

## **NORTHEASTERN UNIVERSITY**

### **College of Business Administration**

MGT 1350: Advanced Strategic Management

Spring 2003, TuTh 9.55-11.35a.m. in Hayden 322

Professor: Andrew Watson, Hayden Hall 319H

Office Hours: TuTh 1-2p.m, and by appointment

Email: a.watson@neu.edu

Phone: 617 373 2516

FAX: 617 373 8628

It may be necessary to make changes to the syllabus. It is my responsibility to let you know what they are, and yours to keep track of them (even if you are absent from a class meeting in which they are announced). I will announce such changes via the online syllabus, as well as in class meetings. It should be needless to say that Northeastern University's Academic Honesty and Integrity policy applies to this course.

#### ***Course Description***

This course follows from the prerequisite Business Policy (MGT1450). It goes more deeply into some of the topics covered in the earlier course, such as the measurement of organizational performance. It also introduces strategy topics not usually covered in the earlier course, such as co-opetition and knowledge management.

Like Business Policy, Advanced Strategic Management emphasizes active learning and analytical reasoning through the case method. This course also emphasizes communication on paper and via other media. It is even more interactive than its prerequisite, to the extent of requiring student involvement in defining assignments and discussion agendas. Students are required to use information technology (IT) in the form of a Blackboard site; they may make further use of IT by developing web sites as part of their final assignments.

#### ***Books***

Brandenburger, A. M., & Nalebuff, B. J. 1997. *Co-opetition*. Doubleday. Available at the campus bookstore, and on reserve at the Snell Library.

Packet comprising Harvard Business cases and articles. Available at the campus bookstore.

#### ***Schedule***

The course comprises five blocks, each of two weeks. The first two weeks provide an introduction to the course, including a review of what we already know about strategy.

Each of the next two weeks is a module, at the end of which you may submit a short paper. The first module covers the related topics of knowledge management and management consulting. The second covers co-opetition. The third covers performance measurement.

The last two weeks conclude the course with an integrative case and with presentations of final assignments—but note that not all final assignments will include presentations.

<b>Date</b>	<b>Due from you</b>	<b>In class</b>
Th Mar 27		Introduction to the course
Tu Apr 1		Review of strategic management and Why business models matter
Th Apr 3		Introduction to the three modules*
Tu Apr 8		Mercer (A)
Th Apr 10		What's your strategy for managing knowledge?
Tu Apr 15		Consultant's Comeuppance
Th Apr 17	<i>Consulting/ Knowledge mgt paper*</i>	SAP America
Tu Apr 22		Co-opetition, chapter 3, presented by prof.
Th Apr 24		Red Hat
Tu Apr 29		Co-opetition, chapters 4, 5, 6 <i>presented by student groups</i>
Th May 1	<i>Co-opetition paper*</i>	Co-opetition, chapters 7, 8 <i>presented by student groups</i>
Tu May 6		Mobil USM&R (A1)
Th May 8	<i>Proposal for final assignment</i>	Performance measurement in the business policy simulation
Tu May 13		New Profit
Th May 15	<i>Performance measurement paper*</i>	Using the Balanced Scorecard as a strategic management system
Tu May 20		Handspring
Th May 22		<i>Presentations by student groups</i>
Tu May 27		<i>Presentations by student groups</i>
Th May 29	<i>Paper for final assignment</i>	<i>Presentations by student groups</i>

\* You may submit a short paper at the end of any two of the three modules.

### *Assignments*

Assignment	%age of grade
Class participation	30
Short papers (two)	30 (20/10 split)
Final assignment	30
Co-opetition presentation	10

Class participation is, of course, an individual assignment. The co-opetition presentation (see below) is a group assignment. Each of the other assignments may be individual or group; it's up to you. The final assignment is perhaps more group-friendly than the others.

There is more to **class participation** than mere attendance. Punctuality, preparation, and, of course, active participation are also vital. So is turning off mobile phones and similar devices during class.

