Learning Objectives

Students should demonstrate the ability to do the following by the end of the semester:
1. Analyze any industry utilizing the Porter’s Five Forces model and assess its attractiveness.
2. Identify resources, capabilities, and core competencies in various firms and how they contribute to the firm’s competitive advantage.
3. In real life business situations, identify strategic issues, develop an analysis of the critical issues, present it in a clear manner and be able to think on your feet when interacting with your audience.
4. Work successfully within groups to complete assignments

Course Objectives

Strategic management deals with those decisions that determine both the future directions of the organization and the effective implementation of the directions chosen. Strategic management addresses the resources and capabilities, industry analysis, and strategic positioning of the firm to create, capture, and sustain competitive advantage. In this course, you will develop competence at:

⇒ understanding how firms gain and sustain competitive advantage
⇒ analyzing strategic business situations and formulating strategy
⇒ implementing strategy and organizing the firm for superior performance

Up until this time, most of your business education has emphasized a specialized, functional perspective of business situations. For example, in accounting, you have concentrated on how to prepare financial statements to measure and report the results of a firm’s business activities. In finance, you have been concerned with understanding how capital markets work and, in turn, how they affect the financing of a company’s on-going and future operations. In marketing, the focus has been on how to analyze, shape, and address the needs of consumers as well as how to manage a
company’s marketing efforts. In operations management, the focus is on how to organize the production activities of a firm so it is able to produce quality goods and services at an attractive price. Finally, courses on the management of human resources have been concerned with the effective development and management of a company’s human assets. All of these functional disciplines play a critical role in the success of a company, but how do they fit together?

**In this course, we integrate different functional disciplines with the perspective of a general manager.** The general manager's job is to diagnose what is critical in complex business situations and to find realistic solutions to strategic and organizational problems. To solve problems, the general manager must be capable of understanding and using the knowledge from each of the organization’s functional areas to provide a total business perspective on issues pertaining to strategic management. In addition, the general manager must be able to analyze competitive situations within industries in order to understand the sources of the firm’s competitive advantage. We see strategy as enabled and constrained by the underlying economic and political conditions that prevail in an industry or country, as well as by the resources available to management. In today’s business environment, whether you are a newly hired employee or the CEO of the company, you must be capable of thinking strategically about a company and its competitive situation.

**Strategic management deals with the world of experience.** The world of experience is not a world of certainty. Therefore, within the classroom, reasonable people (with different experiences) will view management differently. This is a healthy tension. Management, whether discussed in the classroom or discussed within a firm, involves "making sense together." The very idea of making sense involves a creative process. Therefore, conjectures and knowledge based on your personal experiences are highly valued within the conversation of this class. Creativity will be rewarded in your participation grade, your individual papers, and your group projects. This course also rewards the hard worker who has the ability to listen and think critically.

In this course, we will develop and focus on a skill set that emphasizes analytical skills taking conceptual ideas and applying them to real life business situations and then communicating those results in formal presentations, business writing, and informal business conversations.

Finally, in addition to providing you with strategic management models and tools to analyze a variety of business problems, this course is designed to show you the Big Picture in numerous business situations and environments.

**POLICY ON CLASS ETIQUETTE**

- You are required to attend class on time. When you come to class late, you reduce the quality of instruction and the presentations since everyone is distracted as you enter the class. Coming to class late repeatedly will affect your grade negatively.
- Also, do not disrupt class with side conversations. Avoid distractive activities during class such as coming and going, sleeping, text messaging, grooming, and eating.
- If you want to use a laptop during class, you need to sit in the back row (laptops are distracting to students who sit behind you). Cell phones should be turned off during class.
COURSE REQUIREMENTS AND GRADING (100 Points)

(1) Participation 25 points
   (Verbal participation – 10 points; Case write-ups – 15 points)
(2) Group Case Presentation (HBS case) 20 points
(3) Exam I and Exam II (20 points each) 40 points
(4-5) Current Application Presentation OR
       Sustainability Presentation (articles) 10 points
(6) Footprint Analysis (individual) 5 points

To complete this course, you will prepare individual and group assignments and participate in case discussions and lectures. You are responsible for all assignments that are in the syllabus (whether or not I remind you of them). Also, everything needs to be turned in on time.

BIBLIOGRAPHY OF TEXT AND CASES

The course packet is available from the Harvard Business Case website. The link is posted below.

Coursepack Link:  http://cb.hbsp.harvard.edu/cb/access/16686034

Any technical questions should be directed towards Harvard’s help line.

<table>
<thead>
<tr>
<th>Customer Service</th>
<th>Technical Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday, 8:00 A.M. - 6:00 P.M. EST</td>
<td>Monday - Thursday, 8:00 A.M. - 8:00 P.M. EST</td>
</tr>
<tr>
<td>Friday, 8:00 A.M. - 5:00 P.M EST</td>
<td>Friday, 8:00 A.M. - 5:00 P.M EST</td>
</tr>
<tr>
<td>Phone: (800) 545-7685</td>
<td>Phone: (800) 810-8858</td>
</tr>
<tr>
<td>Fax: (+1)(617) 783-7666</td>
<td>Fax: (+1)(617) 783-7666</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:custserv@hbsp.harvard.edu">custserv@hbsp.harvard.edu</a></td>
<td>E-mail: <a href="mailto:techhelp@hbsp.harvard.edu">techhelp@hbsp.harvard.edu</a></td>
</tr>
</tbody>
</table>

List of Cases in the E-Book:

1. Wal-Mart Stores, Inc.  9-794-024  Retailing Industry
2. “What is Strategy?” by Michael Porter 96608  HBR article
5. Harley Davidson 9-906-410  Motorcycle Industry
6. Carrefour China 9B08M048  Retailing Industry
7. Patagonia 9-711-020  Apparel Industry
8. PepsiCo’s Bid for Quaker Oats (A) 9-801-458  Soft Drink Industry
9. Walt Disney Co. and Pixar 9-709-462  Entertainment Industry
10. Ben & Jerry’s and Unilever 9-306-037  Ice Cream Industry
11. Seventh Generation: The Marketside offer NA0115  Household products industry
(1) **ACTIVE PARTICIPATION IN CASE AND LECTURE DISCUSSIONS**  
*(25 points)*

Class participation will be an important part of your grade. Meaningful participation requires thorough preparation and analysis of each case and close reading of chapters and articles. Your participation grade is earned through consistent, quality comments throughout the semester. The participation ratings are to be based on both the quantity and quality of contributions, with emphasis on quality. Some of the criteria that should be applied include:

- Are the points relevant to the discussion?
- Do they go beyond a mere recitation of case/article facts?
- Do the comments reflect **analysis and application** of tools and concepts learned in this and other classes?
- Does the contribution enhance the class’s understanding of the issues?

