



# UNCG

Bryan School of  
Business *and* Economics

## MBA 629: Creating and Sustaining Competitive Advantage

W 6:30 – 9:20PM

Bryan 105

Spring 2008

**Faculty:** Kevin Lowe and Joe Erba  
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 OR By Appointment

### University Operations during Adverse Weather Conditions

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### Faculty and Student Guidelines:

It is my intent to meet the spirit of the Faculty and Student Guidelines and will expect my students to prepare for the class with the same level of intent. The Faculty/Staff and Current Student Guidelines can be reviewed at <http://www.uncg.edu/bae/faculty.html> and <http://www.uncg.edu/bae/currstudents.html> respectively.

### Required Readings & Materials

1. Cases to be discussed in Class
2. Thompson, A. J. Stappenback, G. J., & Reidenback, M. (2004). *Player's Manual for use with The Business Strategy Game: Competing in a global marketplace*. McGraw Hill-Irwin: New York, NY. (Obtainable from [www.bsg-online.com](http://www.bsg-online.com)).

### Supplementary Readings

3. Readings from various practitioner-related journals that will be helpful in analyzing the cases (**Most of the readings are available from Blackboard**).
4. Handouts as provided.

## Course Objectives and Goals

This is an integrative seminar addressing the requirements and challenges of implementing corporate, business and functional area strategies. It is a “capstone” course in that it assumes a working familiarity with all major functional areas, as well as a foundation in strategic analysis and strategy formulation.

The goal of this course is to assist students in the integration of learning and experience regarding what it takes to turn strategic thinking into organizational action. Given the capstone nature of the course heavy emphasis is placed on actively engaging the student in the creation, delivery, and evaluation of strategy implementation content. Students will therefore examine the activities of general managers as they attempt to create sustainable competitive advantage for their companies with emphasis on implementation issues. Students will also be given the opportunity to gain experience by working as part of a team of top managers formulating and implementing strategies for a simulated company, and also leading in the discussion of cases. Thus, the professor becomes more of a **facilitator** of the case analysis and less of a **lecturer** or a **leader** in the case discussions.

Students are expected to bring a wealth of existing knowledge regarding the formulation and analysis of business strategy and to be fully prepared to participate and contribute in class discussions. Participation becomes even more important than usual in a class such as this one. The student role requires not only a willingness to learn but also a willingness to be responsible for the learning of others. Despite the fact that the course is predominantly case and simulation based, students would be required to provide timely real world information, examples and case updates to illustrate key learning points. It is therefore highly recommended that students subscribe and get into the habit of reading at least one of the following publications on a regular basis: ***Business Week, Forbes, Fortune,*** and the ***Wall Street Journal.***

***The Business Strategy Game (BSG):*** Simulations are becoming an important component in most strategy capstone courses because they are also being used in companies. The business simulation, called BSG provides you with the opportunity to gain a hands-on experience in managing a global company as a member of a top management team. Each team will formulate and implement strategies that integrate the major functional areas of a company: (Finance, Human Resources, Information Technology, Marketing, and Operations & Supply Chain Management). You will have to make strategic decisions under conditions of uncertainty and will experience the effect of those decisions on performance within a competitive market environment.

### Grading:

|   |              |
|---|--------------|
| <b><i>Business Strategy Game</i></b>  | <b>40%</b>   |
| BSG Simulation quizzes (1 <sup>st</sup> quiz=3.5%, 2 <sup>nd</sup> quiz=4%) | 7.5%         |
| Initial statement of company mission, objectives and strategy               | 7.5%         |
| Simulation performance  | 12.5%        |
| Written Report  | 12.5%        |
| <b>Class Contribution (Verbal, Nonverbal, Peer Evaluation)</b>              | <b>15%</b>   |
| <b>Group Case Leadership</b>  | <b>20%</b>   |
| <b>Individual Written Case Analysis</b>                                     | <b>12.5%</b> |
| <b>Final Exam (Comprehensive Case Analysis)</b>                             | <b>12.5%</b> |
| <b>Total</b>  | <b>100%</b>  |

Grades will be assigned on a numeric scale for each element of the course. The weighted average of the numeric grades will be converted into final letter grades as follows:

|                |               |                |
|----------------|---------------|----------------|
| A+: 97-100     | A: 94 -96.9%  | A-: 92 – 93.9% |
| B+: 90 – 91.9% | B: 85 – 89.9% | B-: 83 – 84.9% |
| C+: 81 – 82.9% | C: 76 – 80.9% | C-: 74 - 75.9% |

D's and F's follow a similar 9 point structure

## Team Formation

Many students lament the trend toward the “teaming” of organizations and student learning experiences. Yet US employers continue to identify the ability to work in teams as one of the tops three key attributes sought in determining employability. In this class you will join a team and work with that team on short-term projects.

