Strategies for Long-Term Growth

Spring Semester, 2020

Time: Wednesdays, 2:15 PM – 5:30 PM
Location: Uris 303

Instructor: Len Sherman
Email: ls2673@columbia.edu
Cell/Text: 203-984-9814
Office: Uris 211
Hours: Wednesdays, 10:00 AM – 2:00 PM; Flexible (email instructor to schedule)
Other times on request (email to schedule)

TA: TBD
Email:
Cell/Text:

COURSE DESCRIPTION
Strategies for Long-Term Growth focuses on what business managers need to know to create strategies that achieve and renew competitive advantage for products and services. This capstone course will provide the insights and tools required to understand how marketing integrates with other key functions across the enterprise – product development, operations, finance and sales – in developing and executing successful business strategies. The course will also focus on competitive dynamics how to understand, anticipate and effectively respond to competitive threats.

During the semester, we will examine:
• How companies create, capture and renew competitive advantage in the marketplace
• The impact of industry structure on markets and competition
• Sources of value in product/service offerings and how they evolve over time
• The role of technology, operations and distribution in delivering value
• Competitive dynamics -- effective responses to preempt, deter or effectively counter competitive moves
• How to develop products and services that break away from competition
• Essential elements of successful business models – how to make money!
• Leadership requirements for sustained, profitable growth

While the course will build on a theoretical foundation, it is designed to be practical, hands-on, and applied, giving students the opportunity to analyze, plan and execute business strategies drawing on examples from firms in a variety of industries. Students will gain a deep and practical understanding of
business strategy from three mutually reinforcing approaches:

- Interactive presentations on relevant concepts and frameworks
- Case discussions spanning numerous industries
- Guest speakers drawn from senior executive ranks of major corporations.

**COURSE OBJECTIVES**

The fundamental premise of this course is that firms are successful when they create, capture and renew value over time. Accordingly, the overall objective of the course is to learn how to:

1. Analyze a company’s strategic options given its market and competitive position
2. Develop strategies that deliver renewable competitive advantage, and drive superior financial returns
3. Anticipate and counter competitive responses

The target audience for this course is MBA students planning a career in positions where a holistic view of business strategy is required, including:

- Consultants
- Brand, Product and Marketing Managers
- Entrepreneurs
- Corporate Strategic Planning Managers
- Business Unit General Managers
- Investment Analysts
- VC and PE Professionals

**CONNECTION WITH THE CORE**

This is a capstone course intended for second-year MBA students that integrates many of the concepts covered in the core curriculum. The course focuses on strategies for new product development that create enormous value by redefining the categories in which companies compete. Case study examples include Coors, Yellow Tail Wine, Lego, IKEA, citizenM Hotels, Swatch, Casper, Uber, Sodastream and AB Inbev. As the course title suggests, we will explore the integrated elements of successful strategy encompassing product development, operations, distribution and marketing.

While lectures will include a brief review of the relevant business concepts, it will be assumed that students already understand the following core course knowledge:

**Strategy Formulation**

- All concepts covered in the core course

**Marketing Strategy**

- All concepts covered in the core course

**Operations Management**

- Scale economics and production cost analysis
Corporate Finance
• Cash flow NPV for new product valuation
• Breakeven analyses

Business Analytics
• Sensitivity analysis
• Modeling market shares, cannibalization and price elasticity effects

COURSE MATERIALS
Required books:
   
   *Note, this book is available on Amazon for $15-$20 in digital or paper versions. It should also be available at the Columbia University Bookstore and in the Watson Library.*

This is a paper-free course. Other than chapters assigned from the textbook for this course, all reading materials will be posted on Canvas. All student assignments should be submitted on Canvas.

Online polling will be used frequently to elicit student input on business issues and case recommendations. Prior to the first class, students should download the *Poll Everywhere* app on your smartphone and register your email and password. You should be receiving directions by email. I’ll review instructions for use in the first class.

COURSE FORMAT
Classes will meet once per week for three hours with two ten-minute breaks. While the sequence of activities may vary somewhat from week-to-week to accommodate the schedule of our guest speakers, generally the first hour of the class will be devoted to topical lectures, the second hour will entail a case discussion, and the final hour will be reserved for commentary from visiting executives.