Each case or lecture topic addresses a different set of strategic issues. To help guide your thinking and analysis for each case or topic, refer to the case discussion questions and learning questions in this syllabus. Do not refrain from participating for the fear of being wrong. High quality participation also means being constructive and helping move the class discussion forward. Disagreeing with the comments of your classmates is expected as long as you are constructive about it.

Your class preparation cannot be evaluated if you do not volunteer comments. If you do not participate in case and lecture discussions throughout the semester, your participation grade will be zero. Participation during lectures will affect your participation grade positively. I expect each student to participate in **every case discussion** by making meaningful comments that involves analysis, interpretation, and/or evaluation of the case facts and application of the methods covered in this course.

The first week of class I will take your pictures to learn your names. If you miss this particular class, it is your responsibility to bring me a copy of a recent photo. I have an open-door policy, so please keep in touch with me regarding your participation grade anytime during the semester.

There will be opportunities for written participation. A total of 10 pre-assigned (case or article) write-ups will be collected at the beginning of class, and these write-ups are worth 15 points. Verbal participation is worth 10 points.

A few **tips** that may help you to become an active participant:

- **Prepare** for the case and discussion topics by answering the discussion questions and doing the analysis specified in the syllabus (e.g., industry analysis, competency analysis)
- **Prepare notes** from the case or other readings and use them during your participation
- **Ask questions** to the presenting group(s)
- Make it a useful habit to go over the discussion questions with a classmate or group member before the in-class discussion
(2) GROUP CASE PRESENTATION (20 points)  (No written report)

The objective of these presentations is to enhance your ability to:
- Identify and articulate the strategic issues in the case
- Present a thorough analysis of the critical issues
- Develop and present your specific recommendations in a professional style
- Think on your feet while interacting with the audience

You will have **30-35 minutes** for the presentation (not including the Q&A session). Your group will have the primary responsibility for presenting the case. Therefore, you should:
- Define the strategic issue(s)
- Conduct an in-depth analysis of the case
  - See the Class Sessions for specific instructions.
- Develop specific recommendations & Provide an update on the case firm(s)

The specific aspects of the case your group is expected to analyze are outlined for each case in the Class Sessions section. At the end of the presentation, the group will answer the questions from class and the instructor. The instructor will take the rest of the class time for discussion about the case.

**Evaluation Criteria: (Total 20 points)**

<table>
<thead>
<tr>
<th>Substance: Questions in the syllabus addressed</th>
<th>12 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-minutes presentation; power point presentation uses facts, numbers, and summary points from the case and exhibits</td>
<td></td>
</tr>
<tr>
<td>Presentation goes beyond a mere summary, and reflects an analysis of case</td>
<td></td>
</tr>
<tr>
<td>Good quality Update provided (what happened with the case issues, strategy, and competitiveness of the firms?)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Style:</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective delivery, well rehearsed, good eye contact, project energy and enthusiasm, good time management</td>
<td></td>
</tr>
<tr>
<td>Equal division of material ;Business casual attire</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slides:</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power point slides are professional. Reader friendly (font size 24 or above; don’t use long sentences or paragraphs). Clear and effective slides. Use some visuals and colors. A copy of slides provided to the instructor (6 slides per page)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q&amp;A:</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively answered questions from audience and interacted well with the audience</td>
<td></td>
</tr>
<tr>
<td>All group members participated in the Q&amp;A</td>
<td></td>
</tr>
</tbody>
</table>

Also, read the next two pages for further instructions: ➔ ➔ ➔ ➔
Important Requirements and Tips for Case Presentation:

- The presentation should be 30-35 minutes long with Q&A afterwards. Each group member should participate equally both in the presentation and in Q&A.

- The only thing you need to hand in prior to the presentation is the PowerPoint presentation slides. Please put 6 slides per page. Simple black & white is fine. Not turning this in before the presentation will cost 0.5 points.

- The case presentation should not include anything outside of the case. The only time outside information should be included is in the company update.

- Find the 2-3 strategic issue(s) and make sure to address these issues during the recommendations. Your recommendations can address other issues, but they need to cover the strategic issues.

- Do not spend more than one slide on company history. Everyone has read the case. History should come up only when it is directly related to one of the questions or recommendations.

- The presentation should be driven from the presentation instructions in the syllabus (see the specific questions you need to answer). The more clearly these answers are addressed, the easier it is for me to grade you. The more links you make to lecture points and concepts, the higher your grade will be.

- The presentation should avoid simply rehashing the facts of the case. I want to see analysis. I want to see the whys and hows of the case. For example, why and how do the activities of the company matter to its strategy? Your slides should lead to conclusions.

- Graphs and charts are good. Graphs should be recreated either in PowerPoint or Excel. Do not scan the exhibits and paste them into the presentation. If you want to talk about revenues don’t show the entire profit and loss statement, pick the relevant data. Explain your charts and numbers. Each slide should include the conclusion to draw from the graph or chart. It has to be more than sales increase year over year. You should explain why you are showing the graph.

- Update should come after your recommendations. The company update should be a story of what is happening now. Tell me about their new strategic directions, changes in their business model and strategic positioning. You should also cover how the company dealt with the strategic issues brought up in the case.

- All group members should contribute to recommendations. Delegating recommendations to one person is like a team of detectives pursuing different cues while putting one person in charge of solving the murder mystery without any fieldwork and communication with the others who collected evidence.

- See the next page ➔
• Remember your audience and how long they are going to listen to you after they have read the slide for themselves. It is better to cover a lot of slides quickly rather than spend a long time on a few slides.

• Avoid simply reading from your note cards or paper. Keep eye contact with the audience, not me. You can use note cards or the screen, but do NOT read word for word.

