

CLASS SCHEDULE FOR AN 11-WEEK (OR TERM-LENGTH) COURSE (SAMPLE 1)

11 lectures of 120 minutes

5 tutorials/seminars of 60 minutes

(Suggested summative assessment – group project analyzing one of the longer case studies at the end of the book – report + individual term paper or essay based examination)

Class	Assignment/Activity
1	Lecture: Orientation and course preview; coverage of course syllabus; outline of assessment including the group project; discussion of Chapter 1 – additional reading: One of: Mintzberg, H. (1987) “The strategy concept 1: Five P’s for strategy” <i>California Management Review</i> ; Mintzberg, H and Waters, J. (1985) “Of Strategies, Deliberate and Emergent” <i>Strategic Management Journal</i> , Vol.6 No.3 pp.257-272 or Porter, M.E.(1996) “What Is Strategy?” <i>Harvard Business Review</i> 74, no. 6 (November–December 1996), pp. 65–67. Remind class members that they will need to prepare answers to the case study questions from the Scandic Hotels case at the end of Chapter 2 for their first tutorial.
2	Lecture/discussion of Chapter 2; - additional reading: one of David J. Collis and Michael G. Rukstad, “Can You Say What Your Strategy Is?” <i>Harvard Business Review</i> 86, no. 4 (April 2008), pp. 82–90., or Bartkus, B. and Glassman M. (2008) “Do firms practice what they preach? The relationship between mission statements and stakeholder management”, <i>Journal of Business Ethics</i> , 83(2): 207-16. If the lecture precedes the tutorial/seminar a further reminder of the preparation for discussion of the Scandic case can be given. Class members should also be reminded of the deadline for forming groups for the assessed project (suggested deadline for this is after class 6 which gives participants some idea of the case analysis skills of their peers).
3	Tutorial/Seminar – discussion of the Scandic case, linking this to the either article from class 2 gives scope for a more in-depth debate. Optional brief quiz using sample questions from Connect™ website covering Chapters 1 and 2 to introduce the feature and direct students to make use of this to assess their understanding of the module so far.
4	Lecture/discussion of Chapter 3 Optional 15-minute debriefing on the results of first tutorial/seminar – advice on refining approaches to case study analysis in a strategic context. Additional reading: One of; Grundy, T. (2006) “Re-thinking and Re-inventing Porter’s 5 forces model” <i>Strategic Change</i> , Vol.15, pp.213-229; Brandenburger, A. and Nalebuff, B. (1995) “The right game: Using game theory to shape strategy” <i>Harvard Business Review</i> , July-August, pp.57-71; or Schoemaker, P. and Day, G. (2009) “How to make sense of weak signals” <i>MIT Sloan Management Review</i> , Spring 2009, vol.50, no. 3, pp.80-89. Remind class members that they will need to prepare answers to the questions on the Spotify case study at the end of Chapter 3 for the next tutorial/seminar class
5	Lecture/discussion of Chapter 4. Additional reading: One of; Kraaijenbrink, J., Spender, J-C, and Groen, A. (2010) “The Resource Based View: A Review and Assessment of Its Critiques”, <i>Journal of Management</i> , Vol.36, No.1, pp.349-372.; Peteraf, M.A. (1993). ‘The Cornerstone of Competitive Advantage: A Resource-Based View.’ <i>Strategic Management Journal</i> , 14(3): 179-192.; or Ambrosini, V., Bowman, C. and Collier, N. (2009) “Dynamic Capabilities: An Exploration of How Firms Renew their Resource Base” <i>British Journal of Management</i> , Vol.20, pp. S9-S24. Remind class members about the deadline for forming groups and the preparation required for the next seminar/tutorial
6	Tutorial/Seminar – discussion of the Spotify case – again this can be linked to a number of the articles from class 4 to produce more in-depth debate – Grundy’s refinements are particularly apt as they link the wider environmental factors to changes in the industry – but scenario planning can be equally effective

