

# Faculty Development Plan

Assistant Professor of Strategy

*Timeframe: 2020-2023*

This document articulates my faculty development plan for 2020-2023 and outlines goals I plan to achieve as I prepare for my Continuing Faculty Status review. I joined BYU Marriott in the summer of 2019 after spending 4 years as an Assistant Professor of Management at the University of California, Riverside (UCR). I am excited to join the faculty at BYU and look forward to using my talents and energy to help push forward the inspired mission of BYU. I believe this faculty plan outlines a path that will benefit me as an academic while also strengthening the Management department, BYU Marriott, and the University as a whole.

## 1. SELF-ASSESSMENT

I believe I have multiple strengths that have generally allowed me to be successful as an academic to this point. Many of these strengths have been cultivated through working with excellent scholars and teachers in the field, as well as from my family and wife. Additionally, I have many weaknesses that I hope to strengthen throughout the course of my career at BYU. I enumerate each of these in detail below.

### **Scholarship Strengths:**

Throughout my Ph.D. and at the University of California, Riverside I had success publishing my work in top academic journals. I believe there are a few strengths that have allowed for this success. First, my training at Washington University in St. Louis, under the mentorship of Lamar Pierce, helped me develop the needed empirical and theoretical tools to succeed in research. Lamar spent significant time helping me understand the field, the fundamentals of high-quality academic papers, and how I can succeed as a scholar. I owe much of my success to this training. Second, my father taught me how to work hard. Growing up working with him daily as an electrician, I learned how to push myself to complete tough jobs, even when tired or lacking motivation. These lessons in hard work have helped me show up and work each day on difficult projects. Third, I have passion for answering important questions. This passion drives me to gather data and work hard to answer questions of importance to the world. Finally, I have a strong network of co-authors and friends that help me work through ideas, empirical models, difficult paper issues, and publishing woes.

### **Scholarship Areas to Improve:**

While the strengths enumerated above have helped me be successful so far in publishing, there are also areas I need to improve. First, I often am most productive when I have long blocks to deeply work on my research. Given the additional teaching required at BYU I will have to improve at being productive in shorter blocks of time. This may also require some experimentation to figure out how best to structure my teaching to be productive. Second, I need further insight and experience regarding how better to use research assistants at BYU to improve my research productivity while also mentoring students. At UCR I primarily worked with doctoral students. Developing a framework and plan for working with research assistants will be key to scaling my productivity at BYU. Third, my time to publication would benefit from me prioritizing and pushing through revise and resubmits (R&Rs) better. I often struggle to turn around these papers quickly, given my multiple other projects, which delays time to publication. Finally, I sometimes struggle to not overcommit myself with the number of projects I participate in. Too many projects reduces my ability to be successful pushing projects through the publication finish line.

### **Teaching and Mentorship Strengths:**

Prior to BYU I had significant success teaching. I taught at both the undergraduate and graduate levels and was typically rated as one of the best professors at teaching in the business school. My teaching led to a teaching award a couple years after arriving at UCR. I attribute my prior success to a few strengths. First, I have passion for teaching and changing students' lives. I often obsess about how to improve lectures, cases, or experiential learning activities. I also work hard to find high-impact experiential activities for the students that will improve the learning experience. Last semester, this led my classes to work on consulting projects for Homie, a local real estate technology company. Second, I care deeply about students and student outcomes. Consequently, I enjoy spending time with students during office hours and try in class to connect with as many students as possible. Third, I have a deep testimony and many life experiences that I think can help students build character and testimony, in addition to the other skills we teach at the business school. This aligns with the Aims of a BYU education and the broader mission of BYU. Finally, I have a strong desire to improve. At UCR I attended many teaching workshops, observed top teachers, and worked hard to develop and improve my courses. I plan at BYU to also observe great teachers and to take advantage of all available resources to improve my teaching.

These strengths have also benefited me in mentoring students. At UCR I served as a mentor and Ph.D. committee member for three different Ph.D. students. After leaving UCR I have continued to work with each of these students and am highly invested in their growth and success. I have strong desire at BYU to

engage in active mentored learning with undergraduate and graduate students. I hope to help develop a program that helps place students in graduate programs while retaining ties to BYU faculty throughout the Ph.D. program. I also want to help lift and build each of my students through my interactions with them outside of class, including my teaching and research assistants.

