



AALTO UNIVERSITY – School of Business

ACADEMIC YEAR 2022-2023 Spring Semester

23E21050 Marketing, Strategy and Performance – course syllabus



Strategy

Environment

Performance

FACULTY CORE ELEMENTS	
ECTS credits	6 ECTS credits/24 in-class hours
Instructors	<p>Sanna-Katriina Asikainen sanna-katriina.asikainen@aalto.fi</p> <p>Petra Paasonen petra.paasonen@aalto.fi</p> <p>We are available mainly by email.</p>
Course prerequisites	Basics in marketing, marketing management and strategy.
Course description	This course is designed to be at the heart of strategy and strategic marketing – in other words, the focus will be on a selected set of key strategic decisions (marketing) managers need to make. Thus, teaching and learning is based on flipped classroom and discussion based learning .
Intended Learning Outcomes (ILOs) at course level	<p>After the course, student should be able to:</p> <ul style="list-style-type: none"> • differentiate valuable resources as roots for SCA and various comp. strategies • assess CSFs and competitive environment • describe and evaluate business models • review and evaluate business environments' turbulency • explain contingency perspective and strategy-performance relationship • distinguish different forms of relationships between SO and performance • evaluate potential moderating factors and the viability of strategic decisions in various conditions • effectively communicate their ideas and recommendations and to participate in strategic marketing discussions and debates demonstrating an understanding of the key issues and challenges facing organizations/decision-makers in the field
Course material	<p>See Attachments A and C.</p> <p>See also: Ellet, W. (2007). The case study handbook: How to read, discuss, and write persuasively about cases. Harvard Business Press.</p>

