



SI 422 – Strategy & Innovation

Spring 2013

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Course Overview:

This course introduces students to issues associated with formulating and implementing strategy in the global environment. It draws on findings from a number of academic disciplines, especially economics, organization theory, sociology, accounting, control, and management policy to build a fundamental understanding of how and why some firms achieve and sustain superior performance. Readings and cases are designed to lead towards understanding of the underlying economics affecting a firm's external and internal environments and the implications of these fundamental factors for affecting the practice of strategy design. The course is designed to challenge students both inside and outside of the classroom. The curriculum includes common themes across all sections, but also enables individual faculty initiative to tailor the course to reflect their specific expertise.

The course's primary objective is to enable students to understand and analyze the factors that affect organizations' long-run economic performance and to provide them with the tools to make recommendations to organization on how they can improve their long-term performance. In order to do this, the course aims to provide students with specific tools that will enable them to:

- Assess the structure of firms' external environments and understand how these affect expected long-run industry performance
- Evaluate firms' competitive positioning and interaction, and assess firm-level resources and capabilities
- Develop appropriate and superior strategies at the business-unit and corporate levels
- Assess the dynamics of competition and understand how economic, social, political, and technological forces can determine the need for strategic re-positioning and affect long-term profitability
- Understand and manage the complex ethical and social issues facing organizations as they develop and implement their strategies

SI422 is designed to function like an MBA course and to prepare students (a) for potential MBA courses in the future and (b) for the intensity of the professional experience. Consistent with this approach, we emphasize class preparation, class discussion, and professionalism to a substantial degree – for example, cold-calling will comprise approximately 33% of all in-class contributions. If you cannot prepare for class on any particular day, please inform your faculty member in advance.

Also note that SI422 is a coordinated but not standardized course. The design, flow, and core material is the same in each section of the course and there is a common Midterm; individual cases, discussions, and assignment details may vary across sections to take advantage of the unique experience and expertise of each instructor.

Course Materials:

The only required course material is the **Reading Packet**, available at the SMG Copy Center. Additional required and optional readings will be posted on SMGtools or handed out in class.

Course Architecture:

The course is organized into a number of modules, which are described below:

1. Introduction – This module introduces the course structure, content, and requirements. The first sessions emphasize the norms of class participation and active debate that are the cornerstones of learning in the course. The introduction also serves to examine fundamental facts about the variability of profits across and within industries.
2. Industry Analysis – This module investigates the factors that affect industry average profitability and determine long-lived differences in profitability across industries. The module emphasizes a framework for thinking about differences in structural conditions across industries (Porter's Five Forces Framework), and examines changes in industry structure over time.
3. Positioning & Competitive Advantage – This module examines the sources of differences in profitability within industries. We explore the ways in which some firms achieve competitive advantage, which is defined as performance above the industry average. To develop insights on a firm's sources of competitive advantage, we will pay particular attention to the firm's choice of strategic position and the fit between its strategy, its internal resources and capabilities, and its external environment.
4. Competitive Dynamics – This module examines the evolution of competition and the factors that affect whether firms can sustain superior profits over time. In order to demonstrate competitive dynamics, the module incorporates a historical case analysis and analysis of the profit histories of several firms.
5. Corporate Strategy – In this module we shift the focus of the course away from business unit analysis and onto the decisions at the corporate level for multi-business-unit firms. In particular, we adopt the perspective of the corporate CEO. A CEO must make choices about both the breadth of firm activities and the governance structure of the firm. Decisions associated with firm breadth include choices about the set of industries in which a firm competes, the geographic spread of the firm's operations and the set of competitive positions that various business units take.
6. Strategy Implementation – After having adopted an analytic approach to strategy in the first five modules, we examine the practical considerations associated with implementing strategy in complex organizations, primarily emphasizing alignment between incentives and strategy.
7. Technology Strategy – The penultimate module of the course examines issues associated with technology strategy. We review issues associated with disruptive change, including whether potential entrants or incumbents are most likely to introduce or be threatened by technological innovation, profiting from innovation, and competition in markets characterized by standards.
8. Team Presentations, Course Review, & Wrap-Up – We conclude the course with sessions devoted to team project presentations and a final session that reinforces key concepts and discusses broader issues in Strategy & Innovation.