Given the structure of the course, we need for the class to divide into **SEVEN** teams. Team size will be determined by course enrollment. So, for example, a class of 35 would have a team size of 5.

Students may pick their own team members as long as they adhere to the following condition: Each team must contain at least one person **born** in the United States and one person **not born** in the United States (to the extent class enrollment provides this potentiality). Time will be allotted on the first evening of class to establish teams and meet with team members.

Your team will have the responsibility for leading the class for approximately 45 minutes about every four to five weeks, and will act as the top management team (TMT) of a company for the BSG simulation. The number assigned to your team will determine when your team has responsibility for leading the class over the third to the sixteenth class week. So you will want to establish some effective methods of communicating ideas and information.

## Logistics

Each night we will discuss material related to two cases (this applies to weeks 2 through 16) and the associated course readings. Two teams student will be in charge of leading, presenting, and discussing the readings and cases each week, except the second week when the case discussion will be instructor led. **Teams are required to submit to the instructor a copy of their case presentation outline by electronic mail no later than 2:30pm on the date of case leadership. Case presentation outlines should be emailed to [klowe@uncg.edu](mailto:klowe@uncg.edu). Should email attempts fail the outline can be posted to the Digital Dropbox function in Blackboard. If the Digital Dropbox option is chosen please leave a courtesy voicemail on 334-3055 to that effect.**

## Approximate Weekly Class Schedule

1. 6:30-6:45 – Lowe/Erba – Opening remarks, information exchange, feedback, BSG questions.
2. 6:45-7:25 - First Team – Class leadership by student team related to assigned case.
3. 7:25-7:45 - Break
4. 7:45-8:25 - Second Team – Class leadership by student team related to assigned case.
5. 8:25-8:35 - Lowe/Erba – Closing remarks.
6. 8:35-9:20 – Student teams – Discuss next BSG decision

## Description of Major Class Components

### BSG Simulation Exercises (40%)

Your team will manage a company. You are required to make a set of decisions relating to the various functional areas of your company. To perform well in the simulation you will need to read the Player's Manual thoroughly.

Each student in the class will need to register for the BSG simulation. I will provide each student with his/her industry/company registration code on the first day of class after the formation of groups. You will then need to go to [www.bsg-online.com](http://www.bsg-online.com) to register for the simulation exercise. You will need to complete the registration process by paying with a credit card. If you do not have a credit card it is suggested that you exchange cash with a team member or friend who can register you through their credit card.

There will be a practice round to help you familiarize yourself with the dynamics of the game. You will be evaluated on the following activities:

1. Two BSG Simulation quizzes, open-book, to be **completed online by February 6th and March 19<sup>th</sup>**.
2. Initial statement of company mission, objectives and strategy (**Due February 12**): Present your company's mission, objectives and intended strategy. The strategy statements should not be more than **FIVE** pages, double-spaced, 12-point font, page-numbered and should have a cover page. Your statement should include but not limited to addressing the following questions:
  - What is the purpose of your company?
  - What are your company's performance targets or objectives and under what timetable?
  - What positions do you seek in the industry or marketplace?
  - What differentiates your company from your competitors? How it would enable your company to achieve superior performance?
  - What is your plan for getting there? What trade-offs do you anticipate making?
  - How are you organizing your top management team? What roles is each person performing? Will these roles be rotated or remain stable? How will you make team decisions?
3. **Overall performance:** You will be awarded points based on how well your company met its different performance objectives in comparison with other companies in the same industry at the end of Year 20. Your company's performance will be based on five performance measures, with weights in parentheses: (a) earnings per share (20%); (b) return on stockholders' equity (ROE) (20%); (c) stock price appreciation (20%); (d) the company's credit rating (20%); and (e) corporate/brand image (20%).
4. **Final Written Report (Due April 30 – Final Class Meeting):** Each team will provide a written report to its Board of Directors and investors/analysts about the company's efficiency and effectiveness in accomplishing its initial mission and objectives, and future prospects. The report should include the following in an integrated manner:
  - Brief review of performance.
  - Comparison of actual strategies with intended strategy.