<p>Instructional methods</p>	<p>Lectures, multimedia elements, class discussions, case studies, group and individual assignments (both in-class and out-class).</p> <p>NOTE: This course is based on discussion based teaching and learning via reflections in class (based on work prior class meeting). Thus, instructors reserve the right to call on any student at any time on any question or course material for which we have requested preparation. Your grade is partially dependent on your class room behavior and your discussion contributions: not just saying something to show preparation, but building off the comments from classmates and the teacher to work toward understanding problems and generating alternative solutions. As Espen Andersen and Bill Schiano write in their book ‘Teaching with Cases’: <i>”Good participation means moving the discussion forward. Great participation happens when everyone, including the teacher, learns something from the discussion.”</i></p>																							
<p>Grading (Final grades)</p>	<table border="1" data-bbox="571 857 1442 1659"> <thead> <tr> <th data-bbox="571 857 1198 913">Description</th> <th data-bbox="1198 857 1300 913">Grade</th> <th data-bbox="1300 857 1442 913">Course points</th> </tr> </thead> <tbody> <tr> <td data-bbox="571 913 1198 1099">Work of high to exceptionally high quality showing excellent knowledge of subject matter, well formulated arguments based on strong evidence, high level of originality and critical thinking. Excellent communication skills. Fully realizes learning outcomes and develops them beyond normal expectations.</td> <td data-bbox="1198 913 1300 1099" style="text-align: center;">5</td> <td data-bbox="1300 913 1442 1099" style="text-align: center;">90-100</td> </tr> <tr> <td data-bbox="571 1099 1198 1223">Work showing good grasp of subject matter. Clearly developed arguments. Evidence of critical thinking and good communication skills. Surpasses intended learning outcomes.</td> <td data-bbox="1198 1099 1300 1223" style="text-align: center;">4</td> <td data-bbox="1300 1099 1442 1223" style="text-align: center;">80-89</td> </tr> <tr> <td data-bbox="571 1223 1198 1379">Work showing an adequate understanding of subject matter. Argumentation and critical thinking present, but limited. Adequate communication skills. Clear evidence that learning outcomes are achieved and to some extent surpassed.</td> <td data-bbox="1198 1223 1300 1379" style="text-align: center;">3</td> <td data-bbox="1300 1223 1442 1379" style="text-align: center;">70-79</td> </tr> <tr> <td data-bbox="571 1379 1198 1536">Work showing a basic understanding of subject matter with some inadequacies. Argumentation and critical thinking present, but limited. Adequate communication skills. Clear evidence that learning outcomes are achieved.</td> <td data-bbox="1198 1379 1300 1536" style="text-align: center;">2</td> <td data-bbox="1300 1379 1442 1536" style="text-align: center;">60-69</td> </tr> <tr> <td data-bbox="571 1536 1198 1592">Work lacking breadth and depth. Evidence that required learning outcomes are being achieved.</td> <td data-bbox="1198 1536 1300 1592" style="text-align: center;">1</td> <td data-bbox="1300 1536 1442 1592" style="text-align: center;">50-59</td> </tr> <tr> <td data-bbox="571 1592 1198 1659">Unsatisfactory. Does not meet the required learning outcomes.</td> <td data-bbox="1198 1592 1300 1659" style="text-align: center;">F</td> <td data-bbox="1300 1592 1442 1659" style="text-align: center;"><50</td> </tr> </tbody> </table> <p data-bbox="571 1700 1442 1771">Additional +2p will be added for accepted grades for those who will hand in the course feedback survey at the end of the course.</p> <p data-bbox="571 1809 1442 1845">NOTE: All assignments should be done to get a grade.</p>			Description	Grade	Course points	Work of high to exceptionally high quality showing excellent knowledge of subject matter, well formulated arguments based on strong evidence, high level of originality and critical thinking. Excellent communication skills. Fully realizes learning outcomes and develops them beyond normal expectations.	5	90-100	Work showing good grasp of subject matter. Clearly developed arguments. Evidence of critical thinking and good communication skills. Surpasses intended learning outcomes.	4	80-89	Work showing an adequate understanding of subject matter. Argumentation and critical thinking present, but limited. Adequate communication skills. Clear evidence that learning outcomes are achieved and to some extent surpassed.	3	70-79	Work showing a basic understanding of subject matter with some inadequacies. Argumentation and critical thinking present, but limited. Adequate communication skills. Clear evidence that learning outcomes are achieved.	2	60-69	Work lacking breadth and depth. Evidence that required learning outcomes are being achieved.	1	50-59	Unsatisfactory. Does not meet the required learning outcomes.	F	<50
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<p>Course grading</p>	<p>We use continuous assessment in this course. This means that you will receive feedback and grades for your performance during the course, as we see feedback as valuable tool that gives students opportunity to learn and improve their performance during the course. The emphasis in the assessment will be on the way you have used judgment based on the theory and concepts of the course to arrive at your conclusions. <u>The assignments in the class/course are not measuring your ability to provide right/a specific answer, but the focus will be on the depth and quality of the analysis and reasoning.</u></p> <p>Cases (55%) (done in groups of 3):</p> <ul style="list-style-type: none"> - 4 Cases (40%) <ul style="list-style-type: none"> o ACME (10%), Thinx (10%), NIO (10%), Robotec (10%), - 1 Business case: Hilti (10% written case +5% presentation) <p>Activity points (up to 50%):</p> <ul style="list-style-type: none"> - 4 Perusall assignments (á 5%, total 20%) - Activity in class (i.e. contribution to discussion, oral or written) (30%) <p>Voluntary written activities á 5 points Voluntary/complementary final exam 10% (individual task)</p> <p>More detailed information about grading is provided in Appendix B.</p>
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STUDENT CORE ELEMENTS	
<p>Student rights, responsibilities, and code of conduct</p>	<p>Aalto code of conduct</p> <p>Rules of Conduct - Students' Rights and Responsibilities</p>
<p>Academic appeals</p>	<p>Aalto academic appeals</p>
<p>Attendance policy</p>	<p>It is recommended that students attend all sessions during the course. Since the sessions are highly interactive, the success of this course depends to a large extent on your participation. Moreover, all students are expected to prepare the course readings in advance. Finding and integrating additional, relevant materials is highly appreciated.</p> <p>Attendance is thus not mandatory. NOTE, however, that teaching and learning on this course is based on a flipped class room design, i.e. your contribution in class plays a significant role in your grade. Contact course teachers in advance if you will miss a class.</p> <p>For those sessions where your participation is mandatory/needed, there are only two acceptable reasons for absence:</p> <ol style="list-style-type: none"> (1) Serious illness on the part of the student, or (2) A family emergency <p>NOTE. As this is a course offered in full-time study programme, work related reasons are not acceptable.</p>

