

**University of Southern California  
Marshall School of Business**

**BUAD 497: STRATEGIC MANAGEMENT  
Spring 2009**

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**Sections:** Section 15102R – T/TH 12-1:50pm ACC 201  
Section 15107R – T/TH 2-3:50pm ACC 201  
**Office Hours:** Friday 10-11 am and 2-3 pm or by appointment  
**Prerequisites:** Successful completion of all core business requirements

## COURSE DESCRIPTION

This course introduces the concepts, tools, and first principles of strategy formulation and competitive analysis. You will learn about why some firms survive and prosper while others do not, and develop the critical analysis and communication skills necessary to create and implement firm strategy. The course focuses on the information, analyses, organizational processes, and skills and business judgment managers must use to design strategies, position their businesses and assets, and define firm boundaries, to maximize long-term profits in the face of uncertainty and competition.

*Strategic Management (BUAD 497)* is an integrative and interdisciplinary course in two important respects:

1. The course assumes a broad view of the environment that includes buyers/consumers, suppliers, technology, economics, capital markets, competitors, government, and global forces and it assumes that the external environment is dynamic and characterized by uncertain changes. In studying strategy, this course draws together and builds on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics. However, it is much more than a mere integration of the functional specialties within a firm.
2. The course takes a *general management* perspective. It views the firm as a whole, and examines how policies in each functional area are integrated into an overall competitive strategy. We designed this course to develop the “general management point of view” among participants. This point of view is the best vantage point for making decisions that lead to sustainable business performance. The key strategic business decisions of concern in this course involve determining and shaping organizational purpose to evolving opportunities, creating competitive advantages, choosing competitive strategies, securing and defending sustainable market positions, and allocating critical resources over long periods. Decisions such as these can only be made effectively by viewing a firm *holistically*, and over the long term.

This course is intended to help you develop skills for formulating strategy. These skills will help you in whatever job you take after graduation as well as in your personal investing and choice of employment. The strategy formulation process demands the mastery of a body of analytical tools and the ability to take an integrative point of view. You will develop these skills through:

- In-depth analysis of industries and competitors
- Prediction of competitive behavior
- Techniques for analyzing how firms can develop and sustain competitive advantages over time

**NOTE:** While BUAD 497 is a universal core course that is taught by several instructors, policies regarding assignments and grading may be different for each instructor. Be sure to refer ONLY to the syllabus that is provided by your instructor.

## EDUCATIONAL OBJECTIVES

**Theory and Concepts.** The central concept of this course is that of competitive strategy. Definitions abound, but they all share some sense of the allocation of critical resources over relatively long periods in pursuit of specific goals and objectives. Successful strategies exploit external conditions, entrepreneurial insights, and internal resources, seeking configurations of prices, preferences, technologies, and information that offer opportunities for sustainable competitive advantage. Strategy can be usefully thought of as the comprehensive alignment of an organization with its future environment.

Success, however, depends not only on the soundness of the strategy, but also on its effective implementation through appropriate organizational and administrative choices. In the end, unforeseen external factors may cause a well-conceived and executed strategy to fail, in spite of its initial wisdom -- but a poor strategy badly executed increases the chances of failure. Opportunities to act strategically often do not come labeled as "strategic" and occur infrequently. If missed, or mismanaged, they can prove disastrous for any firm.

Understanding the concept of competitive strategy formulation is a primary educational objective of this course. This will involve mastering an array of economic, strategic, and organizational concepts and theories, and acquiring an integrative general manager's point of view. The course will cover theories for in-depth industry and competitor analysis, for anticipating and predicting future industry developments, and for examining the impact of change (in technologies, tastes, government regulations, global competition, and other important environmental forces) on competition and industry evolution. The course will also examine the economic underpinnings of competitive advantages, and the fundamental conditions that allow firms to conceive, develop, and sustain, advantageous strategic positions. While our primary focus will be on mastering strategy formulation at the business unit or competitive level, the course will also examine corporate and global strategy issues such as diversification, vertical integration, economies of scope across related businesses, the transfer of technology and core competencies, and international expansion and growth.