Course Expectations – Preparation, Class Contributions, & Attendance:

Preparation & Class Contributions: The *Course Schedule* towards the end of this syllabus lists all required readings and particular questions for each class – you can ensure your readiness for each class by completing these readings and preparing your answers to those questions. ***It is essential that you read the assigned material*** and that you prepare the Class Preparation Questions before coming to class. Faculty will assume that you are prepared for every class unless you inform them prior to class that you are unprepared. Some faculty will employ online assessments (conducted on SMGtools) to supplement Class Prep Questions and to ensure (and gauge) preparation for each session. The results of these assessments may also be incorporated into your Class Contributions score.

We plan on incorporating “cold calling” into every class. The purpose of cold calling is not to create anxiety but to ensure that participation is equitable, that all class members contribute to class discussions, and that all members are prepared for these discussions. The requirement to contribute is universal and applies even if you are extremely shy or sleepy during scheduled class times or if English is not your first language. *If you are particularly worried about your class contributions, please check in with us within the first two weeks of the semester and we can work with you in creative ways to help your contributions.* For example, we could coordinate with you on an issue for you to raise in class or a question for you to answer. Your faculty may offer some ways to obtain a limited number of class contribution points in other ways, e.g. via current events, advanced strategy topics presentations, or online class preparation assessments. There is, however, no alternative to participating in class discussions. *Faculty will post interim class participation scores by the time of the midterm at the latest.*

Assessment of class contributions is based on your active involvement in discussion of cases and reflects primarily the quality (and secondarily the extent) of your contributions to the classroom environment and to the learning of all participants. Positive contributions may include contributions such as: providing germane illustrations; motivating the use of a particular tool or technique; helpful recapitulation or summarizing; making observations that link or integrate concepts or discussion; responding effectively to questions; asking perceptive questions; illustrating specific points by appealing to your own experiences; quoting movies that neatly illustrate important elements of readings or cases; as well as presenting or supporting alternative, or unpopular, positions. Being “wrong” will not count against you, but it will also not help out. Making empty or repetitive comments that do not add to the discussion will also not help, and may hurt if these comments interfere with the ability to discuss issues in depth.

Students who dominate discussions, discourage, intimidate, or show a lack of respect for other participants, or diminish the value of the class in any way, will be penalized. In particular, you are expected to treat colleagues with respect: to disagree with an idea without discrediting the speaker; to helping others to articulate their points of view; and to use airtime judiciously.

Class discussions will be conducted by the norms of a professional business meeting. Arriving for class after the session has begun, causing disruptions (including via ringing cell phones), and unnecessarily leaving class will count against your class contributions.

Attendance: Satisfactory class contributions require attendance at every session of the course; preparation of all materials for every session; and active, quality participation in class discussions. **Simply attending class, however, does not constitute a positive contribution to class and will not yield high class contribution scores.** Recognizing that senior year is a complex time, we can excuse three absences during the term (for any reason). ***Students who miss more than 5 sessions will have their grades reduced an entire letter grade.*** However, assignments are **always** due at the beginning of class on their due date, even if you are unable to attend class that day.

Academic Accommodations for students with special needs: In keeping with University policy, any student with a disability who needs or thinks they need academic accommodations must call the Office of Disability Services at 353-3658 or stop by 19 Deerfield Street to arrange a confidential appointment with a Disability Services staff member. Accommodation letters must be delivered to me in a timely fashion (within two weeks of the date on the letter and not later than two weeks before any major examination). Please note that accommodations will not be delivered absent an official letter of accommodation.