Student workload	<p>In-class hours: 24h (See Attachment A: Course Agenda) Out-class hours: 136h Reading assigned materials: 26h Watching assigned video clips: 5h Doing four (4) Perusall assignments: 12h Solving HBS cases: 77h Solving business case: 16h Total: 160h</p>
Additional course specific policies and deadlines	<p>Assignment submission guidelines: Each assignment must include the names of the authors. Please provide the names as an appendix or at the end of the file (i.e. please do not put the names to the cover page). Name your files as Case name_Group#. All assignments must be turned in on time according to the announced schedule.</p> <p><i>Assignments' due dates</i></p> <p>Perusall assignments:</p> <ol style="list-style-type: none"> 1. Assignment P2.1 in Perusall DL 16.01.2023 2. Assignment P3.1 in Perusall DL 23.01.2023 3. Assignment P4.1 in Perusall DL 30.01.2023 4. Assignment P5.1 in Perusall DL 06.02.2023 <p>HBS case assignments:</p> <ol style="list-style-type: none"> 1. HBS Case: Strategy and Strategic Factors at ACME Birdseed Company DL 18.01.2023 2. HBS Case: Thinx, Inc.—Breaking Barriers in Feminine Care DL 25.01.2023 3. HBS Case: NIO: Battling Tesla with Battery as a Service DL 01.02.2023 4. HBS Case: RoboTech: Storming into the U.S. market DL 08.02.2023 <p>+ Real life business case: Hilti DL 13.02.2023</p> <p>Other assignments:</p> <ol style="list-style-type: none"> 1. RBV Tesla assignment <p>Exam dates:</p> <ol style="list-style-type: none"> 1. 21.02.2023 09:00-12:00 2. 24.04.2023 14:00-17:00 <p>Grades: You may expect to receive your assignment grades and feedback no later than seven days after the due date for the given assignments (excluding final exam).</p> <p>Rubrics for each assignment are provided (Appendix B). We propose that you use the rubric as a checklist to ensure that your assignments meet the set criteria. Rubric is used to evaluate your work.</p>
Course feedback	<p>Your feedback is important in our efforts to continuously improve our teaching and to enhance your learning.</p>
Syllabus attachments	<p>ATTACHMENT A: COURSE SCHEDULE ATTACHMENT B: COURSE ASSIGNMENTS IN DETAIL ATTACHMENT C: COURSE REFERENCE LIST</p>

ATTACHMENT A: COURSE SCHEDULE

Week/ session	TOPICS	ILOs	MATERIAL	ASSIGNMENTS/TASKS & DUE DATE/ GRADING
WEEK 1				
Week 1 Session 1 10.01.2023	Course introduction	After the session, you should: <ul style="list-style-type: none"> • be aware of course practicalities, and working methods 	<p>Read: Course syllabus Perusall instructions (see Attachment B)</p> <p>Other helpful material: Problem diagnosis sheet Decision scenarios Evaluation scenarios</p>	<p>Read carefully the course syllabus.</p> <p>Register to Perusall (https://perusall.com/). Course code: ASIKAINEN-TPLY9</p> <p>Book self-study (out-class) sessions to your calendar!!! Out-class workload is estimated of being 136h – this means approx. 23 hours per week (i.e. 4h30min per day on weekdays in addition to our sessions).</p> <p>Sign-in to case discussion.</p>
Week 1 Session 2 12.01.2023	Working with cases, strategy tools and frameworks	After the session, you should: <ul style="list-style-type: none"> • be aware of case assignments and grading • be able to differentiate case sessions from lectures • be able to approach cases for class discussion • be able to identify some key strategy tools for case analysis 	If you are not able to join the class session and aren't familiar with the case method, watch the following videos on how to work with case studies.	In-class mini case (done in groups).