• Dress in business attire (e.g., shirts and slacks). No shorts, hats, sunglasses, sandals, jeans…

**STYLE CHECK (Ask yourself):**

• Am I projecting enthusiasm and high energy (versus low energy)? Am I trying to capture and hold the audience attention?

• Am I looking at my audience? Is my audience looking at me or elsewhere? (If you don’t maintain eye-contact, you will lose your audience very quickly).

• Did I rehearse my presentation individually multiple times? Did we rehearse as a group? Do you know if my group members are well rehearsed? Did I make any suggestions to improve their presentations?

**Feedback Option:** If you want to get developmental feedback on your presentation content, please email me your group presentation file 3-4 days before the presentation day. I will reply back and send my comments and suggestions to you within a day or two, which will help you to fix any critical problems and improve your presentation. In the past, the groups that took advantage of this opportunity improved their presentation performance. So, I am happy to make this option available to you.

• Your grade on the group presentation will be a group grade. If there are any free riding problems, first talk to your group about them. The group should communicate openly and professionally with the non-contributing members and let them be aware of the situation. If the problem persists, let me know about it. I may ask the group to evaluate contributions of every member. Strong negative feedback from group members will lead to reduction in a student’s presentation grade. This principle applies to other group assignments as well.

(3) EXAM I and II (20 points each)

Exams will be closed book and closed notes.

For grade appeals, there is a formal procedure. You must turn in a typed, double-spaced summary of the questions in dispute and a justification of your answers. Your justification must include citations from the text or other reputable sources (e.g., an academic journal). I will review your appeal and provide a written response to the appeal, stating my decision and explaining why additional credit was or was not granted. I will not discuss grades in class.
No form of cheating is allowed. I encourage you to become familiar with the University’s Honor Code found in the Official Student Handbook available on the Web at

http://www.sc.edu/academicintegrity/honorcode.html

**University of South Carolina Honor Code:**
“It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline.”

(4) **GROUP CURRENT APPLICATIONS PRESENTATION (10 POINTS)**

- **Sub-group As** (usually 3 people) will be assigned a topic and specific application articles. Links for all articles are available via Blackboard under Course Documents (click on specific article links to access articles for free).
- After carefully reading the article(s), you should prepare a 15-minute presentation about your article(s). Shorter or longer presentation results in loss of points. You need every second of the 15 minutes to do a good job. Spend time preparing good slides and rehearsing them well.

**Presentation Content:**

- Regarding your articles, your group will be given 2-3 questions that you need to address in your presentation (see the list of questions below). You can discuss other important issues as well, but be sure that you have answered the questions assigned for your articles.
- You are in a way "teaching" the key aspects of the article. Your audience may not know the article very well, so introduce the topic, the firm, and the key ideas. Don’t provide a long firm history.
- Your Power Point presentation should include facts, numbers, and brief summary points to discuss the article(s), but the presentation should go beyond a mere summary. Your presentation should reflect an analysis of the information given in the articles, and it should incorporate your interpretation and personal reflections on the subject, company, etc.
- **You will have access to my lecture notes for this topic ahead of time. You should make connections between the articles and some of the points in the topic lecture marked (below) as relevant to your articles.**
- After the presentation, the group should lead a Q&A/discussion session during which you should interact with the class, answering their questions, and/or posing your own specific questions to the class regarding the article/topic.
- Put all numbers on slides rather than speaking the numbers. Explain your charts and graphs. Do not put on your slides points or information you cannot explain well, or don’t know enough about.
- **See the next page →**
- **Presentation Style and Slides:**
  - Make sure your power point slides look professional. Choose a reader-friendly background. Use 24 fonts or above. Do not show long sentences or paragraphs. Use pictures, colors, visuals, charts when appropriate. Given that presentations are short in nature, I don’t suggest showing videos.
  - Rehearse both individually and as a group. If you never rehearsed, you don't know how you or your group members will do (content-wise, time-wise, and style-wise). You will get one grade, so it is in your best interest to help your group members and ensure the final product is good. Time your individual and group rehearsals.
  - Explain all bullet points that you put on your slides. Do not skip. If it is not important, then don't put it on your slide.
  - Avoid simply reading from your note cards or paper. Keep eye contact with the audience, not me. You can use note cards or the screen, but do not read word for word.
  - Answer the questions given in the syllabus in the order they appear.
  - All subgroup members should present and participate in the Q&A session.

**Presentation Questions:**

**Group 1: Nick’s Pizza & Pub** (Competitive Advantage) -- Links to Lectures 2&3

(1) What are the top 5 sources of competitive advantage at Nick’s Pizza? (2/3rd of the presentation should address this) Discuss each source.
(2) Can these sources of competitive advantage be imitated by other firms? Why, why not? (Last 1/3rd of the presentation)

**Group 2: Lego** (Competitive Advantage; Strategic Positioning) -- Links to Lectures 2&3

Check out (online and/or at stores) the most recent Lego products for boys and girls. See what choices are available.

(1) What are some of the key elements of Lego’s main market segment and strategic positioning? How successful has the company been?
(2) How big of a stretch will it be (in strategic positioning and activities) for Lego to appeal to girls? What does it take to achieve this, and can Lego succeed at this?
(3) How will this diversification into the girl segment influence Lego’s strategy and success in the boys segment? Is this a growth trap?
Group 3: E-Books (Industry Analysis) -- Links to Lecture 4

(1) Analyze the balance of power between book publishers and e-book sellers like Amazon. What strategies have the book publishers pursued to manage the increased threat from Amazon? What has happened since the article?

(2) How can book publishers use the new technology (e.g., internet or other) to their advantage? What has happened since the article?

Group 4: Apple vs. Google (Competitive Advantage; Industry dynamics) -- Links to Lecture 2&3 (and 4)

(1) What are key areas of business for each firm (considering contribution to total revenues, and the overall growth potential)? What is the nature of competitive rivalry and dynamics between Google and Apple (focus on cell phone software-hardware, apps, mobile ads, etc.)?

(2) Based on your answers above, what should Apple and Google’s priorities be in competing (or cooperating) with each other? What capabilities do each need to be competitive (and self-sufficient) in these areas of businesses? What has happened since the article?

