

MGT119: Topics in Business: Strategy & Innovation

Spring 2024

Rady School of Management

University of California, San Diego

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DAY/TIME: Thursdays, 5:00pm – 7:50pm

CLASSROOM: Otterson Hall - OTRSN 1S113

OFFICE HOURS: (by appointment)

DESCRIPTION

New technologies like drones, electric cars, autonomous driving, and artificial intelligence are advancing at a breakneck pace changing how we experience the world. In response to these innovations are the strategic choices made by companies to innovate and disrupt markets to gain competitive advantage. In this course we will explore strategy, innovation and market disruption when new technologies are introduced to the world. The primary emphasis is to expose students to a series of “big picture” ideas and concepts and learn to apply simple – but powerful – methods in a series of case examples including Intel, Motorola, Ford, Uber, Tesla, and Boeing.

This is a course is for any student with an interest in business, economics, and technology in either a corporate or consulting setting. The course is taught at an intermediate level and while this is an undergraduate course, it resembles the structure of an MBA level course and should serve as a window into the world of business strategy and innovation.

To be successful in this course, you will need to read the case materials, spend time actively thinking about the issues, attend class sessions, and via two case analysis projects, consider how to apply a set of skills that have everyday usefulness in business – namely strategy and innovation.

OBJECTIVES

At the close of this course, you will be able to do the following:

- Understand how companies develop strategies for innovation and market disruption.
- Learn how companies assess markets, technologies, and ecosystems.
- Gain exposure to the concepts and frameworks used to formulate business strategy.
- Become familiar with the common challenges facing businesses like market disruption.
- Develop habits for orderly thinking when assessing competition and differentiation.
- Gain an appreciation for the complexities businesses face in these situations.

MATERIALS

Required (approx. total cost = \$78)

- The Dutch East India Company – By Hourly History, ISBN: 1976094119 (12.99)
- Flatland – By Edwin Abbott, ISBN: 8630248015 (\$4.99)
- KPMG Viewpoint: Clockspeed Dilemma: What it Means for The Automotive Industry
- Course reader by Jono Anderson, available from the Rady School: (approx. \$4.25x14 = \$59.50)
 1. INSEAD Case 1484: Driving the Future: How Autonomous Vehicles Will Change Industries & Strategy
 2. BH Case B5875: Disruption in Detroit: Ford, Silicon Valley and Beyond (A)
 3. HBS Case 9-705-448: Kodak and the Digital Revolution
 4. HBR Article: The Five Competitive Forces that Shape Strategy by Michael Porter
 5. HBS Case: 9-716-436: Airbus versus Boeing (A)
 6. HBR Article: What is Disruptive Innovation by Christensen, Raynor and McDonald
 7. TB Case A04-18-0014: Intel: AI & Industry 4.0 Strategy
 8. HBR Article: Blue Ocean Strategy by Kim and Mauborgne
 9. CBS Case CU129: Motorola's Spin-off of Its Cell Phone Business
 10. HBS Case 9-316-101: Uber, Changing the Way the World Moves
 11. HBR Case 9-614-034: Samsung Electronics: TV in an Era of Convergence
 12. McGraw Hill Case MHE-FTR-067: Tesla, Inc.

Recommended

- The Mind of a Strategist – By Kenichi Ohmae, ISBN 0070479043
- The Essential Advantage – By Paul Leinwand & Cesare Manardi, ISBN 1422136515
- Competitive Strategy – By Michael Porter, ISBN: 0684841487
- The Wide Lens – By Ron Adner, ISBN: 1591846293
- The Structure of Scientific Evolutions – By Thomas Kuhns, ISBN: 0226458120
- Innovation, The Attacker's Advantage – By R Foster, ISBN: 0671622503
- Mastering the Dynamics of Innovation – By James Utterback ISBN: 0875843421
- Boeing vs. Airbus – By John Newhouse, ISBN: 1400078721

SCHEDULE

Week	Assignment Due	Class Topic & Activities	Case & Reading Assignments
1		Course Introductions. Markets, Technologies & Innovation Eras	The Dutch East India Company Dutch East India Book, By Hourly History
2		Innovation Imperative & the Clockspeed Dilemma	Autonomous Cars The Clockspeed Dilemma By KPMG Course reader: 1, 2
3		Industry Evolution & Recognizing Change	Kodak & Digital Camera Course reader: 3, 4
4		Basic Competition, Capabilities & Capturing Value	Boeing vs. Airbus Course reader: 5, 6
5	Case Analysis 1 <i>Due Fri @ 12pm</i>	Competitive Advantage & Right to Win	Intel & Artificial Intelligence Course reader: 7, 8
6		R&D and the Innovator's Dilemma	Motorola & Mobile Phones Course reader: 9
7		Market Disruption	Tesla & Electric Vehicles Course reader: 10
8		Ecosystem Disruption	Samsung & Digital TV Course reader: 11
9		Technology Disruption	Nokia, 5G & Cyber Course reader: 12
10	Case Analysis 2 <i>due Fri @ 12pm</i>	Class Summary & Anticipated Future Disruptions	Flatland By Edwin Abbott

ASSIGNMENTS

There are the following elements in this course:

Collaboration: I/C/G – Independent OR Collaboration OR Group: Students may collaborate but must submit work individually.