Assignments:

The course deliverables include a set of *individual assignments*, a semester-long *team-based project*, and an individual, class *midterm* (which will be offered on a Thursday evening). Assignments are always due at the beginning of class on their due dates. Just to reiterate: **excused absences are not excuses to turn assignments in late**. If you must miss a class in which an assignment is due, please e-mail the assignment to your instructor before class begins on the date on which it is due. Assignments will **not** be accepted if they are submitted after the beginning of class on the day on which they are due.

Individual Assignments: Over the course of the semester you will be asked to submit up to four individual assignments. Your instructor will describe these assignments and assign individual completion dates at the beginning of the semester. Note that these are to be **individual** (not collaborative) efforts. You may discuss ideas with other class members, but the writing in these assignments must be your own. If you build on outside sources (including newspaper or journal articles or conversations with your classmates, advisors, or friends) or if you paraphrase or quote external sources, you are expected to cite them appropriately. Plagiarism (passing someone else's work off as your own) is an extremely serious academic and ethical violation and will result in academic charges – ignorance or oversight does not excuse borrowing ideas or words without attribution. If you are unsure, err on the side of caution by citing your sources. We will dedicate attention to the quality of your writing in all written assignments, including clarity, grammar, usage, and appropriateness. Please write all assignments in the style of business correspondence. We will make available some helpful guides on business communication (including helpful tips such as “avoid contractions,” “avoid the passive voice,” and “know the difference between ‘their’ & ‘there’ and ‘its’ & ‘it’s’). Feel free to use the 1st person (“I” or “we”).

Consulting Project: The course will also incorporate a semester-long Consulting Project, which will involve teams preparing a Strategic Analysis for public corporation. Your faculty will provide more details during the first month of the course. Your performance on the Final Project will include both Individual and Team Components and will depend on both an oral and written Team Consulting Presentations. The content, format, and timing of the project may vary slightly across sections.

Grading:

The relative weighting of assignments in the course is as follows:

	<u>Fraction of Course Grade</u>
Mid-Term Exam	35%
Class Contributions	30%
Consulting Project	25%
Individual Assignments	10%
TOTAL	100%

There will be absolutely no grade deflation in SI422. (There will also, however, not be any grade inflation.) Final course grades will be the result of a direct mathematical computation, based on the formula above.

If you have any questions about grades that you receive on particular assignments, you must raise them well within two weeks of receiving your grade on that assignment. Unless we have made computational errors, we will be unable to alter grades after final grades have been determined.

Course Schedule:

(Note that the course schedule is subject to change; pay careful attention to your faculty & the SMGTools site.)

Module 1: Introduction - What is Strategy?

Session 1: WHAT IS STRATEGY? COURSE OVERVIEW *(Thurs-Jan-17)*

Reading #1: “What is Strategy?” Michael Porter (*HBR*, 1996, Reprint 96608)

- *Note: This reading is available free online for all BU affiliates – [click here](#). To save \$\$\$ (woo-hoo!) the article will not be in the reading packet. Note: You must be on the BU network or logged in via VPN to gain access to the reading.*

Reading #2: “Bitter Brew” Michael Idov (*Slate*, Dec. 29, 2005) **OR** “Driving a Taxi” Richard Perez-Pena (*New York Times*, Apr. 9, 1995) **[posted]**

Reading #3: Please **read the Syllabus carefully** before the first class!

Class Preparation Questions (Porter Reading #1):

1. What is the difference between Operational Effectiveness & Strategy?
2. What does Porter say that some Japanese firms do not have a Strategy? Do you agree or disagree with him? Why?
3. What is the role of tradeoffs in Strategy?
4. What is a Strategic Activity Map?

Class Preparation Questions (Case Reading #2):

1. Is running a Taxicab / Coffee Shop an attractive business opportunity? Why or why not?
2. Who are the people mentioned in this article who make the most money and/or greatest return on investment in the Taxicab / Coffee Shop industry?
3. What are the factors that explain the distribution of money and/or profits in the Taxicab / Coffee Shop industry?