	<p>due to the relatively high levels of uncertainty in digital music. There is also scope to encourage students to update the case with the latest developments (such as Apple's new iRadio service). Project groups will need to be formed after this class and the assessed case study released – activities are based on the use of Accor – but any of the end-section cases are suitable for an integrative project of this nature. Optional brief quiz using sample questions from Connect™ website covering Chapters 3 and 4</p>
7	<p>Lecture/discussion of Chapter 5 – Optional 15 minute de-brief on tutorial/seminar 2. Additional reading: One of; Hendry (1990) "The problem with Porter's generic strategies" <i>European Management Journal</i>, vol. 8 no. 4 pp. 443-450; Morehouse, J., O'Meara, B., Hagen, C. and Huseby, T. (2008) "Hitting back: strategic responses to low cost rivals" <i>Strategy and Leadership</i>, vol. 36, no.1, pp. 4-13; or Williamson, Peter, J. (2010) "Cost Innovation: Preparing for a 'value-for-money' revolution" <i>Long Range Planning</i>, Vol.43 pp.343-353. Group task – analysing Accor's external environment. Preparation of LA Fitness case study for next tutorial – (the Morehouse et al. and Williamson articles are useful here)</p>
8	<p>Lecture/discussion of Chapter 6 – Additional reading: One of; W. Chan Kim and Renée Mauborgne, "Blue Ocean Strategy," <i>Harvard Business Review</i> 82, no. 10 (October 2004), pp. 76–84.; Reeves, M. and Deimler, M. (2011) "Adaptability: the new competitive advantage" <i>Harvard Business Review</i>, Jul/Aug 2011 pp.134-141; or Dyer, J., Kale, P. and Singh, H. (2004) "When to Ally & When to Acquire" <i>Harvard Business Review</i>, July-August, pp.109-115. Group task – analyzing Accor's external environment. Further preparation for tutorial/seminar – the articles from this week's lecture will also give class participants food for thought in refining their views on the strategies being followed by LA Fitness and its competitors.</p>
9	<p>Tutorial/Seminar – discussion of the LA Fitness case – this can work well as a mock board meeting with groups taking on different roles (executives, non-execs, venture capitalists, observers etc.). Optional brief quiz using sample questions from Connect™ website covering Chapters 5 and 6 – or essay question based on one of the key debates in Chapters 1-6 to give class participants practice for the final examination and some formative feedback.</p>
10	<p>Lecture/discussion of Chapter 7 – Optional feedback on case study work so far – lessons learned and which of these should be applied to the group case analysis of Accor. Additional reading: One of; N. Kumar, "How Emerging Giants Are Rewriting the Rules of M&A," <i>Harvard Business Review</i>, May 2009, pp. 115–21.; or K.E. Meyer, M. Wright, and S. Pruthi, "Institutions, Resources, and Entry Strategies in Emerging Economies," <i>Strategic Management Journal</i> 30, no. 5 (2009), pp. 61–80. Group Task – identifying and evaluating Accor's business level strategies. Preparation of Geely/Manganese Bronze case study for next tutorial/seminar.</p>
11	<p>Lecture/discussion of Chapter 8 – Additional reading: One of Dyer, J., Kale, P. and Singh, H. (2004) "When to Ally & When to Acquire" <i>Harvard Business Review</i>, July-August, pp.109-115.; Zook, C. (2007), "Finding Your Next Core Business," <i>Harvard Business Review</i> 85, no. 4 (April 2007), pp. 66–75.; or Ng, D. (2007) "A modern resource-based approach to unrelated diversification" <i>Journal of Management Studies</i>, vol. 44, no. 8, pp.1481-1502. Group Task – identifying and evaluating Accor's international and corporate level strategies. Further preparation for tutorial/seminar.</p>
12	<p>Tutorial/Seminar – discussion of Geely/Manganese Bronze case – the situation in this case has moved on significantly since it was written (there is a link to a recent news story posted on the LinkedIn group discussions for the textbook) – so there is scope to ask students to find out the latest information – or to stick with the original – but have the actual outcome as a further area for debate. Again, this can work as a mock board meeting with small groups taking on the roles of execs and non-execs at Manganese Bronze and others taking the role of Geely's directors and observers. This works well in classes with a high proportion of Chinese students. The Dyer et al. paper works well for considering the relationship the two firms should adopt, but if you choose to update the case then the Kumar and Zook articles can also be useful to add depth to the debate. Optional brief quiz using sample questions from Connect™ website covering Chapters 7 and 8.</p>
13	<p>Lecture/discussion of Chapter 10 – Additional reading: One from; Galan, J. and Sanchez-Bueno, M. (2009) "The continuing validity of the strategy-structure nexus, new findings, 1993-2003", <i>Strategic Management Journal</i>, Vol. 30, pp. 1234-1243; or E. Olsen, S. Slater, and G. Hult, "The Importance of Structure and Process to Strategy Implementation," <i>Business Horizons</i> 48, no. 1 (2005), pp. 47–54. Group Task – Conclusions and overall evaluation of Accor's strategies – imperatives arising from the</p>

