

School of Management

MMGT 418 CURRENT TOPICS IN STRATEGIC MANAGEMENT

Trimester 2, 2014

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Professor Siah Hwee Ang

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PROGRAMME ADMINISTRATOR

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Trimester Dates

Monday 14th July – Friday 17th October

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 25th July 2014.
2. The standard last date for withdrawal from this course is Friday 26th September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Fridays 11.30 – 14.20 (Railway West Wing RWW413)

Course Delivery

The course comprises 12 modules with a total of 36 contact hours. Sessions will be

interactive. These sessions will include formal lectures by faculty, participative discussions of readings, in-class tasks, case discussions and student presentations. In addition, students are expected to devote at least twice the amount of learning time in private and group study of course materials. Students are required to read the assigned readings and cases before the class, and participate actively in class discussions.

Expected Workload

Workload expectations each week are about 6 hours per week—including class contact time and preparation time. The remaining hours of the course are associated with assignment preparation and the presentation, and will require more intensive effort in the weeks preceding completion of these assessments.

Prescription

An examination of current management challenges affecting the strategic direction of the enterprise over the short and long term. The course will highlight recent developments in strategic management theory and practice.

Course Learning Objectives

By the end of this course it is expected that the student will be able to:

1. understand key business and corporate strategies and their applications;
2. appreciate the importance of competitive dynamics;
3. conduct strategic analysis using key techniques;
4. appreciate various constraints managers face in their strategising process; and
5. possess knowledge of current and advanced topics in the strategy field.

Learning from Cases

There are a couple of things that you can do to get the most out of the cases:

1. *Prepare.* It is important that you come to the class prepared by having read the case. This will facilitate both small group and class discussions.
2. *Participate.* You should participate actively in discussions, both expressing your views and challenging the views of others. Case discussion is as much as learning from your fellow classmates as from the teaching staff. Expressing your views allows you to learn if your thoughts are consistent with what others are thinking and if deviate, why is that so.

Course Content

There is no prescribed textbook for this course. The readings assigned for each module are compulsory readings. Students are required to read them as preparation for the class discussion. These readings will be posted on Blackboard, and are also accessible from our online databases. The cases will also be distributed via Blackboard, while the slides will be available at the start of the week for Friday's class. Additional readings are also provided should the student has special interests in a particular sub-field.

Week 1	Contemporary strategic management
Week 2	Competition
Week 3	Competitive dynamics
Week 4	Resources and capabilities
Week 5	Growth and business models
Week 6	Alliances
Week 7	International business and institutions
Week 8	International business strategies

- Week 9 International business dynamics
- Week 10 Managerial cognition and human resource in strategic management
- Week 11 Presentations and review
- Week 12 Consultation

Readings

Week 1: Contemporary strategic management (18 July)

Compulsory Readings

- Bettis R, Gambardella A, Helfat C, Mitchell W. 2014. Quantitative empirical analysis in strategic management. *Strategic Management Journal* 35(7): 949–953.
- Bower JL, Gilbert CG. 2007. How managers' everyday decisions create or destroy your company's strategy. *Harvard Business Review* 85(2): 72–79.
- Singh K, Ang SH, Leong SM. 2003. Increasing replication for knowledge accumulation in strategy research. *Journal of Management* 29(4): 533–549.

Case for Class Discussion

Case: The Upstart's Assault

Case question: Should Joe ignore or respond to TelZip's bold move?

Week 2: Competition (25 July)

Compulsory Readings

- Ang SH. 2008. Competitive intensity and collaboration: impact on firm growth across different technological environments. *Strategic Management Journal* 29(10): 1057–1075.
- Boyd BK, Gove S, Hitt MA. 2005. Construct measurement in strategic management research: illusion or reality? *Strategic Management Journal* 26(3): 239–257.
- Misangyi VF, Elms H, Greckhamer T, Lepine JA. 2006. A new perspective on a fundamental debate: a multilevel approach to industry, corporate, and business unit effects. *Strategic Management Journal* 27(6): 571–590.

Week 3: Competitive dynamics (1 August)

Compulsory Readings

- Coyne KP, Horn J. 2009. Predicting your competitor's reaction. *Harvard Business Review* 87(4): 90–97.
- Ketchen Jr. DJ, Snow CC, Hoover VL. 2004. Research on competitive dynamics: recent accomplishments and future challenges. *Journal of Management* 30(6): 779–804.
- Zahra SA, Chaples SS. 1993. Blind spots in competitive analysis. *Academy of Management Executive* 7(2): 7–28.