### **Teaching and Mentorship Areas to Improve:**

While I have had success previously teaching at UCR, that success did not directly transfer over to BYU for my first semester (as evidenced by my average teaching ratings). I found that teaching at BYU, and teaching BYU students in general, is slightly different than at other institutions. Consequently, I have work to do to improve the spiritual components of my class and to teach in ways that connect well with BYU students. Second, I am not naturally talented at teaching via Zoom, particularly in ways that include experiential components. More time and effort need to be dedicated in the coming months to learning from the successes and struggles of others in adopting this format. Third, I need to learn how better to manage my teaching assistants (TAs) to improve the student learning experience and to free up time for me to work on other essential elements of the class. Finally, I need to review my teaching and courses to make sure they are wholly aligned to the Aims of a BYU Education, BYU's mission, and the Mission of the Marriott School.

For mentoring, I need to find ways to be proactive. While at other institutions mentorship comes naturally through the Ph.D. program, at BYU I will need to be more proactive in finding ways to benefit students outside of class. Dedicating time to mentoring and developing a Ph.D. preparation program, while building out a robust research assistant program, will help increase mentorship opportunities with students as well as the impact of my mentoring.

### **Citizenship Strengths:**

While at UCR I engaged in many service assignments. I was a member of many committees and played an active role in building the school. Prior to CFS citizenship requirements are typically lower at BYU. However, I still have a strong desire to be an active member of my department and to help build the department, school, and University in any way possible. I find satisfaction building things and look forward to being able to take a more active role in the future. I am committed to being visible, on campus, at meetings, and to contribute positively to my colleagues through my informal interactions.

### **Citizenship Areas to Improve:**

As I prepare to take a more active role in citizenship in the future, I could improve my ability to do so by learning more about the programs, initiatives, strengths, and needs in my department, the Marriott School, and University. This will help me understand how best to contribute, and to understand how my unique skills and talents can benefit BYU.

## **2. LONG RANGE PLAN AND GOALS (2020-2023)**

### **Scholarship Goals**

- Obtain Continuing Faculty Status at BYU.
- Publish 2 additional papers in “A” journals by 2023.
- Join one journal editorial board by 2023.
- Be visible and involved at conferences to further strengthen BYU’s reputation.
- Start co-authored work with BYU colleagues.

### **Teaching and Mentorship Goals**

- Improve teaching ratings to above the department average.
- Continue to develop relationships with local businesses that can partner with my classes for learn/do/become activities.
- Help develop a pipeline and network of PhD students with other Universities. Use this network to have a long-distance Ph.D.-type program.
- Strengthen ability to teach using technology (e.g., Zoom).

### **Citizenship Goals**

- Help build the department, school, and University through meaningful service.
- Assist in developing a strong pre-Ph.D. program for the Management department.
- Build a framework for consistently working with research assistants at BYU.
- Help the Management Department bring in high quality scholars to share their work.
- Continue to actively engage with colleagues through writing circle, lunches, and informal discussions.

### **3. SHORT TERM GOALS FOR FALL 2020**

#### **Scholarship Plans:**

- Submit paper on EMS performance and patient ability to pay to Management Science for fast track consideration in August 2020. Submit paper to the 2021 Academy of Management Annual Meeting and the 2021 Strategic Management Society Conference.
- Submit paper on round number reference points in historic real estate prices to Management Science in September 2020.
- Submit paper on human capital profiles in real estate to the Strategic Management Journal by end of November 2020.
- Develop working paper for Emergency Medical Service (EMS) results on deaths and future EMS personnel performance. Submit to 2021 Academy of Management Annual Meeting and the 2021 Strategic Management Society Conference.
- Finalize results for project on 9/11 and discrimination of Muslim-Americans in the Federal Government. Submit to the 2021 Strategic Management Society Conference.
- Develop results for paper on impact of social affiliations on real estate buyer mortgage defaults.
- Collect employer/employee matched data from Illinois for future EMS papers.
- Have initial dataset compiled for Silicon Slopes project.
- Reach out to close editor contacts about potential for joining journal editorial boards in the next year.

