BUSINESS ADMINISTRATION 799

Professor  P. Konstantina Kiousis

A Course Outline for 2004-2005 Academic Year
Max M. Fisher College of Business
The Ohio State University

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Course Overview
Learning Objectives

This course concerns the pursuit of sustainable competitive advantage through business and corporate strategies. One can approach the study of strategy from many perspectives. In this course, we will take strategy to be the interdisciplinary study of persistent performance differences between firms. Several aspects of this course distinguish it from others concerned with the behaviour of firms. First, performance differences among firms are thought to be more than passing side issues but worthy of direct scientific analysis. Profits, after all, are the fundamental motive for business activity. Second, strategy is a nexus for organizational research that spans multiple disciplines (i.e. economics, psychology, sociology). In this course, while we will focus upon economic analysis, however, we will also discuss alternative interpretations. This course is built on microeconomic foundations, which will be discussed early in the quarter. Third, strategy focuses on the extent to which performance can be influenced by proactive management. Do firms succeed because the strategies their managers chose allow them to exploit the potential profit opportunities that existed at that time or adapt to changing circumstances? The perspective in this course is that success is not an accident. Instead, it can be understood by basic principles of strategic action that are applied under varying conditions by managers making choices.

The first and primary emphasis in this course is business strategy, the pursuit of competitive advantage in a single market or industry. There are two reasons for this emphasis. First, business-level strategy skills are fundamental building blocks for strategic analysis at all levels of the organization. Second, research in the domain of strategic management has indicated that the greatest portion of a firm’s profitability is associated with the conception and implementation of business strategies. The second emphasis in the course is corporate strategy, the pursuit of competitive advantage by simultaneously operating in multiple businesses or industries. Most large firms, and many medium-sized firms, operate in multiple markets or industries and are therefore implementing some kind of corporate strategy. Drawing from concepts in economics, finance, and strategic management, this course will demonstrate that it is possible to describe situations in which corporate strategies should create economic value for the firms that pursue them.

This course is divided into discussions of:

1. What is Strategic Management?
2. Analysing an Industry and its Macroeconomic Environment
3. Analysing the Internal Resources and Capabilities of an Organization
4. Business-level Strategies
5. Corporate-level Strategies
By the end of the quarter, you should have an understanding of how strategic issues are framed, the range of strategic decisions that are faced by most organizations, and how some of the concepts you have been exposed to in other courses can generate information used for strategic problem solving. A practical objective of this course will be to cultivate your ability to make well-grounded, theoretically based recommendations as to how a business actually is or should be competing rather than statements of ‘intuition’ or popular practice.

Class Format

This course is structured differently from other courses you have taken. There is an emphasis on using case analysis as a way of honing your analytical skills, your oral presentation skills, as well as your writing skills. Most strategic issues are non-routine and unstructured. Thus, a great deal of class time is spent discussing “real world” business cases. First and foremost, this course is about asking the right questions. Case discussions involve a process of questioning and debate among the students in the course. My goal is to teach you to be insightful questioners rather than asking you memorize “answers.”

This course is also designed to facilitate your transition from college to a professional environment. Our use of cases provides a mechanism to help you integrate what you have learned in other courses and hone your written and oral presentation skills so that they are suitable for a business environment. These skills can often make the difference between getting and keeping a job versus losing one. The Fisher College of Business has specifically required that these skills be emphasized in BA799.

Class Contribution

A major part of your learning in this course will take place in the classroom. Attending classes is essential. Because the course is designed to help you develop a personal synthesis and perspective, it is very difficult to make up for an absence. On the first or second day of class, a seating chart will be created. This is designed to help your instructor as well as other students in the course get to know you and facilitate class discussion.