	analysis and assessment so far. Preparation for final tutorial – LEGO case study
14	Lecture/discussion of Chapter 11 – Additional reading: One from; Simons, R. (1995) “Control in an age of empowerment” <i>Harvard Business Review</i> , Vol. 73, Iss. 2, pp. 80-8; Bushardt, S., Glascoff, D., and Doty, D. (2011) “Organizational culture, formal reward structure, and effective strategy implementation: A conceptual model” <i>Journal of Organizational Culture, Communications and Conflict</i> , Vol. 15, No. 2, pp. 57-70; or Clayton M. Christensen, Matt Marx, and Howard Stevenson, “The Tools of Cooperation and Change,” <i>Harvard Business Review</i> 84, no 10 (October 2006), pp. 73–80. Group Task – Recommendations for Accor based on analysis and evaluation. Further case study prep on LEGO
15	Tutorial/Seminar – discussion of LEGO case – although this is at the end of Chapter 10, the changes brought in by the new CEO also cover many of the topics in Chapter 11. Optional brief quiz using sample questions from Connect™ website covering Chapters 10 and 11.
16	Lecture/discussion of Chapter 12/ Revision class – Additional reading: One from; Rosabeth Moss Kanter, “Transforming Giants,” <i>Harvard Business Review</i> 86, no. 1 (January 2008), pp. 43–52; or Jennifer A. Chatham and Sandra E. Cha , “Leading by Leveraging Culture,” <i>California Management Review</i> 45, no. 4 (Summer 2003), pp. 20–34 . Group task – editing and submitting final report on Accor case
Final Exam	Group project report – plus essay-based closed book examination
NB	This syllabus skips Chapter 9 – but if the ethics/environmental content is key to your strategy course, combining Chapters 5 and 6 or 7 and 8 into one 2 hour lecture is possible to create room for including this content and replacing the Manganese Bronze case with News Corp.

CLASS SCHEDULE FOR AN 11-WEEK (OR TERM-LENGTH) COURSE (SAMPLE 2)

2 class meetings per week

**Includes assignment of 5 cases for oral team presentations
and weekly BSG or GLO-BUS decision rounds throughout the term**

Day	Assignment/Activity
1	<p>Orientation and course preview</p> <p>Explanation of <i>GLO-BUS</i> simulation using PowerPoint slides provided in Instructor Center; assign class members to teams; provide company co-managers with company registration codes (required in order for class members to register for the simulation at www.glo-bus.com); ask all class members to read the Player's Guide prior to next class meeting</p>
2	Lecture on Chapter 1; remind all company co-managers to begin meeting with company co-managers to work on first practice decision
3	Class meets in computer lab so that company co-managers can work on their strategy and decisions for the practice round; deadline for completing <i>GLO-BUS</i> practice decision entries and online Quiz 1 (covering the contents of the <i>GLO-BUS</i> Participant's Guide) is today at 11:59 p.m.
4	<p>Lecture/discussion of Chapter 2 and Connect learning assurance exercises or selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions that call upon company co-managers to reveal competitive sensitive aspects about their company to their rivals)</p> <p>Optional 30-minute debriefing on the results of practice round—instructor leads a instructor leads a class discussion of the information presented in the <i>GLO-BUS</i> Statistical Review and the Competitive Intelligence Reports showing practice round outcomes. All class members should bring a copy of these reports to class (or the instructor can provide copies to all class members). The purpose of this debriefing is to make sure that all class members have a good grasp of all the information being provided to them after each decision round is completed (but it should be totally up to each team of co-managers to review the information, digest the meaning of all the numbers and statistics provided, and decide what, if any, actions to take in the next decision round based on this information about the outcomes).</p>
5	Class meets in computer lab so that company co-managers can work on their strategy and decisions for the Year 6 <i>GLO-BUS</i> decision round (the first regular or scored set of decisions); deadline for completing <i>GLO-BUS</i> Year 6 decision entries is today at 11:59 p.m.
6	<p>Lecture/discussion of Chapter 3 and Connect learning assurance exercises or selected chapter-end exercises (including those exercises for simulation participants, but be careful to skirt open discussions that call upon company co-managers to reveal competitive sensitive aspects about their company to their rivals)</p> <p>Optional 15-minute debriefing on the results of Year 6 decision round—instructor leads a instructor leads a class discussion of the information presented in the Year 6 <i>GLO-BUS</i> Statistical Review and the Competitive Intelligence Reports showing Year 6 outcomes. All class members should bring a copy of these reports to class (or the instructor can provide copies to all class members). Now is a good time to strongly encourage all class members to get in the habit of carefully and thoroughly reviewing the information in each year's <i>GLO-BUS</i> Statistical Review, Competitive Intelligence Reports and Company Operations Reports—otherwise, company co-managers lack knowledge of market conditions and their company's competitiveness vis-à-vis rivals heading into the next decision round (flying blind in a fiercely competitive marketplace is a ticket for disastrous company performance).</p>
7	Lecture/discussion of Chapter 4 and Connect learning assurance exercises or selected chapter-end exercises (including those exercises for simulation participants, but be careful to skirt open discussions that call upon company co-managers to reveal competitive sensitive aspects about their company to their rivals); deadline for completing <i>GLO-BUS</i> Year 7 decision entries is today at 11:59 p.m.