**Analytical Skills.** Theoretical concepts are a great aid to understanding, but by themselves, they do not help resolve real business problems or challenges. Also needed are analytical skills and techniques that can be applied to the data to "fill in" the facts and premises assumed in the theories. A second educational objective is further to increase each student's inventory of useful analytical skills and tools. Some of the tools are quantitative -- analyzing financial statements, computing comparative buyer costs, and calculating the effects of scale and learning on production costs, for example -- while others are qualitative. Learning how to apply these techniques, and, more importantly, when to apply them is a key objective of the course.

In learning to *size-up* a business and its problems or opportunities, this course will require you to conduct "full blown" strategic analyses. That is, identifying firms' strategies and testing them for consistency, recognizing potential entrepreneurial opportunities and strategic challenges/problems, selecting and establishing competitively protected market niches, identifying competitive advantages and shaping defenses to circumvent the advantages of rivals, formulating and implementing internally consistent business strategies, and designing efficient and effective organizations.

**Rhetorical Skills.** The best analysis in the world will have little effect if it cannot be communicated to others. Managers must be able to articulate their views coherently and persuasively, and they must be skilled at understanding and analyzing other points of view. Management is a "verbal sport;" perhaps 90% of a typical manager's day is consumed by oral communication. Time is often scarce. You must learn to make convincing arguments and to make them quickly, or the merits of their ideas are likely to become simply irrelevant. This skill takes practice, and we will place a great deal of emphasis on it in class.

**Wisdom.** Much of the knowledge that successful managers and consultants employ consists of "rules of thumb" about what issues are likely to be important in certain kinds of business situations. These rules of thumb, or heuristics, are often implicit in the thinking of people who have never bothered to articulate them explicitly. A fourth goal of this course is to help you build up your set of useful "stories" and heuristics for your future managerial careers.

In this course, we are as much interested in developing an appreciation for the *art* of management as we are in understanding the *science* of management. Tools alone will not a strategist make. While the ability to master analytical models, frameworks, and tools is essential, ultimate success is more strongly predicated on prescient judgment, entrepreneurial insight, iconoclastic vision, and a willingness to act forcefully with conviction.

## COURSE FORMAT AND THE CASE DISCUSSION METHOD

In order to achieve the objectives of the course, we will devote the majority of our class time to the analysis and discussion of selected management, competitive strategy, and business policy cases. I will use lectures to elaborate on key theoretical models and frameworks or to reinforce crucial concepts. These lectures, however, will be subordinate to the case analysis. Cases provide a natural "test-bed" for theory and provide vivid examples that aid memory of concepts. While nothing can surpass first hand personal industry and managerial experience as a basis for analysis and decision-making, case analysis is an indispensable proxy for the kind of knowledge that can only be gained through years of experience and research. I have selected a mix of old and new business cases on a range of companies from a variety of industry settings. Each case is intended to teach us something specific, yet each can teach many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a "tool kit" of analytical tools, skills and insights, progressively over all the selected cases.

There are other reasons for employing the case discussion method of instruction. First, it allows you to develop skills at problem definition in addition to problem solving. Cases typically do not have an obvious set of tasks whose performance will lead to mastery. Rather, they force you to sift through a mass of information, some of it irrelevant or contradictory, in order to identify the important or strategic issues. Second, the case method gives you a chance to deal with ambiguity. Most cases do not have obvious "right" answers. Managers must be able to function in situations where the right answer is not known, without falling into the trap of assuming that any answer is as good as another. Some analyses and proposed strategies are clearly wrong, and some are clearly better than others are. A popular phrase in case analysis classes is "**There may sometimes be no *right* answers, but there are usually many *wrong* answers.**" Case discussion techniques provide a chance to learn the *meaning* of analytical rigor in situations other than open-and-shut problems.

These rationales are offered because the case method is unfamiliar to most of you and frequently causes initial confusion. There will be many times when I will not reveal my own opinions about a particular issue, and there will be many cases that do not end up neatly packaged with an "answer." You may discover that your preparation "misses" key points of a case, especially at first. This is a normal part of the learning experience.

While I will direct class discussions, the quality of your learning experience will be directly determined by: **(1) your degree of preparation, active listening, and participation, and (2) your classmates' preparation, listening, and participation.** Some will not agree with you, and you may be asked to defend your argument or change your mind. So long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently argued, it is very much welcomed.