Class contribution is one of the best ways that students can demonstrate their understanding of the ideas and models presented in class, as well as their ability to apply them to real business situations. As is the case in the real world, you are judged not by what you know, but by what you contribute. In-depth case preparation, a prerequisite of excellent class participation, is also the best way to prepare for graded assignments. Excellent class contribution also enables you to learn from your peers and to help them learn from you, by sharpening your own insights as well as those of other
classmates. Students are expected to be fully prepared for each class and you may be called upon at any time, whether to open the class with a summary of the key issues or to answer a specific question during the class on any day. For the learning process to be effective, you will need to prepare carefully before class and participate actively during class. At a minimum, the well-prepared student comes to class with a written outline of how he or she would answer each of the study questions associated with the day’s readings and/or case. Having a written outline is useful because it forces the student to draw together various aspects of the case and to synthesize a distinct position on each of the discussion questions. The process of writing one’s response to these questions imposes a level of specificity and clarity to one’s analysis that may otherwise be absent. A written outline also provides a foundation for concise, thorough, and specific in-class comments that improve the learning experience for everyone.

The assigned course readings provide conceptual material and background information that will help you analyse the cases you will be graded on. You should identify the key points of the assigned text and use them to help form an opinion concerning the actions that the managers in the case should take. We will summarize the readings in class, and when applicable, spend our time on the issues faced by people and businesses in a particular situation. In your preparation of the case, you will want to undertake appropriate financial and qualitative analysis to arrive at your recommended set of actions. In class, please be prepared to state your recommendations and to use the results of your quantitative and qualitative analysis to support your recommendations. My role in the class will be to act as moderator, questioner, and lecturer to help guide the learning process. It is important that each of you be prepared to respond to the invitation to open the discussion. To enhance your preparation and learning, I encourage you to form study groups to discuss the readings/cases prior to class. To assist your preparation, use the discussion questions in the course-packet.
Case Analysis: A Basic Outline

Since you will be conducting case analyses throughout the quarter, below is a brief overview to help you get started. A complete case analysis contains three main parts:

- A short financial analysis to assess the company’s health.
- A complete analysis of the firm.
- A recommended strategy based on the results

Begin with a short executive summary—maybe six sentences—that explains which firm you are analysing, what you looked at, and (in few sentences) what you recommend. This will help your readers grasp what’s happening without spending half a page setting up the scenario.

The financial analysis should demonstrate two things:

1. Is the firm itself financially healthy? It is important to look at its performance over time, both in terms of being profitable or solvent, and how the market has rewarded it.
2. How strong is it relative to its competition? Are its competitors more or less profitable? Over time? Has the market valued them higher or lower than the firm?

It is important to report your financial analysis, whether you found it in the case or from outside sources, in terms of useful charts or tables. These can be placed in the exhibits section. State your conclusions in the report itself, and reference the specific exhibit when you do. The key is to support your conclusions. Refer to the sheet on financial analysis provided on my website and other materials from your previous finance classes, and ask questions if you get confused.

Generally, the analysis section should identify the resources and capabilities which the firm can leverage within its marketplace in order to remain successful in the future.

A complete firm-level analysis will contain three main parts:

Part I: The external analysis of the firm, which describes the context in which the firm must compete. A thorough external analysis will first address the general environment described in class (see the lecture notes—legal, economic, etc.). Second, look at the industry dynamics and competitive market (e.g. who are the firms selling to, what challenges do the firms face in profitably reaching their customers). Next, the analysis should discuss the firm’s competitors—are they larger, smaller, more profitable, more flexible? What overall advantage or disadvantage would these competitors have in the marketplace? The 5-forces model is a good tool to organize your work when
defining the competitive environment. While not perfect, it will ensure that you have covered the main points. It is better if you do not mention the term 5 forces diagram in the text—how you display the information is up to you and the needs of your audience (i.e. a manager may never have heard of the 5 Forces)—but do show a diagram as an exhibit.

**Part II:** The internal analysis of the firm describes the strengths and weaknesses the firm brings to its competitive environment. What resources or capabilities can a firm leverage against its competitors and/or to tap new markets? What weaknesses might we see that will handicap the firm in the future? What are the key strategies the firm is pursuing? Explain whether the strategies are good or bad, and provide support for your arguments.