#### **Teaching Plans:**

- Revamp STRAT 392 based on student feedback from last year. Share feedback with faculty mentors to develop a plan to improve teaching.
- Observe excellent teachers in my department. Make a plan to incorporate things they do well into my teaching.
- Learn from others in the department how to improve Zoom teaching.
- Continue to work with Susan and the Center for Teaching and Learning at BYU to improve my syllabus and teaching.

#### **Citizenship Plans:**

- Help organize the Management Department faculty seminar series for 2020-21.
- Continue to engage with the Management Department writing circle.
- As much as possible, be active and present on campus to engage with colleagues.

# STRAT 392 – 001, 004, 005

## Strategy and Economics

**Professor:**

**Office:**

**Phone:**

**E-mail:**

**Office Hours:**

**Semester: Winter 2021**

**Lecture time: T/TH 8:00AM, 2:00PM, 3:30PM**

**Classroom: TNRB W310**

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### Course Description

This course introduces students to the fundamental concepts, theories, frameworks, and tools used to formulate and evaluate business strategy. The primary objective is for students to learn how to analyze and think critically about the factors that affect successful performance of individuals and firms in competitive environments. This course provides students with the economic and strategic tools needed to identify strategic problems and make recommendations to individuals and organizations regarding how to improve their business performance.

This course places particular emphasis on economic analysis, problem formulation, critical thinking, and the ability of students to clearly and effectively communicate ideas. Unique from other classes, developing these skills requires applications of concepts, theories, tools, and frameworks to real world organizations and phenomena in a “practice” environment. Consequently, the case-discussion method will be utilized, and individual participation is critical to individual and class success.

### Learning Objectives

At the end of this course, students should be able to:

- Understand the fundamentals of crafting a strategic position that maximizes the firm’s value added to stakeholders
- Utilize theory and tools from economics and strategy to analyze and evaluate business strategy
- Assess how factors from the external environment influence long-run firm performance and average industry returns
- Evaluate how strategic fit and complementarities in firm-level resources influence competitive advantage
- Understand the importance of coherence in strategic positioning and firm resources
- Identify common technological or competitive risks to firm strategies, and understand how firms and individuals can respond to achieve long-term advantages
- Recognize and understand the importance of integrity and ethics to business strategy and success
- Communicate ideas and recommendations clearly both verbally and in writing

- Participate in group discussions and projects skillfully, and exercise responsibility in a collaborative mode.

*These course learning objectives coincide with the mission of the School of Business and with the mission and aims of Brigham Young University*

## **The Mission of Brigham Young University**

*Mission:*

The mission of Brigham Young University — founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints — is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

*Aims of a BYU Education:*

BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision. A BYU education should be:

- Spiritually Strengthening
- Intellectually Enlarging
- Character Building
- Leading to Lifelong Learning and Service

## **Marriott School of Business Mission Statement**

Attract, develop, place, and continue to engage men and women of faith, character, and professional ability who will become outstanding leaders and positively influence a world we wish to improve.

## **Required Materials**

1. **Textbooks:** (1) *Strategic Management (2<sup>nd</sup> edition)* by Jeff Dyer, Paul Godfrey, Robert Jensen, and David Bryce. This book is published by Wiley. A complete textbook includes access to short business cases published in the back of the book. (2) *Managerial Economics and Business Strategy (9<sup>th</sup> edition)* by Michael Baye and Jeffrey Prince.
2. **Cases:** Purchased on a case by case basis from Harvard Business School Publishing at: <https://hbsp.harvard.edu/import/688894>
3. **Canvas:** Relevant course materials and supplemental readings will be uploaded to Canvas. This is also my primary method of communicating with you. Please ensure that you check Canvas regularly for information relevant to upcoming sessions.

The course textbooks can be purchased through the BYU bookstore or online. Course reserve copies of the textbooks are also available at the library. The Harvard Business Publishing cases are purchased individually at the link above.

## Course Expectations

Studying business strategy and economics is inherently challenging. Businesses are complex, and the competitive landscape is constantly changing. While personal experience in business is helpful, understanding theories, frameworks, and examples are essential for developing useful knowledge that can be applied to a variety of contexts. Learning similarly requires *practice* on problem formulation, critical thinking, communicating, and applying economic and strategic tools and concepts in real world settings. Business cases provide the means in the classroom whereby general knowledge can be created and skills honed. Thus, to achieve our learning objectives, we will devote a significant portion of class time to analyzing and discussing classic and recent business cases. While each case provides an opportunity to study a variety of problems, our objective will not be to learn everything we can from a single case. Instead we will focus on a few key problems and takeaways from each case, and study multiple cases.