Group 5: Netflix and Blockbuster (Competitive Strategy) -- Links to Lecture 5

(1) How do the business models of these two companies differ from one another? (Familiarize yourself with services and prices of both companies and inform the class about them)

(2) What are these companies’ core competencies and prior commitments? Weaknesses? What has happened since the article?

Group 6: Mac and Apple Computer (Diversification Strategy) -- Links to Lecture 6

(1) What are the synergies and gains Apple can achieve by selling Macs both to consumers/education market and the business (corporate) market? Any drawbacks?

(2) What additional capabilities will Apple need to diversify into the corporate market? How should Apple respond to this emerging demand? What has happened since the article?

Group 7: Boston Scientific and Guidant (Mergers & Acquisitions) -- Links to Lecture 7

After reviewing Lecture 7 notes,

(1) What were the key reasons that made M&A deal troublesome? Explain. How do these reasons connect with the reasons for unsuccessful M&As discussed in Lecture 7?

(2) Who are the winners and losers in this deal and why? Explain.

(3) What has happened since the article?
(5) GROUP SUSTAINABILITY PRESENTATION (10 points)

Sub-groups Bs will be given a set of readings on a particular topic. Based on these readings and the group’s external research on this topic, you should prepare a 15-minute Power Point presentation. Provide me with a paper copy of your PowerPoint presentation slides right before your presentation (6 slides per page would be fine).

General topic of Sustainability: In the last few weeks of the course, we will give special attention to the issues concerning presence or absence of sustainable business practices and sustainable growth. Specifically, we will discuss consequences of corporate strategy for stakeholders such as employees, customers, suppliers, the community, the natural environment, and so on. Your presentations will create different platforms of discussions about how corporate actions impact the balance and health in our lives and in the natural environment, as well as the competitiveness of firms.

Each group needs to summarize the key points in all of the articles. You should also do additional research to answer the questions provided below. Some of the questions can be answered based on the articles given. For others, you need to do research on the internet. All members of your subgroup should present (equal amount and time).

Your Power Point presentation should include facts, numbers, and graphs to help you explain the content and your views on this topic. Pictures, graphics, and charts are highly encouraged. Video is not. The more strategy concepts you bring into the presentation the better. At the bottom of your slides, print the source of your numbers and graphs. Also, include a bibliography as your last slide.

Grading will be based on:

- The ability to hit the 15 minute mark (practice, practice, practice)
- Presentation style (eye contact, graphics usage, PowerPoint slides, confidence, etc)
- Summarization of articles
- Answering the questions given (follow the sequence of the questions given below)
- Use of authoritative sources
- Presenting information outside of the articles given
- Ability of the group to field questions and participate in discussion
- General knowledge of the topic

Group members are expected to be able to answer general questions about this topic. However, the group will not be expected to be able to give answers to very detailed questions and those coming out of “left field.”

- See the next page
• **Presentation Style and Slides:**

  Shorter or longer presentation results in loss of points. You need to use the entire 15 minutes to do a good job. Spend time preparing good slides and rehearsing them well.

  Make sure your power point slides look professional. Choose a reader-friendly background. Use 24 fonts or above. Do not show long sentences or paragraphs. Use pictures, colors, visuals, charts when appropriate. Given that presentations are short in nature, I don’t suggest showing videos.

  Rehearse both individually and as a group. If you never rehearsed, you don't know how you or your group members will do (content-wise, time-wise, and style-wise). You will get one grade, so it is in your best interest to help your group members and ensure the final product is good. Time your individual and group rehearsals.

  Answer the questions given in the syllabus in the order they appear.

  Explain all bullet points that you put on your slides. Do not skip. If it is not important, then don't put it on your slide.

  Put all numbers on slides rather than speaking the numbers. Explain your charts and graphs.

  Avoid simply reading from your note cards or paper. *Keep eye contact with the audience*, not me. You can use note cards or the screen, but do **not** read word for word.

  After the presentation, the group should lead a Q&A/discussion session during which you should interact with the class, answering their questions, and/or posing your own specific questions to the class regarding the article/topic. All members should present and **participate** in the Q&A session.

**Tuesday, March 5:**

Group 5B: Corporate Carbon Footprint

**Thursday, March 7:**

Group 2B: Air Pollution Regulation  
Group 3B: Cap & Trade Program

**Thursday, March 21:**

Group 4B: Cheap Food  
Group 7B: Local Food

**Tuesday, April 23:**

Group 1B: Photovoltaic Solar Energy  
Group 6B: Electric Cars
(6) CARBON FOOTPRINT ANALYSIS (5 points) – Individual Assignment.

Footprint-1 is due on March 5th, and Footprint-2 is due on April 23rd.

Part I (2.5 points)

Due on Tuesday, March 5th

Step 1:

Use the following carbon footprint website (Household Footprint Calculator) to calculate your individual footprint.

http://coolclimate.berkeley.edu

Step 2:

After you have done the calculations, print a summary view/sheet of your carbon footprint to be attached to your write-up. (print 2 copies, and keep one for your self – will need it later for Part 2)

Step 3:

Prepare your individual Write-up by answering the following questions:

1. Which activities did have the biggest impact on your carbon footprint number? What have you learned from the carbon footprint analysis? (2-3 paragraphs; single spaced)

2. How would you go about setting a goal to reduce your carbon footprint? Pick at least two ways to reduce your carbon footprint in the next two to three weeks. Set a specific goal of reduction. Describe your goal and plan. (1-2 paragraphs, single spaced)

3. Attach/staple together your carbon footprint summary sheet. You are ready to submit the assignment.
Part II (2.5 points)

Due on Tuesday, April 23rd

Step 1:
Re-do footprint analysis based on the changes you made.

Step 2:
Prepare your individual Reflection Write-up (1-2 pages, single spaced) by answering the following questions:

1. Did you achieve your target reduction? Explain.
2. Did you set the right target? Why, why not? How would you have calculated it differently?
3. What hindered you from meeting your target (or made it difficult to meet your target)?
4. What was the most helpful tactic to achieve footprint reduction?
5. What was the most important take away (lesson) from this assignment?

