MGNT 4010
Spring 2017
Business Policy and Strategy

Section D: Tue 10:30 a.m. – 1:15 p.m. (Yasumoto Int’l Academic Park LT9)
Section E: Wed 10:30 a.m. – 1:15 p.m. (Wong Foo Yuan Bldg UG01)
Section F: Thu 10:30 a.m. – 1:15 p.m. (Wong Foo Yuan Bldg UG01)

GENERAL INFORMATION
Course Instructor
Ribuga Kang
Assistant Professor of Management Department
Email: ribugakang@cuhk.edu.hk (the best way to contact me)
Phone: 3943-1872
Office: Cheng Yu Tung Building 809
Office Hours: 3:00-5:00 pm Friday or by appointment (I would appreciate if you notice your visit in advance by email or at class.)

Teaching Assistant
Samuel Leung (leungminghim@baf.cuhk.edu.hk)

Required Course Material

* Note: The case of Leadership Online: Barnes & Noble vs. Amazon.com is available online through Harvard Business Publishing. The case can be accessed at the following link. http://cb.hbsp.harvard.edu/cbmp/access/57749119

COURSE OVERVIEW
This course serves as a capstone course in the undergraduate business curriculum. Serving as an introduction to the area of strategic management, this course introduces the most important concepts, theories and frameworks of strategic management.

With the perspectives of general management, we integrate functional knowledge such as marketing, accounting, finance, and management information systems into our understanding of the firm as a whole, diagnose strategic issues in complex business phenomena, discuss recommendations or solutions, and examine how firms gain and sustain competitive advantages in the face of uncertainty and competition.

Specifically, the course explores issues of strategic competitiveness, opportunities and threats in the external environment, firm’s internal resources and capabilities, business level strategy, competition and competitive dynamics. In addition, it covers topics, including corporate diversification, merger and acquisition, international strategy, cooperative strategy, corporate governance and entrepreneurship.

Through a combination of readings, lectures, case discussions and group project, the course helps students to develop strategic thinking using the contemporary theories and concepts in
strategic management and to be familiarized with the role of business strategy in creating and sustaining competitive advantage.

LEARNING OUTCOMES
Upon successful completion of this course, students should be able to:
1) Analyze why some firms outperform other firms;
2) Apply the concepts, theories and analytical techniques from strategy discipline to business phenomena;
3) Identify the significant strategic problems and to able to come up with reasonable and logical business solution through in-class case discussions & a group project;
4) Develop a sensitivity and understanding of various business phenomena and interpret them logically and creatively; and
5) Persuasively and logically communicate the analytical conclusions about a business phenomenon, and most importantly, the strategic recommendations

INSTRUCTIONAL METHODS
Lecture
Each class will begin with a discussion and review of the key concepts, theories, and frameworks from that day’s readings for approximately one hour. I will not go over every single concept, theory or framework because I assume that you have come to class after reading the chapter assigned for the specific week. The lecture is intended to clarify any doubts and highlight connections between the different ideas.

Class participation
Class attendance will NOT be recorded. However, you are indirectly accountable for being engaged in the class through quizzes. Quizzes will be short, simple multiple-choices tests given on an unannounced basis in class. Quizzes are based on the readings of the session.

Students are expected to prepare for class and to participate actively in discussions. Being present in class is not counted as class participation. Students are expected to be engaged in a conversation with instructor and colleague students. Meaningful participation is measured by quality, not quantity. A single insightful comment that helps further the class discussion may be more valuable than long minutes of ‘airtime’. Asking the right questions is just as important as knowing the answers. Listen to what your fellow students are saying and try to keep your comments relevant to what’s being discussed. Try to link your comments to the concepts you’ve encountered in your readings / learned about in the course. While our preference is to rely on voluntary participation, I may occasionally cold-call on people.

Business case analysis & presentation
We discuss business cases to apply concepts, theories and frameworks from the week’s readings. Each case has been chosen to correspond (roughly) with the subject of the week’s topics.