WEEK 2				
<p>Week 2 Session 1 17.01.2023</p>	<p>Strategy (and related concepts, like CSFs and resources)</p>	<p>After the session, you should be able to:</p> <ul style="list-style-type: none"> ● differentiate valuable resources as roots for (sustainable) competitive advantage ● assess critical success factors 	<p>Social reading: Perusall assignment: Barney, J. (1991). Firm resources and sustained competitive advantage. <i>Journal of Management</i>, 17(1), 99-120.</p> <p><u>Complementary Readings:</u> Leidecker, J. K., & Bruno, A. V. (1984). Identifying and using critical success factors. <i>Long Range Planning</i>, 17(1), 23-32.</p> <p><u>Video clips:</u> Competitive strategies 15:46 Critical success factors 2:15</p>	<p>Read Barney (1991) and make the Assignment P2.1 in Perusall by 16.01.2023.</p> <p>Prepare to apply your learning on RBV on Tesla as part of class discussion:</p> <ul style="list-style-type: none"> (i) study CSFs in electric car industry (ii) identify key resources/capabilities for Tesla (iii) assess each resource using VRIN framework <p>If interested, familiarize with complementary readings.</p>
<p>Week 2 Session 2 19.01.2023</p>	<p>Strategy and Strategic Factors</p>	<p>After the session, you should be able to:</p> <ul style="list-style-type: none"> ● identify various factors affecting strategic decision making (for ACME) ● assess alternative strategic scenarios, and their pros and cons 	<p>Readings: HBS Case: Strategy and Strategic Factors at ACME Birdseed Company</p> <p>Material that you may find useful for the case: Lee, C. H., Hoehn-Weiss, M. N., & Karim, S. (2021). Competing both ways: How combining Porter's low-cost and focus strategies hurts firm performance. <i>Strategic Management Journal</i>.</p> <p>Islami, X., Mustafa, N., & Latkovikj, M. T. (2020). Linking Porter's generic strategies to firm performance. <i>Future Business Journal</i>, 6(1), 1-15.</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> - do the HBS Case: ACME - submit your solution to MyCourses by 18.01.2023 - prepare to discuss about the ACME in class. <p>Grading: max 10p (See Attachment B)</p>

WEEK 3				
<p>Week 3 Session 1 24.01.2023</p>	<p>Marketing strategies under environmental turbulency</p>	<p>After this session, you should be able to:</p> <ul style="list-style-type: none"> • describe how external factors, like pandemic may shape marketing strategies and impact business performance <p>Hilti lecture Hilti's Marketing Director Fabian Listringhaus will describe a challenge, which you are asked to find solutions.</p>	<p>Perusall assignment: Das et al. (2021) Pandemics and marketing: Insights, impacts, and research opportunities. <i>Journal of the Academy of Marketing Science</i>, 49, 835-854.</p> <p>Video clips: Business Strategy: Ansoff Matrix 13:50</p> <p>Complementary Readings: Ansoff, H. I., & Sullivan, P. A. (1993). Optimizing profitability in turbulent environments: A formula for strategic success. <i>Long Range Planning</i>, 26(5), 11-23.</p> <p>See also: Contingency Management 2:11</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> - read Das et al. (2021) and make the Assignment P3.1 in Perusall by 23.01.2023. - familiarize with Ansoff Matrix (video)
<p>Week 3 Session 2 26.01.2023</p>	<p>Marketing strategies, growth strategies</p>	<p>After the session, you should be able to:</p> <ul style="list-style-type: none"> • analyze how to enter a current market • analyze strategies of two competing brands • design marketing tactics for profitable growth 	<p>Readings: HBS Case: Thinx, Inc.—Breaking Barriers in Feminine Care</p> <p>Material that you may find useful for the case: Koning, R., Samila, S., and J-P Ferguson (2021). Who do we invent for? Patents by women focus more on women's health, but few women get to invent. <i>Science</i> 372, no. 6548, 1345-1348.</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> - do the HBS Case: Thinx - submit your solution to MyCourses by 25.01.2023 - prepare to discuss about the Thinx in class. - Grading: max 10p (See Attachment B)