Our success in class will be influenced by three factors: 1) my preparation, 2) your preparation, and 3) your classmates' preparation. I am committed to providing the best class possible and will strive to be completely prepared for each session. *It is also essential for you to prepare for class by reading relevant materials, including all cases, and thinking deeply about the materials, "case preparation questions", and other relevant examples.* I will assume you are prepared for every class, and may use "cold calling", unexpected quizzes, surveys, or other methods to spur discussion and increase class engagement. This will help avoid discussions being dominated by a handful of students and increase the overall diversity and quality of discussions.

While participation is critical to class success, and ideally all will be willing to participate each session, I realize this may be uncomfortable for you. There are a few important points relating to this. First, in such discussions there are often no "right" answers. Instead we will explore potential solutions based on assumptions, and apply theories, frameworks, and tools to justify ideas. Second, "wrong" answers are often as helpful as "right" answers. You will not be penalized for underdeveloped ideas shared during class. However, you may be penalized for ideas that show a lack of preparation (i.e. having no idea what the case is about). Third, it is important to realize that everyone has different viewpoints, based on experiences. Sharing your ideas ultimately benefits yourself and the class as we seek to understand differing viewpoints and ideas. Finally, contributions can be made in numerous ways (even sharing relevant examples from the news, your past experience, or a movie which illustrates a point), as we will discuss in class.

All this being said, if you still are worried about your class participation, please come see me during office hours. This will allow us to find creative ways to help you contribute in class.

To encourage quality discussions, students may not dominate discussions or show disrespect for other students. If you disagree with an idea, please remain respectful, acknowledging that you are disagreeing with an idea, not with an individual themselves.

Regardless of where you end up post-graduation, the skills and experiences provided by this course will benefit you as you seek to formulate and evaluate business, organizational, or individual strategies. It will also provide fascinating new lenses through which to see yourself and the world.



## Evaluations and Grading

Final grades will conform to the BYU Marriott Grade Distribution policy. Typically, this means they will be adjusted up at the end of the semester. It is my hope and expectation that everyone will pass the course.

Grading Elements:	Percent of Grade:
Assignments	20%
Reading Quizzes	5%
Class Participation	10%
Midterm Exam 1	20%
Midterm Exam 2	20%
Final Group Project	25%
<b>Total</b>	<b>100%</b>

**The grading scale is as follows:** A=94-100%, A-= 90-93%, B+=87-89%, B=84-86%, B-=80-83%, C+=77-79%, C=74-76%, C-=70-73%, D+=67-69%, D=64-66%, D-=60-63%, and F=<59%. The average grade for the course is typically a B+.

**Case Preparation Assignments:** In preparation for each case, you will be assigned case preparation questions via Canvas. These questions are designed to help you focus your case preparation, which ultimately results in improved class discussions, and to develop skills applying strategic tools. You are required to turn in these assignments via Canvas at the beginning of the lecture session associated with the case. Submissions will be graded on a 5-point scale, with “5” indicating excellent preparation and “1” unacceptable preparation. I will post case preparation questions on Canvas approximately two sessions before they are due. While you may discuss and work on the case preparation questions with classmates (and I encourage you to do so), these are *individual* assignments. Thus, your write up should be done independently and not duplicate any other individual’s work. Additionally, this includes not copying text from the case, the internet, or anyone else in class.

**Other Assignments:** Additional assignments will be given throughout the course. These assignments will either provide additional practice with strategic or economic tools or will help push your group forward on the final class project. While the anticipated assignments are outlined in the syllabus below, I reserve the right to add or drop assignments depending on class needs.

**Reading Quizzes:** In addition to preparing for cases, I will use random “pop quizzes” that question you on the day’s assigned readings. These quizzes will consist of 3-5 questions and will be given sometime during class, typically at the beginning. If you have completed the readings these quizzes should be easy; Otherwise, they will be difficult. *I will drop two quizzes at the end of the semester.* These quizzes cannot be made up. If you are late to class, or leave early, you run the risk of missing the quiz.