I have selected a mix of business cases on a range of companies from a variety of industry and country settings. We have 7 business cases to discuss throughout the semester. We will have seven groups (of six at maximum) or individuals to present each case on a voluntary basis. The group who is in charge of the business case 1) briefly summarizes the case (5-10 mins) and 2) analyze the case based on questions provided (25-30 mins), and 3) leads the discussion (10-15 mins). Class discussions are expected to go well beyond the questions
provided by the instructor. After student presentation, I will wrap up the case (10-15 mins). As deliverables, please submit the presentation slides to the instructor.

Case presentation will be evaluated by the instructor based on the following criteria.

1) Informativeness
   - How well does the group understand the case?
   - Do they include accurate and rich information of the case?

2) Analysis and creativeness
   - Are solutions, approaches, and perspectives provided by the group analytical, critical, logical, coherent and creative?
   - Does the group apply concepts, theories and frameworks from the course?

3) Communication
   - Is presentation clear, professional and confident? Are presentation slides clear?
   - How well does the group facilitate class discussion? How well does the group answer the questions?

All group members (if you present in a group) will receive the same grade unless any group member is reported to significantly less contribute to the group work. To avoid any free rider problem, each group is required to turn in a peer evaluation form, which is attached below.

All students are expected to read through the cases and prepared your own answers for questions provided beforehand even though you do not present. I have a high expectation of student participation during discussions. To prepare for a case discussion, first make sure you are caught up on any related assigned readings, such as textbook chapter for that week. Then read the case and think about how concepts from the course may apply to the issues raised in the case. To really understand a case, you will probably need to read it more than once. A set of case discussion questions is provided for each case below to help guide your thinking. You may want to make notes in response to the questions as a way of clarifying your thinking, but you do not need to turn in your responses.

**Group project**

Group project is designed to offer students an opportunity to apply overall concepts, theories and frameworks we learn throughout the semester. Students are required to choose a company and analyze its industry, strategic competitiveness, competition, current strategies, challenges and strategic recommendation and so on. The group project mostly depends on secondary sources of information. However, first-hand information such as information from interviews is also valued.

Please submit group project slides at beginning of class of your presentation. Each presentation will be 25 mins, followed by a 5-10 min period of questions and discussion.

We will have 8 groups of 6 or 7 people. All group members will receive the same group unless any group member is reported to significantly less contribute to the group work. To avoid any free rider problems, each group is required to turn in a peer evaluation form, which is attached below. If the majority of the group members report that one or more individuals failed to pull their weight in the project, those individuals’ final group project grades will be adjusted downward appropriately. Please send the peer evaluation sheet to TA via email after the presentation for the sake of confidentiality.

Note: Groups can submit a written request signed by at least the majority of the group
members to the instructor at any time before presentation if there is a severe free rider problem.

Group project will be evaluated by the instructor based on the following criteria.

1) Informativeness
   - Does the group provide accurate and rich information of the firm?

2) Analysis and creativeness
   - Are the phenomena the group focuses on strategically significant and critical?
   - Are solutions, approaches, and perspectives provided by the group analytical, critical, logical, coherent and creative?
   - Does the group apply concepts, theories and frames from the course?

3) Communication
   - Is presentation clear, professional and confident? Are presentation slides clear?
   - How well does the group answer the questions?

**Tests (Mid-term & Final)**
We have tests in the middle and at the end of semester. Tests are closed-book, closed-note and in-class. The tests comprehensively cover textbook, lecture slides, business cases and class discussions. The final test is NOT cumulative.

Students should take the tests on the specified date. To ensure fairness, make-up arrangements should be made at least 12 hours in advance of the test with instructor only if you have a university excused absence (i.e. make-up with a valid sick certificate endorsed by a CUHK UHS doctor). The make-up will be held within 3 days upon the expiry date of the sick leave period.