Reading Assignments: No submission is required for reading assignments. Required case reading should be read prior to the class discussion of the case listed in the schedule. Recommended reading is optional.

Class Participation: Attendance to lectures is mandatory.

Final Exam: There will be no final exam, but there are 2 required case analyses to be submitted.

Case Analysis

- There will be two case analyses required for this course. Each case analysis should be 3-10 pages in length. One report per student should be submitted.
- Case Analysis 1 – Due at the end of week 5. Select one of the cases in the required reading list.
- Case Analysis 2 – Due at the end of week 10. Select one of the cases in the required reading list.
- Each case analysis should consist of the following four sections:
 1. **Understanding of the situation (40%, 10 pts)**
 - Background and summary of the current situation facing the business.
 - Includes basic summary facts, recognized and agreed upon points.
 2. **Business problem (40%, 10 pts)**
 - Identify the complication facing the business and the business problem that you plan to address.
 - Please include a description of the critical threats and potential opportunities for the business.
 - (bonus) Identify other potential business challenges and hurdles facing the business. (do not develop hypotheses or the analyses for these)
 3. **Hypothesis and related questions (10%, 2.5 pts)**
 - Suggested hypothesis and related questions to address in order to overcome the business problem.
 - Corresponding analysis utilizing at least one framework / method discussed in the course. Students and groups may use as many additional frameworks as desired.
 - (bonus) Identification of other potential hurdles facing the business.
 4. **Recommendations (10%, 2.5 pts)**
 - Options for the business to consider based on the analysis in step iii.
 - (bonus) Other observations and considerations

Suggestions for Submitting a Good Case Analysis

- Start early. Select cases for each case assignment early.
- Suggest beginning by reading the case and writing a first “bad draft” of the situation and attempting to identify a range of potential business problems / challenges. Identify as many potential business challenges as possible to help you select the one that you feel will be the most straight forward to address.
- Identify potential hypotheses and brainstorm on the corresponding analyses. Suggest being as focused as possible to avoid overly complicated analyses or shallow but broad analyses.
- Leverage any publicly available sources of information but provide citations for any data, charts, and information utilized (do not feel limited, utilize any source available). Most importantly, do not feel limited to the sources included in the case.
- Not required, but suggest including at least one chart in your analysis, recreate any charts utilized, do not simply copy and paste, but be sure to cite sources utilized.

Support During Office Hours

- Please feel free to utilize office hours to discuss class materials, readings, discussions, and assignments including discussions of your approach to case analysis assignments to better understand the situation or business problem or potential analyses. Hypotheses and recommendations are left to students to develop on your own.

GRADING

Assignments	Points
Class preparation & participation	50%
Case Analysis 1	25%
Case Analysis 2	25%
Total	100%

COURSE POLICIES

You can collaborate with anyone in the class on the reading and case analysis. However, case analyses should be submitted individually.

ACADEMIC INTEGRITY

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University.

Integrity of scholarship is essential for an academic community. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. You can learn more about academic integrity at <https://academicintegrity.ucsd.edu/>

The complete UCSD Policy on Integrity of Scholarship can be viewed at: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

USE OF AI TOOLS

Use of AI tools such as ChatGPT is permitted in this class for the purposes of enhancing learning. However, it is the responsibility of each student to ensure that their use of AI tools does not constitute academic misconduct, such as plagiarism or cheating. Students are expected to use AI tools in a responsible and ethical manner and to abide by the guidelines set forth by the instructor. Any violation of these guidelines will result in disciplinary action.

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the instructor and OSD liaison.

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/portal/tutorial.html>) Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **72 business hours in advance** of any exams or assignments. **No accommodations can be implemented retroactively.**

Please visit the [OSD website](#) for further information or contact the Office for Students with Disabilities at (858) 534-4382 or osd@ucsd.edu.

NONDISCRIMINATION POLICY STATEMENT

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

TITLE IX

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Rady students have the right to an educational environment that is free from harassment and discrimination.

You can make a complaint of harassment or discrimination — or simply make an appointment to find out more information — by contacting OPHD: (858) 534-8298; ophd@ucsd.edu; [Overview for Students webpage](#)

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a Rady student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed.

If you find yourself in an uncomfortable situation, ask for help. The Rady School of Management is committed to upholding University policies regarding nondiscrimination, sexual violence and sexual harassment.

HEALTH AND WELL-BEING

Throughout your time at UC San Diego, you may experience a range of issues that can negatively impact your learning. These may include physical illness, housing or food insecurity, strained relationships, loss of motivation, depression, anxiety, high levels of stress, alcohol and drug problems, feeling down, interpersonal or sexual violence, or grief.

These concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. UC San Diego provides a number of resources to all enrolled students, including:

- Counseling and Psychological Services (858-534-3755 | caps.ucsd.edu)
- Student Health Services (858-534-3300 | studenthealth.ucsd.edu)
- CARE at the Sexual Assault Resource Center (858-534-5793 | care.ucsd.edu)
- The Hub Basic Needs Center (858-246-2632 | basicneeds.ucsd.edu)