**MGMT 200**

 **THINKING STRATEGICALLY IN THE DIGITAL AGE**

**Fall 2020**

**Melissa Mazmanian & Margarethe Wiersema**

**Contact Information**

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**Professors Bio**

**Professor Melissa Mazmanian** is an Associate Professor in the Department of Informatics at the Donald Bren School of Information and Computer Sciences at the University of California, Irvine. Her interests revolve around communication practices in personal and organizational contexts, specifically in relation to social norms and the nature of personal and professional time in the digital age. Her new book, *Dreams of the Overworked American: Working, Parenting and Living in the Digital Age* was released by Stanford University Press in Spring, 2020 and has been recently profiled in *The Atlantic* and *The New York Times*. The book is an ethnographic investigation of personal time, looking at the role of communication theologies in how families juggle busy lives and negotiate work and personal demands. In addition, Mazmanian is interested in the intersection between formal power structures and everyday practices in organizations. In this vein, she has been engaged in qualitative research on practices of budgeting, the introduction of electronic health systems, change efforts to promote predictable time off, and smartphone use in work contexts.

Professor Mazmanian’s work has appeared in *Organization Science, Academy of Management Journal, MIS Quarterly* and ACM venues such as *CHI* and *CSCW*. She is a senior editor for *Organization Science.*

Professor Mazmanian earned her PhD in Organization Studies from the MIT Sloan School of Management and Masters in Information Economics, Management and Policy from the University of Michigan, School of Information.

**Margarethe F. Wiersema**holds the Dean’s Professorship in Strategic Management at The Paul Merage School of Business, University of California, Irvine. She has an MBA and Ph.D. from the Ross School of Business at the University of Michigan.

Professor Wiersema is internationally recognized as one of the leading experts on corporate strategy and corporate governance with more than 60 publications and over 11,000 citations. She has published extensively in the premier journals in the field including the *Harvard Business Review, Strategic Management Journal, Academy of Management Journal*, and *Administrative Science Quarterly*. Her research has appeared in the *New York Times, The Financial Times, The Economist, Fortune, Business Week, the Washington Post,* and in The Economist Intelligence Unit for their “Executive Briefing”.

The recipient of numerous awards for excellence in research and teaching, Professor Wiersema was awarded an honorary doctorate by the Copenhagen Business School in 2016 in recognition of a remarkable contribution to research dissemination and education. She was elected as a Strategic Management Society Fellow in 2012 for making significant contributions to the theory and practice of strategic management. In 2006, she was awarded the Distinguished PhD Alumni Award from the Ross School of Business at the University of Michigan. Prof. Wiersema is the Dean of the Fellows of the Strategic Management Society and serves as Associate Editor of the *Academy of Management Perspectives* and on the Senior Editorial Board of the *Global Strategy Journal.*  She served on the board of directors of the Strategic Management Society (2006-2010) and was Past President of the Corporate Strategy and Governance Group of the Strategic Management Society (2006-2008).

Professor Wiersema is actively involved with the business community by providing expertise on the subject of strategic analysis and thinking as well as the role of the Board of Directors and corporate governance. She has addressed a variety of business audiences and has consulted with *Fortune 500* companies, and has been actively involved in director training.

**Course Overview**

In today’s global and digital world, success depends on understanding how technology and economic forces impact a company’s competitive position and its ability to succeed. This course focuses on the strategic and organizational challenges that managers face due to digital technology innovation and transformation. The course will utilize the tools of strategic thinking and critical thinking to provide an integrative perspective on how technological challenges can threaten and undermine conventional business models as well as provide opportunities for leaders to be innovative in developing new business models by which to create value. The course utilizes case studies on different industries subject to technological disruption to understand how digital technologies can destroy and create value. By becoming more skilled thinkers, students will enhance their capabilities to address the competitive and managerial challenges that confront organizations due to digital transformation and thus become more effective decision-makers. They will learn how to think creatively about the challenges as well as opportunities that digital technologies create and their impact on businesses in a strategic way. The emphasis on developing strategic thinking and critical thinking capabilities to compete in a dynamic environment highlights the importance of the skills and knowledge that represents the basis of the Merage MBA with its focus on leadership for a digital future.

At the strategic level, students will analyze how technology disruption impacts the structure of an industry and the implications for industry profitability. The course will highlight how technology can disrupt competitive markets and create a more complex and dynamic competitive landscape that requires a reassessment of competitive conditions and company strategy. After gaining an understanding of the strategic implications that technological disruption is likely to have in an industry, they will evaluate how business models are changing in the industry and how different players seek to create and capture value. Through the application of frameworks by which to analyze a company’s competitive context, students will broaden their perspective and learn to think strategically and thus become better adept at learning to recognize and leverage technology disruption to create value in the marketplace. By providing an integrative overview, the course highlights the importance of understanding all functional aspects of the organization and thus sets the stage for the core courses in the MBA program.