**Case Preparation** Because this course relies heavily on case material, extensive before class preparation and in-class participation are required to ensure the class' success. (1) Preparation for a case discussion should begin with a rapid reading of the assigned case and other materials. (2) Then, it is worthwhile to review the discussion questions provided for clues as to what issues require special attention. (3) The next step is normally to re-read the case carefully, taking notes which sort information, facts, and observations under a number of relevant headings. Try to formulate theories or hypotheses about what is going on as you read ("the company loses money on small orders"), modifying or rejecting them as new information surfaces ("Table 2 shows that shipping costs per unit are higher for small orders, but only for long-distance shipments"). Push yourself to reach definitive conclusions before you come to class. (4) You should perform quantitative analyses, "crunching" whatever numbers are available. It is also very important to provide quantitative support wherever possible, particularly when exploring various hypotheses as to the nature and importance of certain phenomena. (If the requisite data are not available in the case, a precise description of what data are missing often triggers ideas for making creative use of the information that is available.) It is usually worthwhile to identify trends in the firm or industry, preferably with a quantitative measurement. Some of these trends, often very important ones, will not be flagged in the text of the case. (5) Finally, preparation will include notes that can be used to guide your interventions in class discussions.

You will probably want to, and I strongly encourage you to form ***study groups*** that regularly meet to share insights and ideas about the assigned cases. While this is voluntary, experience shows that satisfactory performance in this course, and a good grade, depend on it.

## COURSE EVALUATION

Course grades will be determined by individual and group activities:

<b>Course Contribution and Participation</b>	<b>15%</b>
<b>Individual Mini Case Analysis</b>	<b>10%</b>
<b>Individual Midterm Exam</b>	<b>20%</b>
<b>Group Case Preparation</b>	<b>5%</b>
<b>Group Project Presentation</b>	<b>10%</b>
<b>Group Project Write-up</b>	<b>15%</b>
<b>Individual Final Exam</b>	<b>25%</b>
<b>Total</b>	<b>100%</b>

In order to pass this course successfully, a passing grade (> 50%) must be achieved in the group and in the combined average of the individual components.

*Please note that if your individual performance in the course is unsatisfactory, it will not be brought up by a good group grade.*

**Course Contribution and Participation.** Managers must often “sell” their ideas to others in order to get their acceptance and support. In this course, the classroom provides a laboratory in which you can test your ability to convince your peers of the appropriateness of your approach to complex management problems. Furthermore, it tests your ability to carefully listen to others’ perspectives and understand why they may reach a different conclusion. Before you can effectively sell your ideas to others, you must understand what is motivating them, what issues they feel are important, and what assumptions they are making that may be different from your own.

When evaluating your contribution to the class discussion, then, I will consider how effectively you put forth your own arguments, as well as how well you listen to, understand, and build upon (or refute) the arguments of others. In all cases, I will look for high quality (which is frequently not the same as high quantity) arguments, analyses and questions that improve the class’ collective understanding of the case issues. While I encourage you to speak up at any time, keep in mind that comments that are redundant, tangential or seemingly irrelevant to the case discussion at hand or attempts to dominate class discussion will have a negative impact on your participation grade. I will use the following criteria when determining class contribution grades:

- Has the student attended and made significant contributions to each class discussion?
- Does the student show evidence of careful case analysis by using facts and evidence from the case?
- Does the student draw valid conclusions from the facts presented in the case?
- Does the student contribute interesting examples? Does the student make effective comparisons among different cases situations, as well as between case situations and real life cases?
- Do the ideas suggested by the student push us to consider an aspect of the case that is not necessarily obvious at the outset? Do they go beyond the surface and get into core issues?
- Is the student is an active listener? Do his/her comments fit in with the flow of the class discussion? Do his/her comments demonstrate listening to and reflection on points suggested by others? Does the student interact with, challenge, question, and extend comments of other participants, or are all comments directed towards the instructor?
- Does the student engage in constructive debate that challenges the opinions expressed by others without diminishing the value of their contribution?

I realize that some of you may be shy about speaking up in a large class like this. Therefore, I offer you the opportunity to somewhat compensate by participating in the class’s online discussion group. The same evaluation criteria apply here as for in-class discussion. However, keep in mind that this can never fully substitute for in-class discussion.

Please remember that your classmates and I expect you to attend and be well prepared for each class, having read the required conceptual material and analyzed the assigned case study ahead of time. We also expect you to play an active role in class discussion. If all class members prepare for and actively participate in each class discussion, your

experience will be all the better for it. I will ask you to speak even if you have not volunteered, so please be ready for discussion every class.