Step 3:
Submit only the reflection write-up.
**Schedule of Assignments:**

**CAP-mini:** Current Applications Presentation – done by **Subgroup A** (Groups 1A, 2A, 3A, etc.);  
**S-mini:** Sustainability Presentation – done by **Subgroup B** (Groups 1B, 2B, 3B, etc.);  
**CASE:** Regular Case Presentation (all group members)

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Session Topic</th>
<th>Everyone</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
<th>Group 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, January 15, 2013</td>
<td>Introduction</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Thursday, January 17, 2013</td>
<td>Survival Exercise</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuesday, January 22, 2013</td>
<td>Wal-Mart</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Thursday, January 24, 2013</td>
<td>Wal-Mart Discussion</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tuesday, January 29, 2013</td>
<td>What's Strategy?</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Thursday, January 31, 2013</td>
<td>Competitive Advantage</td>
<td>CAP-mini</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Tuesday, February 05, 2013</td>
<td>Global Wine Wars</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Thursday, February 07, 2013</td>
<td>Industry Analysis</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Tuesday, February 12, 2013</td>
<td>Cola Wars</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Thursday, February 01, 2013</td>
<td>CA presentations</td>
<td>Everyone</td>
<td>CAP-mini</td>
<td>CAP-mini</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tuesday, February 19, 2013</td>
<td>TBA</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Thursday, February 21, 2013</td>
<td>Exam I</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tuesday, February 26, 2013</td>
<td>Competitive Strategy</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Thursday, February 28, 2013</td>
<td>Carrefour Case</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Tuesday, March 05, 2013</td>
<td>Carbon Footprint-1 &amp; Sustain I</td>
<td></td>
<td></td>
<td></td>
<td>S-mini</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Thursday, March 07, 2013</td>
<td>Sustain II</td>
<td>Everyone</td>
<td>S-mini</td>
<td>S-mini</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Tuesday, March 19, 2013</td>
<td>Diversification</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Thursday, March 21, 2013</td>
<td>Sustain III</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Tuesday, March 26, 2013</td>
<td>M&amp;As</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Thursday, March 28, 2013</td>
<td>Patagonia</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Tuesday, April 02, 2013</td>
<td>PepsiCo</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Thursday, April 04, 2013</td>
<td>Harley Davidson</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Tuesday, April 09, 2013</td>
<td>Ben &amp; Jerry's</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Thursday, April 11, 2013</td>
<td>Carbon Footprint-2 &amp; Sustain IV</td>
<td></td>
<td></td>
<td></td>
<td>S-mini</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Tuesday, April 16, 2013</td>
<td>TBA</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Thursday, April 18, 2013</td>
<td>Exam II</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Tuesday, April 23, 2013</td>
<td>Walt Disney and Pixar</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Thursday, April 25, 2013</td>
<td>Seventh Generation</td>
<td>Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLASS SESSIONS

SESSION #1 Tue. Jan 15 Introduction
Discussion of course syllabus and course overview

Learning objectives:
- What role does it have in achieving the objectives of the firm?
- Why does strategic management matter? What are the hierarchical definitions of strategy?

SESSION #2 Thu. Jan 17 Wilderness Survival Exercise

SESSION #3 Tue. Jan 22 Wal-Mart Stores

Read: Case Wal-Mart Stores Inc.

“With the possible exception of Henry Ford, Sam Walton is the entrepreneur of the century.”
— Tom Peters, co-author of In Search of Excellence

Write: Individual Case Write-up:
- What are key sources of competitive advantage at Wal-Mart? Pick 3-4 drivers of competitive advantage and explain why/how they matter.
- Write one page write-up to answer the questions (single-spaced, 12-font, typed).
- Due at the beginning of class.

Discussion questions:
- What are the sources of Wal-Mart's competitive advantage in discount retailing?
- How does each functional area (operational, marketing, financial, human resource) contribute to Wal-Mart’s competitive advantage? How does it all fit together?
- What changes did Wal-Mart go through in its strategy? How do these changes affect its business model and competitive advantage?

SESSION #4 Thu. Jan 24 Wal-Mart Stores – Discussion Part II

Read:
- Who are Wal-Mart’s key stakeholders? How are they impacted from company’s policies?
- How sustainable is Wal-Mart's competitive advantage?
SESSION #5  Tue.  Jan. 29  Case: What is Strategy


Write:  Individual Case Write-up:

- Write a one-page write-up to answer this question (single-spaced, 12-font, typed).
- What are the three critical insights you learned from Porter’s “What’s Strategy?” article?
- Due at the beginning of class.

Discussion questions:
- What is operational efficiency? What is strategic positioning?
- In which ways are Southwest Airlines and Ikea different from their competitors?
- What happened to Continental Lite?
- What is growth trap?
- Why are tradeoffs so important?
- What are the key lessons from the Porter article?

Lecture 2 – What’s Strategy and Firm Performance
- How do we evaluate the performance of a firm? What are the advantages and disadvantages of accounting-based versus market-based measures of firm performance?
- Who are stakeholders and why do they matter?

SESSION #6  Thu.  Jan 31  Competitive Advantage (Lecture 3)
(Resources, Capabilities, and Business-level Strategy)

Read:  Article on Nick’s Pizza and Pub (Link is available on Blackboard)

(1) Lessons From a Blue-Collar Millionaire

Lecture 3 – Resources, Capabilities, and Business-level Strategy

- What are the drivers of competitive advantage? How do firms create capabilities?
- When do resources and capabilities generate superior returns for a long time?
- What are the drivers of a low cost strategy? What are the drivers of a differentiation strategy?
- Can firms successfully pursue an integrated low cost and differentiation strategy? Why, why not?

***  Group 1-A makes the Current Application Presentation (based on Nick’s Pizza and Pub) – See instructions on pages 8-10 of the syllabus.
SESSION # 7  Tue. Feb. 5  Global Wine Wars

Read: Case Global Wine Wars

Discussion questions:
- How were the French able to dominate the worldwide wine trade for centuries?
- How were the New World producers able to expand their market share so rapidly in the 1990s?
- Why couldn’t the French and other Old World producers respond to changing consumer preferences as the Australians and Americans did?
- How should the French respond to their situation?

Write: Individual Case Write-up:
- How do New World wine producers differ from Old World producers? Identify and discuss 3 key differences that are central to the unique positioning and strategy of new world producers. Can old world producers imitate these differences? Why, why not?
- Write one page write-up to answer the questions (single-spaced, 12-font, typed).
- Due at the beginning of class.

