



北京大學
汇丰商学院

Peking University HSBC Business School

MGT 510

Strategic Management

Module 3, 2017-2018

DRAFT

**Check the CMS at the start of class
for the updated version**

Course Information

Instructor: Kevin Chastagner

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Classes:

Lectures: Session 1 – Tue+Fri 3:30-5:20; Session 2 – Tue+Fri 10:30-12:20

Venue: Session 1+2 – PHBS: Room 311

Course Website:

Once class starts please enrol in our course page at <http://cms.phbs.pku.edu.cn/>.

Announcements, documents, etc. will be posted to this site and it is your responsibility to make sure you keep up with them.

Please also make sure that you are on Turnitin:

Session 1: Class ID –TBA; Password – TBA

Session 2: Class ID – TBA; Password – TBA

-All assignments must be turned into Turnitin 30min before the start of your class session. No late assignments will be accepted.

1. Course Description

1.1 Context

This course centers on the strategic vision of the firm. We will build on your expertise in the functional areas of marketing, accounting, finance, and management in order to analyze the firm as a whole. The concept of strategy in organizations has been used to explain the reason some organization fail, some succeed, and some do exceptionally well. In this course we will use readings and cases to examine current business theories and issues as we work to better understand the complexities of business strategy.

It is of great importance that you understand that while there are clear issues that we will be addressing there may not be a “right” answer. Because of this there will be multiple “right”

answers to the cases and questions we face during our time together in this course. This will be a good experience in being able to discuss and work together in industry and my evaluation of your work will be in line with this. Much of my evaluation will be based on what you do with the information, whether the solution is logical and fits the given situation, and how you would implement your strategy. This means that “wrong” answers will neglect key pieces of information, be lacking in logical construction, and/or be communicated poorly. The skills that can be learned in this class are not only essential for general managers to learn, but for consultants and entry-level managers from all disciplines, especially given an increasingly competitive environment.

1.2 Textbooks and Reading Materials

Readings

Cases and articles as assigned in the course schedule. All articles should be available through the CMS or a provided URL.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes
	2.2. Students will be able to apply leadership theories and related skills.	Yes
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	No
	3.2. Our students will practice ethics in the duration of the program.	No
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Yes
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes
	5.3. Our students will demonstrate competency in critical thinking.	Yes

2.2 Course specific objectives

1. Integrate knowledge and apply analytical techniques from various disciplines, including finance, accounting, management, marketing, and economics. The goal is to identify and analyze strategic issues and develop solutions in the form of implementable plans with the purpose of developing and sustaining competitive advantage.
2. Demonstrate comprehension of the nature of strategic competitiveness and develop the ability to critically analyze the competitive environment facing a firm, assess the

attractiveness of the industry and isolate potential sources of competitive advantage and disadvantage.

3. Discriminate among the types of data that general managers need to evaluate alternative scenarios. Develop logical, coherent and persuasive analyses for a desired course of action. Consider how to effectively implement plans within the constraints imposed by the complex behavior of individuals within organizations.
4. Build communication skills throughout course assignments, class interactions, teamwork, and presentations. Be effective and efficient in how you communicate complex problems and solutions. This also includes building listening and reading skills to develop an understanding of the materials and thoughts that are presented.
5. Simulate, as much as possible, behavior consistent with business settings while learning frameworks and tools useful for management and consulting.

2.3 Assessment/Grading Details

Individual Assignments -----

Exam – 25%
Article Write-Ups – 10%
Participation – 15%
Professionalism and Peer Evaluation – 5%

Group Assignments -----

Strategic Challenges Project – Total 25%
 Interview Presentation – 5%
 Written Report – 15%
 Presentation – 5%
Case Write-Ups – 20% - **Can be done in pairs or individually**

General Guidelines:

All written work needs to be turned in on Turnitin and should be submitted in a format that Turnitin can check. For group assignments each member of the group should upload the assignment to Turnitin individually. Late work is not accepted.