**Research involvement.** Your participation grade also comprises involvement in research activities. You are free to choose one of two options to fulfill this requirement. Please note that, if you do not complete one of these two options, you will lose the points for this part of your grade.

*Option 1:*

First, you can participate in research studies. To do this, you will attend sessions outside of class, conducted by other researchers in MOR at Marshall (not by me). You will earn one credit for each separate study you complete; most sessions are no more than an hour long. You will need to obtain a total of 2 credits during the semester in order to fulfill the research requirement. If you choose this option, please register for an account at <http://marshall.usc.edu/497studysignup> **no later than January 26, 2009**. If you don't register by this date you will have to complete Option 2. Instructions on how to sign up are posted on Blackboard under Course Documents.

After you verify your account, you will need to check the site regularly to find open studies and sign yourself up for appointments. Studies are scheduled throughout the semester, on various days and times. It's important that you complete your credit early; if you wait until the end of the semester, there may not be enough studies available. You are not guaranteed an available study spot. **Please note:** If you reserve a time and then fail to appear without notifying the respective researcher 24 hours in advance, you will receive a 1 credit penalty, and will have to complete a total of 3 credits' worth of studies for the semester. **To receive full participation points, you must earn your first credit by Friday, March 20, 2009. Your second credit must be earned any time between March 21, 2009 and the end of the term, May 1, 2009.**

*Option 2:*

Your second way to complete the research requirement is to write 1 short, 3-page research paper on a topic prearranged with MOR department researchers (again, not me; the MOR office will set this up). Papers must be turned in to Jennifer Lim in BRI 306 no later than May 1, 2009.

**Individual Mini Case Analysis.** For this assignment, I will ask you to analyze a short case or recent event in the business press using the tools we have discussed in class. I will post more information on this assignment on the course website. **This take-home assignment will be due on Tuesday, February 10.**

**Individual Midterm Exam.** For this assignment, I will provide you with specific questions regarding a company case, and your answers should be confined primarily to the facts as presented in the case. You are expected to use both the concepts and the terminology presented in this course in your write-ups.

Your analysis will be evaluated equally on the following criteria:

- How well (i.e., thoroughly and concisely) do you describe the environmental context and internal factors that are important to the problem?
- Accurate and thorough use of course concepts
- Integration of course concepts with information about the company and problem
- How well do you integrate course concepts with information about the problem to illuminate the problem in a way that leads to solutions?
- Extent to which recommendations are consistent with analysis
- Feasibility and specificity of recommendations
- Quality of written analysis

The individual midterm exam will be a take-home exam. **It will be due on Tuesday, March 10, at the beginning of class.**

**Group Case Preparation.** For this group project, I will randomly assign you into teams. Each team will be assigned a specific case that we will discuss over the course of the term. Together, you will prepare an answer to a case preparation question identified by me. In class, your team will lead discussion when we get to that question. Note that *your task will not be to provide an overview of the case* (everyone should read and know the case) but to provide

your insight and recommendation regarding a specific issue. I will post the team information and more details on this on the course website a little further into the term once class membership has stabilized and teams can be assigned.

**The group must post their slides on the Blackboard Discussion Board by midnight of the day before their presentation.**

**Group Project Presentation and Writeup.** For this group project, you will self-select into groups of 4-6 members. It is your responsibility to form teams. All team members must be from the same section. The project requires you to examine strategic challenges or an issue of concern at real organizations. The purpose of the project is to give your team an opportunity to apply what has been learned in the course to strategic problems faced by real-world organizations.

In terms of the topics for your analysis, groups can choose from a menu of topics including the organizational development of a firm over its entire history, an analysis of a firm's responses to the internet, an analysis of the growth pattern of a successful and an unsuccessful firm, or a successful and unsuccessful radical repositioning of two companies. Your team should identify one or more public, private, or not-for-profit organizations to study. You may select an organization in which one or more of the team members has worked or been a member. I would suggest that you be selective in choosing an issue or problem to analyze, as a lack of background on the issue itself will not be an acceptable excuse for a lack of depth in the analysis.