Presentation instructions for GROUP 7:
- How did the French become the dominant competitors in the global wine industry? What were their sources of competitive advantage?
- How do New World wine producers differ from Old World producers in production, labeling, distribution, etc.? What are the sources of their competitive advantage?
- What are the new opportunities and threats in the early 21st century global wine industry?
- What prevents Old World wine producers from adopting some of the new practices developed by New World producers? (e.g., prior commitments, external-regulatory rigidities, cultural influence, etc.) Why can’t the Old Wine producers effectively respond to new demand patterns?
- What would you recommend to the owner of a well regarded Bordeaux vineyard producing wines in the premium and super premium categories? What advice do you offer to the head of the wine industry association (regarding regulations)?
- What would you recommend to the Australian wine producers? What advice do you offer to the Australian wine industry association?
- Use the exhibits in your analysis and to justify your recommendations.
- Read pages 5-7 of this syllabus.
SESSION #8 Thu. Feb. 7 Industry Analysis (Lecture 4)

Read: (1) Lego is for Girls
http://www.businessweek.com/magazine/lego-is-for-girls-12142011.html

*** Group 2-A makes the Current Application Presentation (based on “Lego is for Girls” article)
** See instructions on pages 8-10 of the syllabus.

Lecture on Industry Analysis: Take notes during class. Important lecture.
Learning objectives:
• What are the elements of Porter’s 5 forces industry analysis? Why do we do an industry analysis? How do we identify the industry firms, buyers, suppliers, rivals, and substitutes?
• What are entry barriers? How do entry barriers block new competition?
• When and why does the rivalry increase in the industry? Why does it matter?
• When do buyers have bargaining power? When do suppliers have bargaining power?
• When do substitute products pose a threat for the incumbent firms?
• Why care about the dynamic industry analysis approach?

SESSION #9 Tue. Feb. 12 Cola Wars Case

Read: Case Cola Wars Continue: Coke and Pepsi in 2010

Write: Individual Case Write-up (Done individually):
• Analyze the following industry force based on your group number:
• Entry barriers – Group 1 members (discuss at least 4-5 barriers)
• Power of buyers– Group 2 (food stores and fountain), Group 3 (customers), Group 4 (bottlers)
• Threat of rivalry -- Group 5
• Threat of suppliers (think of what goes into making and packaging soft drinks) – Group 6
• Threat of substitutes – Group 7
• Write a one-page (single-spaced, 12-font, typed) write-up.

Discussion questions:
• Is soft drinks industry attractive?
• What are the barriers to entry in this industry?
• How much power do suppliers and buyers have? Why should very profitable concentrate manufacturers want to own the much less profitable bottling operations?
• Are there satisfactory substitutes?
• Is the threat of rivalry high?
• Are profit margins and growth trends attractive? Which forces are changing in the soft drinks industry? Which threats and opportunities should Coke and Pepsi focus on?
SESSION #10  Thu.  Feb. 14  Current Applications Presentations
--------------------------------------------------------------------------------------------------------------------

**Read:** (1) Articles on E-Books (Articles are available via Blackboard)
- E-Books Averting A Digital Horror Story
  http://www.businessweek.com/magazine/content/10_02/b4162050103172.htm
- Kindle Losing Profit Battle, May Win the War:

**Read:** (2) Articles on Apple vs. Google
- Why Apple may dump Google
  http://www.businessweek.com/magazine/content/10_05/b4165000347696.htm?chan=rss_topStories_ssi_5
- Apple vs. Google
  http://www.businessweek.com/magazine/content/10_04/b4164028483414.htm

**Group 3-A** makes **Current Application Presentation** (based on E-Books articles)
**Group 4-A** makes **Current Application Presentation** (based on Apple vs. Google articles)

**See instructions on pages 8-10 of the syllabus.**

--------------------------------------------------------------------------------------------------------------------
SESSION #11  Tue  Feb. 19  TBA
--------------------------------------------------------------------------------------------------------------------
SESSION #12  Thursday  Feb. 21  **** EXAM - I (20%) ****
--------------------------------------------------------------------------------------------------------------------
The exam will be closed book and closed notes. Multiple-choice questions will be asked from:
- Porter’s “What is strategy?” article and
- Lectures 2, 3, and 4

SESSION #13  Tue.  Feb. 26  Competitive Strategy (Lecture 5)
--------------------------------------------------------------------------------------------------------------------
**Read:** Articles on Netflix vs. Blockbuster (Available via Blackboard)
- Coming Soon to a Netflix Near You
  http://www.businessweek.com/smallbiz/content/jun2006/sb20060609_292496.htm
- Blockbuster to Shut 500 U.S. Stores, Restructure Debt
- The Last Picture Show at Blockbuster?
  http://www.businessweek.com/magazine/content/10_14/b4172028512211.htm
- Netflix CEO Unbowed: Ignoring Customers’ Anger, Company Says Separating DVD Business Is Essential
  http://online.wsj.com/article/SB10001424053111903374004576581000189433470.html#ixzz1Yyd53ZKG
Group 5-A makes a **Current Application Presentation** (based on Netflix vs. Blockbuster articles) --
**See instructions on pages 8-10 of the syllabus.**

**Lecture 5 -- Competitive Strategy**

**Learning objectives:**
- How can you analyze your competitor’s likely actions?
- What are sources of first and second mover advantages? What are network effects?
- What’s the importance of prior commitments?
- When are firms more likely to initiate or respond to competitive actions?

**SESSION #14 Thu. Feb. 28 Carrefour China**

**Read:** Carrefour China: Building a Greener Store

**Discussion questions:**
- What are the major Green Store specific issues for Carrefour in China?
- What are the major general management issues for Carrefour China?
- Should Carrefour go after LEED certification? What actions do you recommend for Monaco?

**Write:** Individual Case Write-up:
- Should Carrefour go after LEED certification? What are pros and cons of pursuing LEED?
- What actions do you recommend for Monaco and why?
- Write one page write-up to answer these questions (single-spaced, 12-font, typed).
- Due at the beginning of class.