Exam:

We will have an exam in the 12th class. This exam will cover the material that we have gone over up to this point. Questions will be generated based on: 1) class lectures, 2) assigned articles, and 3) cases.

Strategic Challenges Project:

Team skills are in high demand in the business world. Contribution to team success is a measure of your individual abilities and your relational skills. It will be important that you get to know your team well and that you are upfront with your team about your strengths and weaknesses.

For this course, the strategic challenges project teams will be formed in the first few classes and teamwork will account for a significant portion of your grade. Team assignments are expected to be of higher quality than if you were working as an individual so you should work to use each member's individual resources. You can take this opportunity to learn from your teammates as they may have different skill sets than you and you can also take this opportunity to learn about how to better manage teams and the team process. There are resources/skills such as leadership, organization, researching, writing, speaking, writing, and time to mention a few. Use them to your advantage.

It is important that you are able to both understand and articulate the challenges that face a firm in seeking and sustaining a competitive advantage. Your team paper will describe the context of the firm (think internal and external), the challenges the context creates, and address possible changes in the context or firm. Your team should then provide both short- and long-term recommendations for the firm, including implementation plans. Throughout this paper your team will be expected to utilize content we have discussed and learned in class (this

is your chance to show what you have learned). You will need to provide me a 1-page memo with your company choice and their general context by class 6.

This assignment is designed to give you freedom but I recommend that you chose an industry that you have knowledge of or that you are interested in learning more about. You will need to find a firm to work with for your assignment. You will need to interview someone who is high enough within the firm that they understand the firm's strategy, conduct research from outside resources on the firm, and conduct research on the industry and the environment that the firm is in. The company should be an established firm that you know you can find information on. Be smart about picking your firm as you will need to write a complete report and it may be difficult to do this if you pick a firm that can't provide you with the necessary information.

Interview presentation

You will need to give a 5-minute presentation about the company you are working on based on an interview you conducted with your contact at the company and your preliminary outside research. This is your chance to show the class what is interesting about the firm you are working on. This will also give the class some idea about who you are studying for your final presentation. You should highlight in general what the firm does and what challenges the firm faces. Along with the 5-minute presentation you will need to turn in a typed transcript of your interview (in English). This presentation will take place in the 9th class.

Written Report

I will start with the question that I always get: How many pages should the report be? This question misses the point of this assignment. The goal of this assignment is to see how you process information and make decisions. As such, I do not have a page minimum or maximum for this assignment. While I don't have a specific requirement for the length you should keep in mind that you need to be able to explain the necessary information while being concise. Part of this project is that you must show that you are able to convey the important information in a meaningful way. You should also keep in mind that the purpose of this report is to show me what you have learned from class, this should include frameworks, analysis, and the logic that you use to support your ideas. This final assignment is due at the end of class.

Final Presentation

The class will end with an oral presentation of the case you have built for your firm. Presentations are expected to last approximately 20 minutes with another 5 minutes allotted for questions and discussions. This is your chance to show that your recommendations are the best option for the firm and to convince your peers that what you recommend is feasible and will lead to the outcomes you set for the firm.

If you use a computer presentation, arrange your equipment needs and come to class early to set up. It is also highly recommended that you prepare backup material/equipment as I have seen many (including my own) presentations thwarted by equipment failures. **There will be a penalty for exceeding the time limit.** Class members will be evaluating your performance in the oral presentation and will be assigning a grade to each team. I will use this in my assessment of overall performance. For calculation purposes you may assume that I will average the class evaluation and give it around a 10% weight (of the oral presentation) in my calculations.

Case Write-Ups:

You will be asked to write analyses for cases during the course. These write-ups are designed to help facilitate discussion. You should focus your work on analyzing the firm(s) in the case as well as the external environment. These cases are not summaries of the reading. To do this well you should make sure to include the following:

- 1) A brief explanation of the context. This is the starting point or opening scene of your analysis and should help to define the boundaries of what you are going to cover.
- 2) Correctly identify the disturbing event. This is the impetus for the case. It may be a specific problem or goal that the firm is trying to address. You should be able to identify what is key as well as what may make up this event. You should also be able to

articulate what the undesired result is related to this event as well as what the desired result is.