- Critical evaluation of actual and intended strategies and decisions within the context of the industry environment and the company's competitive resources and capabilities.
- Examination of top management team decision-making processes. What planning and decision process you used.
- Presentation of the general strategy you would use if the game was to continue for five more years into the future.
- Discussion of what you learned from the experience.

Present an honest and critical assessment of your team's successes and failures in the light of the dynamic business and economic environment, highlighting the important critical issues your team encountered.

The report should not be more than 15 pages (excluding any figures or tables, which must be placed in the appendix). The report must be double-spaced, font size 12 with 1 inch margins, and page numbered.

#### Class contribution (15%)

Class contribution has many facets in the course including:

- Attendance
- Courtesy (cell phones/pagers off; absence of extensive side conversations)
- Attentiveness (focus directed to whoever has the floor, not distracting others)
- Asking questions of groups presenting the readings and cases
- Providing comments and critiquing reading materials (if any)
- Providing constructive comments and suggestions on cases
- Completing on-line BSG **peer evaluation form by April 30th**
- Use of Laptop computers in class **exclusively** for the purpose of class activities that day. **Note if it is my impression that you are using your computer for a purpose other than supporting class discussion you will not be allowed to bring your computer to class for the balance of the semester.**

Note that if you attend all classes and do not provide comments, suggestions, or ask questions about the presentation, you'll only receive a **maximum of 50%** of the class participation grade (i.e., 7.5%). Class contribution will be awarded during every class session.

#### Case presentations and discussions (15%)

The team identified in the course schedule will have 30-45 minutes to deliver a traditional case analysis concluding with recommendations for the organization. Assume your audience have read the case but have agonized less over its contents than your team. *Convey* the big ideas by focusing on the most important issues in the case. You may bring in materials from other courses and from your own perusal of the supplementary readings and searches if they relate to the issues in the case.

Your team should allow time for questions and answers, and comments from the audience regarding the issues, ideas and recommendations you *conveyed*. In other words, do not plan on presenting for more than 30 uninterrupted minutes (leave at least 20 minutes for questions and discussions).

**Grading of case analysis** will be based partly on *presentation and delivery* (engagement, professionalism, clarity of speech, visual aids, coverage of major issues in case – 60%), and *content of presentation* (quality of analysis and recommendations – 40%).

*Individual written case analysis (10%)*

Every student will be required to prepare **ONE** written case analysis from the cases to be discussed in class. An individual whose team is presenting a particular case cannot write on that case. For example, Team 1 is scheduled to present the “Black Diamond” case; if you’re a member of Team 1 you cannot submit an individual written analysis on that case. You should conduct a traditional individual written case analysis using the tools and techniques gained from this course and the balance of your MBA courses to provide a true capstone analysis. The written case must be professionally prepared and turned no later than the beginning of the class period in which that particular case is being discussed. **The case analysis should be 5-7 pages in length (excluding any figures or tables), page numbered, double-spaced, font size 12, and 1-inch margins. The case analysis report should also have a cover page.** To spread deep case knowledge evenly throughout the semester I will provide a sign-up sheet for the case write-up on the first day of class. You will be graded on the thoroughness of your analysis, reasoning ability and writing.

*Final Exams (20%)*

You will be provided with a case to analyze for your final exam. The case will either be posted on blackboard or provided to you in class on **April 23rd** and you will be required to turn it in on **April 30th**. You will be graded on the thoroughness of your analysis, the application of concepts exposed to during the balance of your MBA courses, your reasoning ability and writing.