Week 4: Resources and capabilities (8 August)

Compulsory Readings

- Lessard D, Lucea R, Vives L. 2013. Building your company's capabilities through global expansion. *MIT Sloan Management Review* 54(2): 61–67.
- Marino KE. 1996. Developing consensus on firm competencies and capabilities. *Academy of Management Executive* 10(3): 40–51.
- Peteraf M, Di Stefano G, Verona G. 2013. The elephant in the room of dynamic capabilities: bringing two diverging conversations together. *Strategic Management Journal* 34(12): 1389–1410.

Case for Class Discussion

Case: The Corporate Brand: Help or Hindrance?

Case question: Should Lilypad's hotels be marketed under the corporate brand or their own brands?)

Week 5: Growth and business models (15 August)

Compulsory Readings

Johnson MW, Christensen CM, Kagermann H. 2008. Reinventing your business model.

Harvard Business Review 86(12): 51–59.

McGrath RG. 2012. How the growth outliers do it. *Harvard Business Review* 90(1/2): 111–116.

Välilikangas L, Gibbert M. 2005. Boundary-setting strategies for escaping innovation traps.

MIT Sloan Management Review 46(3): 58–65.

Case for Class Discussion

Case: Zespri

Case questions: (1) Does Zespri have a long-term sustainable business model? (2) How should Zespri look to grow its business? What challenges might it face in the process?

Week 6: Alliances (22 August)

Compulsory Readings

Dyer JH, Kale P, Singh H. 2004. When to ally and when to acquire. *Harvard Business Review* 82(7/8): 109–115.

Hughes J, Weiss J. 2007. Simple rules for making alliances work. *Harvard Business Review* 85(11): 122–131.

Yin X, Shanley M. 2008. Industry determinants of the “merger versus alliance” decision.

Academy of Management Review 33(2): 473–491.

Case for Class Discussion

Case: Fonterra and the Milk Contamination Crisis in China

Case question: (1) What is your assessment of Fonterra in managing the alliance? (2) What is your assessment of Fonterra in managing the crisis?

Week 7: International business and institutions (12 September)

Compulsory Readings

Ang SH, Benischke M, Doh J. 2015. The interactions of institutions on foreign market entry mode. *Strategic Management Journal* (Early view)

Ang SH, Michailova S. 2008. Institutional explanations of cross-border alliance modes: the case of emerging economies firms. *Management International Review* 48(5): 551–576.

Singh K. 2007. The limited relevance of culture to strategy. *Asia Pacific Journal of Management* 24(4): 421–428.

Case for Class Discussion

Case: Levendary Café: The China Challenge

Case questions: (1) What is your evaluation of the way Levendary Cafe has entered the China market? (2) What changes (if any) should Mia Foster make? Specifically, what should she do about Louis Chen? And what changes (if any) would you propose at headquarters?

Week 8: International business strategies (19 September)

Compulsory Readings

Bach D, Allen DB. 2010. What every CEO needs to know about nonmarket strategy. *MIT Sloan Management Review* 51(3): 41–48.

Bhattacharya AK, Michael DC. 2008. How local companies keep multinationals at bay. *Harvard Business Review* 86(3): 84–95.

Thompson SJ. 2012. The perils of partnering in developing markets. *Harvard Business Review* 90(6): 23–25.

Case for Class Discussion

Case: Michael Hill International

Case questions: (1) What do you think are the reasons for the failure of Michael Hill Shoes? (2) In your view, should Michael Hill International have entered the North America market using the same strategies as those it used in Australasia? Why or why not?

Week 9: International business dynamics (26 September)

Compulsory Readings

Chua RYJ. 2012. Building effective business relationships in China. *MIT Sloan Management Review* 53(4): 27–33.

Ghemawat P. 2011. The cosmopolitan corporation. *Harvard Business Review* 89(5): 92–99.

Washburn NT, Hunsaker BT. 2011. Finding great ideas in emerging markets. *Harvard Business Review* 89(9): 115–120.

Cases for Class Discussion

Case 1: Culture Clash in the Boardroom

Case 1 question: What should Liu Peijin do?

Case 2: Will Our Partner Steal Our IP?

Case 2 question: Should Prime release the IP for its vehicle control unit?

Week 10: Managerial cognition and human resource in strategic management (3 October)

Compulsory Readings

Boxall P, Ang SH, Bartram T. 2011. Analysing the ‘black box’ of HRM: uncovering HR goals, mediators and outcomes in a standardised service environment. *Journal of Management Studies* 48(7): 1504–1532.

Campbell A, Whitehead J, Finkelstein S. 2009. Why good leaders make bad decisions. *Harvard Business Review* 87(2): 60–66.