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<thead>
<tr>
<th>EVALUATION</th>
<th>Weight (%)</th>
<th>Dates</th>
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<tbody>
<tr>
<td><strong>Group Component</strong></td>
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<tr>
<td>Group project (+ peer evaluation)</td>
<td>20%</td>
<td>Week12 - Week13</td>
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<td>(Week 14- Tues Class)</td>
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<td><strong>Individual Components</strong></td>
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<td>Class participation (including in-class quizzes)</td>
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<td>Week 3 – Week 11</td>
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<tr>
<td>Case presentation (on a voluntary basis)</td>
<td>30%</td>
<td>Week 7</td>
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<td>Midterm test</td>
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<td>Week 7</td>
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<td>Final test</td>
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Note: A final grade distribution is issued by the University’s Undergraduate Examinations Board (UEB), and the Faculty of Business Administration Guidelines recommends that it be closely observed.
FEEDBACK FOR EVALUATION
Students are welcome to give comments and feedback on the course. Ideas and suggestions can be communicated to the instructor or teaching assistant through emails, individual meetings and/or, Blackboard. Formal teaching evaluation will also be conducted at the end of semester.

COURSE WEBSITE
Students who are enrolled in the course can get access to the Blackboard site at http://elearn.cuhk.edu.hk. From Blackboard, you can read course announcements, download lecture notes, discussion questions and other materials and more importantly, interact with your fellow classmates and instructor/TA.

CLASSROOM POLICY
- Everyone should come on time and not leave early.
- No chatting! Your peers would like to see your respects.
- The use of laptops / tablets / electronic readers is permitted in class with the expectation that students shall use these devices to view course-related material only. Otherwise, there is a penalty.

POLICY ON ACADEMIC HONESTY AND PLAGIARISM
The Chinese University of Hong Kong places very high importance on honesty in academic work submitted by students, and adopts a policy of zero tolerance on cheating and plagiarism. Any related offence will lead to disciplinary action including termination of studies at the University. Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one’s own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.
Peer Evaluation Form (Confidential)

Name: _________________________ Student ID: ______________________

Group Presentation/ Group Project: __________________________

Please evaluate your group members (excluding you) in Case Presentation or Group Project fairly. When you give your group member a very low or high evaluation score, you need to explain the reasons clearly. Otherwise your evaluation is invalid. Your evaluation is confidential. Upon completion of the presentation, please email this form to TA at leungminghim@baf.cuhk.edu.hk.

<table>
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<th>Group Members (Full Name)</th>
<th>Score</th>
<th>Comments, if any</th>
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Date: ____________________________
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Textbook Chapters</th>
<th>Cases</th>
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<tr>
<td>1</td>
<td>Jan. 10</td>
<td>Course introduction</td>
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<td>Syllabus, Group formation for case presentation &amp; group project</td>
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<td></td>
<td>Jan. 11</td>
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<td>Black Canyon Coffee</td>
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<td>Blue Nile, Inc.</td>
<td>Group 1 Presentation</td>
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<td>opportunities, threat, industry competition and competitor analysis</td>
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<td>In class</td>
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<td>Mid-term review / Corporate-level strategy / M&amp;A</td>
<td>Group 4 Presentation</td>
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<td>The internal organization: resources, capabilities, core competencies, and</td>
<td>Tata Motors</td>
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<td>competitive advantages</td>
<td>Phase Separation 2</td>
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<td>Jan. 26</td>
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<td>Yahoo</td>
<td>Group 6 Presentation</td>
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<td>Lunar new year vacation (No class)</td>
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<td>Peer evaluation (group 1-4)</td>
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<td>Barnes &amp; Noble vs. Amazon.com</td>
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<td>Corporate governance</td>
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<td>Mar 7</td>
<td>International strategy / Cooperative strategy</td>
<td>Presentation slides (Group 1-4)</td>
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<td>Strategic Entrepreneurship</td>
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<td>Mar 30</td>
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<td>Apr 4</td>
<td>Group project presentation (group 5-8)</td>
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<td>Apr 11</td>
<td>Apr 12</td>
<td>Apr 13</td>
<td>Review for final exam, course evaluation (Tue class: group project presentation (Group 5-8))</td>
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<td>14</td>
<td>Apr 18</td>
<td>Apr 19</td>
<td>Apr 20</td>
<td>Final exam</td>
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Week 1: Introduction & Overview / Strategic Management and Strategic Competitiveness

Objectives
- Discuss course expectations and logistics
- Outline the basis structure of the course and the main topics / issues to be covered.
- Understand how to read and write a business case
- Form Groups