**Presentation Instructions for GROUP 6 (Carrefour China):**
- Read pages 5-7 of the syllabus.
- What are the major Green Store specific issues for Carrefour in China? Outline and explain.
- What are the major general management issues for Carrefour China? Explain.
- Who are the different stakeholders in this case? (with respect to green store issues)
- Evaluate the options for the green store. Do the math (calculate payback period for each improvement). Also calculate what would be the cumulative savings for each item after 5 years? Should Carrefour go after LEED certification? If so, what level?
- What actions do you recommend for Monaco? How might he ensure that his approach will not disappear over time, even if he is moved elsewhere in Carrefour?
- As Monaco’s boss, do you think the green store is the best use of his time? Is China the right place for Carrefour’s Green Store?
- Use the exhibits in your analysis and to justify your recommendations.
SESSION # 15   Tue. March 5   Sustainability Presentation & Footprint-1 Homework

(1) Read: Sustainability articles on Blackboard.

*** Sustainability Presentation done by Group 5-B
** Read instructions on page 11-12 (and the additional guidelines to be given by the instructor)

(2) Also Due:

*** Footprint Analysis-1 for EVERYONE (instructions will be provided)

SESSION # 16   Thu. March 7   Sustainability Presentations

Read: Sustainability articles on Blackboard.

*** Sustainability Presentations done by Group 2-B and Group 3-B
** Read instructions on page 11-12 (and the additional guidelines to be given by the instructor)

ENJOY THE SPRING BREAK 😊

SESSION # 17   Tue. March 19   Diversification Strategy (Lecture 6)

“Put all your eggs in one basket and — WATCH THAT BASKET.” Mark Twain

Read: Article on Macintosh-Apple (Available via Blackboard)

The Mac in the Gray Flannel Suit
http://www.businessweek.com/magazine/content/08_19/b4083036428429.htm

Group 7-A makes Current Application Presentation (based on the Apple-Macintosh article)
– See instructions on p. 8-10 of the syllabus.

Lecture 6 -- Diversification Strategy
• What is diversification? What are different types of diversification?
• What are the sources of value creation by diversification?
• What are the limits to diversification?
SESSION # 18   Thu.    March 21    Sustainability Presentations

Read: Sustainability articles on Blackboard.

*** Sustainability Presentations done by Group 4-B and Group 7-B
** Read instructions on page 11-12 (and the additional guidelines to be given by the instructor)

Write: Individual Case Write-up on Cheap Food articles (see Blackboard article links):

- What are the costs and consequences associated with cheap food? Whose responsibility is it to fix these problems? What can you as an individual do?
- Write one page write-up to answer these questions (single-spaced, 12-font, typed).
- Due at the beginning of class.

SESSION # 19   Tue.    March 26    Mergers and Acquisitions (Lecture 7) & CAP Presentation

Read: Article on Boston Scientific and Guidance M&A (Available via Blackboard)

The Worst Deal Ever:

*** Group 6-A makes Current Application Presentation (based on the article)
** See instructions on pages 8-10 of the syllabus.

Lecture 7 – Mergers and Acquisitions

Learning objectives:
- Why do firms make acquisitions?
- What are the attributes of successful versus unsuccessful acquisitions?
- Why do firms engage in strategic alliances?
- What are the competitive risks associated with cooperative strategies?
SESSION # 20  Thu.  March 28  Patagonia Case

---

**Read:** Case *Patagonia*

**Discussion questions:**
- What is Patagonia’s business level strategy? How fast can Patagonia grow?
- How does Patagonia’s ownership structure influence how it does business?
- If organic cotton has a lower total cost than conventional cotton, why don’t all manufacturers use it? Is using organic cotton a sustainable competitive advantage for Patagonia?

**Write:** Individual Case Write-up:

- How do Patagonia’s environmental policies contribute to the overall strategic positioning of the firm and its *strategic fit* (concepts we discussed in Porter’s ‘What’s Strategy?’ article)? How does Patagonia compare with its competitors in profitability (exhibits)?
- Write one page write-up to answer these questions (single-spaced, 12-font, typed).
- Due at the beginning of class.

**Presentation Instructions for GROUP 1**

- Read pages 5-7 of this syllabus.
- Define Patagonia’s strategic issue(s) and the threats they face.
- What are key sources of Patagonia’s competitive advantage? Explain and discuss.
- How do Patagonia’s environmental policies contribute to the overall strategic positioning of the firm and its *strategic fit* (concepts we discussed in Porter’s ‘What’s Strategy?’ article)? Are there any policies that don’t contribute to their competitive advantage?
- How does Patagonia’s sourcing of fabric and production activities differ from competitors and how these impact costs and productivity?
- Describe Patagonia’s target market and how they are able to offset any disadvantages in their COGS.
- Give specific recommendations to Patagonia about their growth.
- Use the exhibits in your analysis and to justify your recommendations.
SESSION #21  Tue.  April 2  PepsiCo’s Bid for Quaker Oats (A)


Read:  PepsiCo’s Bid for Quaker Oats (A)

Discussion questions:
- As of 1998, what was PepsiCo’s diversification strategy (unrelated, related linked, etc.)?
- Why did PepsiCo divest its restaurant business?
- Why is PepsiCo interested in Quaker Oats?  What do they have to add each other?
- Is there a strategic fit between PepsiCo’s portfolio and each business of Quaker?

Presentation instructions for GROUP 3:
- Read pages 5-7 of this syllabus. Use the exhibits in your analysis.
- Before answering these questions, please review Lecture 6 and Lecture 7 on Diversification and M&As.  When answering the questions, make connections to the lectures.
- Define the strategic issue(s) for PepsiCo.
- Analyze/define PepsiCo’s diversification strategy prior to 1998 and briefly explain the reasoning for divestiture of the restaurant business.

*** In analyzing potential strategic fit in all three areas below, discuss what Quaker can add to PepsiCo’s competitiveness and vice versa. Identify and discuss which businesses of Quaker are most attractive in strategic fit and growth/profitability potential. Use the numbers.

- Analyze the strategic fit between PepsiCo and Quaker’s drink business.
- Analyze the strategic fit between PepsiCo and Quaker’s snack foods business.
- Analyze the strategic fit between PepsiCo and Quaker’s other food business.