- 3) Analysis. This should include the specific details that fall within the boundary of your work. Your analysis should address the firm(s) involved as well as the external environment. You should clearly apply concepts, frameworks, and content from class. The analysis should clearly fit back to the context and disturbing event from points 1 and 2.
- 4) Options. This should include at least two potential options that the given firm can take to move forward toward the desired outcome you highlight from point 2. You should discuss how these fit back to your analysis and they should be grounded in the conclusions you draw from your analysis. The options should also clearly be linked to the focal firm and not options that would work for any firm.

There are 5 cases in this class and I will take your 4 highest scores meaning that each of these 4 cases accounts for 5% of your final grade. You can do all 5 cases or you can do 4, it is up to you. Furthermore, I will allow you to work in pairs for these cases, if you would like. However, you may only work with the same partner **once**. There is no requirement that you work with anyone if you do not want to. However, I would encourage you to take this opportunity to see how someone else works and try and see if there is anything you can learn from each other.

Whether or not you do a case you are expected to read the case and come prepared to discuss the case in class – see “participation”. On each case day we will discuss the key components of the case and then work to develop specific recommendations and how they can be implemented.

Article Write-Ups:

For the article write-ups you are expected to have thoroughly read the article(s) assigned on a given day. In the schedule there are a few questions after each set of readings regarding the content. You will need to respond to those questions with your own answers based on the articles, class, and your own thoughts. The goal of this assignment is to not just summarize what was in the article but to integrate it into our class and your own experience. The highest grades will go to students who are able to demonstrate that they have clearly thought through the given article and brought information into their analysis that is from our class, from their own experience, and which shows critical thought based on these as well as providing support for their conclusions.

Participation:

To get the most out of this class it is important for you to be prepared for each class. This will provide you with the most benefit and will also provide the most benefit for your classmates. Being prepared will allow you to keep up with your classmates in discussion and provide your experiences and insight. This will include you offering answers in class, providing unique insights, as well as some in-class group discussions. On case days you will especially be expected to bring your conclusions from your case assignment to the class discussion. Your participation will be tracked throughout the class and you will be graded on your level of participation.

Professionalism and Peer Evaluation:

I will also evaluate your professionalism in the class. This does not mean that you should not speak until spoken to or that you should not challenge my ideas or the ideas of your classmates but that you should maintain a respectful atmosphere for everyone to pursue their ideas. Please be upfront with your team. You may want to set some goals and put plans in place to deal with issues that may come up along the way. You are always welcome to come to me if issues arise in your group but it will be a far better experience if you have the communication paths set up to deal with these ahead of time. I also expect you to treat my class as you would a job, keeping in mind the expectations that stem from that.

For this course you will also evaluate your teammates. To garner the best possible team peer evaluation, it will be necessary for you to know what your responsibilities are and to execute

those for your team. It is imperative that you communicate often, attend meetings, complete your assignments on time, and help lead the team to success. Be sure to use each team member's resources as you would in any organization. It isn't necessary for every member to work an equal amount in every area. Peer evaluations will reflect the amount of effort put forward by each team member in total. Peer evaluations will be used to adjust each individual's professionalism and peer evaluation score at the end of the class. Extreme cases may also be used to adjust an individual's Strategic Challenges Project grade. Keep in mind that these evaluations can have a positive or negative effect.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconduct, which includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct checks. Misconduct checks may include reproducing the assessment, providing a copy to another member of faculty, and/or communicating a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purposes.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

Schedule:

This is a general guide, as it may change over time. Notification will be given of any changes.

CLASS 1 – February 27th – Introductions

CLASS 2 – March 2nd – Strategic Management 1/2

“What is Strategic Management?”

Articles:

Ghemawat, P. (2002). Competition and business strategy in historical perspective. *The Business History Review*, 76(1): 37-74.