**Class Participation:** Because class participation is fundamental to this course, and your participation influences others’ learning, participation scores will be assessed by yourself, myself, and the class TA. You will assess your class participation during the exams. Our TA will assess your class contributions on a class-by-class basis. Finally, I will assess your overall contributions to the course. For the TA and instructor assigned portions, points will be given for daily attendance and participation. However, points will be taken away for distracting behaviors, such as using cell

phones during class, surfing the internet, excessive talking, disrespectful comments, sleeping, or coming late/leaving early. Final participation grades will be compiled using all three evaluations. I reserve the right to award additional points to individuals that make particularly important contributions. This will primarily be done at the end of the course and will be awarded based on the *quality* of overall contributions, not merely by the quantity of comments. *You are allowed 2 absences, for any reason, without losing participation points. The 3<sup>rd</sup> unexcused absence will result in a loss of a quarter of your final participation points. The 4<sup>th</sup> will result in loss of half of the participation points, and the 5<sup>th</sup> all of your participation points.*

High participation in class does not equate with talking all the time. Instead, it means you are actively engaged in the class/discussion. An actively engaged participant should naturally have comments or questions during class over the course of the semester.

**Midterm Exams:** There will be two mid-term exams taken at the testing center. These exams may consist of multiple choice, free response, or short case-based questions. Review sessions will be held by the TAs prior to the exams. If you need to take the midterm at another time, this must be approved by me *before* the test. Such exceptions will be rare and are typically only granted for university-excused absences. For unexcused absences, if I do allow an alternative testing date, I may dock the final test score.

**Final Group Project:** The final group project will be carried out in groups of approximately 5 students. For this project you will evaluate and provide strategic recommendations to Homie. You will be graded overall as a group based on how well you do in your final presentation. However, to prevent free-riding, your participation will also be assessed individually by your group members. The best project for each section will be selected for presentation in front of Homie executives on the second to last session of class. If selected, each group member will automatically receive full points for the final group project portion of their grade, which may be adjusted down for low group participation.

**Questions Regarding Grading:** Grades will be posted throughout the semester on Canvas. If you find any problem with your score, you must inform me within one week from the time the score is posted. Please attach a memo to the assignment explaining your concern. After one week scores may not be reviewed. In the case of score dispute, the entire exam or assignment will be reviewed, not just the question(s) in dispute. The score could go up, down, or remain the same.

## **Technology Policy**

To support class objectives, and minimize distractions, laptops and tablets should be used judiciously in class. Use of cell phones is never permitted. Please be considerate of those around you, including behind you, and how your technology use may be negatively influencing them. Participation points may be taken away for distracting technology use. This policy helps maintain a professional environment in class, is conducive to class participation and discussions, and will ultimately improve your learning experience. As we will discuss in class, research has shown that hand-written notes result in improved student learning and retention. Conversely, use of laptops in class has been found to lead to inferior learning outcomes, which also spill over to neighboring students. Thus, limited technology use is encouraged.

Per Marriott School policy, any recording of lectures needs to be approved by me before the lecture. More detail on this policy can be found at <https://marriottschool.byu.edu/policies/classroom/>.

## **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**As your instructor I actively seek to identify and penalize cheating, including plagiarism.** For a definition of plagiarism see <https://marriottschool.byu.edu/policies/classroom/>. Consequences of violating the Academic Honesty Policy range from receiving a failing grade on an assignment to dismissal from the university. Violations will be referred to the Honor Code office.

## **Preventing Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be

submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

### **Marriott School Inclusion**

At Brigham Young University's Marriott School of Business, we embrace the university's mission to "assist individuals in their quest for perfection and eternal life." We strive to foster an environment that is respectful of all backgrounds, perspectives, and voices, that "all may be edified of all" (D&C 88:122). By extending a spirit of consideration, fellowship, and charity to everyone, we enable the discovery of common values and unique insights as we each pursue our worthy secular and spiritual goals.

