

**TUCK003: Business Management and Strategy**  
**Spring 2014**  
**Professor Margaret A. Peteraf**

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## **COURSE OBJECTIVES**

The course will introduce you to the basics of how business organizations are managed, with a special focus on the role played by a firm's strategy. Strategic management is concerned with how a firm sets its direction, chooses its business activities, and establishes and defends its position in a competitive market. This course will introduce you to concepts and tools that will help you to develop an understanding of how strategies are formed and managed, and how competitive advantage might be created and sustained. The course learning objectives are:

1. To expose you to a wide range of business practices and industry contexts including the strategies of major corporations.
2. To develop an analytical toolkit of concepts, frameworks and techniques you can use to identify, assess and develop strategies.
3. To help you learn how to approach the analysis of unstructured problems and ambiguous situations encountered in the business world.
4. To provide an opportunity to further develop your skills in problem solving, analytical thinking, and oral communication.

## **COURSE MATERIALS**

1. Thompson, Peteraf, Gamble, and Strickland, *Crafting & Executing Strategy: The Quest for Competitive Advantage: Concepts and Readings*, 19<sup>th</sup> edition. This is available for purchase at Wheelock bookstore. There are also six copies of the book on reserve at Baker Library as well as three on reserve at Feldberg Business-Engineering Library. Note: The hardback version of this text, subtitled "Concepts and Cases" is not an acceptable substitute. Neither is the Global edition nor any earlier editions of the book. The "Essentials" version of this text, in any edition, is also unsuitable as a substitute.
2. Custom case packet to be purchased from [www.Study.net](http://www.Study.net).
3. Additional readings will be distributed in class or made available through Blackboard.
4. Slides displayed in class will be made available on Blackboard *after* the session.

## FORMAT

Class sessions will be mixed in format, to include interactive lectures, discussions of readings, case analyses, video clips, and in-class exercises. Much of the learning in this course will occur in class as you share your experiences, questions, and analyses with each other. Therefore, you cannot make up for a missed class by simply reading my lecture notes later. So, **attendance is strictly required**. If you are unable to attend class due to illness or family emergency, you are expected to notify me by email in advance if possible. **Unexcused absences will negatively affect your grades.**

## CASE STUDIES

For case study discussions, I will assume that everyone has carefully studied the case and is ready to discuss it. In preparing for a case discussion, you should read the case at least twice. The first (quick) reading should give you an impression of what the case is about. Once you have a good idea of the fundamentals, you should read the case again carefully while thinking more specifically about the class preparation questions in the syllabus. After the second reading, you should prepare your answers to the assigned discussion questions. It is often very helpful to work on cases with other students. Unless the questions are a part of a homework assignment (which are to be done individually), you can discuss these questions in study groups before you decide how you would answer each question. Study groups are a useful and informal forum in which to test your ideas and to debate the pros and cons of each alternative. The discussion questions are meant to guide your thinking and will help you prepare for class -- but our class discussions will not always revolve around these same questions.

While it can be helpful to look through the exhibits, you need not spend much time on them since I am not expecting you to do any numerical analysis of the cases. Concentrate on the story. The case provides all the facts that you need. You should not attempt to find out what actually happened or bring in outside information about the company or the industry beyond what is described in the case. Such information is often not only irrelevant but counterproductive for your learning.

## GRADING

There are four graded components:

(1) Contribution to class discussions	15%
(2) Homework (best 3 out of 4)	15%
(3) Exam 1	35%
(4) Exam 2	35%

There are no make-up homework assignments nor are there any extra credit assignments available.

**Contribution:** Your individual contributions to discussions will be evaluated on an ongoing basis. In an interactive class like this, everyone is expected to contribute to class discussions. You all play a part in each other's learning so coming to class and just listening is not sufficient. **Thus, you are expected to be thoroughly prepared at each class meeting** (i.e., to have done the required readings and thought carefully about the discussion questions). To reinforce this expectation, I will often randomly select (i.e., cold call) a class member to comment on an issue or open a case. Remember, participation and contribution are not the same! I use the following guidelines to evaluate contribution to each discussion:

**SUPERIOR CONTRIBUTION:** A student's comments reflect thorough preparation. They show that he/she has thought about the readings, cases, and assignments and can generate insights that add to the learning of fellow students.