1. an e-mail with the names and addresses of your group members, a team name, and a brief statement that outlines your proposed project (see below)
2. a written analysis and data appendix (15% of course grade) and
3. an oral presentation to the class (10% of course grade)
4. completing a peer evaluation form within 24 hours of the presentation

You will conduct original research on your organization(s) and will supplement this information with data from the media, the organization(s)' own literature, and other secondary sources. You should focus your analysis on applying concepts from the course. Although it is acceptable to incorporate several concepts from the course, please aim for depth rather than breadth regarding the use of course concepts. In my experience, papers that aim to apply a bunch of concepts end up being shallow in their analysis and don't do well.

**The project proposal e-mail will be due by midnight on Sunday, February 22.** This e-mail should include:

1. The team name and names of all team members
2. A brief description (roughly 400 words) of your topic.

**A second email with a team project update will be due by midnight on Thursday, March 26.** This email may be brief and may use bullet points to summarize what each group member has accomplished so far as well as how you plan to complete the project. However, you will want to be able to show your progress at this time, so it's a good idea to plan accordingly.

The written analysis itself should not exceed fifteen (15) double-spaced typewritten pages, with 1" margins and 12 point font. I will only read the first 15 pages of text, so please stay within the page limit. The limit does not include appendices, which you can use to provide charts, figures, or other background material, but should be no longer than five (5) pages. Appendices which are not directly referenced in the text will not be read. The appendix is not a catch-all for anything that might be relevant, but is to be used carefully to support your points. Always include page numbers. Staple papers only, (no binding, folders, clips, or anything other than plain paper).

**This written document is due at noon on Friday, April 10 for all teams.**

Oral presentations will be given during the final 4 class sessions. Each presentation will be about 20 minutes in length, and additional time will be set aside for questions from other teams after the presentation. Both the oral presentation and written document should cover all of the key elements of your analysis. For grading purposes, it will not be sufficient to orally present an aspect of your analysis that does not appear in the written document.

The in-class presentation of your paper is worth 10% of the course grade. Half of these 10% will come from your peers, who will attend your presentation and afterwards score it, while the other half will come from my evaluation. It is therefore imperative that you both do well on these presentations and also attend the presentations of your peers,

as you will have to post grades for them online. **Also, I do not expect but welcome non-traditional forms of presentation.** I expect that at this time of your USC career, you know how to give a professional presentation, so this may be a good opportunity to play around with the format. However, please remember that presentations that neglect content in favor of form are not likely to score well.

Finally, each team is free to structure itself as it wishes. However, at the conclusion of the project, each member of the group will be asked to evaluate every other group member anonymously on the last day of class using a peer evaluation form that will be available on the course website. All team members must complete the form within 24 hours of their presentation. The goal of this evaluation is to discourage free-riding. If any students receive unsatisfactory ratings from their group, their grade will be marked down accordingly.

**Individual Final Exam.** A final exam will be given during the exam time specified by the University. The exam will consist of questions on an exam case passed out to you one week prior to the exam. The format is similar to case presentations and discussions (e.g., you will be asked to diagnose the problem and make recommendations for action based on all the materials covered in this course). The University has set the exam dates for these sections as follows:

Section 15102 – Meets T/TH 12-1:50pm      Examination Day and Time: Wednesday May 13, 2-4 pm  
Section 15107 – Meets T/TH 2-3:50pm      Examination Day and Time: Thursday, May 7 2-4 pm

## COURSE POLICIES

**Attendance.** Attendance at all class sessions is crucial and expected. Because learning in this course occurs primarily through interactions with other participants during class, every effort should be made to attend each class. There is no substitute for being present, prepared, and participating in the class discussion. While I recognize that sometimes absences may be unavoidable, absences necessarily limit your class contribution (you can't gain participation points if you are not there...) and hence affect your grade. **Please notify me by email at least a day in advance if you must miss a class. Unexcused absences will definitely hurt your grade.** If you do miss class, it will be your responsibility to get notes, find out what was discussed, etc. from one of your classmates.

**Participation Cards.** At the end of each case discussion, students who actively participated in the discussion should turn in a Participation Card. These cards should list your name, the date, the case discussed that day, and a synopsis of your contributions during that day's discussion. The Participation Cards will be used in combination with my own daily evaluations to determine your participation grade for the day. For this purpose, please purchase a package of 3x5 index cards and bring them to each class.