A good internal analysis will show the difference between core competencies and their implications. (As an example, cost leadership can be the result of engineering capabilities.) While sometimes difficult to use, the VRIO analysis is another good analytical tool which can help you to organize your thoughts and develop a supporting argument for why a resource or capability yields a competitive advantage.

**Part III:** Having analysed the firm, you should have an idea of what strengths the firm should be leveraging and you can look again at the external environment to see what opportunities it should pursue. In many of the cases, the firm in question is contemplating, or has implemented, several specific strategic actions (e.g., an acquisition). In this situation, the written case analysis should also include an evaluation of these specific strategic actions and, where appropriate, recommendations should be made and justified.

The recommended strategy should occupy the last quarter to one-third of your analysis. Ideally, you would give one to three alternatives, possibly listed in bulleted form. One option could actually include “don’t change anything,” but very likely this will not be the best choice, especially in a competitive market.

Select one of these alternatives as the preferred recommendation. While all three might be good, a firm may only be able to attack one at a time, and will want to know which one you think has the biggest return. Explain why you believe this is the best option for the firm.

The alternatives need to be specific action items—something that if it were developed into a plan, you could go to a bank and get financing. As an example, instead of saying “Firm Z should acquire other companies,” try to suggest possible candidates—and say why Firm Z would benefit. If you can’t find specific firms, you could say, “acquire firms in the range of $XX revenue, or $YY market capitalization,” or some other relevant factor. Instead of saying “form an alliance,” you could recommend “form an R&D alliance with Q to leverage this firm’s superior product rollout capabilities against Q’s more advanced technology.” It may take some effort, but this will show that you understand a) what makes the firm strong or weak and b) how it can take advantage of those factors. You could even recommend a firm liquidate—be
specific and say how management should sell it off (remember Blue Star Airlines in Wall Street?).

Other Thoughts  Obviously, to do a good strategic analysis of a firm, you will need to compile additional data. The university subscribes to many online journals, and much news is available from sources like AP or Reuters, or even Lexis-Nexis. Keep records of what you find. If you cite from press releases or articles, list them in a bibliography. If you use numbers from an investing website, compile the information you use into some easy-to-read tables or charts, and put all of this into your exhibits. Try not to include things in the exhibits for the sake of taking up space—predigest the useful knowledge for your audience so that they can quickly spot what is important.

Porter’s 5 forces and VRIO are not the only analytical tools you have available. You could conduct a SWOT analysis while you are preparing your research. But remember, strengths and weaknesses are internal to the firm, and opportunities and threats are external; SWOT doesn’t fit directly into either category of analysis and has serious shortcomings. It might be good to create a SWOT diagram to organize your thoughts but you should not structure your analysis in this way.

You should also be thinking critically about the firm in this analysis. Don’t simply take the case writer’s word for it. Does your own research contradict what the case argues? If you have an opinion, always support it. I don’t have to agree with your conclusions or recommendations, if you argue them convincingly. I am looking to see that you understand the process for completing a case. Once you understand the logical framework to follow, good answers come with practice.

Finally, each case offers a series of questions. Your analysis should address these specific questions if they are not already covered in the above outline.

About Your Instructor

Dr. P. Konstantina Kiousis is an Assistant Professor at the Max M. Fisher College of Business, The Ohio State University. Originally from California, she received her bachelor’s degree with high honors and distinction in general scholarship from the University of California, Berkeley in political science and an interdisciplinary major combining economics and public policy. While at Berkeley, Dr. Kiousis worked with Dr. Laura D’Andrea Tyson (London Business School, previously President’s National Economic Advisor) on research regarding national competitiveness and trade conflict in high technology industries. Dr. Kiousis also studied at Oxford University (UK), the Karl Marx University of Economic Sciences (Hungary), and the National Capodistrian University of Athens (Greece), obtaining fellowships to study the economies of Central Europe and their transition to market systems. She then obtained her doctoral degree in management from the University of California, Los Angeles, where she worked with Bill McKelvey (The
Anderson School) and William Zame (Department of Economics), on issues concerning human & organizational capital, R&D incentives, and productivity.