**GOOD CONTRIBUTION:** A student's comments reflect satisfactory preparation. They show that he/she has thought about the readings and assignments, and is able to add to the class discussion.

**NO CONTRIBUTION:** A student makes few or no comments. He/she does not provide sufficient evidence to demonstrate whether or not he/she has performed the assigned work or learned the assigned material.

**POOR CONTRIBUTION:** A student's comments show that he/she has not prepared adequately for class and/or detract from the discussion. Note that I do "cold call" students who have not raised their hand, so you may be exposed in this manner if you are unprepared for class. Rude and inappropriate comments also count as a poor contribution.

For calibration purposes consider that in general, a student who regularly makes "Superior" contributions throughout the course will earn an A in class contribution and a student who consistently makes "Good" contributions will earn a B to B+. The full range of grades, including plusses and minuses may be used.

**Homework:** You are required to submit **four** written homework assignments, although only your best three homework grades will count toward your final course grade. Some assignments will provide an opportunity to apply material that has been covered in class and you will be evaluated on how well you do that. Others will be designed to help you to learn new material *before* we discuss it in class and you will be evaluated as much on the way in which you tackle the assignment as on how well you complete it. Unless otherwise specified, these are **individual** assignments.

All homework assignments must be submitted via Blackboard by **1:00 AM on the due date**. **Late work will be accepted but graded down (penalized for lateness) until 1:15. After that point, late work will not be accepted for credit.**

**Exams:** There are two, equally-weighted exams, but no final exam during the official exam period. Exam 1 will be administered during class on Thursday, April 24. Exam 2 will be given in class on Tuesday, May 27, which is also the last day of class. Exam 1 will assess your mastery of course concepts, tools and analytical approaches covered to that point in the course. The second exam will cover course material presented between exam 1 and exam 2. However, since the course concepts build on each other, the second exam will necessarily be somewhat cumulative in nature. **You must take all exams as scheduled for your section.** Plan your travels accordingly.

## **POLICIES**

**Attendance:** You must **attend the class meeting time for the section in which you are registered** – you may not switch sections, except by permission for special circumstances. It is essential that you arrive on time.

Most class sessions will be interactive. **It is expected that you will attend all class meetings.** Missing class means missing the group learning experience and you cannot make this up by reading the textbook or any slides that are posted. Missing class will also affect your class contribution grade adversely because if you are not in class, you will not be able to contribute to the discussion and earn credit for these contributions.

**Seating Assignment and Name Cards:** From the second day on, please choose a seat where you will be comfortable for the rest of the term. I will provide name cards; please bring and use them in every class so I can learn your names. If you forget your name card, you may not be given proper credit for your class participation.

**Professional Conduct:** Treat our class sessions as an opportunity to practice behavior and develop habits that will serve you well throughout your professional life, whether business or some other arena.

- Plan to arrive for class prepared and on time. Lateness is disrespectful and disruptive. Chronic lateness will not be tolerated.
- Turn *off* your cellphone (don't just silence it) and put away anything that is not related to the class activities. Students whose behavior interferes in any way with the teaching or learning experience will be required to leave.
- During discussions treat your classmates with respect. Use professional language. Learn to disagree and critique the work of others in a polite and respectful manner. When you have something to say, raise your hand and wait to be acknowledged.

**Laptops, Tablets, and Cell Phones:** Laptops, tablets, and cell phones **may not be used** during class, unless explicitly allowed by the instructor for a specific purpose.

**Academic Honor Principle and Course Honor Code:** All students are expected to comply with the terms of the Dartmouth College Academic Honor Principle. For details please see <http://www.dartmouth.edu/~uja/honor/>.

Conduct of students registered in this course also is governed by a Course Honor Code as outlined below.

1. There are multiple sections of this course that meet at different times. Sharing or discussing class materials or content with students in another section between the times that the first and second sections meet is prohibited.
2. Any course slides and notes provided by the instructor are intended for use by enrolled students only and are not to be redistributed without permission.
3. Unless specified otherwise, all homework assignments are to be completed on an individual basis and should be the original work of the student.
4. You may, and are encouraged to, prepare for class discussions of cases and readings with fellow students enrolled in either section of the course subject to item 1 above. If there is a homework assignment associated with the discussion materials, that assignment must be prepared individually, in accordance to item 3 above.
5. Naturally, all other honor code principles of Dartmouth College also apply in this course.