**NOTE:** You are not required to turn in Participation Cards, but *they are helpful for both you and me, especially during the first few weeks* because I may not be able to memorize your name for the first few weeks. I do my best to record every single contribution (and disruption for that matter) you make in the classroom. However, I might also forget to record some of your participations. Participation cards are a great way to remind me of your contribution throughout the semester.

**Please turn off all Communication and Entertainment Devices.** Your classmates and I expect your full attention, so please keep your laptops closed unless we use them for an assignment. Also, please be sure your cell phones, pagers, Blueberries, phasers, tricorders, or other devices are turned off during class.

### **Other Stuff:**

- **Written assignments must be submitted on time.** As managers, you will not be afforded the luxury of missing deadlines. **The discount rate for late assignments is steep.**
- If you can convey your thoughts more succinctly in your written assignments, please do so! Suggested paper lengths are only upper limits.
- Like managers executing actual strategies, we may find that the course syllabus must be amended slightly as the semester progresses. **Please be sure to check the course webpage before class for study questions and further information on the readings and cases!**

## COURSE MATERIAL

**Case Package:** The assigned cases for this course are available from the University Book Store. When necessary, I will place additional materials on the course website for you.

**Text:** There is **no required textbook** for this course. However, if you would like to use a textbook to extend your understanding, you are welcome to come by my office and browse my collection and pick my brain about them (i.e. which ones to buy, which ones to avoid...). In general, a useful one is the following:

Mason A. Carpenter and Wm. Gerard Sanders. *Strategic Management: A Dynamic Perspective*. Upper Saddle River, NJ: Pearson Prentice Hall. 2007.

**3x5 Cards:** Please bring a deck of 3x5 cards to every class to record your participation (see above description).

## COURSE COMMUNICATION: BLACKBOARD SYSTEM

I have posted the course syllabus to the 497 folder for your section in Blackboard. I will also post additional course lecture notes/materials, further details on assignments, and general course announcements to this folder throughout the semester. You should develop the habit of checking the course folder on a daily basis. You can access Blackboard by going to the "My Marshall" portal <http://mymarshall.usc.edu>.

### IMPORTANT:

(1) **Since e-mails sent to the class originate from the Blackboard system, it is your responsibility to make sure your e-mail is set up to forward your messages to your preferred internet provider (IP) account such as Gmail, Yahoo, etc.**

(2) **Be certain that you include a recent digital color photograph of yourself within the personal information section, as I will use these to learn your names (important for your participation grade).**

## ACADEMIC INTEGRITY

The following information on academic integrity, dishonesty, and the grading standard are placed here at the recommendation of the School of Business Administration Faculty and are taken from the [Faculty Handbook](#). Additional statements about academic integrity may be found in SCampus handbook available at the Topping Student Center and online at <http://www.usc.edu/go/scampus>. Further information may be obtained from the Office of Student Judicial Affairs and Community Standards at <http://www.usc.edu/student-affairs/SJACS/index>.

"The University, as an instrument of learning, is predicated on the existence of an environment of integrity. As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining this environment. Faculty has the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce those academic standards. Thus, the entire University community bears the responsibility for maintaining an environment of integrity and for taking appropriate action to sanction individuals involved in any violation. When there is a clear indication that such individuals are unwilling or unable to support these standards, they should not be allowed to remain in the University." ([Faculty Handbook](#), 1994: 20)

Academic dishonesty includes: ([Faculty Handbook](#), 1994: 21-22)

1. Examination behavior - any use of external assistance during an examination shall be considered academically dishonest unless expressly permitted by the teacher.

2. Fabrication - any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
3. Plagiarism - the appropriation and subsequent passing off another's ideas or words as one's own. If the words or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practices.
4. Other Types of Academic Dishonesty - submitting a paper written by or obtained from another, using a paper or essay in more than one class without the teacher's express permission, obtaining a copy of an examination in advance without the knowledge and consent of the teacher, changing academic records outside of normal procedures and/or petitions, using another person to complete homework assignments or take-home exams without the knowledge or consent of the teacher.

The use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. It is often difficult to distinguish between a culpable act and inadvertent behavior resulting from the nervous tensions accompanying examinations. Where a clear violation has occurred, however, the instructor may disqualify the student's work as unacceptable and assign a failing mark on the paper.