Session 2: WHAT IS STRATEGY? AN HISTORICAL & CONCEPTUAL OVERVIEW
(Tues Jan 22)

Reading #1: Robert M. Grant & Judith Jordan, *Foundations of Strategy*, Chapter 1, ISBN 978-0-470-97127-7. **[posted]** ([link here](#), please read pp. 1-26.)

Class Preparation Questions

1. In Grant’s view, what is the difference between *strategy* & *tactics*?
2. What is the *resource-based view of the firm* and how is that different from other views in strategy?
3. What is the difference between business strategy (aka, “business unit strategy”) and corporate strategy?
4. What is the difference between the *design* and *emergence* view of strategy?
5. What roles does strategy perform for an organization?

[Syllabus continues with Module 2 on next page...]

Module 2: Industry AnalysisSession 3: THE ECONOMICS OF A LOW PROFIT INDUSTRY (*Thurs Jan. 24*)

Required Reading: Levitt, Steve & Sudhir Venkatesh, “An Economic Analysis of a Drug-Selling Gang’s Finances,” *Quarterly Journal of Economics*, 2000. **[posted]**

Relevant blog entry: Matthew Yglesias, (“*When Cartels Are Cartels, Public Safety Wins,*” *Slate, Moneybox*, 20 Aug 2012) **[posted]**

Alternative Reading: Levitt, Steve & Stephen Dubner, *Freakonomics*, Chapter 3, “Why Do Drug Dealers Still Live with Their Moms?” (2005)

Please read this case with the aim of understanding the economics of retail sales! Focus in particular on the costs of entry, the nature of rivalry (and the impact of rivalry on costs and prices), the power of suppliers and buyers, and the relative value of substitutes. Be prepared with #s to back up your understanding of the case.

Class Preparation Questions

1. Are this industry’s buyers price sensitive? Do these buyers who wield substantial power over the prices that firms in the industry can charge? Why/why not?
2. What are the substitutes for this industry’s products? Do those substitutes exert significant downward pressure on prices (or upward pressure on costs)? Why?
3. Are industry participants confronted with suppliers who have substantial power to raise costs and buyers who have substantial power to reduce price? Why/why not?
4. What resources/investments would an organization need in order to enter into street level drug sales? Would you consider entry into this industry to be “easy” or “hard”?
5. What form does rivalry take in this industry – does it involve price wars or competition that raises costs? Does rivalry suppress expected industry profits?

Session 4: UNDERSTANDING THE FIVE FORCES (*Tues. Jan. 29*)

Reading #1: Joan Magretta, “The Five Forces: Competing for Profits--Understanding Michael Porter’s Best-Known Framework” (8889BC-PDF-ENG) **[reader]**

Alternative Reading: Michael Porter, “The Five Competitive Forces that Shape Strategy,” *Harvard Business Review*, January 2008 **[posted]** (*note: this is original article*)

Class Preparation Questions

1. To which level of analysis does the Five Forces framework apply – the firm, the industry, or the country?
2. What is the main purpose of the Five Forces framework?
3. How can we draw industry boundaries?
4. In practice, how can we tell the difference between Rivals and Substitutes?
5. What are the roles of government & technological innovation in Five Forces analysis?

Session 5: THE ECONOMICS OF A HIGH PROFIT INDUSTRY (*Thurs Jan. 31*)

Case: Cola Wars: Coke vs. Pepsi **[reader]**

Video: Please watch the complete video, “The Five Competitive Forces That Shape Strategy” http://www.youtube.com/watch?v=mYF2_FBCvXw. Please email us if the link breaks!

Class Preparation Questions

1. Why is the soft-drink industry so profitable?
2. How has the competition between Coke and Pepsi affected the industry’s profits?
3. Compare the economics of the concentrate business to the bottling business. Why are the differences in profitability so stark? What is causing concentrate producers to integrate vertically into bottling?
4. Will Coke and Pepsi sustain their profits in the wake of flattening demand and the growing popularity of noncarbonated drinks? What would you recommend to Coke to ensure success in the future? To Pepsi?