Weekly readings will generally include topical articles and a business case.

The class is intended to be highly participatory and students are expected to come prepared to discuss their ideas and defend their positions on business case issues. Since there is often no single right answer to the decisions highlighted in the business cases, our discussion will work best if there is an active debate on options, decisions and expected outcomes. Interactive polling will be used in the classroom to take stock of your views on decision-maker options in the cases and other relevant topics.

Adequate time will be allotted for Q&A with our visiting executives, and I’ve alerted our guest speakers that Columbia MBA students are generally not bashful in asking probing questions!

During the semester, each student will be required to submit a number of short (one page) topical assignments. Teams of 3 students will be assigned to write up and lead the discussion of two business cases during the semester. There will be a final take-home online exam to be submitted any time within one week after our last class.
GUEST SPEAKERS
A number of senior executives will be invited to participate in class discussions this semester. While schedules and availability may change, the likely roster of executive guest speakers includes:

- Selena Kalvaria, SVP-Brand, Away Travel
- Christina Adams, Partner, McKinsey
- JB Osborne, co-founder/CEO, Red Antler
- Molly Kennedy, Senior Global Brand Manager, Dove Men+Care, Unilever
- Alexis Beechen, Founder/CEO, The Drop
- Paul Nunes – Global Managing Director, Accenture Research
- Philip Krim, CEO, Casper
- Karen Harris, Bain Managing Director Macro Trends Group

We may substitute other speakers if schedules change.

COURSE GRADING
Grades for this course will be based on the following allocation:

- Short assignments: 15 percent
- Team case writeups: 35 percent
- Final exam: 35 percent
- Attendance/Participation: 15 percent

Individual assignments are designated Type B². Students are encouraged to discuss course concepts and general ideas concerning assignments, but individual submissions and class participation will be based on individual effort. Team case assignments are Type A, with full collaboration expected within groups.

Short Assignments (individual submissions)
There will be several short (<1 page) assignments associated with the case or topical readings throughout the semester, as described in the syllabus below. Your inputs will often be aggregated and incorporated in the class discussion, so timely submission is essential. Assignments submitted later than the due date (10 PM, the evening before class) cannot be accepted for credit. Students who are assigned to a full case writeup on a given week are also required to submit the short assignment, as the topical question may not relate directly to the case and in any event may be tabulated for presentation in class.

Case Writeups (2 cases per team)
Each group will be randomly assigned two cases to analyze during the semester. Case writeups should be 5-10 Powerpoint slides, typically one slide per question asked on the case assignment. Each slide should contain either bullet points responding to a case question or an exhibit/spreadsheet providing quantitative analysis.

Case writeups are generally intended to:

- Demonstrate your understanding of the strategic context of the case
• Identify the strategic options and their expected impacts
• Recommend actions: what would you do if you were the protagonist in the case?
• Quantitatively and qualitatively substantiate your recommendation
• Identify key uncertainties and how you might mitigate them in implementing your recommended approach

While these are general learning objectives for all cases, student case submissions should address the specific questions listed for each case as noted in the syllabus and on Canvas.

Case writeups will be graded on content (75%) and effectiveness of business writing and presentation (25%). Content includes the insightfulness, quality of analysis and conclusions, support for conclusions, and the overall logic of the submission. Style includes the clarity and effectiveness of writing that would be expected in a business recap submitted for executive review in a professionally managed business enterprise.

All team members may be called on to share team findings in class, so active collaboration is expected. Every team member should be prepared to speak to every finding and recommendation in the case writeup. Case study submissions are due by 10 PM the evening before class.

Final Exam
There will be a final exam at the end of the semester based on the course curriculum. To provide flexibility for your end-of-term scheduling, the exam will be administered as a take-home initiative after the last class, but before final exam week.

The intent of the exam is to give students an opportunity to demonstrate a broad understanding of key course concepts, rather than recalling isolated facts or formulae. Questions will be disproportionately drawn from topics reviewed during in-class lectures and discussion, placing a premium on your active engagement in the classroom learning environment. Additional details on what to expect will be provided in class at least one week prior to the exam.