Her research focuses on the incentives to innovate, productivity measurement, and the structure of technical progress in the US economy. Exploiting theoretical advances in macroeconomics, she estimates links between firm-level R&D, productivity, patenting, and technical progress. She also examines the impact of intellectual property protection on the competitive strategies of firms. Her findings from both theoretical and empirical research call into question the argument that patent protection is necessary for industry innovation and suggest that not only is innovation possible under competitive conditions, but that competition is a potent and socially beneficial mechanism in markets for innovation. Dr. Kiousis also has research on investment strategies for venture capitalists seeking to invest in disruptive or architectural technologies. She regularly attends and presents papers at meetings of the Academy of Management, the American Economics Association, the National Bureau of Economic Research, and the Strategic Management Society.

Dr. Kiousis has taught a variety of courses at the Max M. Fisher College of Business in the undergraduate, masters, and doctoral programs. In the 2001-02 academic year, she obtained a teaching award as the best core instructor in the undergraduate program. She now serves as the course coordinator for this course, focusing on business and corporate level strategy. In addition, she has taught the core macroeconomics course in the MBA program, highlighting the practical tools for managers. She has also taught an elective for second-year MBA students on management consulting. The two-quarter practicum is designed to introduce students to the art, practice, and problems associated with management consulting, teaching students to apply the theories discussed in the classroom to real organizations facing real challenges. Clients range from established diversified companies to Silicon Valley startups.

In her spare time, she serves on the Women’s Board at the Columbus Museum of Art. She enjoys solving math puzzles, discussing political philosophy, and travelling. She also speaks Greek fluently and has working knowledge of written Spanish, Russian, and Hungarian.
Evaluation Criteria & Assignments
Requirements

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<td>Written &amp; Oral Employment Strategy (Individual)</td>
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<tr>
<td>Group Oral Case Presentations</td>
<td>25%</td>
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<tr>
<td>Written Cases (Individual)</td>
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<td>Short Tests</td>
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<td>Class Contribution &amp; Peer Evaluation (Individual)</td>
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<td>Final Projects (Oral &amp; Written)</td>
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Employment Strategy

Your first assignment is to write a 1-2 page (single spaced) employment pitch. This assignment is designed to teach you to differentiate yourself from your competitors on the job market. How you describe yourself to your ‘dream’ employer either in a formal interview or at a business gathering or in an elevator? Think about what makes you unique relative to your competition. This assignment is not meant to be a regurgitation of your resume (which employers have in a formal interview) but to give you the opportunity to highlight personal characteristics and experiences that are difficult to convey in a resume. Throughout the quarter, I will call on students to present their pitch to the class.

Group Presentations

The class will be divided into groups of equal size. Your group will be responsible for presenting cases to the rest of the class. Each group will be required to present at least one of the cases. Presentations will take the following form:

**Predetermined Component:** Each group will be assigned a “predetermined” date for which to present a case. Each group must provide two sets of slides for me on the day of presentation.

**Random Component:** At the beginning of selected case days, groups may be chosen at random to present a case. Such presentations should include a
critique of their peer group’s presentation. Because such teams will not know in advance whether or not they will present a case, all teams should be prepared in advance to present their case analysis.

Each case presentation should provide a comprehensive analysis of the facts of the case and application of concepts learned in the lecture portion of class. Your oral grade will be based on the quality of the group’s work. Part of your learning experience is managing the coordination of tasks required to create a good product. Part of your grade will be based on each individual’s assessment of the relative contribution of each group member. Your peers in the audience will also be providing feedback.

As part of the learning experience, you will also be asked to conduct outside research to acquire updated information. For example, this means looking up current financial information or discussing new issues facing the firm that may not be discussed in the case.