Module 3: Positioning & Competitive Advantage

Session 6: COMPETITIVE POSITIONING CONCEPTS (*Tues. Feb. 5*)

Assignment #1 due: Five Forces Analysis

Reading #1: Pankaj Ghemawat (2005), Chapter 3, “Creating Competitive Advantage” in Strategy & the Business Landscape [**posted**]

Class Preparation Questions

1. What are the two core tradeoffs that firms must make in order to achieve competitive advantage?
2. Why is dual advantage so difficult to achieve?
3. How can analysts (like us) understand firm strategy by using activities based analysis to compare costs and willingness-to-pay across firms?

Session 7: COMPETITIVE POSITIONING IN ACTION – DIFFERENTIATION STRATEGY
(*Tues. Feb. 12*)

Case: Ducati [**reader**]

Class Preparation Questions

1. What makes the motorcycle manufacturing industry so attractive?
2. What were Ducati’s strategic positions before and after Minoli arrived? Which **activities & tradeoffs** are most critical to its positioning?
3. How did Ducati turnaround from the brink of bankruptcy to become one of the most profitable motorcycle manufacturers in the world? Why are buyers willing to pay such a premium for Ducati motorcycles?
4. Is growth critical for Ducati? Why or why not?

Session 8: COMPETITIVE POSITIONING IN ACTION – COST LEADERSHIP?
(*Thurs. Feb. 14*)

Assignment #2 due: Relative Cost Analysis

Case: Ice-Fili [**reader**]

Class Preparation Questions

1. How structurally attractive is the Russian ice cream market?
2. What are the potential sources of competitive advantage in the Russian ice cream market?
3. How well positioned is Ice-Fili relative to its key competitors?
4. What are Ice-Fili’s strategic options? What strategy would you recommend to Anatoliy Shamonov?

[Syllabus continues with Module 4 on next page...]

Module 4: Competitive Dynamics

Session 9: CREATING COMPETITIVE ADVANTAGE & INDUSTRY EVOLUTION (I)
(Tues.Feb.19)

Reading #1: Peter J Coughlan, "The Leader's (Dis)Advantage" [reader]

Case Study: Dogfight Over Europe: Ryan Air [reader]

Class Preparation Questions

1. Many business commentators argue that moving first is a key to competitive advantage. Do you agree? Why or why not?
2. Under what circumstances do we expect industry leaders to achieve competitive advantage? When would we expect followers to outperform those who move before them?
3. What was Ryan Air's business strategy when the firm was first founded? How did the Ryan Brothers adapt their strategy in response to rivalry?
4. What options do British Air and Aer Lingus have to combat the new Ryan Air strategy? Can they easily respond to Ryan Air's low prices? Why?

Session 10: SUSTAINING COMPETITIVE ADVANTAGE & INDUSTRY EVOLUTION (II)
(Thurs Feb. 21)

Reading #1: "Internal Analysis: Resources, Capabilities, & Activities" [reader]

Case Study: The Body Shop case [reader]

Class Preparation Questions:

1. Which characteristics of resources are most likely to enable firms to retain competitive advantages?
2. Which resources does The Body Shop possess that are most important for the firm's ability to sustain competitive advantage in its industry?
3. What are the chief differences between the approach to firm-level strategy described in the "Resource Based View"/"VRIO framework" and the approach to firm-level strategy outlined by Porter, Rivkin, & Ghemawat (the economics-oriented view)?