Attendance and Participation/Preparedness
Attendance is required for all classes, as we will always explore concepts that go beyond assigned reading materials. If for any reason, you find you cannot attend a class, you should advise the TA by email/text message in advance of class. Students who provide prior notice of their need to miss a class are expected to view the missed lecture video before the next class session. Lecture videos should be posted to Canvas within 24 hours of each class. For each absence without prior notification, students will be penalized ½ grade (e.g. HP to HP-); students who miss two or more classes without prior notification may be subject to a failing grade.

Active participation in class is a major contributor to the success of this course, since we learn most effectively through class dialogue. You are expected to read all required articles and cases before class, to thoughtfully respond to the suggested questions and to participate actively in class discussions. Participation will involve summarizing case study situations, explaining selected analyses, applying the case issues to your personal business experience, asking insightful questions, tying frameworks together, recommending and defending a proposed solution—in other words, whatever helps the class effectively explore the drivers of successful business strategy. While each student will only be required to submit
two team case writeups during the semester, the instructor will expect all students to be prepared to contribute to the case discussions throughout the course of the semester. Weekly preparation is essential.

My classroom is a safe and respectful learning environment. Students are encouraged to share contrarian perspectives, as learning from differing viewpoints is essential to understanding the issues and concepts covered in class. While it may be difficult to involve everyone as frequently as desired, students who proactively make frequent, insightful contributions will be recognized in the final grade assigned for the course.

In addition to in-class participation, students are encouraged and welcome to meet with the professor outside of class to discuss ideas, to clarify topics presented in class or to relate course topics to the students’ work or career aspirations. For scheduling convenience, please email the instructor to set a mutually convenient meeting time.
COURSE SCHEDULE

The schedule for the course is outlined below. Please check Canvas weekly as assignments and schedules may change through the course of the semester and certain readings will only be available through postings on Canvas.

The reading and written assignments provide a foundation and a context for class discussion and thus are to be completed before the class for which they are scheduled.

SESSION 1:  Course Introduction  
Jan. 29  Business Strategy Fundamentals

Topics  
Course orientation and overview  
The growth imperative: importance and challenges of sustained enterprise growth  
Value creation and bases of competitive advantage  
Why some brands stand out  
If you’re in a dogfight, become a cat!

Reading  
1. Course syllabus  

Activities

Prior to class, post a survey response in Canvas, which responds to the following two questions:
1. Identify one of your most favorite brands - presumably a company whose products or services have been particularly well suited to your needs, and that you would recommend without hesitation to family or friends.
2. In a couple of sentences, indicate why you are so satisfied with and loyal to your chosen company/brand. Why is this product/service/brand particularly meaningful to you?

In class, be prepared to discuss:
• Why is growth important to corporate enterprises?
• Why is sustained profitable growth so difficult to achieve?
• Based on Porter’s “5 forces”, are companies in structurally challenged industries destined to earn low returns?

SESSION 2:  Competitive Dynamics  
Feb. 5  Coors Case

Topics:  
Strategy Diagnostics  
Competitive Dynamics  
Coors Case

Reading:  

Activities: Prior to class, per the Collis and Rukstad article, post to Canvas your articulation of Coors’ strategy prior to 1975 (i.e. before Coors’ decision to expand towards national distribution) in 35 words or less. Note that the case does not provide guidance on Coors’ financial targets (i.e., strategy objective). Craft your statement of Coors’ strategy in terms of the two other critical elements of an effective strategy described by Collis & Rukstad.

In class, be prepared to discuss your answers to the following questions regarding the Coors case:
1. Was Coors successful in the early- to mid-1970’s and if so, what evidence and specific metrics substantiate your understanding of Coors’ market and competitive position?
2. How would you articulate Coors’ consumer value proposition and basis of competitive advantage in the years leading up to 1977?
3. In 1985 has their business performance changed? How so, and what specific metrics prove your point?
4. How would you explain Coors' change in performance? Did the market change? Did competitors change their strategy? Did Coors shift their strategy?
5. In 1985, Coors committed to opening a new barrel packaging plant in Virginia, to be followed by a second brewery facility. Were these plant expansions a good idea – why or why not?
6. In retrospect, what if anything might Coors have done over the period covered in the case to sustain a stronger market and competitive position?