Violation of the Honor Principle or terms of the Course Honor Code will result in penalties up to a failing grade on an assignment, an exam, or in the course. Every student is obligated to report to me any suspected violation of the honor code that he or she has observed. If you wish not to reveal your identity, please drop a note in my mailbox at Tuck.

## **PEDOGICAL USE OF STUDENT WORK**

Copies of student written work may be used by the professor for pedagogical purposes. An example of this would be using student homework or answers to an exam question to illustrate high quality work. Student work so used will be rendered anonymous through the removal of any identifiers.

## **DISABILITY SERVICES**

Students requiring disability-related accommodations must register with the Student Accessibility Services (SAS) office. Once SAS has authorized accommodations, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to the professor **within the first two weeks of the term** (or as soon as possible in situations where it is impossible to meet the two week time frame) to ensure that so that appropriate arrangements can be made in a timely manner. All inquiries and discussions about accommodations will remain confidential.

## **OTHER**

1. Preparation questions for the case analyses will be provided on Blackboard.
2. Details of homework assignments will be posted on Blackboard.
3. Sample answers to the homework assignments and exams will be posted on blackboard.
4. Any revisions to this schedule will be posted on Blackboard.
5. Grades will be posted on Blackboard. If you find some discrepancy with regard to your grades, **please let me know immediately**. DO NOT wait until the end of the term to resolve issues such as this.

## **COURSE OUTLINE**

### **Tuesday, March 25<sup>th</sup>**

Topics: Introduction to Strategic Management; SWOT Analysis; Deliberate vs. Emergent Strategies

Readings:

1. Thompson text, Chapter 1, pp. 2-14.
2. Thompson text, Chapter 4, pp. 92-97.
3. Thompson text, Reading 1, “The Perils of Bad Strategy”

Case: Robin Hood (to be distributed in class)

### **Thursday, March 27<sup>th</sup>**

Topics: Vision, Mission, Core Values and Business Ethics

Readings:

1. Thompson text, Chapter 2, pp. 18-27.
2. Thompson text, Chapter 9, pp. 256-257; 262-281.
3. Thompson text, Reading 4, “The Real Job of the Board”

### **Tuesday, April 1<sup>st</sup>**

Topic: The Business Environment; Five Forces Analysis (Industry Structure); Strategic Groups

Readings:

1. Thompson text, Chapter 3, pp. 44-48.
2. Thompson text, Chapter 3, pp. 49-64; 68-73.

## **Thursday, April 3<sup>rd</sup>**

Topics: Five Forces Analysis; Changing Industry Structure to your Advantage

Readings:

1. Thompson text; Chapter 3, pp. 49-64 (review).

Case: Cola Wars Continue: Coke and Pepsi in 2010 (HBS #711-462)

Class Preparation Questions:

1. Use a 5-forces analysis to analyze the economics of the concentrate business. Put the soft drink producers in the center of the diagram, as the industry incumbents/rivals. Identify the key underlying structural determinants of each force, and explain their implications for the relative power of each competitive force. Based on your analysis, how attractive is this industry? That is, how high is the profit potential of industry competitors? What are the key elements of your analysis of the underlying structural determinants that lead to this conclusion?
2. Next use a 5-forces analysis to analyze the economics of the bottling business. Here the bottlers will be in the center of the diagram, as the industry incumbents/rivals. Perform the same analysis as in question 1 above.
3. Compare the economics of the concentrate business to the economics of the bottling business. Why is their profitability so different?

## **Tuesday, April 8<sup>th</sup>**

Topics: Competitor Analysis; Rivalry between Strategic Groups

Readings:

1. Thompson text; Chapter 3, pp. 68-73 (review).

Case: The Ready-to-Eat Breakfast Cereal Industry in 1994 (A) (HBS #9-795-191)

Class Preparation Questions:

1. Draw a strategic group map for the industry with business size (sales) on one axis and branded versus non-branded on the other. (You can use approximations for size, but consider just the size of a company's cereals business – not the full size of the corporation if they operate many different types of businesses)
2. Using five forces tools, analyze the degree of rivalry (1) within the large, branded group and (2) within the small private labels group.
3. How are the private label producers likely to respond to General Mills' move of lowering prices and promos?
4. How are the branded cereal makers likely to respond?