In general, group presentations should cover content similar to the individual case analysis. (See the Case Outline earlier in this syllabus.) However, you are asked to be creative in your approach to presentation. This is a skill most undergraduates and MBA students never learn in business school. Keeping the attention of your audience can be just as important as the content of your presentation. A presentation which is not creative (and often boring) is one where students simply read slides to their audience. Your instructor will discuss this in more detail in class.

**Group evaluation forms** In general, each member of the group will receive the same grade on a presentation. However, there may be times when one or more members of a group will “free ride” on the work of other members. The grades of such free riders will be substantially reduced if consistent evidence of free riding is found. To discover free riding, each member of a group must submit an individual group evaluation on the day the group’s paper is submitted. You may want to place these in an envelope and attach it with a paper clip to the slides. Students are to allocate contribution percentages (and themselves) to each group member (adding up to 100%).

**Participation on Assigned Case** Groups that are not presenting will not be asked to take a formal lead in a case discussion. However, members of these groups may be invited to contribute to that discussion, as discussed below in the class participation section of the syllabus.

There are no excused absences from your assigned case presentation without a written excuse from a doctor or the academic dean. If there is a serious scheduling conflict, please let me know well in advance. No work will be accepted after the date that it is due.
Individual Case Analysis

Each student is asked to write a short but thorough case analysis. This means about 4-5 single-spaced pages plus exhibits. When writing this case analysis, each student should adopt the role of an outside analyst such as an investment firm that is evaluating the current state, and future potential of the strategies being pursued by the firm in the case. The written case will be:

- BMG Entertainment (Reprint 700-013)

The other readings for this case include:

- Music Industry Update (701-130)
- Porter & Rivkin, “Industry Transformation” (701-008)

Note: You may have trouble finding financial data on this case. This is often the case in the real world. In such situations, you will need to infer financial information from what is available. Do your best to determine the ‘health’ of the company.

Additional Oral/Written Evaluation Guidelines

Important differences between excellent and mediocre case analyses are the following:

Excellent analyses “tell a story” about a firm’s strategies and describe the fundamental economics of a firm’s strategy, how different parts of the strategy are related, and the longer-term objectives of a given strategy. These excellent analyses justify each major point in their argument with reference to critical facts in the case. Appropriate ideas and concepts from lectures and the readings are seamlessly incorporated into the discussion. The application of these ideas and concepts often leads to surprising, counter-intuitive analyses and recommendations. At the end of these excellent written analyses, the reader is absolutely convinced of the wisdom of any recommendations.

Mediocre analyses demonstrate few of these attributes. Instead of “telling a story” about a firm’s corporate strategies, these analyses simply repeat the facts and assertions contained in the case. Critical facts in the case are ignored, or not integrated into the paper. For example, a mediocre analysis will often include a summary and cursory discussion of a firm’s profit and loss statement and its balance sheet, but will fail to discuss the strategic implications of these analyses. The author(s) of these analyses often seem more interested in making sure that every theory or model mentioned by the professor or in the book is mentioned in the report than making sure that the report tells an integrated story about a firm’s corporate strategy. Often, the different parts of these mediocre analyses are not linked—almost as if different people wrote different sections, but no one took the time to bring these
sections together or to discuss the implications of each section for other sections. These analyses rarely generate any counter-intuitive or surprising analyses or recommendations. At the end of reading or listening to these analysis, the reader/listener is only convinced that, in fact, members of the group read the case. The reader is not convinced about the wisdom of any final recommendations.

Length and Other Requirements Written case analyses should be about 4 single spaced pages. Figures, tables, and exhibits can be included in an appendix to these analyses and are not counted against this page limit. You may draw on outside sources of information. However, copies of this material must cited and potentially be included (i.e. as an appendix) to the written case analysis.