The course will also highlight how, in addition to affecting the competitive landscape, innovation stemming from digital technologies changes the nature of managing organizations. By introducing high complexity and ambiguity into organizations, digital technologies require new analytic tools to enable effective managerial action. The course will provide methodologies to critically examine organizational situations, perspective-taking methods to design proper responses, and motivational tools to engage in effective action. In particular, the course will provide students with knowledge on psychological biases that prevent critical evaluation in complex and novel situations and approaches to overcome them through the use of collective decision making, as well as knowledge on the personal and structural factors involved in managing in innovation-driven industries and across multiple international sites. Students will also learn how to analyze the organizational factors—such as opposing interests, values, and expectations that stem from organizational structure, politics, and culture—which can obstruct the design and implementation of effective resource allocation in companies where innovation and digital disruption are central.

**COVID In-Person Classroom Policies**

## **Attendance**

All in-person classes will be offered concurrently in a remote format.  Students may choose to attend any class session in-person or remotely.  Students will be emailed of any changes in the schedule or mode of delivery.

### **Daily symptom check-in**

UCI has made daily COVID-19 symptom check screening mandatory for all students ([UCI’s Executive Directive](https://uci.edu/coronavirus/executive-directives/UCI20_ExecutiveDirective_SymptomCheck-FINAL-081420.pdf)).  To facilitate daily assessment, the UCI [Living Well Daily Symptom Check](https://students.uci.edu/messages/2020-08-24%20-%20mandatory-symptom-checking.html) application has been developed.  All students will begin to receive the Living Well Daily Symptom Tracker daily email and will be required to complete it on a daily basis.  If a student exhibits COVID-19 symptoms, they may not attend class in-person but must attend class remotely (if at all).  The application also provides directions for students to contact UCI’s Student Health Center if they are experiencing any symptoms.

**Face Coverings**

In compliance with the [California Department of Public Health](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.pdf), all individuals on UCI-controlled property are required to wear face coverings to reduce possible exposure and help prevent the spread of COVID-19 within the UCI community.  Please read [UCI’s Executive Directive](https://uci.edu/coronavirus/executive-directives/UCI20_UCI_FaceCoveringLetterhead_Secure_FINAL.pdf) for details, including permitted exceptions.

**Social Distancing**

Maintaining appropriate physical distancing from those around you minimizes exposure to COVID-19.   Please keep a minimum of six feet of distance between yourself and others whenever possible ([UCI’s Executive Directive](https://uci.edu/coronavirus/executive-directives/UCI20_ExecutiveDirective_Gatherings07-21-20-final.pdf)).  Students are allowed/required to sit in seats identified as appropriately distanced; they are also required to maintain appropriate distance while in hallways, restrooms, etc.

**Entrance and Exit**

Entrance and exit doors have been clearly identified for each classroom, and students are required to use the appropriate entrance and exit when moving in and out of the spaces.

**Instructor Policy**

The instructor will be the last one to enter a classroom and the first one to leave.  Students should not approach an instructor unless specifically given permission; individual questions or comments may be handled via email or during office hours.

**Restroom Breaks**

Students are encouraged to break when needed, as the instructor may choose to forgo scheduled breaks in order to minimize hallway and restroom traffic.  Restrooms are limited to 2 persons at a time; please wait outside in the hallway if others are in the restroom.

**COVID Outbreak**

If a COVID outbreak occurs in a class or elsewhere, all exposed students will be notified and required to self-quarantine for two weeks while classes will continue to be offered in a remote format.

**Classroom Etiquette, Guidelines, & Policies**

**Academic Honesty**

By enrolling in this course, you agree to be bound by the University of California, Irvine’s policy on academic honesty (<http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754>). This policy may also be found in your Graduate Student Handbook.

**Grading & Attendance**Your attendance for each class session is expected, as is your active participation. This course, which is the first required core course in your EMBA program, will be graded as Satisfactory/Unsatisfactory. The requirements to achieve a Satisfactory grade include Punctual attendance at **all** synchronous sessions and assignments (this includes time spent on team assignments) and Active participation in all individual and team exercises. Active participation is defined as doing your "fair share" on team assignments and conducting yourself during class sessions and team discussions in a way that contributes to others' learning.