**HOMEWORK #1: Homework assignment due by 1:00 A.M. on April 8<sup>th</sup> (the night before today's class).** Homework assignment questions are posted on Blackboard and are just a subset of the questions assigned for class preparation. Work is to be submitted via blackboard. **Late work will not be accepted** for credit.

### **Thursday, April 10<sup>th</sup>**

Topic: Resources & Capabilities; Sustainable Competitive Advantage; the Value-Price-Cost Framework

Readings:

1. Thompson text, Chapter 4, pp. 86-92.
2. Thompson text, Chapter 4, pp. 97-102; 106-107.
3. Thompson text, Reading 8, "Dynamic Capabilities: A Guide for Managers"

### **Tuesday, April 15<sup>th</sup>**

Topic: Identifying Resources & Capabilities, Resource Bundles; the VRIN tests; Value Chains

Readings:

1. Thompson text; Chapter 3, pp. 49-64 (review).

Case: Walmart Stores Inc. (HBS #9-794-024)

Class Preparation Questions:

1. What types of resources and capabilities have been important to Walmart's success as a discount retailer? (Hint: Use Table 4.2 on p. 88 of the Thompson text to help you identify and categorize the company's resources). Can you identify any of Walmart's competitively important resource and capability bundles?
2. Walmart has undoubtedly a strong record of sustained competitive advantage (since the 1980s). Choose a resource or capability that you feel may be an important explanatory factor for this and see if it passes all four tests of competitive power (on pp. 90-91 in the text).

### **Thursday, April 17<sup>th</sup>**

Topic: Generic Strategies; the Value-Price-Cost Framework in Action



Readings:

1. Thompson text, Chapter 5, pp. 120-144.
2. Thompson text, Chapter 1, pp. 10-11 (review)
3. Thompson text, Reading 9, Profiting when Customers Choose Value over Price

**HOMEWORK #2: Homework assignment due by 1:00 A.M. on April 17<sup>th</sup> (the night before today's class).** Homework assignment questions are posted on Blackboard and include all of the questions assigned for class preparation. Work is to be submitted via blackboard. **Late work will not be accepted** for credit.

### **Tuesday, April 22<sup>nd</sup>**

Topics: Focused Differentiation; Business Models; Customer Value Proposition and Profit Formula

Case: Ducati (HBS #9-701-132)

Class Preparation Questions:

1. Why is Ducati's strategy an example of focused differentiation?
2. What were the main elements of Ducati's generic strategy in terms of the Uniqueness Drivers listed in Figure 5.3 (p. 147)?
3. What might be the limitations of this strategy for Ducati?
4. How can Ducati continue to grow? Should they consider entering new markets? If so, which ones and why?

### **Thursday, April 24<sup>th</sup>**

#### **IN-CLASS EXAMINATION (#1)**

### **Tuesday, April 29<sup>th</sup>**

Topics: Co-opetition; Total Value Created; Added Value

Reading:

1. Brandenburger & Nalebuff, *Co-opetition*, Chapter 2, "Co-opetition", pp. 11-27.
2. Thompson text, Reading 6, "A Shared Fate"

## **Thursday, May 1<sup>st</sup>**

Topics: The Value Net; Complementors; First-Mover Advantages

Reading:

1. Thompson text, Chapter 6, pp. 148-158.

Case: Power Play (A): Nintendo in 8-bit Video Games (HBR #9-795-102)

Class Preparation Questions: Draw a diagram of Nintendo's Value Net based on the information in the case.

1. What strategies and actions did Nintendo take with respect to each of the other players around their value net that led to their very high profits?
2. What does the concept of Added Value tell you about how Nintendo managed its Value Net so profitably?

## **Tuesday, May 6<sup>th</sup>**

Topics: Scope of Operations; Value Chain Systems; Vertical Integration Strategies; Partnerships

Readings:

1. Thompson text, Chapter 4, p. 101-102 (review).
2. Thompson text, Chapter 6, pp. 162-174.

Cases:

1. "De Beers Consolidated Mines Ltd. (A)", (HBS #9-391-076)
2. "De Beers in 2007", (Tuck Case)

Class Preparation Questions:

1. Draw a representation of the Value Chain System in the diamond industry.
2. Historically, where did DeBeers participate along this industry value chain and how? To what extent were they a vertically integrated firm?
3. More recently, DeBeers has changed its vertical integration strategy. Explain how and why.
4. In some cases, they have sought to participate in different activities through partnerships rather than vertical integration. What explains their interest in partnerships?