Class Contribution & Peer Evaluation

The Total Class Participation Grading Criteria is composed of three components: (1) student responses to class questions, (2) overall peer evaluation, and (3) the overall Professor evaluation.

Student Answers to Questions Students will be randomly chosen to answer questions. When I call on a student, that student has two options:

Answer the question In answering the question, the student presents his/her analysis of this aspect of the case. It may be the case that the student does not agree that the question asked is an important question. If this is so, a discussion about what constitutes an important question in this case is entirely appropriate.

Pass. Each student has the opportunity, one time during the quarter, to pass on answering a question. We all have complex lives, and this opportunity acknowledges that complexity. However, you can only pass once. If you are absent (unexcused absence) from class when you are called on, it is counted as a Pass. If you pass a second time (either by attending class and answering “Pass” when called on or by not attending class (unexcused absence) when you are called on) your class participation grade will be adjusted down.

I will take notes on student answers to questions. By the end of the quarter, it is expected that all students would have had at least one opportunity to answer questions. Of course, students who are not asked questions for a particular day can and should volunteer their insights and analyses to the ongoing discussion. The quality of this volunteer participation is used in the student’s overall participation score.

Also, non presenting students will evaluate each oral presentation for content, use of strategic analysis as well as for style and quality of
presentation. Students will also rate each group member's work at the end of the quarter.

Student Answers Grading Criteria The following criteria are used to evaluate class participation. For students answering questions:

Excellent Class Participation A student’s answer shows that the student understands the importance of the question, understands how this question relates to other questions that have been and will be asked about the case, demonstrates that the student has read and thought deeply about the material, and shows that the student can develop creative and innovative insights through this analytic effort. Excellent answers to questions can be the basis of class discussion for much of class discussion.

Good Class Participation A student’s answer shows that the student understands the question, has read and thought about the material, and that the student can generate insights from this analysis. The main difference between excellent and good answers to core case analysis questions is found in the depth and sophistication of the analysis.

Poor Class Participation A student’s answer shows that the student has not read or thought about the material.

Overall Peer Evaluations First, each student will be asked to identify up to eight people in the class who, in their opinion, demonstrated excellent class participation throughout the quarter. Students may not list themselves on this form. For accounting purposes, each student will need to sign a Peer Class Participation Evaluation form, although student evaluations will be kept confidential. Second, students will be asked to evaluate oral presentations both during class and via a written evaluation.

Overall Professor Evaluations I will make my own independent and subjective evaluation of class participation throughout the quarter.

Criteria for overall Peer Evaluation and Overall Professor Evaluation The following criteria will be used to evaluate peer and overall professor participation:

Excellent Class Participation The student consistently attends class, consistently contributes to class discussions, and occasionally contributes unusually insightful comments in these discussion.

Good Class Participation The student consistently attends class and consistently contributes to class discussions.

Poor Class Participation The student attends class inconsistently or inconsistently contributes to class discussions or both.

Thus, the Determination of Final Class Participation Grade The final class participation grade is determined by combining the Class Questions score, the Overall Peer Class Participation score, and the Professor Overall Class Participation score.
Final Projects

A major challenge facing most undergraduate business majors around the country (and many MBA students as well) involves their lack of training in conducting research. With inspiration from leading business schools, the final project seeks to address this challenge. The written portion of the assignment will be turned in as group. However, individual students should take responsibility for individual sections and indicate which section they focused upon. Teams will present their work to the class during the last week of classes. Of course, creativity will be rewarded.

Each group will choose an industry or a corporation (subject to my approval) on which to write a business case and analysis of your own. The case will identify a current issue faced by firms in the industry and will allow the reader to identify those issues and an action plan. Given that we will be extensively discussing strategies in industries where the protection of intellectual property is difficult, it is suggested that you choose an industry facing such problems. You are encouraged to meet with me during office hours to ensure that you are on target for the assignment. Each group will present their analysis of the industry and its recommendations in an oral presentation to the class and will be expected to respond to questions raised by your classmates. The presentation should focus on your analysis and recommended actions. A short version (or full if it is complete) of the written case will be distributed to your classmates the day before (email it to me around noon) you are presenting (or earlier). You are required to explicitly articulate the theoretical models which you used to develop your recommendations for management action for the issues developed.