8	Lecture/discussion of Chapter 5 and Connect learning assurance exercises or selected chapter-end exercises (including those exercises for simulation participants, but be careful to skirt open discussions that call upon company co-managers to reveal competitive sensitive aspects about their company to their rivals)
9	Lecture/discussion of Chapter 6 and Connect learning assurance exercises or selected chapter-end exercises (including those exercises for simulation participants, but be careful to skirt open discussions that call upon company co-managers to reveal competitive sensitive aspects about their company to their rivals); deadline for completing both GLO-BUS Year 8 decision entries and online Quiz 2 (covering understanding of company operations) is today at 11:59 p.m.
10	Lecture/discussion of Chapter 7 and Connect learning assurance exercises or selected chapter-end exercises (including those exercises for simulation participants, but be careful to skirt open discussions that call upon company co-managers to reveal competitive sensitive aspects about their company to their rivals)
11	Examination over Chapters 1-7; deadline for completing GLO-BUS Year 9 decision entries is today at 11:59 p.m.
12	Lecture/discussion of Chapter 8 and Connect learning assurance exercises or selected chapter-end exercises
13	Lecture/discussion of Chapter 9 and Connect learning assurance exercises or selected chapter-end exercises (including those exercises for simulation participants, but be careful to skirt open discussions that call upon company co-managers to reveal competitive sensitive aspects about their company to their rivals); deadline for completing GLO-BUS Year 10 decision entries is today at 11:59 p.m.
14	Lecture/discussion of Chapter 10 and Connect learning assurance exercises or selected chapter-end exercises
15	Lecture/discussion of Chapter 11 and Connect learning assurance exercises or selected chapter-end exercises; deadline for completing GLO-BUS Year 11 decision round is today at 11:59 p.m.
16	Lecture/discussion of Chapter 12 and Connect learning assurance exercises or selected chapter-end exercises (including those exercises for simulation participants, but be careful to skirt open discussions that call upon company co-managers to reveal competitive sensitive aspects about their company to their rivals)
17	Oral team presentations of Accor or Ferretti case studies deadline for completing GLO-BUS Year 12 decision entries is today at 11:59 p.m.
18	Oral team presentations of Netflix or Starbucks case studies
19	Oral team presentations of O-Fold or Rhino Capture in Kruger National Park Deadline for completing GLO-BUS Year 13 decision entries is today at 11:59 p.m.
20	Oral team presentations of Apple or Studio 100 case studies;
21	Oral team presentations of Kyaia or Microsoft/Nokia case studies
22	Course wrap up/revision/ Feedback on presentations
Final Exam	Chapters 8-12

CLASS SCHEDULE FOR AN 11-WEEK (OR TERM-LENGTH) COURSE (SAMPLE 3)

1 class meeting weekly of ~3 hours

**Includes assignment of 4 cases for oral team presentations
and weekly *BSG* or *GLO-BUS* decision rounds throughout the term**