**MBA 629A-01: Schedule of Class Activities and Assignments**

| Date                                | Activities  |
|-------------------------------------|---|
| <p>Week 1<br/><b>January 16</b></p> | <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Class orientation and introductions</li> <li>• Formation of teams for case presentations.</li> <li>• Assignment of case presentations.</li> <li>• Formation of teams for BSG simulation.</li> </ul> <p><b>Strategy Content: What is Strategy?</b><br/> <b>Discussion of Readings</b></p> <ul style="list-style-type: none"> <li>• Mintzberg, H. 1987. The strategy concept I: Five P's for strategy. <i>California Management Review</i>, 30(1): 11-24.</li> <li>• Porter, M. E. 1996. What is strategy? <i>Harvard Business Review</i>, 74(6): 61-78.</li> <li>• Hambrick, D. C. &amp; Fredrickson, J. W. 2001. Are you sure you have a strategy? <i>Academy of Management Executive</i>, 15(4): 48-59.</li> <li>• Iansiti, M. &amp; Levien, R. 2004. Strategy as Ecology, <i>Harvard Business Review</i>, March: 69-78.</li> </ul>  |
| <p>Week 2<br/><b>January 23</b></p> | <p><b>Strategy Process: The Job of Managers or Leaders</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion # 1: The Global Leadership of Carlos Ghosn at Nissan (Lowe)</li> <li>• Discussion of BSG</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Mintzberg, H. 1994. Rounding out the manager's job. <i>Sloan Management Review</i>, (Fall): 11-26.</li> <li>• Gosling, J. &amp; Mintzberg, H. 2003. The five minds of a manager. <i>Harvard Business Review</i>, November: 54-63.</li> <li>• Ghoshal, S., &amp; Bruch, H. 2004. Reclaim your job. <i>Harvard Business Review</i>, March: 41-45.</li> <li>• Zaleznik, A. 2004. Managers and Leaders: Are they Different? <i>Harvard Business Review</i>, January: 74-81 (originally published 1977).</li> <li>• Goleman, D. 2004. What makes a leader? <i>Harvard Business Review</i>, January: 82-91 (originally published in 1998).</li> </ul> <p><b>ASSIGNMENT:</b></p> <ul style="list-style-type: none"> <li>• Print and Read Player's Manual for BSG</li> </ul> |

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| <p>Week 3<br/>January 30</p> | <p><b>The Content of Strategy Implementation</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #1: Black Diamond (Team 1)</li> <li>• Case Discussion #2: Intel Corp 2005 (Team 2)</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Hambrick, D. J., &amp; Cannella, A. A. 1989. Strategy Implementation as substance and selling. <i>Academy of Management Executive</i>, 3(4): 278-285.</li> <li>• Rapert, M. I., Velliquette, A., &amp; Garretson, J. A. 2002. The strategic implementation process: Evoking strategic consensus through communication. <i>Journal of Business Research</i>, 55: 301-310.</li> <li>• Mankins, M. C., &amp; Steele, R. 2005. Turning great strategy into great performance. <i>Harvard Business Review</i> (July/August) 64-72.</li> <li>• Beer, M., &amp; Eisenstat, R. A. 2004. How to have an honest conversation about your business strategy. <i>Harvard Business Review</i>, (February): 82-89.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Practice Decision Due by 9:00 pm on January 29.</li> </ul> |
| <p>Week 4<br/>February 6</p> | <p><b>Leadership Issues in Implementing Strategy</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #1: Charlotte Beers (Team 3)</li> <li>• Case Discussion #2: Procter and Gamble (Team 4)</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Chatman, J. A., and S. E. Cha. 2003. "Leading by leveraging culture". <i>California Management Review</i>, 45(4) (summer), 20-34.</li> <li>• Rowe, W. G. 2001. "Creating wealth in organizations: The role of strategic leadership". <i>Academy of Management Executive</i>, 15(1): 81-94.</li> <li>• Petrick, et al. 1999. "Global leadership skills and reputational capital: Intangible resources for competitive advantage". <i>Academy of Management Executive</i>, 13(1): 58-69.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 1 (Year 11) Due by 9:00 pm on February 5.</li> <li>• Complete BSG simulation online Quiz 1 before 10:00 pm on February 6.</li> </ul>  |