WEEK 4

<p>Week 4 Session 1 31.01.2023</p>	<p>(1) Business model and XaaS (2) Adoption and Diffusion of Innovations (3) Network externalities</p>	<p>After the session, you should be able to:</p> <ul style="list-style-type: none"> • explain the Business Model Canvas and describe its nine elements • explain XaaS • identify and describe adopter categories • define network externalities and describe its impact on strategy making 	<p>Perusall readings: Bigelow, L. S., & Barney, J. B. (2021). What can strategy learn from the business model approach? <i>Journal of Management Studies</i>, 58(2), 528-539.</p> <p>Readings: XaaS: Everything-as-a-service - The Lean And Agile Approach To Business Growth By Shantanu Bhattacharya, Lipika Bhattacharya</p> <p>Video clips: Business Model Canvas 7:20 Network externalities 1:31</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> - make the Assignment P4.1 in Perusall by 30.01.2023 - read assigned book chapter and watch Business Model Canvas video by Osterwalder - prepare to apply your learning during class discussion
<p>Week 4 Session 2 02.02.2023</p>	<p>Business model</p>	<p>After the session, you should be able to:</p> <ul style="list-style-type: none"> • analyze as-a-service model • understand how a small firm can compete against the large player 	<p>Readings: HBS Case: NIO: Battling with Tesla with Battery as a Service</p> <p>Video clips: Competitive strategies 15:46</p>	<p>HBS Case: NIO: Battling with Tesla with Battery as a Service</p> <p>Submit your solution to MyCourses by 01.02.2023.</p> <p>Grading: max 10p (See Attachment B for details.)</p>

WEEK 5

<p>Week 5 Session 1 07.02.2023</p>	<p>Environmental turbulency applied</p> <p>Contingency view</p>	<p>After the session, you should be able to:</p> <ul style="list-style-type: none"> • review and evaluate business environments' turbulency • explain contingency perspective • evaluate the viability of strategic decisions in various environmental conditions 	<p>Perusall readings: Du, Y., & Kim, P. H. (2021). One size does not fit all: Strategy configurations, complex environments, and new venture performance in emerging economies. <i>Journal of Business Research</i>, 124, 272-285.</p> <p>Video clips: Contingency Management 2:11</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> - make the Assignment P5.1 in Perusall by 06.02.2023 - prepare to participate in in-class discussions
<p>Week 5 Session 2 09.02.2023</p>	<p>Competitive strategies, strategic choices</p>	<p>After the session, you should be able to:</p> <ul style="list-style-type: none"> • assess and solve challenges facing the CEO of a small, innovative company launching a new product 	<p>Readings: HBS Case: RoboTech: Storming into the U.S. market</p> <p>Video clips: Porter's 5 Forces 2:08 What is a Beachhead market? 2:10 How to select a Beachhead market? 7:20 Check also the Bowling Alley concept e.g. from here (you don't need to watch the whole video) Key Strategy Decisions for a High Tech Firm 20:24 (NOTE: watch till 17:30) Four stages in industry life cycle model 3:16</p> <p>Other interesting reading: Should You Build, Partner Or Buy? What to Sell Question for High-Tech Firms (pages 277-281)</p> <p>Video clips: Competitive strategies 15:46 Vertical integration 4:22</p>	<p>HBS Case: RoboTech: Storming into the U.S. market</p> <p>Submit your solution to MyCourses by 08.02.2023.</p> <p>Grading: max 10p (See Attachment B for details.)</p>