Hammond JS, Keeney RL, Raiffa H. 2006. The hidden traps in decision making. *Harvard Business Review* 84(1): 118–126.

Cases for Class Discussion

Case 1: When the CEO’s Personal Crusade Drives Decisions

Case 1 question: Has Gino gone too far, and should Carolyn try to stop him?

Case 2: Play it Safe at Home, or Take a Risk Abroad

Case 2 question: Should Coe’s expand to Mexico?

Additional Readings

Week 1

Collis DJ, Rukstad MG. 2008. Can you say what your strategy is? *Harvard Business Review* 86(4): 82–90.

Lafley AG, Martin RL, Rivkin JW, Siggelkow N. 2012. Bringing science to the art of strategy. *Harvard Business Review* 90(9): 56–66.

Treviño LK, Brown ME. 2004. Managing to be ethical: debunking five business ethics myths. *Academy of Management Executive* 18(2): 69–81.

Week 2

Marcel JJ, Barr PS, Duhaim IM. 2011. The influence of executive cognition on competitive dynamics. *Strategic Management Journal* 32(2): 115–138.

- Short JC, Ketchen Jr. DJ, Palmer TB, Hult GTM. 2007. Firm, strategic group, and industry influences on performance. *Strategic Management Journal* 28(2): 147–167.
- Yu T, Cannella Jr. AA. 2013. A comprehensive review of multimarket competition research. *Journal of Management* 39(1): 76–109.

Week 3

- Chen M-J, Miller D. 2014. Reconceptualizing competitive dynamics: a multidimensional framework. *Strategic Management Journal* (Early view).
- Gnyawali DR, He J, Madhavan R. 2006. Impact of co-opetition on firm competitive behavior: an empirical examination. *Journal of Management* 32(4): 507–530.
- Zajac EJ, Bazerman MH. 1991. Blind spots in industry and competitor analysis: implications of interfirm mis(perceptions) for strategic decisions. *Academy of Management Review* 16(1): 37–56.

Week 4

- Ang SH, Wight A-M. 2009. Building intangible resources: the stickiness of reputation. *Corporate Reputation Review* 12(1): 21–32.
- Baden-Fuller C, Ang SH. 2001. Building reputations: the role of alliances in the European business school scene. *Long Range Planning* 34(6): 741–755.
- Barney JB. 2001. Resource-based theories of competitive advantage: a ten-year retrospective on the resource-based view. *Journal of Management* 27(6): 643–650.

Week 5

- Casadesus-Masanell R, Tarziján J. 2012. When one business model isn't enough. *Harvard Business Review* 90(1/2): 132–137.
- Greiner R, Ang SH. 2012. Biotechnology collaborations: does business model matter? *Journal of Management and Governance* 16(3): 377–392.
- Sinfield JV, Calder E, McConnell B, Colson S. 2012. How to identify new business models. *MIT Sloan Management Review* 53(2): 85–90.

Week 6

- Ang SH. 2007. Partner alignment and governance in IT software alliances. *Journal of Computer Information Systems* 47(3): 11–16.
- Ang SH, Michailova S. 2007. Emerging economies firms' expansion in the European Union: acquisitions versus alliances. *European Journal of International Management* 1(4): 315–328.
- Jiang JR, Tao TQ, Santoro MD. 2010. Alliance portfolio diversity and firm performance. *Strategic Management Journal* 31(10): 1136–1144.

Week 7

- Alexander M, Korine H. 2008. When you shouldn't go global. *Harvard Business Review* 86(12): 70–77.
- Ang SH. 2006. Country-of-origin effect of VC investment in biotechnology companies. *Journal of Commercial Biotechnology* 13(1): 12–19.
- Berry H, Guillén MF, Hendi AS. 2014. Is there convergence across countries? A spatial approach. *Journal of International Business Studies* 45(4): 387–404.

Week 8

- Bryce DJ, Dyer JH. 2007. Strategies to crack: well-guarded markets. *Harvard Business Review* 85(5): 84–92.

- Jullens J. 2013. How emerging giants can take on the world. *Harvard Business Review* 91(12): 121–125.
- Kumar N, Puranam P. 2011. Have you restructured for global success? *Harvard Business Review* 89(10): 123–128.

Week 9

- Johnson B. 2011. The CEO of Heinz on powering growth in emerging markets. *Harvard Business Review* 89(10): 47–50.
- Stalk G, Michael D. 2011. What the West doesn't get about China. *Harvard Business Review* 89(6): 25–27.
- Wakayama T, Shintaku J, Amano T. 2012. What Panasonic learned in China. *Harvard Business Review* 90(12): 109–113.