SESSION 3: Strategic Clarity & Alignment
Feb. 12 Lego Turnaround Case
Topics Assessing market and competitive conditions
Strategy diagnostics
Identifying root causes of declining performance
Turnaround strategy
Organizational alignment to implement successful strategy

Reading 1. LEGO Harvard Business School Case 9-613-004, July, 2012
2. Read Product Complexity: Less Can Be More, by Len Sherman

Activities: Prior to class, respond to the two questions on Canvas re the LEGO case

Prior to class, teams assigned to write up the Lego case should answer all questions below in a 5-10 page Powerpoint document.
In class, all students should be prepared to discuss their answers to the following questions regarding the Lego case:

1. What led the LEGO Group to the edge of bankruptcy by 2004? Focus on the management moves during two distinct periods: "the growth period that wasn't" (1993-98); and "the fix that wasn't" (1999-2004). Be sure to identify both external and internal factors that contributed to declining business performance.

2. What problem was Ploughman trying to solve? Why didn’t his turnaround strategy work?

3. Why did Knudstorp's turnaround strategy work? Be specific in identifying which actions were the most and least effective.

4. Should LEGO have launched a new line of board games? Why or why not?

5. What is the most critical lesson learned from the Lego turnaround story of relevance to companies and brands seeking to sustain profitable growth?

6. Optional question: In 2017, Lego suffered its first decline in sales and profits in a decade, replacing its CEO twice within the year. Is this a temporary setback or a sign of significant challenges in Lego’s market and competitive environment? Are emerging technologies (AR, VR, 3D video, gaming) a threat or opportunity for Lego?

SESSION 4: Responding to Market Shifts
Feb. 19 Mountain Man Beer Case

Topics: Brand equity
        Product positioning
        Breakeven & NPV Analysis

        3. Mountain Man Beer Financials -- 5% cannibalization scenario
        4. Mountain Man Beer Financials – 20% cannibalization scenario

Activities: Prior to class, using facts from the case, the accompanying pro forma financials provided on Canvas and your own business judgment post your answers to the Short Assignment questions on Canvas.

Prior to class, teams assigned to write up the Mountain Man case should also answer all questions below in a 5-10 page Powerpoint document.
Note that there are two spreadsheets posted to Canvas reflecting two key assumptions used to evaluate Mountain Man’s strategic options: 1) Light beer launched with 5% cannibalization; 2) Light beer launched with 20% cannibalization.

In class, all students should be prepared to discuss answers to the following questions:
1. What has made MMBC successful in the past? What distinguishes the brand from competitors in terms of product, customers, distribution, marketing approach and cachet?
2. What has caused the decline in MMBC’s operating results in spite of its strong brand? Based on case facts, develop a simple “do-nothing” pro forma (2005-2010), which projects Revenue, Contribution Profit, Fixed Expenses and Operating Profit. Be sure to clarify the key assumptions underlying your pro forma.
3. What are the pros and cons of introducing a Mountain Man light beer?
4. The case suggests that in order to get approval to launch a Light Beer, MMBC would have to break even within 2 years by more than covering the costs associated with launch advertising, incremental SG&A and lost MMB sales due to cannibalization. Based strictly on the pro formas shown in the accompanying spreadsheets, should MMBC launch a light beer product?
5. Are MMBC’s stated criteria for their “go/no-go” decision appropriate? If not, what would be more appropriate criteria and why?
6. Which factors are most important in determining 5 year NPV’s for a light beer launch? Which factors can/should MMBC try to change to improve NPV? Substantiate your answer to this question (i.e. how can you analytically demonstrate which factors are most important?)
7. How might Mountain Man mitigate some of the risks of launching a light beer?
8. Are there other strategic options for growth that Chris should evaluate?
9. Based on your consideration of all the questions above, should MMBC introduce a light beer?