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| <p>Week 5<br/>February 13</p> | <p><b>Implementing Human Resource Strategies</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #1: <b>Developing a Global Mindset at Johnson and Johnson, 1998.</b> (Team 5).</li> <li>• Case Discussion #2: The Ritz-Carlton Hotel (Team 6)</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Pfeffer, J., and J. F. Veiga. 1999. "Putting people first for organizational success", <i>Academy of Management Executive</i>, 13(2): 37-48.</li> <li>• Gratton, L., and C. Truss. 2003. "The three dimensional people strategy: Putting human resource policies into action", <i>Academy of Management Executive</i>, 17(3):74-86.</li> <li>• Bolino, M. C., and W. H. Turnley. 2003. "Going the extra mile: Cultivating and managing employee citizenship behavior", <i>Academy of Management Executive</i>, 17(3): 60-71.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 2 (Year 12) Due by 9:00 pm on February 12</li> <li>• Statement of Mission, Objectives and Strategy Due in class</li> </ul> |
| <p>Week 6<br/>February 20</p> | <p><b>Implementing Sourcing/Outsourcing Strategies</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion # 1: Cathay Pacific (Team 7)</li> <li>• Case Discussion # 2: Global Information Systems (Team 1)</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Kotabe, M. 1998. Efficiency vs. Effectiveness orientation of global sourcing strategy: A comparison of U.S. and Japanese multinational companies. <i>Academy of Management Executive</i>, 12(4): 107-119.</li> <li>• Adler, P. S. 2003. Making the HR outsourcing decision. <i>MIT Sloan Management Review</i>. Fall: 53 – 60.</li> <li>• Barthelemy, J. 2003. The seven deadly sins of outsourcing. <i>Academy of Management Executive</i>, 17(2): 87-98.</li> <li>• Power, M., Bonifazi, C., &amp; Desouza, K. C. 2004. The ten outsourcing traps to avoid. <i>Journal of Business Strategy</i>, 25(2): 37-42.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 3 (Year 13) Due by 9:00 pm on February 19.</li> </ul>                         |

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| <p>Week 7<br/><b>February 27</b></p>       | <p><b>Implementing Innovation and Technology Strategies</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #1: Cisco Systems Inc: Implementing ERP. (Team 2)</li> <li>• Case Discussion #2: Innovation at 3M Corporation. (Team 3)</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Zahra, S. A., Nash, S., &amp; Bickford D. J. 1995. Transforming technological pioneering into competitive advantage. <i>Academy of Management Executive</i>, 9(1): 17-31.</li> <li>• Chakravorti, B. 2004. The new rules for bringing innovations to the market. <i>Harvard Business Review</i>, March: 59-67.</li> <li>• Moore, G. A. 2004. Darwin and the Demon: Innovating within established enterprises. <i>Harvard Business Review</i>, July-August: 86-92.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 4 (Year 14) Due by 9:00 pm on February 26.</li> </ul>  |
| <p>Week 8<br/><b>March 5</b><br/>*SWAM</p> | <p><b>No Class</b></p>   |
| <p>Week 9<br/><b>March 12</b><br/>*TPA</p> | <p><b>No Class</b></p>   |
| <p>Week 10<br/><b>March 19</b></p>         | <p><b>Implementing Global/International strategies</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #1: Lincoln Electric: Venturing Abroad. (Team 4)</li> <li>• Case Discussion #2: Starbucks Corporation (Team 5).</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Oviatt, B. M., and P. P. McDougall. 1995. "Global start-ups: Entrepreneurs on a worldwide stage". <i>Academy of Management Executive</i>, 9(2): 30-43.</li> <li>• Bartlett, C. A. and S. Ghoshal. 2000. "Going global: Lessons from late movers". <i>Harvard Business Review</i>, (March-April): 132-142.</li> <li>• Doh et al. 2003. "Coping with corruption in foreign markets", <i>Academy of Management Executive</i>, 17(3): 114-127.</li> <li>• Hastings, D. F. 1999. "Lincoln Electric's harsh lessons from international expansion". <i>Harvard Business Review</i>, (May-June): 163-178).</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 5 (Year 15) Due by 9:00 pm on March 18.</li> <li>• Complete BSG simulation online Quiz 2 before 10:00 pm on March 19.</li> </ul> |

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| <p>Week 11<br/>March 26</p> | <p><b>Implementing Corporate Strategies – Strategic Alliances</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #1: Xerox and Fuji Xerox. (Team 6)</li> <li>• Case Discussion #2: The Renault-Nissan Alliance (Team 7)</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Discussion of: (1) Kanter, R. M. 1994. “Collaborative Advantage: The Art of Alliances”. <i>Harvard Business Review</i>, (July-August): 96-108.</li> <li>• Gill, J., and R. J. Butler. 2003. “Managing instability in cross-cultural alliances”. <i>Long Range Planning (LRP)</i>, 36: 543-563.</li> <li>• Bamford, J., Ernst, D., &amp; Fubini, D. G. 2004. Launching a world-class joint venture. <i>Harvard Business Review</i> (February): 91-100.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 6 (Year 16) Due by 9:00 pm on March 25</li> </ul>                                   |
| <p>Week 12<br/>April 2</p>  | <p><b>Implementing Marketing Strategies</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #1: Snapple. (Team 1)</li> <li>• Case Discussion #2: Real Madrid (Team 2)</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Dawar, N. 2004. “What are Brands Good For?” <i>MIT Sloan Management Review</i>, Fall: 31-37.</li> <li>• Hill, S., Ettenson, R., and Tyson, D. 2005. “Achieving the Ideal Brand Portfolio”. <i>MIT Sloan Management Review</i>, (Winter): 85-90.</li> <li>• Joachimsthaler, E., and Aaker, D. A. 1997. “Building brands Without Mass Media”. <i>Harvard Business Review</i>, January-February: 3-10.</li> <li>• Antia, K. D., Bergen, M., and Dutta, S. 2004. Competing with Gray Markets”. <i>MIT Sloan Management Review</i>, Fall: 63-69.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 7 (Year 17) Due by 9:00 pm on April 1</li> </ul> |