- Discuss strategic risks involved in the acquisition of Quaker.
- What should PepsiCo do? Provide recommendations.
SESSION # 22 Thu. April 4 Harley Davidson Case

Read: Case Harley Davidson

Discussion questions:

Write: Individual Case Write-up:

- What are challenges facing Harley Davidson as it enters 21st century? Where do you think Harley Davidson is vulnerable?
- Provide two key suggestions to improve Harley Davidson’s competitiveness.
- Write one page write-up to answer these questions (single-spaced, 12-font, typed).
- Due at the beginning of class.

Presentation Instructions for GROUP 4

- Read pages 5-7 of this syllabus.
- Outline the strategic issues Harley Davidson is facing at the time of the case.
- What were sources of competitive advantage at Harley Davidson and reasons for its dominance in the U.S. market?
- What were major elements of the Harley Davidson’s transformation? What is your evaluation of the transformation?
- What are Harley Davidson’s vulnerabilities as it enters 21st century? What is your evaluation of their strategy by the end of the case?
- What recommendations do you have for HD in the short and long term? Based on the strategic issues and vulnerabilities you identified, develop specific, creative and original recommendations.
- After your recommendations, provide an update on strategy and competitiveness of Harley Davidson. How did the firm do since the time of the case financially and competitively (market shares)? How do different segments of their product family contribute to revenue/profit generation? Are there any changes to their strategy, products, etc.? What are the trends in the industry?
SESSION #23 Tue. April 9 Ben & Jerry’s and Unilever

Read: Case Ben & Jerry’s: Preserving Mission and Brand within Unilever

Discussion questions:
- What are the strategic issues for Ben and Jerry’s at the time of the case?
- Do B&J’s and Unilever have a good strategic fit together?
- What attributes of both companies contribute to and take away from such strategic fit?
- How successful were the integration efforts? What would you have done differently?
- What were the remaining challenges?
- What are your specific recommendations?
- What have you learned from this case?

Presentation instructions for GROUP 5:
- Read pages 5-7 of the syllabus.
- Briefly introduce the B&Js and Unilever (products, mission, etc.). Introduce the strategic issues for Ben and Jerry’s at the time of the case.
- Do B&J’s and Unilever have a good strategic and cultural fit together? How do they complement or contrast each other? How did the sale of the company to Unilever affect various stakeholders such as customers, employees, and environment?
- Evaluate the soundness of Ben and Jerry’s decision to accept Unilever’s bid. In doing so, consider the firm’s competitiveness and financial success as a solo company versus what it can do as a subsidiary of Unilever.
- Evaluate the progress of the integration and post-acquisition success of Ben and Jerry’s. What would you have done differently with respect to integration efforts?
- What are the remaining challenges at Ben & Jerry’s? What are your specific recommendations?
- Provide an update for the case. What happened to B&J’s strategy after the acquisition? Its products, CSR efforts, etc.? In what ways are they stronger or weaker now?
- Use the exhibits in your analysis and to justify your recommendations.

SESSION #24 Thu. April 11 Sustainability Presentations & Footprint II

Due: *** Footprint Analysis-2 for EVERYONE

Also Read: Sustainability articles on Blackboard.

*** Sustainability Presentations done by Group 1-B and Group 6-B

** Read instructions on page 11-12 (and the additional guidelines to be given by the instructor)
SESSION # 25   Tue.   April 16   TBA

SESSION # 26   Thu.   April 18   **** EXAM - II   ****

The exam will be closed book/notes. Questions will be asked from: Lectures 5, 6, and 7

SESSION # 27   Tue.   April 23   Walt Disney and Pixar Case

Read: Case Walt Disney and Pixar: To Acquire or not to Acquire?

Discussion questions:
- What are the challenges Disney is facing at the time of the case? What are key competencies of this company? Any important weaknesses?
- What is the nature of the relationship/alliance Disney has with Pixar? What are benefits and risks available to both companies in the current relationship?
- How would these benefits and risks change if Disney acquired Pixar? Should they merge?

Write: Individual Case Write-up:
- What are the benefits and risks available to Pixar and Disney in the current relationship?
- What do you recommend to Disney and Pixar (options—keep the alliance same, make it exclusive, acquire)? Explain.
- Write one page write-up to answer these questions (single-spaced, 12-font, typed).

Presentation instructions for GROUP 2
- Read pages 5-7 of this syllabus.
- Before answering these questions, please review Lecture 7 on M&As. Make connections to the lecture as appropriate.
- What are key competencies of Disney? Any important weaknesses? What are the strategic issues for Disney at the time of the case?
- What is the nature of the relationship/alliance Disney has with Pixar? What are key assets of Pixar? What are the benefits and risks available to both companies in the current relationship?
- Are these firms better off as stand-alone companies? What would be advantages and disadvantages of going alone? Would they be better off if they entered a distribution only alliance (vs. co-production and distribution)?
- How would these benefits and risks change if Disney acquired Pixar? If Disney acquires Pixar, how Bob Iger and his team organize and manage the combined entity and Pixar’s operations? What challenges do you foresee after an acquisition, and how would you meet them?
- What do you recommend to Disney and Pixar (options—keep the alliance same, make it exclusive, acquire)? How would you make sure this option succeeds?
- Use the exhibits in your analysis and to justify your recommendations.
SESSION # 28 Thu. April 25 Case: Seventh Generation

Read: Case Seventh Generation: The Marketside Offer

Discussion questions:

- Why is Seventh Generation reconsidering a deal with Wal-Mart? Discuss the internal and external drivers. Why did they reject Wal-Mart initially?
- How do Wal-Mart and Seventh Generation differ in corporate values, priorities, and approach to corporate social responsibility?
- Does Seventh Generation have a sustainable competitive advantage? Why, why not?
- What should Seventh Generation do to maintain its position in the industry?
- What should Seventh Generation do about the Marketside offer?
- What are the impacts of your recommendation for various stakeholders?

Write: Individual Case Write-up:

- Why is Seventh Generation reconsidering a deal with Wal-Mart? Discuss the internal and external drivers for the company to consider the partnership.
- Write one page write-up to answer these questions (single-spaced, 12-font, typed).
- Due at the beginning of class.

HAVE A GREAT SUMMER! 😊