WEEK 6

Session 1 14.02.2023	Business case: Hilti		Familiarize with Hilti's business via their website: https://www.hilti.fi/en Solve the case and prepare your presentation.	Grading: max 10p for written solution + 5p for presentation (See Attachment B for details.)
Session 2 16.02.2023	Wrap-up, feedback			Fill in course feedback form. +2p

ATTACHMENT B: COURSE ASSIGNMENTS IN DETAIL

Social Reading i.e. Perusall Assignments

Perusall tutorial: <https://www.youtube.com/watch?v=IWx1C0eZmA>

Perusall (www.perusall.com) helps you to learn faster by collaboratively annotating the readings and communicating with your classmates. Collaboration makes learning more fun, and enables you to help others (which research shows is also a great way for you to learn).

For three lecture days, you are assigned related readings that you are expected to both read and comment on in relevant ways. The algorithm of Perusall assigns a score based on a) reading the entire article, b) "active reading" (meaning that you can't just scroll through the article), c) quality and quantity of comments, and d) responses to your comments.

To enroll yourself into the course, please do the following:

- 1) Go to www.perusall.com and create an account for yourself.
- 2) When prompted, please add the following code to register to the course: **ASIKAINEN-TPLY9**
- 3) Once you are in, click on "Assignments" to access the reading.

Deadlines for Perusall assignments are:

Week2 Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120. **Mon 16.1.2023 23:59.**

Week3 Das et al. (2021) Pandemics and marketing: Insights, impacts, and research opportunities. *Journal of the Academy of Marketing Science*, 49: 835-854. **Mon 23.01.2023 23:59.**

Week 4 Bigelow, L. S., & Barney, J. B. (2021). What can strategy learn from the business model approach? *Journal of Management Studies*, 58(2), 528-539. **Mon 30.01.2023 23:59.**

Week5 Du, Y., & Kim, P. H. (2021). One size does not fit all: Strategy configurations, complex environments, and new venture performance in emerging economies. *Journal of Business Research*, 124, 272-285. **Mon 06.02.2023 23:59.**

Instructions for the assignment:

1) If you have a question or information to share about a passage in the readings, highlight the text and type in a comment as an annotation. You can also respond to a classmate's annotation in threads (Facebook style) in real time or upvote questions you find helpful. Check also if course instructor has raised any questions for discussion.

2) Good annotations contribute to the class by stimulating discussion, explaining your thought processes, helping others, and drawing attention to good points. If a particular classmate's point is relevant, you can explicitly "mention" them and they will be immediately notified, even if not presently signed on.

3) Additional beneficial considerations:

- Contributing thoughtful questions and comments to the class discussion, spread throughout the entire reading
- Starting the reading early.
- Breaking the reading into chunks (instead of trying to do it all at once).
- Reading all the way to the end of the assigned reading.
- Posing thoughtful questions and comments that elicit responses from classmates.
- Answering questions from others.
- Upvoting thoughtful questions and helpful answers.

Perusall score contributes to your Pre-Class scores (20% of the total course grade).

What is a meaningful comment like in Perusall? Check this [example](#).

HBS cases

Perspectives on the Case method: <https://www.youtube.com/watch?v=Zp70pCiqcwk>

Case Analysis¹

The Case

A case is a written account of an actual situation that raises problems that the protagonist (usually a manager) in the situation must solve. The case contains background information on the objective of the activity, its size and location, and the people and institutions involved. Within this context, the case relates a series of events and issues that confront the protagonist. The problem may not be defined clearly. An important pedagogical objective is for you to develop an ability to determine what the problem is as well as the best course of action for its solution.