**HOMEWORK #3: Homework assignment due by 1:00 A.M. on May 6<sup>th</sup> (the night before today's class).** Homework assignment questions are posted on Blackboard and are just a subset of

the questions assigned for class preparation. Work is to be submitted via blackboard. **Late work will not be accepted** for credit.

### **Thursday, May 8<sup>th</sup>**

Topics: Global, Multidomestic, and Transnational Strategies; Entry Modes; Diamond Framework

Reading:

1. Thompson text, Chapter 7, pp. 178-201.
2. Thompson text, Reading 13, “Is your Emerging-Market Strategy Local Enough?”

Case: Euro Disney: The First 100 Days (HBS #9-693-013)

Class Preparation Questions:

1. Assess Disney’s decision to build a theme park in Europe. How can such a decision be evaluated and was it a wise one?
2. What aspects of the traditional Disney theme park formula might prove transferrable to Euro Disney and which might prove to be specific to the United States and/or Japan? In general, what issues should a company think through before extending a successful business model across international boundaries?
3. Which of the three main strategic approaches to competing internationally did Disney take as it expanded its theme park business into markets outside the United States? Does this approach make sense? Explain.
4. What lessons has Euro Disney learned that could be applied to the development of a 2<sup>nd</sup> theme park in France or to its next venture of establishing a new park in a foreign country?

### **Tuesday, May 13<sup>th</sup>**

Topics: Corporate Strategy; Related and Unrelated Diversification

Readings:

1. Thompson text, Chapter 6, p. 158-162.
2. Thompson text, Chapter 8, p. 214-233; 245-250.
3. Thompson text, Reading 15, Diversification: Best Practices of the Leading Companies

### **Thursday, May 15<sup>th</sup>**

Topics: Corporate Strategy: Leveraging resources and capabilities

Case: Newell Rubbermaid: Strategy in Transition, (HBS #9-704-491)

Class Preparation Questions:

1. How would you describe the diversification path represented by Newell's former strategy? (Related, unrelated, or mixed) Explain your answer.
2. What types of resource and capabilities were the bases for Newell's former strategy? Which of Newell's resources were corporate-level resources? Which of its resources and capabilities were shared or transferred across its divisions? How did these resources and capabilities create economic value?
3. Why was the company faring poorly when Joe Galli was recruited to turn the company around?
4. Evaluate the pros and cons of Galli's new strategy in light of Newell's resources and capabilities.

**HOMEWORK #4: Homework assignment due by 1:00 A.M. on May 15<sup>th</sup> - (the night before today's class).** Homework assignment questions are posted on Blackboard and are just a subset of the questions assigned for class preparation. Work is to be submitted via blackboard. **Late work will not be accepted** for credit.

**Tuesday, May 20<sup>th</sup>**

Topics: Diversification; Synergies – Strategic Fit among value chain activities

Case: The Walt Disney Co.: The Entertainment King", (HBS #9-701-035)

Class Preparation Questions:

1. Why was Disney successful for so much of their history?
2. What did Michael Eisner do to rejuvenate Disney in his first three years as CEO?
3. What is the economic logic that underlies Disney's diversification? (Hint: Think about relatedness).
4. In Eisner's later years as CEO (through the end of the case), did Disney diversify too far – geographically, in terms of vertical scope, and across businesses?

**Thursday, May 22<sup>nd</sup>**

Topics: Strategy Execution; Corporate Culture and Leadership

Reading:

1. Thompson text, Chapter 12, pp. 342-362.
2. Thompson text, Reading 24, "What Matters Now"

Case: Southwest Airlines: In a Different World (HBS #9-910-419)

Class Preparation Questions:

1. Why has Southwest Airlines been so much more successful than its competitors?
2. How would you describe the company's culture? What role has the company's culture played in its success?
3. How has the original strategy been altered in recent years? How, if at all, have these changes affected Southwest's key success factors?

**Tuesday, May 27<sup>th</sup>**

**IN-CLASS EXAMINATION (#2)**