**Course Materials**You will receive a packet with the Syllabus and **Advance Readings**. The readings **must be completed before the start of the Intensive Course.** Additional course materials necessary for the course will be available on the course Dropbox. Access to the Dropbox will be given during the course.

**Teams**

One of the goals of the course is to help you establish productive individual and team work techniques that will enable you to get the most out of your EMBA program. In order to develop these skills, everyone will be placed into a study team (4 to 6 people). Membership in the study team is determined by the EMBA program senior staff and is based largely on the basis of industry, work experience and geography. On the first day of the class we will distribute the team listing. You will meet and work with the members of your team throughout the course.
 **Diversity & Inclusiveness Policy**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.

**Preparation for Course**

The readings in your packet are arranged in the order they will be used in class. We suggest you tackle the readings in this order and consult the schedule of classes to determine the corresponding topics.

* Kahneman, Daniel.  2013. Thinking Fast and Slow. Chapters 1-3 (pp. 20-49), Skim Chapters 4-7 (pp. 50-88).
* Critical Thinking@Merage, Jackson Nickerson.
* Gabarro, John J., Thomas J. DeLong, and Jevan Soo. (2010). [“Erik Peterson at Biometra (A).”](http://hbr.org/product/Erik-Peterson-at-Biometra/an/411031-PDF-ENG) Harvard Business School Case #9-411-031, July 2010. (Revised August 2011.)
* Gabarro, John J., Thomas J. DeLong, and Jevan Soo. (2010). [“Erik Peterson at Biometra (B).”](http://hbr.org/product/Erik-Peterson-at-Biometra/an/411031-PDF-ENG) Harvard Business School Case #9-411-032, July 2010. (Revised August 2011.)
* Gabarro, J.J. & Kotter, J. (1993). “Managing Your Boss.” *Harvard Business Review,* Reprint*,* Case #93306, September 1993.
* Porter, M. E. (2008). “The Five Competitive Forces that Shape Strategy.” *Harvard Business Review,* Reprint # 0801E.
* McGee, H. & Snively, C. (2017). “Hulu: Redefining the Way People Experience TV.” Harvard Business School Case #9-318-002, September 2017. (Revised December 2017.)
* Bughin, J., and Van Zeebroeck, N. (2018). "Artificial Intelligence: Why a Digital Base is Critical." McKinsey Quarterly, July 2018.
* Jelassi, T. & Keller-Birrer, V. (2017). “AccorHotels’ Digital Transformation: A Response to Hospitality Disruptor Airbnb.” International Institute for Management Development Case #IMD885, September 2017.
* Walker, B. & Soule, S, A. (2017). “Changing Company Culture Requires a Movement, Not a Mandate.” *Harvard Business Review*. June, 2017.

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| **Day 1: Monday, September 21** |
| **10:30 – 12:00** | **COURSE INTRODUCTION****STRATEGIC THINKING IN A DIGITAL WORLD**Readings:1. Bughin, J., and Van Zeebroeck, N. (2018). "Artificial Intelligence: Why a Digital Base is Critical." McKinsey Quarterly, July 2018.
 | In-person class on campus  |
| **12:00 – 1:00** | **LUNCH BREAK** |  |
| **1:00 – 3:00** | **DECISION MAKING EXERCISE**Study Team Exercise and Class Discussion | Team breakouts |
| **3:00 – 3:30** | **BREAK** |  |
| **3:30 – 5:00** | **CRITICAL THINKING I** Readings:* 1. Kahneman, Daniel.  2013. Thinking Fast and Slow. Chapters 1-3 (pp. 20-49), Skim Chapters 4-7 (pp. 50-88).
	2. Critical Thinking@Merage, Jackson Nickerson.
 | In-person class on campus |
| **5:00 – 6:00** | **BREAK**  |  |
| **6:00 – 7:00** | **TEAM POSTER INSTRUCTIONS**  | Synchronous class with Zoom  |
| **7:00 –** | **ERIK PETERSON CASE PREPARATION**Erik Peterson at Biometra (A) Case AnalysisReadings:1. Gabarro, John J., Thomas J. DeLong, and Jevan Soo. [“Erik Peterson at Biometra (A).”](http://hbr.org/product/Erik-Peterson-at-Biometra/an/411031-PDF-ENG)
2. Gabarro, John J., Thomas J. DeLong, and Jevan Soo. [“Erik Peterson at Biometra (B).”](http://hbr.org/product/Erik-Peterson-at-Biometra/an/411031-PDF-ENG)
3. Gabarro, J.J. & Kotter, J. (1993). “Managing Your Boss.” *Harvard Business Review.*
 | Synchronous team breakouts via Zoom |