Readings
1) Syllabus
Week 2: Strategic Management and Strategic Competitiveness / The External Environment: Opportunities, Threat, Industry Competition and Competitor Analysis

Objectives
- Define strategic competitiveness, strategy, competitive advantage, above-average returns, and the strategic management process.
- Describe the competitive landscape and explain how globalization and technological changes shape it.
- Describe vision and mission and discuss their value.
- Define stakeholders and describe their ability to influence organizations.
- Describe the work of strategic leaders.
- Explain the strategic management process.
- Explain the importance of analyzing and understanding the firm’s external environment.
- Define and describe the general environment and the industry environment.
- Discuss the four parts of the external environmental analysis process.
- Name and describe the general environment’s seven segments.
- Identify the five competitive forces and explain how they determine an industry’s profit potential.
- Define strategic groups and describe their influence on firms.
- Describe what firms need to know about their competitors and different methods (including ethical standards) used to collect intelligence about them.

Readings
1) Hitt, Ireland & Hoskisson Chapter 1 & 2
2) Black Canyon Coffee

Case
Black Canyon Coffee

Discussion Questions
- Review the conditions in Black Canyon Coffee (BCC)’s external environment, and assess how they impact the company’s strategic choices. What does this assessment reveal about Black Canyon Coffee’s strategic needs?
- Review and summarize BCC’s organizational strengths and weaknesses. Assess the company’s ability to respond to conditions in the external environment.
- Based on a full understanding of the company’s current situation, how would you define BCC’s strategic priorities?
- Using the discoveries made during your analysis, how would you advise BCC’s leaders to design the company’s international strategy?
Week 3: The Internal Organization: Resources, Capabilities, Core Competencies, and Competitive Advantages

Objectives
- Explain why firms need to study and understand their internal organization.
- Define value and discuss its importance.
- Describe the differences between tangible and intangible resources.
- Define capabilities and discuss their development.
- Describe four criteria used to determine whether resources and capabilities are core competencies.
- Use the industrial organization (I/O) model to explain how firms can earn above-average returns.
- Use the resource-based model to explain how firms can earn above average-returns.
- Explain how firms analyze their value chain for the purpose of determining where they are able to create value when using their resources, capabilities, and core competencies.
- Define outsourcing and discuss reasons for its use.
- Discuss the importance of identifying internal strengths and weaknesses.
- Discuss the importance of avoiding core rigidities.

Readings
1) Hitt, Ireland & Hoskisson Chapter 3
2) Blue Nile, Inc

Case
Blue Nile, Inc

Discussion Questions
- Using the five forces model of competition, determine the attractiveness and the intensity of rivalry in the jewelry industry.
- Perform a SWOT analysis for Blue Nile by (1) assessing conditions, trends, and industry characteristics to identify the opportunities and threats in the company’s external environment, and (2) assessing the company’s internal resources and capabilities to determine the strengths and weaknesses that will influence Blue Nile’s strategic decisions.
- What strategic options should Blue Nile consider based on the preceding analysis? What goals and actions do you think are most important to ensure the company’s ongoing success?

Week 4: Lunar new year vacation (No class)
Week 5: Business-level Strategy

Objectives
- Define business-level strategy.
- Discuss the relationship between customers and business-level strategies in terms of who, what, and how.
- Explain the differences among business-level strategies.
- Use the five forces of competition model to explain how above-average returns can be earned through each business-level strategy.
- Describe the risks of using each of the business-level strategies.

Readings
1) Hitt, Ireland & Hoskisson Chapter 4
2) lululemon athletica

Discussion Questions
- Define lululemon’s tangible and intangible resources. What is (are) the company’s source(s) of strategic competitiveness? How does the company vision affect its ability to achieve organizational objectives?
- Complete an analysis of competitive forces in the external environment using the five forces model of competition and a competitor analysis. How big is the impending competitive threat? Is lululemon prepared for changes in the competitive environment?
- Consider the impact of the external environment on lululemon’s past performance. Does the company’s experience corroborate the resource-based or industrial organization (I/O) model of above-average returns?
- Evaluate lululemon’s value chain as it relates to the company’s focused differentiation strategy. Discuss why lululemon has an advantage over competitors in terms of customer relationships. Based on available opportunities, what recommendations can you make to improve lululemon’s likelihood of success?
Week 6: Competitive Rivalry and Competitive Dynamics