Session 11: STRATEGIES BEYOND THE MARKET (NON-MARKET STRATEGY)
(Tue Feb 26)

Reading #1: "Note on Non-Market Strategy" [posted]

Case Study: Wal-Mart's Business Environment [posted]

Class Preparation Questions

1. What are (a) efficient markets, (b) market failures, and (c) some common causes of market failure?
2. What is the different between negative externalities and positive externalities? How do these externalities create profit opportunities?
3. When Wal-Mart considers entering a particular grocery market, which market characteristics are particularly important for this decision?
4. As an advisor to Wal-Mart's board of directors, do you support the company's plan of using the California initiative process in Inglewood?
5. Wal-Mart managers submitted a first draft of the initiative. What, if any, changes in wording would you propose for the section on permits (page 5)?

Module 5: Corporate Strategy

Session 12: HORIZONTAL SCOPE (*Thurs Feb 28*)

Reading #1: "Choosing Corporate & Global Scope" M. Piskorski. [reader]

Case Study: Walt Disney Company: The Entertainment King [reader]

Class Preparation Questions

1. Explain the "Better Off Test" and "Ownership Test" in the context of **Horizontal Scope**?
2. Explain the "Better Off Test" and "Ownership Test" in the context of **Vertical Scope**?

*Supplemental Class Prep Questions**Horizontal Integration Questions:*

4. What is the difference between related diversification and unrelated diversification?
5. What are economies of scope and what is their role in horizontal integration?
6. What is the role of market power in diversification?

Vertical Integration Questions:

7. What is the difference between horizontal and vertical integration?
8. What are the benefits and risks of vertical integration?

Achieving Corporate Growth Questions:

9. What are some of the ways that a firm can achieve growth?
10. Why might managers wish to increase firm size when it is not in the best interests of the shareholders?

Case Questions

1. Which investments/activities in which Disney engages are most important to its horizontal scope?
2. Has Disney chosen a horizontal scope that makes sense considering its core investments? Why/why not?
3. Are there obvious divisions/businesses that Disney should divest? Are there obvious divisions/businesses that Disney should acquire? Why/why not?

Session 13: VERTICAL SCOPE (*Tue. Mar. 5th*)

Assignment #3 due: Corporate Strategy Analysis

Reading #1: Corporate Strategy Concepts, Tim Simcoe [posted]

Case Study: "International Management Group" [posted]

Class Preparation Questions

1. Two of the most substantial challenges associated with running a talent agency are: (a) that talent is fickle and can easily switch agencies and (b) that agents 'own' the relationships with talent and have the potential to depart and take clients with them. How do these challenges affect the way that IMG does business?
2. Into which businesses has IMG expanded? What are the benefits and costs of IMG's diversification efforts?
3. How do IMG's horizontal and vertical diversification choices help it deal with the two challenges described above?

Module 6: Strategy Implementation

Session 14: STRATEGY IMPLEMENTATION – INCENTIVES & STRATEGY (*Thurs Mar. 7th*)

Reading #1: Brief readings on the Principal-Agent Problem (aka, Agency Theory):

- http://www.auburn.edu/~johnspm/gloss/agency_problem
- http://en.wikipedia.org/wiki/Principal_agent_problem

Reading #2: “On the folly of rewarding A while hoping for B” [posted]

Video Case Study: The Rise & Fall of Enron (The Smartest Guys in the Room) [link posted]

Class Preparation Questions

1. What is Agency Theory (sometimes known as the Principal-Agent Problem)?
2. What roles do incentives and monitoring play in the Principal Agent Problem?
3. Think of a company for which you have worked and describe a circumstance in which the incentives of managers (or employees) were different from those of the owners. Describe this situation in one or two sentences and propose a solution in one or two sentences.
4. Suppose that an organization (like BU) would like to be the world’s premier business school, both in the sense of providing the best education for students and generating the best research. How would you design an incentive system to achieve these goals?
5. What incentives led to the catastrophe at Enron?