Week	Assignment/Activity
1	<p>Orientation and course preview Introduction to <i>GLO-BUS</i> using the PowerPoint slides provided; assign class members to company teams; provide company co-managers with company registration codes (required in order for class members to register at www.glo-bus.com). Ask all class members to read the <i>GLO-BUS</i> Participant's Guide and have the co-managers of each company team complete their decision entries for the first <i>GLO-BUS</i> practice round three hours prior to the upcoming class meeting. Also have all company co-managers complete online Quiz 1 covering the <i>GLO-BUS</i> Participant's Guide three hours prior to the upcoming class meeting. Remainder of class period: Lecture on Chapter 1</p>
2	<p>Lecture/discussion of Chapter 2 and Connect learning assurance exercises or instructor-selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions where company co-managers are asked to reveal competitive sensitive aspects about their company to their rivals) Optional 45-minute debriefing on the results of the practice decision—instructor leads a class discussion of the information presented in the <i>GLO-BUS</i> Statistical Review and the Competitive Intelligence Reports showing practice decision outcomes. All class members should bring a copy of these reports to class (or the instructor can provide copies to all class members). The purpose of this debriefing is to make sure that all class members have a good grasp of all the information being provided to them after each decision round is completed (but it should be totally up to each team of co-managers to review the information, digest the meaning of all the numbers and statistics provided, and decide what, if any, actions to take in the next decision round based on this information about the outcomes). Optional Q & A session regarding simulation mechanics and results of first <i>GLO-BUS</i> practice decision. Remainder of class period: Each team of company co-managers meets as a group (in computer lab or in classroom if each team has access to a PC/laptop and an Internet connection) to work on their strategy and decisions for Year 6. Company co-managers will usually need to meet outside of class to complete their decision-making for Year 6. Deadline for completing Year 6 <i>GLO-BUS</i> decision entries is 11:59 p.m. the evening before the next class meeting.</p>
3	<p>Lecture/discussion of Chapter 3 and Connect learning assurance exercises or instructor-selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions where company co-managers are asked to reveal competitive sensitive aspects about their company to their rivals) Optional 30-minute debriefing on the results of the Year 6 decision round—instructor lead a class discussion of the information presented in the Year 6 <i>GLO-BUS</i> Statistical Review and the Competitive Intelligence Reports showing Year 6 outcomes. All class members should bring a copy of these reports to class (or the instructor can provide copies to all class members). Now is a good time to strongly encourage all class members to get in the habit of carefully and thoroughly reviewing the information in each year's <i>GLO-BUS</i> Statistical Review, Competitive Intelligence Reports and Company Operations Reports—otherwise, company co-managers lack knowledge of market conditions and their company's competitiveness vis-à-vis rivals heading into the next decision round (flying blind in a fiercely competitive marketplace is a ticket for disastrous company performance). Remainder of class period: Each team of company co-managers meets as a group (in computer lab or in classroom if each team has access to a PC/laptop and an Internet connection) to work on their strategy and decisions for Year 7. Company co-managers will generally need to meet outside of class to complete their decision-making for Year 7. Deadline for completing Year 7 <i>GLO-BUS</i> decision entries is 11:59 p.m. the evening before the next class meeting.</p>
4	<p>Lecture/discussion of Chapter 4 and Connect learning assurance exercises or instructor-selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions where company co-managers are asked to reveal competitive sensitive aspects about their company to their rivals)</p>

	<p>Optional 20-minute debriefing on the results of the Year 7 decision round—instructor leads a class discussion of the information presented in the Year 7 <i>GLO-BUS</i> Statistical Review and the Competitive Intelligence Reports showing Year 7 outcomes. All class members should bring a copy of these reports to class (or the instructor can provide copies to all class members).</p> <p>Remainder of class period: Each team of company co-managers meets as a group (in computer lab or in classroom if each team has access to a PC/laptop and an Internet connection) to work on their strategy and decisions for Year 8. Company co-managers will generally need to meet outside of class to complete their decision-making for Year 8. Deadline for completing both Year 8 <i>GLO-BUS</i> decision entries and online Quiz 2 (covering understanding of company operations) is 11:59 p.m. the evening before the next class meeting.</p>
5	<p>Lecture/discussion of Chapter 5 and Connect learning assurance exercises or instructor-selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions where company co-managers are asked to reveal competitive sensitive aspects about their company to their rivals)</p> <p>Oral team presentations of Netflix or Studio 100 or Apple cases</p> <p>Company co-managers meet outside of class to complete their decision-making for <i>GLO-BUS</i> Year 9. Deadline for completing Year 9 <i>GLO-BUS</i> decision entries is 11:59 p.m. the evening before the next class meeting.</p>
6	<p>Lecture/discussion of Chapter 6, Chapter 7, and Connect learning assurance exercises or instructor-selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions where company co-managers are asked to reveal competitive sensitive aspects about their company to their rivals)</p> <p>Remainder of class: Company co-managers meet (in computer lab or around PCs/laptops in classroom to work on preparing a 3-Year Strategic Plan for Years 10-11-12. Company co-managers will generally need to meet outside of class to complete the 3-year strategic plan and their strategy/decisions for Year 10.</p> <p>Deadline for completing both the Year 10 <i>GLO-BUS</i> decision entries and the strategic plan for Years 10-11-12 is 11:59 p.m. the evening before the next class meeting.</p>
7	<p>Lecture/discussion of Chapter 8 and Connect learning assurance exercises or instructor-selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions where company co-managers are asked to reveal competitive sensitive aspects about their company to their rivals)</p> <p>Oral team presentations of Accor or Starbucks or Ferretti cases</p> <p>Company co-managers meet outside of class to complete their decision-making for Year 11. Deadline for completing Year 11 <i>GLO-BUS</i> decision entries is 11:59 p.m. the evening before the next class meeting.</p>
8	<p>Lecture/discussion of Chapter 9 and Connect learning assurance exercises or instructor-selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions where company co-managers are asked to reveal competitive sensitive aspects about their company to their rivals)</p> <p>Oral team presentations of O-Fold or Kyaia cases</p> <p>Company co-managers meet outside of class to complete their decision-making for Year 12. Deadline for completing Year 12 <i>GLO-BUS</i> decision entries is 11:59 p.m. the evening before the next class meeting.</p>
9	<p>Lecture/discussion of Chapter 10, 11, and 12 and Connect learning assurance exercises or instructor-selected chapter-end exercises (including those exercises for simulation participants, but avoid open discussions where company co-managers are asked to reveal competitive sensitive aspects about their company to their rivals)</p> <p>Oral team presentations of NIS or Microsoft/ Nokia cases</p> <p>Discussion of requirements for preparing end-of-simulation company presentations.</p> <p>Company co-managers meet outside of class to complete their decision-making for <i>GLO-BUS</i> Year 13. Deadline for completing the Year 13 <i>GLO-BUS</i> decision round is 11:59 p.m. <u>two</u> evenings before the next class meeting (having the deadline 1-day earlier will give class members more time to prepare the PowerPoint slides for their company presentations at class meeting 10.</p>