Objectives
- Define competitors, competitive rivalry, competitive behavior, and competitive dynamics.
- Describe market commonality and resource similarity as the building blocks of a competitor analysis.
- Explain awareness, motivation, and ability as drivers of competitive behaviors.
- Discuss factors affecting the likelihood a competitor will take competitive actions.
- Describe factors affecting the likelihood a competitor will respond to actions taken by its competitors.
- Explain competitive dynamics in slow-cycle, in fast-cycle, and in standard-cycle markets.

Readings
1) Hitt, Ireland & Hoskisson Chapter 5
2) Leadership Online (A): Barnes & Noble vs. Amazon.com

Case
Leadership Online (A): Barnes & Noble vs. Amazon.com

Discussion Questions
- Consider Barnes and Noble (B&N) before Amazon:
  a) What industry did B&N compete in? How attractive was this industry?
  b) Who were B&N’s competitors? How was it positioned relative to them?
  c) What were B&N’s key strengths / capabilities?
- How did Amazon’s entry change B&N’s competitive position?
- Evaluate B&N’s online offensive: how successful was it? Why / why not?
- How do you think B&N should have responded to Amazon’s entry? Why?

Week 7: Midterm Exam
Week 8: Corporate-level Strategy & Merger and Acquisition Strategies

Objectives
- Define corporate-level strategy and discuss its purpose.
- Describe different levels of diversification achieved using different corporate-level strategies.
- Explain three primary reasons firms diversify.
- Describe how firms can create value by using a related diversification strategy.
- Explain the two ways value can be created with an unrelated diversification strategy.
- Discuss the incentives and resources that encourage diversification.
- Describe motives that can encourage managers to overdiversify a firm.
- Explain the popularity of merger and acquisition strategies in firms competing in the global economy.
- Discuss reasons why firms use an acquisition strategy to achieve strategic competitiveness.
- Describe seven problems that work against achieving success when using an acquisition strategy.
- Name and describe the attributes of effective acquisitions.
- Define the restructuring strategy and distinguish among its common forms.
- Explain the short- and long-term outcomes of the different types of restructuring strategies.
- Mid-term review

Readings
1) Hitt, Ireland & Hoskisson Chapter 6 & 7
2) Tata Motors

Case
Tata Motors

Discussion Questions
- Conduct an analysis of the company’s internal strengths and weaknesses at the time of the case. In what ways do these factors influence Tata’s ability to successfully implement the JLR acquisition?
- What are the success variables associated with mass scale participation in the global automobile industry? Conduct an analysis of the opportunities and threats found in the external environment at the time of the case. In what ways do these factors influence Tata’s international strategy decisions?
- Assess the JLR acquisition in terms of the company’s business objectives. Is this the best approach for Tata Motors to expand its international market position?
- Determine the best actions to be taken by the company if (1) the bid is accepted or (2) the bid is declined.
Week 9: International Strategy and Cooperative Strategy

Objectives
- Explain incentives that can influence firms to use an international strategy.
- Identify three basic benefits firms achieve by successfully implementing an international strategy.
- Explore the determinants of national advantage as the basis for international business-level strategies.
- Describe the three international corporate-level strategies.
- Discuss environmental trends affecting the choice of international strategies, particularly international corporate-level strategies.
- Explain the five modes firms use to enter international markets.
- Discuss the two major risks of using international strategies.
- Discuss the strategic competitiveness outcomes associated with international strategies, particularly with an international diversification strategy.
- Explain two important issues firms should have knowledge about when using international strategies.
- Define cooperative strategies and explain why firms use them.
- Define and discuss the three major types of strategic alliances.
- Name the business-level cooperative strategies and describe their use.
- Discuss the use of corporate-level cooperative strategies in diversified firms.
- Understand the importance of cross-border strategic alliances as an international cooperative strategy.
- Explain cooperative strategies’ risks.
- Describe two approaches used to manage cooperative strategies.