For more information on policies for the Marriott School of Business, including the above policies, visit <https://marriottschool.byu.edu/policies/classroom/>

## Course Schedule

*Note: The following course schedule, and associated readings, may change depending on class needs.*

#	Session Date		Session Description	Readings Due Before Class	Assignments Due Before Class	
1	1/7	TU	1. Introduction to strategy and course overview	(SM): Chapter 1, (BP): Chapter 1, Syllabus	Initial Survey on Canvas	
2	1/9	TH	2. Which markets to pursue? External environment and industry analysis	(BP): Chapter 7 (Industry Structure), (C): "What is Strategy"		
3	1/14	TU		(SM): Chapter 2 (External Analysis), (C): "The 5 Competitive Forces..."		
4	1/16	TH	→ CASE 1: Cola Wars Continue: Coke and Pepsi in 2010		Case 1 Questions	
5	1/21	TU	3. What resources and capabilities needed?	(SM): Chapter 3 (Internal Analysis)		
-	1/23	TH	*****NO CLASS: ATTEND FRIDAY 1/24 SESSION*****			Final Project Group Formed
6	1/24	FR I	*****HOMIE INTRODUCTION TO CASE PRESENTATION: 9:30AM LOCATION TBD*****			
7	1/28	TU	3. What resources and capabilities needed?	(BP): Chapter 6 (The Organization of the Firm)		
8	1/30	TH	4. How to provide unique value? Cost advantage	(SM): Chapter 4 (Cost Advantage)		
9	2/4	TU		(BP): Chapter 5 (Cost), (SM): Case 10--Tesla Motors	Cost Exercise	
10	2/6	TH	→ CASE 2: Matching Dell		Case 2 Questions	
11	2/11	TU	5. How to provide unique value? Differentiation	(SM): Chapter 5 (Differentiation Advantage)		
12	2/13	TH	*****MIDTERM EXAM 1. February 13-14 <sup>th</sup> . Late fee after 2pm on 14 <sup>th</sup> .*****			
-	2/18	TU	*****NO CLASS-Monday Instruction*****			
13	2/20	TH	5. How to provide unique value? Differentiation	(BP): Chapter 2 (Demand)	Midterm Survey	
14	2/25	TU		(BP): Chapter 3 (Elasticity), (SM): Case 5--Harley	Homie: Strategic Problems Exercise	
15	2/27	TH	→ CASE 3: Ducati		Case 3 Questions	
16	3/3	TU	6. How to provide unique value? Innovative strategies	(SM): Chapter 10 (Innovative Strategies), (C): "Blue Ocean Strategy..."	Demand Exercise	
17	3/5	TH	→ CASE 4: Uber vs Didi: The Race for China's Ride-hailing Market		Case 4 Questions	
18	3/10	TU	7. How to capture value and sustain advantage?	(SM): Chapter 11 (Competitive Strategy), (BP): Chapter 10 (Game Theory), (C): "The Right Game..."		
19	3/12	TH		(BP): Chapters 8-9 (Monopoly and Oligopoly), (SM) Case 16—Netflix, RB, Hulu	Homie: Key Analysis Exercise	
20	3/17	TU	→ CASE 5: RyanAir (A)		Case 5 Questions	

21	3/19	TH	NO LECTURE - Work in Groups on HOMIE Project		
22	3/24	TU	*****MIDTERM EXAM 2. March 23-25 <sup>th</sup> . Late fee after 2pm on 25 <sup>th</sup> .*****		
23	3/26	TH	NO LECTURE - Work in Groups on HOMIE Project		
#	Session Date		Session Description	Readings Due Before Class	Assignments Due Before Class
24	3/31	TU	HOMIE Group Presentations Day 1		
25	4/2	TH	HOMIE Group Presentations Day 2		
26	4/7	TU	HOMIE Group Presentations Day 3		Final Project Presentation
-	4/9	TH	*****NO CLASS: ATTEND FRIDAY 4/10 SESSION*****		
27	4/10	FR I	*****HOMIE FINAL CASE COMPETITION: 9:30AM LOCATION TBD*****		Final Course Survey, Homie Evaluations
28	4/14	TU	8. Course Reflection and Recap	(C): "How will you measure your life?"	Course Evaluations

(SM): Strategic Management Concepts and Cases. (BP): Managerial Economics and Business Strategy. (C): Readings posted directly to Canvas. The full-length cases can be purchased from Harvard Business Publishing at the hyperlink provided in the syllabus.