Week 10

- Gino F, Pisano GP. 2011. Why leaders don't learn from success. *Harvard Business Review* 89(4): 68–74.
- Levinthal DA. 2011. A behavioral approach to strategy—what's the alternative? *Strategic Management Journal* 32(13): 1517–1523.
- Powell TC, Lovallo D, Fox CR. 2011. Behavioral strategy. *Strategic Management Journal* 32(13): 1369–1386.

Supplementary books

- Ariely D. 2009. *Predictably Irrational: The Hidden Forces that Shape Our Decisions*. London: Harper.
- Bensoussan BE, Fleisher CS. 2012. *Analysis Without Paralysis: 12 Tools to Make Better Strategic Decisions*. NJ: FT Press.
- Davenport TH, Harris JG. 2007. *Competing on Analytics: The New Science of Winning*. Boston, MA: HBS Press.
- Finkelstein S, Whitehead J, Campbell A. 2008. *Think Again: Why Good Leaders Make Bad Decisions and How to Keep It from Happening to You*. Boston, MA: HBS Press.
- Pfeffer J, Sutton RI. 2006. *Hard Facts, Dangerous Half-truths and Total Nonsense: Profiting from Evidence-based Management*. Boston, MA: HBS Press.
- Rosenzweig P. 2007. *The Halo Effect ... and The Eight Other Business Delusions that Deceive Managers*. NY: Free Press.
- Sheth JN. 2007. *The Self-destructive Habits of Good Companies ... and How to Break Them*. NJ: Wharton School Publishing.
- Tichy NM, Bennis WG. 2007. *Judgment: How Winning Leaders Make Great Calls*. NY: Portfolio.

Strategy Article Sources

Whether you are searching for research articles relevant to your project area or for broader understanding of concepts and thinking in the strategic management field, the best work is likely to be found in the following academic journals.

Top journals: *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Journal of Management*, *Journal of Management Studies*, *Organization Science*, *Strategic Management Journal*.

Good and more specialised journals: *Asia Pacific Journal of Management*, *Journal of International Business Studies*, *Management and International Review*, *Organization Studies*,

Research Policy, Strategic Organization.

Managerial oriented journals: Academy of Management Perspectives (previously Academy of Management Executive), California Management Review, Harvard Business Review, Long Range Planning, Managerial and Decision Economics, MIT Sloan Management Review.

Assessment

Task	Assignment	Weight	Date
1	In-class participation	10%	All sessions
2	Individual project 1 (2,000 words)	20%	8 September
3	Individual project presentation and critique	25%	10 October
4	Individual project 2 (5,000 words)	45%	20 October

In-class participation (10%)

Individual participation in the class will be assessed. The grade given here will depend on (1) evidence of preparation for classes through engagement with the readings (to what extent do you prepare?), and (2) on engagement in discussions and group exercises in the class itself (to what extent do you engage?).

Individual project 1 (20%) and 2 (45%)

These projects will test all the learning outcomes. The project briefs, including the scope, expectations and format will be distributed in the first class.

Individual project presentation and critique (25%)

Presentations will be based on the following criteria: (1) professional delivery—clarity of slides, time management and style; (2) content of presentation—content have decently full coverage of topic, its importance, background and some discussion of the effect of economic crisis; and (3) understanding of topic—shows a good articulation of the research area. This assessment also includes participation in others' presentation in the form of critique in the Q&A session.

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

Pass/Fail	Grade	Normal Range	Indicative Characterisation
Pass	A+	90%-100%	Outstanding performance
	A	85%-89%	Excellent performance
	A-	80%-84%	Excellent performance in most respects
	B+	75%-79%	Very good performance
	B	70%-74%	Good performance
	B-	65%-69%	Good performance overall, but some weaknesses
	C+	60%-64%	Satisfactory to good performance
	C	55%-59%	Satisfactory performance

	C-	50%-54%	Adequate evidence of learning
Fail	D	40%-49%	Poor performance overall, some evidence of learning
	E	0-39%	Well below the standard required

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work. Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material
- Find out more about plagiarism, how to avoid it and penalties, on the University's website: www.victoria.ac.nz/home/studying/plagiarism.html

Penalties

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5 marks (out of the total 100 marks available) per day (or part thereof) the assignment is submitted late. Assignments more than one week late will not be accepted. A "zero" mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course coordinator prior to the deadline.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Mandatory Course Requirements

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class

representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

Additional information or information on changes will be announced in class and posted on Blackboard and/or e-mailed to students, depending on the situation. It is imperative that students monitor Blackboard regularly as well as their student e-mail accounts.

Student Feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to General Information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