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| <p>Week 13<br/>April 9</p> <p>*SIOP</p> | <p><b>Rewards and Compensation</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #1: Kidder Peabody and Co: Creating Elusive Profits. (Team 3)</li> <li>• Case Discussion #2: Mary Kay Cosmetics. (Team 4)</li> </ul> <p><b>Supplementary Readings</b></p> <ul style="list-style-type: none"> <li>• Discussion of: (1) Ghorpade, J., &amp; Chen, M. M. 1995. Creating quality-driven performance appraisal systems. <i>Academy of Management Executive</i>, 9(1): 32-41.</li> <li>• Hope, J. &amp; Fraser, R. 2003. New ways of setting rewards: Beyond the budgeting model. <i>California Management Review</i>, 45(2): 104-119.</li> <li>• Luthans, F., &amp; Stajkovic, A. D. 1999. Reinforce for performance: The need to go beyond pay and even rewards. <i>Academy of Management Executive</i>, 13(2): 49-57.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 8 (Year 18) Due by 9:00 pm on April 8</li> </ul>   |
| <p>Week 14<br/>April 16</p>             | <p><b>Implementing Strategy Through the Balanced Scorecard</b></p> <p><b>Case Discussions:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion #22: Citibank: Performance Evaluation. (Team 5)</li> <li>• Case Discussion #23: Mobil USM&amp;R (A): Linking the Balanced Scorecard. (Team 6)</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Kaplan, R. S., &amp; Norton, D. P. 1992. The balanced scorecard – Measures that drive performance. <i>Harvard Business Review</i>, January-February: 71-79.</li> <li>• Kaplan, R. S., &amp; Norton, D. P. 1996. Using the balanced scorecard as a strategic management system. <i>HBR</i>, January-February: 75-85.</li> <li>• Discussion of: (1) Speckbacher, G., Bischof, J., &amp; Pfeiffer, T. 2003. A descriptive analysis on the implementation of the balanced scorecards in German-speaking countries. <i>Management Accounting Research</i>, 14: 361-387.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 9 (Year 19) Due by 9:00 pm on April 15.</li> </ul> |

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| <p>Week 15<br/>April 23</p> | <p><b>Strategic Control</b></p> <p><b>Case Discussion:</b></p> <ul style="list-style-type: none"> <li>• Case Discussion 1: Automation Consulting Services. (Team 7)</li> <li>• Course Evaluations</li> <li>• <b>Wrap –up</b></li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Simons, R. 1994. How top managers use control as levers of strategic renewal. <i>Strategic Management Journal</i>, 15: 169-189.</li> <li>• van Veen-Dirks, P., &amp; Wijn, M. 2002. Strategic control: Meshing critical success factors with the balanced scorecard. <i>Long Range Planning</i>, 35: 407-427.</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>• BSG Simulation Decision 10 (Year 20) Due by 9:00 pm on April 22</li> </ul> |
| <p>Week 16<br/>April 30</p> | <ul style="list-style-type: none"> <li>• <b>Final Written Reports on BSG Simulation Due</b></li> <li>• <b>Final Case Exam Due</b></li> <li>• <b>BSG Online Peer Evaluation Due</b></li> </ul>  |

**Note:** *This is a tentative class schedule and may be changed either at the beginning of the semester or in the course of the semester.*

**IMPORTANT NOTE:** Most of the cases discussed in class will be available in Blackboard from January 16 at 10:00pm until January 30<sup>th</sup> at 10pm. You will need to download these cases before January 30<sup>th</sup> at 10pm.