The written case reports should be professional both in terms of content and style. Please use single space with at least one inch margins and eleven characters per inch type. Cases will generally be around twelve pages, not including the cover page, figures, graphs, references, and other supplementary materials. Appropriate references must be included in the form of footnotes and a bibliography. Since most of you are graduating, late assignments will not be accepted. A short draft of the group reports (consisting of 5 pages) are due well in advance of the final due date, and I will provide detailed feedback on your progress to that date. Drafts should also include appropriate footnotes and references.

**Written Case** grading criteria are as follows:

1. Relevant information presented in a comprehensive and unbiased fashion
2. Selected appropriate scope for firm issues
3. Present competitive data, company history and/or additional data and supporting documentation where needed
4. Relevant data and issues clearly identified (or embedded in the case) for the reader to identify
5. Clear identification and well-articulated relevant theoretical underpinnings for your analysis
6. Application of the relevant theoretical tools
7. Have you clearly articulated the theoretical issues in your paper?
8. Accurate information
9. Well-written with Appropriate sources/citations
10. Appropriate structure and flow

**Oral Presentation** grading criteria are as follows:
1. Have you presented a clear, concise, specific, complete analysis and a realistic plan of action?
2. Have you taken important contingencies into account?
3. Have you considered the viewpoints of constituencies where they are relevant?
4. Have you incorporated your best strategic thinking to deal with complex issues?
5. Have you considered the potential range of environmental uncertainty?
6. Have you included comprehensive strategic as well as financial analyses?

Oral case presentations will be given at the end of the quarter. Thus, the presentations should be polished and to the point, leaving time for interaction with the class. This can also be structured as a fully interactive discussion with the class. The method of presentation is at the group’s discretion as long as it covers the relevant material and conveys the group’s findings in a logical and coherent manner. Groups are encouraged to be creative in their approach to presentation and may employ visual aids or other teaching tools which enhance the clarity of the presentation and make it more informative and interesting. In the past, student groups have utilized skits, videos and other creative approaches. We have to watch a bunch of these, so creativity really helps.

Each group’s work should be conducted specifically for this course. For example, groups should not use case analyses prepared for other classes as the basis of this assignment. I also expect every item to be well documented with appropriate footnote form.

Individuals are expected to participate equally in terms of their effort to the group projects. The grades will reflect the group’s efforts and will be assigned equally except in instances where your group members judge your effort to be deficient. Each member will be asked to rate their fellow group members by way of a confidential peer evaluation form. Only the individual member and I will know the contents of each evaluation. Where a group member is judged to be substantially deficient relative to his or her teammates, a grade reduction will be incurred. Likewise, if a group member or members are singled out for outstanding contribution by teammates, that person’s grade may be raised accordingly.

Finally, the assignment is designed to put you in a real world situation where you are required to conduct research and analysis without the aid of an HBS case. Despite struggling during the process, when it is finished, most students are surprised with how much they have learned and feel a tremendous sense of accomplishment. Have fun with it and good luck!!!
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<td>Competitive Advantage</td>
<td>Wal*Mart Stores in 2003 #704-430</td>
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<td>Competitive Advantage &amp; Industry Transformation</td>
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<td>10/27</td>
<td>Intellectual Property &amp; Corporate Strategy</td>
<td>&quot;The Case Against Intellectual Monopoly&quot; Chpts 1, 2, 3 found at <a href="http://www.dklevine.com">www.dklevine.com</a></td>
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<td>Matching Dell #799-158</td>
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<td>DeBeers Consolidated Diamond Mines B #702-434</td>
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<td>GE's Two-Decade Transformation: Jack Welch's Leadership #399-150</td>
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