Note that preparation is required for almost every class meeting. In particular, when I assign a case, I expect to be able to call upon any student with questions such as the following. What are the main issues in this case? Who are the key decision-makers? What are the key strengths of the organization? What are the key threats facing the organization? What alternatives are available to the organization? Which of these would you recommend, and why? How should your recommendation be implemented? (This is a list of rather general sample questions; see below for case-specific questions.)

You will submit two **short papers**. At the end of any of the three modules, you may submit a paper relevant to the module. We will discuss in class and online ideas for these papers. An individual paper might be three double-spaced pages, plus any exhibits.

The **final assignment** will comprise a paper and another component. The other component may be a presentation, a web site, a video, or whatever, within reason, you want it to be. The only restriction on the topic is that it be of clear relevance to strategic management. An individual paper might be five double-spaced pages, plus any exhibits. A paper submitted by a group of four students might be eight double-spaced pages, plus any exhibits.

You must submit a proposal for your final assignment in the Discussion section of the Blackboard web site.

The co-opetition **chapter presentations** will help us all to understand the whole book without all of us having to read all of it. Each student will indicate preferences as to chapters, and using that information, I will form student groups.

### *Questions and Notes on Specific Cases and Other Occasions for Class Preparation*

**Review of strategic management.** Come to class prepared to discuss a recent event, or a recently-published article or book that illustrates an important aspect of strategic management. You don't have to hand anything in. (When you do have to hand something in, I will tell you explicitly.)

**Why business models matter.** Do business models matter, or is “business model” still just a “great buzzword”? Are there any other such buzzwords, used to justify “half-baked plans”? Come to class prepared to discuss an example of a business model, half-baked or otherwise.

**Mercer (A).** The first page of the case introduces the decision. How should “we” go about making this decision? What should “we” do?

**What’s your strategy for managing knowledge?** How does this article relate to your previous studies in strategic management? How convincing is the article? How fresh is it?

**Consultant’s Comeuppance.** The case ends with the question: “How should Flynn Fuller resell its value to GloBank?” Jot down your answer to this question; you should bring your answer to class, but need not hand it in. Then read the four commentators. How do they differ from each other, and from you, in terms of advice offered? Finally, what advice would you give to GloBank?

**SAP America.** There are at least two “viewpoint characters” in this case. Who are they? How, if at all, do their perspectives differ? Why has SAP America changed its organizational structure? How effectively has it done so? What changes, if any, should it make to “the partnering model”?

**Red Hat.** There are many stakeholders in the Red Hat case, identified with various degrees of explicitness. Those with a stake in the (mis)fortunes of Red Hat include Red Hat itself, IBM, Microsoft, and many others. Identify enough stakeholders so that we could split the class into groups, each group taking on the role of a different stakeholder. Come to class prepared accordingly.

**Mobil USM&R (A1).** Refer back to your notes on the Balanced Scorecard, to remind yourself of the four perspectives (and of other aspects of the scorecard). Objectives from two of the perspectives have been developed at USM&R; comment on these objectives. Develop objectives from each of the other two perspectives: internal business processes and customer (who is the customer?). More fundamentally, is introducing the scorecard soon after the reorganization too much change within a short time?

**Performance measurement in the business policy simulation.** There is an online discussion forum for this topic on Blackboard. Your comments in this forum will help to set the agenda for the in-class discussion.

**New Profit.** Does New Profit have a business model? Does it need one? Does it need a Balanced Scorecard? How well or otherwise is it using the scorecard? How well or otherwise does the scorecard fit in the non-profit sector? How should performance measurement differ between the for-profit and non-profit sectors?

**Using the Balanced Scorecard as a strategic management system.** What is a strategic management system? How well or otherwise does the Balanced Scorecard serve as one?

**Handspring.** I could have assigned this case within any of the three modules. Come to class prepared to discuss it from each of three perspectives: knowledge management, co-opetition, and performance measurement.