## **STUDENTS WITH DISABILITIES**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**FINALLY, PLEASE COME SEE ME, E-MAIL ME, OR CALL ME IF YOU FIND YOU ARE HAVING TROUBLE. DO NOT WAIT UNTIL THE END OF THE SEMESTER TO SEE ME; YOUR PERFORMANCE IN THIS CLASS IS IMPORTANT TO ME, SO PLEASE SEE ME EARLY.**

## COURSE SCHEDULE

Introduction to the Course			
13-Jan	1	Introduction	No readings
15-Jan	2	Preview Case	<b>Case:</b> Intel Corp. -- 1968-2003 <b>Reading:</b> Porter, "What is Strategy?"
Industry and Firm Analysis			
20-Jan	3	Industry and Firm Analysis I	<b>Reading:</b> Hambrick & Fredrickson "Are you sure you have a strategy" <b>Reading:</b> Porter: "Note on the Structural Analysis of Industries"
22-Jan	4	Industry and Firm Analysis II	<b>Case:</b> Cola Wars Continue: Coke and Pepsi in 2006
27-Jan	5	Industry and Firm Analysis III	<b>Case:</b> Apple Inc.: iPods and iTunes
29-Jan	6	Firm Competencies I	<b>Reading:</b> Barney, "Looking Inside for Competitive Advantage" (article)
3-Feb	7	Firm Competencies II	<b>Case:</b> Pepsico Restaurants
5-Feb	8	Firm Competencies III	<b>Case:</b> WalMart Stores in 2003
Competitive Dynamics and Positioning			
10-Feb	9	Positioning and Fit	<b>Case:</b> Progressive Corporation
<b>Individual mini case analysis due at the beginning of class Tuesday, February 10</b>			
12-Feb	10	Positioning and Fit Applied	<b>Case:</b> Airborne Express
17-Feb	11	Repositioning	<b>Case:</b> Gucci
19-Feb	12	Competitor Analysis	<b>Reading:</b> Ketchen et al., "Improving firm performance..." (article)
<b>Team project proposal email due by midnight on Sunday, February 22</b>			
24-Feb	13	Competitor Analysis Applied I	<b>Case:</b> Ryanair
26-Feb	14	Competitor Analysis Applied II	<b>Case:</b> Leadership Online: Barnes and Noble versus Amazon.com
3-Mar	15	Competitor Analysis Applied III	<b>Case:</b> Kodak and the Digital Revolution
5-Mar	16	--	No Class -- Time reserved to meet and work on group projects
10-Mar	17	Sustaining Competitive Advantage	<b>Case:</b> Saturn: A Different Kind of Car Company
<b>Individual midterm exam due at the beginning of class Tuesday, March 10</b>			

12-Mar	18	Standards and Network Externalities	<b>Reading:</b> Shapiro and Varian: "The Art of Standard Wars"
			<b>Case:</b> The Browser Wars
17-Mar	--	--	<i>Spring Break</i>
19-Mar	--	--	<i>Spring Break</i>
		<b>Strategy Implementation</b>	
24-Mar	19	Strategy Formulation and Implementation I	<b>Case:</b> Honda A
26-Mar	20	Strategy Formulation and Implementation II	<b>Reading:</b> Eccles and Nohria: "Strategy as Robust Action"
			<b>Case:</b> Honda B (NOTE: this case will be handed out in the previous class)
		<b>Email with team project update due by midnight on Thursday, March 26</b>	
31-Mar	21	Implementation and Change I	<b>Case:</b> Lehman Brothers A
2-Apr	22	Implementation and Change II	<b>Case:</b> Lehman Brothers B (NOTE: this case will be handed out in the previous class)
7-Apr	23	Organizing for Success I	<b>Case:</b> Procter & Gamble: Organization 2005
9-Apr	24	Organizing for Success II	<b>Case:</b> Cirque de Soleil
		<b>Team written projects due by noon on Friday, April 10</b>	
14-Apr	25	Performance and Governance I	<b>Reading:</b> Monks and Minow "Arthur Andersen"
16-Apr	26	Performance and Governance II	<b>Case:</b> Bausch and Lomb
		<b>Group Project Presentation</b>	
21-Apr	27		No readings (team presentations)
23-Apr	28		No readings (team presentations)
28-Apr	29		No readings (team presentations)
30-Apr	30		No readings (team presentations)