Session 15: STRATEGY IMPLEMENTATION IN ACTION – SOCIAL RESPONSIBILITY
(*Tue Mar. 19*)

Reading #1: “The Social Responsibility of Business is to Increase Profits” [posted]

Reading #2: “A Stakeholder Theory of the Modern Corporation” [posted]

Potential Video: The Diamond Empire (PBS Frontline, apologies for low quality - [video link](#))

Class Preparation Questions

1. Which of the authors, Milton Friedman and Edward Freeman, has, in your view, a stronger case?
2. Do you think that their socially conscious positioning represents a deep commitment to these values or is this approach simply good business sense?
3. How did Enron’s strategy implementation affect its corporate social responsibility? Were the actors in the Enron case simply unethical or did their corporate system play a role in their actions

Session 16: IMPLEMENTATION: INTENDED VS. EMERGENT STRATEGY (*Thu Mar. 21*)

Reading #1: Henry Mintzberg, “Crafting Strategy” [posted]

Case Study: Honda (A) [reader]

Class Preparation Questions

1. What was Honda’s strategy for entering the U.S. market?
2. How did Honda exploit the learning curve in order to achieve competitive advantage?
3. What, in Mintzberg’s view, are the differences between intended and emergent strategy?

MIDTERM WEEK

Session 17: MIDTERM REVIEW (*Tues Mar. 26th*)

Readings: Review readings from semester-to-date

Session 18: **MIDTERM** (covering all material to date) (*Thu-Mar.28 ;6-8pm; either SMG Auditorium or KCB 101*)

Notice there will be no class on Thursday March 28th in preparation for the midterm.

Module 7: Technology Strategy

Session 19: UNDERSTANDING DISRUPTIVE CHANGE (I) (*Tue. April 2nd*)

Reading #1: Bower & Christensen, "Disruptive Technologies: Catching the Wave" [**posted**]

Case Study: Kodak [**reader**]

Class Preparation Questions

1. What was Kodak's #1 mistake in this case? Why do you think so?
2. Was Kodak too slow in responding to the threat of digital photography?
3. Why did Kodak face so many organizational problems with digital technology?
4. Prior to the introduction of digital film, was Kodak's industry structure favorable? How did that change following the introduction of digital photography?
5. What are sustaining and disruptive technologies, according to Bower & Christensen?
6. Why do Bower & Christensen caution against being too close to the customer?

Session 20: UNDERSTANDING DISRUPTIVE CHANGE (II) (*Thu-April 4th*)

Assignment #4 due: Technology Strategy Memo

Case Study: NetFlix [**case and articles posted**]

Class Preparation Questions

1. What technological changes over the past two decades could potentially affect university education (especially UG business education)?
2. What product innovations have resulted from these technological changes?
3. Projecting forward 2-3 decades, do you think that we will consider these innovations as disruptive or sustaining for university education?
4. Which "firms" (or universities) will be most positively and negatively affected by these changes?
5. In your opinion, what should SMG do to respond to these changes?

Session 21: PROFITING FROM INNOVATION (*Tues April 9th*)

Reading: Seabrook, John, "Flash of Genius," *New Yorker*, Jan-11-1993 [**posted**]

Class Preparation Questions

1. The following idea is often attributed to Ralph Waldo Emerson: "If you build a better mousetrap, the world will beat a path to your door." Do you agree?
2. What could Kearns have done prior to meeting with Ford to have helped ensure that he profit from his invention?
3. Do you think that Ford acted inappropriately or unethically? Did other automakers?

Note: No BU classes on Mon-April.15th & Thursday April 18 = BU Monday schedule

Session 22: TIME FOR TEAMS (*Thurs. April 11th*)

Module 8: Consulting Presentations & Course Wrap-Up

Session 23: TEAM PRESENTATIONS (*Tues. April 16*)

Session 24: TEAM PRESENTATIONS (*Tues. April 23*)

Session 25: TEAM PRESENTATIONS (*Thurs. April 25*)

Session 26: TEAM PRESENTATIONS (*Tues Apr 30*)

Session 27: SUMMARY & COURSE WRAP-UP (*Thursday May 2nd*)

[End of syllabus]