Readings
1) Hitt, Ireland & Hoskisson Chapter 8 & 9
2) Phase Separation Solutions (PS2): The China Question

Case
Phase Separation Solutions (PS2): The China Question

Discussion Questions
- For strategic planning purposes, outline the key factors that have a compelling influence on the decisions facing Antle.
- Evaluate and quantify the market potential for PS2’s primary industrial segments, both in the domestic market and in China.
- Specify the external threats for PS2’s Canadian business. What are the risks of expanding into the Chinese market?
- Summarize the strategic options available to PS2; and consider the two expansion alternatives proposed in the case. Based on your analysis, which of these plans is a viable option for PS2 to pursue? What strategic actions do you recommend?
Week 10: Corporate Governance

Objectives
- Define corporate governance and explain why it is used to monitor and control top-level managers’ decisions.
- Explain why ownership is largely separated from managerial control in organizations.
- Define an agency relationship and managerial opportunism and describe their strategic implications.
- Explain the use of three internal governance mechanisms to monitor and control managers’ decisions.
- Discuss the types of compensation executives receive and their effects on managerial decisions.
- Describe how the external corporate governance mechanism—the market for corporate control—restrains top-level managers’ decisions.
- Discuss the nature and use of corporate governance in international settings, especially in Germany, Japan, and China.
- Describe how corporate governance fosters ethical decisions by a firm’s top-level managers.

Readings
1) Hitt, Ireland & Hoskisson Chapter 10 & 11
2) Yahoo! Inc.: Marissa Myer’s Challenge

Case
Yahoo! Inc.: Marissa Myer’s Challenge

Discussion Questions
- Review Yahoo!’s internal organization to identify the company’s strengths and core competencies. What does a detailed financial analysis reveal about conditions in the company’s internal environment?
- Describe current conditions in the Internet services industry. What is the attractiveness of the industry in terms of the potential for firms to earn adequate or superior returns?
- Define the two opposing strategies being discussed amongst Yahoo!’s board members and management team. Based on your analysis, which strategy should Mayer pursue? Are there any implementation considerations that will be critical to her success?
- Discuss and assess the actions and decisions of Yahoo!’s board of directors to ascertain its strategic intent and to appraise its effectiveness.
Week 11: Strategic Entrepreneurship

Objectives
- Define strategic entrepreneurship and corporate entrepreneurship.
- Define entrepreneurship and entrepreneurial opportunities and explain their importance.
- Define invention, innovation, and imitation and describe the relationship among them.
- Describe entrepreneurs and the entrepreneurial mind-set.
- Explain international entrepreneurship and its importance.
- Describe how firms internally develop innovations.
- Explain how firms use cooperative strategies to innovate.
- Describe how firms use acquisitions as a means of innovation.
- Explain how strategic entrepreneurship helps firms create value.

Readings
1) Hitt, Ireland & Hoskisson Chapter 13
2) Tesla Motors: Charging into the Future?

Case
Tesla Motors: Charging into the Future?

Discussion Questions
- Summarize the general environment trends that impact Tesla’s strategic decisions. Then examine the industry and competitor environments to gain a thorough understanding of all relevant conditions in the company’s external environment. What are the greatest impending threats facing Tesla?
- Describe the internal environment at Tesla. What organizational resources or core competencies contribute to a competitive advantage for the company? What do its financial records reveal about Tesla’s strengths and weaknesses?
- Explain Tesla’s strategy and the current strategic direction of the company.
- How has Tesla departed from existing auto industry practices? What are the risks to Tesla in entering such a difficult industry?
- Clayton Christensen, who popularized the idea of disruptive innovation, argues that Tesla is not disruptive. Do you agree? Why?
- Using Tesla’s strategic objectives and the analysis above to shape your recommendation, what should be the future direction of the company? What actions do you suggest for moving in that direction?
Week 12: Group Project Presentation (Group 1 – 4)
Peer Evaluation (Group 1-4)

Week 13: Group Project Presentation (Group 5 – 8)
Peer Evaluation (Group 5-8)

Week 14: Review for Final Exam & Course Evaluation
Tues class: group project presentation (Group 5-8)

Week 15: Final Exam