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| **Day 2: Tuesday, September 22** |
| **8:30 – 10:00** | **Turn in ERIK PETERSON case to TA at 8:30 am****MANAGING INNOVATION: ERIK PETERSON CASE DISCUSSION** | In-person class on campus*HO: Erik Peterson D* *HO: Erik Peterson E* |
| **10:00 – 10:30** | **BREAK** |  |
| **10:30 – 11:15** | **TEAM ANALYSIS** | Team breakouts |
| **11:15 – 12:00** | **SUCCESSFUL CASE ANALYSIS** | In-person class on campus |
| **12:00 – 1:00**  | **LUNCH BREAK** |  |
| **1:00 – 2:30** | **INDUSTRY STRUCTURE ANALYSIS** Reading:1. Porter, M. (2008). “The Five Competitive Forces that Shape Strategy.” *Harvard Business Review*. | In-person class on campus*HO: Industry Analysis Assignment**HO: Drop Box - Case Study Materials* |
| **2:30 – 4:30** | **INDUSTRY STRUCTURE ANALYSIS EXERCISE** | Team breakouts |
| **4:30 – 6:00** | **INDUSTRY STRUCTURE ANALYSIS****TEAM PRESENTATIONS** | In-person class on campus*HO: Hulu Case Assignment* |
| **6:00 – 7:00** | **BREAK** |  |
| **7:00 –** | **HULU CASE PREPARATION**Reading:1. McGee, H. & Snively, C. (2017). “Hulu: Redefining the Way People Experience TV.” | Synchronous team breakouts via Zoom |

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| **Day 3: Wednesday, September 23** |
| **8:30 – 10:00** | **Turn in HULU case to TA at 8:30am****HULU CASE DISCUSSION**  | In-person class on campus |
| **10:00 – 10:30** | **BREAK** |   |
| **10:30 – 11:00** | **CASE ANALYSIS DISCUSSION** | In-person class on campus |
| **11:00 – 12:00** | **SUCCESSFUL CASE ANALYSIS** | In-person class on campus*HO: Hulu Epilogue* |
| **12:00 – 1:00** | **LUNCH BREAK**  |  |
| **1:00 – 2:30** | **CRITICAL THINKING II** | In-person class on campus |
| **2:30 – 3:00** | **BREAK** |  |
| **3:00 – 5:00** | **ACCORHOTELS DIGITAL TRANSFORMATION** Reading:1. Jelassi, T. & Keller-Birrer, V. (2017). “AccorHotels’ Digital Transformation: A Response to Hospitality Disruptor Airbnb.”
 | In-person class on campus |
| **5:00 – 6:00** | **BREAK**  |  |
| **6:00 – 7:00** | **TEAM POSTER PREPARATION**  | Team breakouts  |
| **7:00 –** | **SMALL TEAM ASSIGNMENT – Changing Company Culture** Reading:1. Walker, B. & Soule, S, A. (2017). “Changing Company Culture Requires a Movement, Not a Mandate.”

 | Synchronous team breakouts via Zoom |

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| **Day 4: Thursday, September 24** |
| **8:30 – 10:00** | **ACCORHOTELS DIGITAL TRANSFORMATION**  | In-person class on campus |
| **10:00 – 10:30** | **BREAK** |  |
| **10:30 – 12:00** | **CAREERS IN THE DIGITAL WORLD** | In-person class on campus |
| **12:00 – 1:00** | **LUNCH BREAK**  |  |
| **1:00 – 3:30** | **MERGERS & ACQUISITIONS** | In-person class on campus |
| **3:30 – 4:00** | **BREAK** |   |
| **4:00 – 5:00** | **MERGERS & ACQUISITIONSCASE ASSIGNMENT** | Synchronous team breakouts via Zoom*HO: M&A Assignment**HO: Case Materials* |
| **5:00 – 6:00** | **BREAK** |  |
| **6:00 – 7:00** | **TEAM POSTER PREPARATION** | Team breakouts  |
| **7:00 –**  | **MERGERS & ACQUSITIONSCASE ASSIGNMENT** | Synchronous team breakouts  |

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| **Day 5: Friday, September 25** |
| **8:30 – 10:00** | **MERGERS & ACQUISITIONS TEAM PRESENTATIONS** | Synchronous class via Zoom  |
| **10:00 – 10:30** | **BREAK** |  |
| **10:30 – 11:45** | **TEAM FEEDBACK & WORKING AGREEMENT** | Synchronous classvia Zoom |
| **11:45 – 12:00** | **CLOSING**  | Synchronous classvia Zoom |
| **12:00 – 1:00** | **TEAM POSTER PRESENTATIONS** | Synchronous classvia Zoom |