 1(3): 261-278.

- Case:

Walmart in China: Ali Farhoomand and Filip Ziolek. “Walmart in China: Challenging Alibaba’s New Retail.” Asia Case Research Centre, University of Hong Kong Case 19/643C

1. Did it make sense for Walmart to enter foreign markets in the sequence it did?
2. What are the reasons Walmart failed in Germany? Use CAGE and AAA frameworks to explain.
2. How would you rate Walmart’s strategy for China? Will they have a good chance of success? Why/why not?

<h3>Thanksgiving Break, November 17-25</h3>

Class 21 (Global Class 6): Institutional Voids, Political Risk, and Business Groups (28th of November)

- Readings: Tarun Khanna, Sinha K. Palepu (2005) “Strategies that Fit Emerging Markets,” *Harvard Business Review*.

Tarun Khanna, Sinha K. Palepu (2006) “Emerging giants,” *Harvard Business Review*.

Optional Reading. Witold Henisz and Bennet Zelner. (2010). “The Hidden Risks in Emerging Markets,” *Harvard Business Review*.

- Case:

Tata Group: Tarun Khanna, Sinha K. Palepu, Richard J. Bullock. “House of Tata: acquiring a global footprint,” HBS Case, 2008. (*)

1. What are Institutional Voids?
2. Why are business groups critical for overcoming institutional voids in emerging markets?
3. How would you rate Tata’s decision to acquire Land Rover and Jaguar? Why?

Class 22 (Global Class 7): Climate Change, Inclusive Innovation, and Stakeholder Management (30th of November)

- Readings: Mark Kramer; Rishi Agarwal, Aditi Srinivas. “Business as Usual Will Not Save the Planet” *Harvard Business Review*. June 12th, 2019.

Raghav Narsalay, Leandro Pongeluppe, David Light (2015) “The Hidden Pitfalls of Inclusive Innovation,” *Stanford Social Innovation Review*. Winter: 48-53

“Amazon Case Study: Natura’s Supply Chain.” *Americas Quarterly*. May 12th, 2021.

Podcast (listen before class) “The Simple Economics of Saving the Amazon Rain Forest” (Freakonomics Podcast, Episode 428). **Click [here](#) to listen.**
- Case: **Natura:** Dirk Boehe; Leandro Pongeluppe; Sérgio Lazzarini. “Natura and the development of a sustainable supply chain in the Amazon region.” Insuper Case, 2013.
 1. In your opinion, what are the key global problems business leaders can help solve?
 2. In which sense is the Amazon Rainforest conservation a market failure problem?
 3. What are the key strategies Natura used in its Amazonian supply-chain that help to overcome this failure and benefit the company?

Class 23 and 24: Final Paper Presentations (5th and 7th of December)

Thursday, December 8th

FINAL PAPER DUE AT NOON