A case may be only one or two pages in length, or it may run to 20 pages or more. It may contain organization charts, excerpts from surveys, statistical analyses, and other supplementary data. In relating events leading to the administrative difficulties, the case may impart substantive information about techniques, procedures, systems, organization structure, environmental conditions and other facts. Since a case is an account of an actual experience and since all experiences are unique, at least in terms of some of their details, it is important that the case be concerned with major issues that underlie executive action, such as strategic decision making related to marketing, like growth decisions, decisions concerning the market scope, the product, etc.

The Participants

A case is read several times prior to doing the assignment, whether it be a written analysis or an in-class discussion. Participants not only define the problem but also analyze alternative courses of action before making defensible recommendations. There is no one correct solution or recommendation although there are more defensible and less defensible analysis and problem definitions.

In preparing the case, the participant will consider case data, theoretical principles of business and their own experience. The participant's view of the case may be prejudiced by their experience. In a face-to-face discussion, the individual participant may find that the opinions of other members in the class differ sharply from their own. An individual may learn, through the comments of others, that s/he has overlooked certain salient points. Another may find that s/he has weighed one factor more heavily than other members have. This interaction of presenting and defending conflicting points of view causes individual members to reconsider the views they had of the case before the discussion commenced. It leads to a clearer perception of the problems, a recognition of the many and often conflicting interpretations of facts and events, and a greater awareness of the complexities within which management decisions are reached.

Your Assignment

You will prepare a 2-3-page report (+appendices) as if you were a staff member or consultant advising the protagonist who has requested your assistance. Your report should include:

1. problem definition (from the point of view of the protagonist),
2. analyses (strengths and weaknesses of alternative solutions to the problem) and
3. actionable recommendations which flow from the analysis and address the problem.

In preparing your assignment, there is no need to collect additional data beyond the material provided in the published case because you are being trained to make decisions with limited information. Restrict your analysis to the time and place setting of the case.

Class Discussion

On the day the case is scheduled in class, the instructor will raise several important questions about the case and expect participants to respond in an informal yet orderly manner. While **volunteers are welcome**, the instructor reserves the **right to cold call** on participants with questions. The spirit of this multi-way interaction must be **constructive, to foster learning**.

1 Bernhardt, Kenneth L. and Thomas C. Kinnear (1991), *Cases In Marketing Management*, 5th edition, Boston, MA: Irwin. Adapted from writings by Schrieber, Hunt, McNair, Newman, Planty, Smith et al.

Quick tips for case work

1. Dedicate enough time (at least 3-4 hours).
2. Read the case several times.
3. Pay attention to exhibits with numbers.
4. Answer any preparation questions.
5. Identify the main challenges for the case protagonist(s).
6. Develop solutions for the challenges /formulate an outline for a strategy.
7. Be ready to talk about it in class.
8. (also consider pre-class group discussion sessions where you can work together to prepare for the class. NOTE: prepare the case individually first)

NOTE: Remember to use strategy tools when appropriate to strengthen your analyses. See e.g.