Questions:

- 1) How are these tools/frameworks used for strategic decision making?
- 2) What limitations do tools/frameworks have in general?
- 3) Provide what you think is a key sentence from the article. Why do you think this sentence is important? What impact does it have?

CLASS 3 – March 6th – Strategic Management 2/2

Case 1:

Tencent

CLASS 4 – March 9th – Environment 1/3

“The External Environment”

Articles:

Porter, M. (1996). What is strategy? *Harvard Business Review*.

Questions:

- 1) How does this article by Porter tie into the article from our last class?
- 2) Based on this article and the article from the last class: What is strategy? What in a firm is not strategy?
- 3) Why are these distinctions about strategy important for a manager?

CLASS 5 – March 13th – Environment 2/3

“The Internal Environment”

Articles:

Campbell, A. (2015). The basic principles of strategy haven't changed in 30 years. *Harvard Business Review*.

Collis and Rukstad (2008). Can you say what your strategy is? *Harvard Business Review*.

Questions:

- 1) Do you agree with the idea behind Campbell's article? Why or why not?
- 2) What does having a clearly understood strategy do for top management? What about lower level employees?
- 3) Why is it so hard to have a strategy that is clear and understood throughout the firm as Collis and Rukstad suggest?

CLASS 6 – March 16th – Environment 3/3 – Memo Due

Case 2:

Tetra Pak

CLASS 7 – March 20th – Strategy 1/5
“Business Level Strategy”

Articles:

Shinkle, Kriauciunas, and Hundley (2013). Why pure strategies may be wrong for transition economy firms. *Strategic Management Journal*, 34(10): 1244-1254.

Questions:

- 1) Do you think these results would hold for China? Explain your reasoning.
- 2) How does their measure for performance play a role in their findings?
- 3) How might the results be different if they used a different measure of performance?

CLASS 8 – March 23rd – Strategy 2/5
“Corporate Level Strategy”

Articles:

Chakrabarti, Singh, and Mahmood (2007). Diversification and performance: Evidence from East Asian firms. *Strategic Management Journal*, 28: 101-120.

Questions:

- 1) From the Chakrabarti et al. article, please explain conceptually the interaction between diversification and institutional development.
- 2) Do you think that these findings hold for China?
- 3) What other factors may play a role in China? Why?

CLASS 9 – March 27th – Interview Presentations

CLASS 10 – March 30th – Strategy 3/5

Case 3:

Fastenal

CLASS 11 – April 3rd – Strategy 4/5
“International Strategy”

Articles:

Ghemawat, P. (2007). Managing differences: The central challenge of global strategy. *Harvard Business Review*.

Questions:

- 1) What complexities are faced for firms looking for AA or AAA?
- 2) How reasonable do you think this method is? Why? Does it work for all firms?

CLASS 12 – April 6th – Strategy 5/5

Exam:

Covers lecture material, articles, and cases through this point.

CLASS 13 – April 10th – Corporate Governance 1/2

Articles:

Freakonomics (2018). What does a C.E.O. actually do?
Podcast (listen or read the transcript): <http://freakonomics.com/podcast/c-e-o-actually/>

Questions:

- 1) Do you think CEOs are overpaid? Why or why not?
- 2) Based on the podcast what do you think are some of the more common misperceptions about what it is that CEOs do?
- 3) Why is important for people in general to understand what a CEO does?

CLASS 14 – April 13th – Corporate Governance 2/2

Case 4:

Disney

CLASS 15 – April 17th – Strategic Entrepreneurship 1/2

Articles:

Christensen, C.M., Raynor, M., and McDonald, R. (2015). What is disruptive innovation?
Harvard Business Review.

Questions:

- 1) What are two firms (not mentioned in the article) that are commonly discussed as disrupters that may not be based on the ideas from the article? Why do you think they may not be?
- 2) How does the idea of disruptive innovation fit into strategy?

CLASS 16 – April 20th – Strategic Entrepreneurship 2/2

Case 5:

Merck

CLASS 17 – April 24th – Final Presentations 1/2

CLASS 18 – April 27th – Final Presentations 2/2