10	<p>End-of simulation <i>GLO-BUS</i> company presentations (with 5-10 minute Q&A sessions for each presentation if time permits).</p> <p>Instructor may wish to share some of the class-wide averages for the 9 measures in the Learning Assurance Report.</p> <p>All <i>GLO-BUS</i> company co-managers should have completed the peer evaluations by the beginning of today's class period.</p>
11	Revision class
Final Exam	Exam on Chapters 1-12

CLASS SCHEDULE FOR AN 11-WEEK (OR TERM-LENGTH) COURSE (SAMPLE 4)

2 class meetings per week

**No use of simulation; Includes class discussion of 3 cases
and assignment of 5 cases for oral team presentations**

Week	Assignment/Activity
1	Orientation and course preview; lecture on Chapter 1
2	Lecture/discussion of Chapter 2 and Connect learning assurance exercises or instructor-selected chapter-end exercises; coverage of key points in "Guide to Case Analysis" (available to students in the Student center at www.mhhe.com/thompson)
3	Class discussion of Ferrero/Nestle case study
4	Lecture/discussion of Chapter 3 and Connect learning assurance exercises or instructor-selected chapter-end exercises
5	Class discussion of Spotify case study
6	Lecture/discussion of Chapter 4 and Connect learning assurance exercises or instructor-selected chapter-end exercises
7	Lecture/discussion of Chapter 5 and Connect learning assurance exercises or instructor-selected chapter-end exercises
8	Lecture/discussion of Chapter 6 and Connect learning assurance exercises or instructor-selected chapter-end exercises
9	Lecture/discussion of Chapter 7 and Connect learning assurance exercises or instructor-selected chapter-end exercises
10	Exam on Chapters 1-7
11	Lecture/discussion of Chapter 8 and Connect learning assurance exercises or instructor-selected chapter-end exercises
12	Lecture/discussion of Chapter 9 and Connect learning assurance exercises or instructor-selected chapter-end exercises; class discussion of Accor or Rhino Capture in Kruger National Park (has accompanying video)
13	Lecture/discussion of Chapter 10 and Connect learning assurance exercises or instructor-selected chapter-end exercises
14	Lecture/discussion of Chapter 11 and Connect learning assurance exercises or instructor-selected chapter-end exercises
15	Lecture/discussion of Chapter 12 and Connect learning assurance exercises or instructor-selected chapter-end exercises
16	Oral team presentations on Netflix or Studio 100
17	Oral team presentations on Ferretti or Kyaia
18	Oral team presentations on Starbucks or Apple
19	Oral team presentations on NIS or Microsoft
20	Oral team presentations on The O-Fold innovation case
21	Revision lecture

22	Revision lecture
Final Exam	Chapters 8-12