<https://strategicmanagementinsight.com/tools.html> and

<https://www.mindtools.com/pages/article/worksheetsindex.htm>

Grading

2022							
	0	0.5	1	1.5	2	2.5	Comments
Identification of the problem	<i>Problem(s) was(were) not named/identified.</i>	<i>A problem was identified, but it was not very central one for the case.</i>	<i>A problem was identified, but not well reasoned.</i>	<i>Problem was correctly identified.</i>	<i>Problem was well identified, and reasoned.</i>	<i>Problem was well identified, and thoroughly covered. Student demonstrates a great ability to understand complex business problems.</i>	
Use of frameworks, tools, and theories	<i>No tools nor frameworks or theoretical concepts were applied.</i>	<i>A tool or a framework was applied but it was not relevant for the case.</i>	<i>A tool or a framework (relevant for the case) was applied, but the application failed.</i>	<i>A relevant tool or framework was applied correctly.</i>	<i>Relevant tool or framework, or a theory was applied fluently, and it had an impact on the chosen solution.</i>	<i>The chosen tool(s) and framework(s) were brilliantly applied, and the application of those added value for the analyses.</i>	
Feasibility of the proposed solution	<i>The feasibility of the proposed solution is not considered.</i>	<i>Solution is not feasible, and it's illogical.</i>	<i>Proposed solution included feasible and non-feasible elements.</i>	<i>Proposed solution is logical, but not very creative.</i>	<i>Proposed solution is feasible and logical, and within the reach of the company.</i>	<i>The proposed solution(s) is feasible, and would most likely lead to very favourable outcomes.</i>	
Readability and clarity of business communications	<i>Text is illogical and impossible to follow the reasoning.</i>	<i>Text is difficult to read and it's hard to follow the arguments. Text contains typos, and mistakes.</i>	<i>Text is readable, but lacks clarity.</i>	<i>Text is readable, arguments are clear. One can follow the logic.</i>	<i>Logical well written and communicated analyses and reasoning.</i>	<i>Very sophisticated analyses, which were very effectively communicated and provided value for the solution.</i>	

Assessment of class participation

One way to describe this is to ask, “When you speak, are your classmates glad you did?” Did you add something new by sharing knowledge, asking a critical question, explaining a tricky detail, raising a new possibility, synthesizing from examples, summarizing arguments, or pointing out a conundrum? Were you able to build on earlier points? Good insights or information delivered at the wrong time can impede a discussion.

Business case

See HBR case grading above.

Final Exam

ATTACHMENT C: COURSE READINGS

Week 1

Course syllabus

Week 2

Session 1

Social Readings:

Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120. (Perusall reading)

Complementary Readings:

Leidecker, J. K., & Bruno, A. V. (1984). Identifying and using critical success factors. *Long Range Planning*, 17(1), 23-32.

Session 2

HBS Case:

Strategy and Strategic Factors at ACME Birdseed Company

Complementary readings for the case:

Lee, C. H., Hoehn-Weiss, M. N., & Karim, S. (2021). Competing both ways: How combining Porter's low-cost and focus strategies hurts firm performance. *Strategic Management Journal*.

Islami, X., Mustafa, N., & Latkovikj, M. T. (2020). Linking Porter's generic strategies to firm performance. *Future Business Journal*, 6(1), 1-15.

Week 3

Session 1

Social Readings:

Das et al. (2021) Pandemics and marketing: Insights, impacts, and research opportunities. *Journal of the Academy of Marketing Science*, 49: 835-854. (Perusall reading)

Complementary readings:

Ansoff, H. I., & Sullivan, P. A. (1993). Optimizing profitability in turbulent environments: A formula for strategic success. *Long Range Planning*, 26(5), 11-23.

Session 2

HBS Case:

HBS Case: Thinx, Inc.—Breaking Barriers in Feminine Care

Complementary reading for the case:

Koning, Rembrand, Sampsa Samila, and John-Paul Ferguson. "Who do we invent for? Patents by women focus more on women's health, but few women get to invent." *Science* 372, no. 6548 (2021): 1345-1348.

Week 4

Session 1

Social Readings:

Bigelow, L. S., & Barney, J. B. (2021). What can strategy learn from the business model approach? *Journal of Management Studies*, 58(2), 528-539. (Perusall reading)

Session 2

HBS Case:

NIO: Battling with Tesla with Battery as a Service

Complementary reading for the case:

XaaS: Everything-as-a-service - The Lean And Agile Approach To Business Growth
By Shantanu Bhattacharya, Lipika Bhattacharya

Week 5

Session 1

Social Readings:

Du, Y., & Kim, P. H. (2021). One size does not fit all: Strategy configurations, complex environments, and new venture performance in emerging economies. *Journal of Business Research*, 124, 272-285. (Perusall reading)

Session 2

HBS Case:

RoboTech: Storming into the U.S. market

Week 6

Complementary readings:

TBA