SESSION 5: Product Positioning
Feb. 26 Clean Edge Razor: Splitting Hairs in Product Positioning

Topics
Product positioning
New product launches and cannibalization effects
Clean Edge Razor Case

Reading
3. Clean Edge pro forma financials, posted to Canvas

Activities Prior to class, review the pro forma forecasts of Paramount’s financial performance over the first two years of the Clean Edge launch either as a mainstream or niche product.
shown on tab TN B. All data used in the pro forma are in Exhibits shown on other tabs of the spreadsheet (which also display all case Exhibits) or from the case text. Post answers to questions #5 and #6 below on the link as indicated in Canvas.

Prior to class, teams assigned to the Clean Edge case writeup should also answer all the questions below in a 5-10 page Powerpoint document.

In class, all students should be prepared to discuss answers to the following questions regarding the Clean Edge case:

1. Use data from the case to compare the strategic position of competitors in this space in terms of their recent growth and market share positions. The Growth/Share matrix framework discussed earlier this semester would be helpful.
2. What are the implications of this assessment on Paramount’s current competitive position and priorities for future product development and positioning in the marketplace?
3. The case is surprisingly silent on what they mean by a “Niche” or “Mainstream” launch strategy. Clarify your assumptions on how these two approaches would differ with respect to:
   - Total advertising and promotion budget
   - Types of customers targeted
   - Advertising and promotion channels used
   - Retail channels sold through
   - Any other distinguishing characteristics
4. What are the salient behavioral differences between key segments in the nondisposable razor market? Which segment(s) are most likely targets for Clean Edge in either niche, mainstream or both types of launches?
5. What are the arguments for launching Clean Edge as a Niche product or a Mainstream brand?
6. Why is Al Rosenberg so opposed to a mainstream market launch for Clean Edge? Is he being rational, obstinate or both? If you were Paramount’s CEO, how would you constructively seek to shift his position?
7. Are the pro forma analyses as specified appropriate to guide Paramount’s decision-making process? If not, identify three specific modifications to make the analysis more appropriate to recommend the proper positioning for Clean Edge?
8. Would you recommend launching Clean Edge as a Niche or Mainstream product? Substantiate your recommendation using data and assumptions from the case.

SESSION 6: Positioning Products and Services
March 4 IKEA

Topics: Weaknesses with conventional product positioning paradigms
        Distinctive positioning strategies
Cannibalization fears
IKEA Case


Activities: Prior to class, post to Canvas your answer to the following question on one page or less: if you were Mike Ward (President of IKEA US), what would be your two highest priorities to drive profitable growth in IKEA’s US market over the next five years? Also, indicate what element(s) of IKEA’s current strategy you would definitely NOT change. For each suggestion, explain your reasoning.

Prior to class, teams assigned to the IKEA case writeup should also answer all the questions below in a five-page Word document not counting accompanying exhibits.

In class, all students should be prepared to discuss answers to the following questions regarding the IKEA case:

1. How would you characterize IKEA’s value proposition? Describe their strategy in terms of Youngme Moon’s characterization of “Reverse Positioning.” What elements of their furniture offering were Eliminated, Reduced, Raised and Created?

2. What accounts for the historical success of IKEA? Express in terms of how key elements of IKEA’s strategy individually and collectively support their value proposition, as discussed in previous case studies?

3. What are some of the downsides of shopping at IKEA? How does IKEA’s appeal vary by customer segment?

4. The case identifies 7 strategic options intended to improve IKEA's US profits and growth. Which three of these options do you think appears to have the most potential in effectively addressing key shortcomings in IKEA’s current value proposition without compromising the brand’s core values (feel free to suggest a strategic option not included on this list)? Explain your reasoning.

5. Which of these options would you likely NOT recommend and why?

6. What do you see as the major operational, marketing and management challenges in creating a world-class eCommerce capability for IKEA?
SESSION 7: Blue and Red Ocean Businesses
March 25    Yellow Tail Case

Topics: Blue Ocean strategy concepts
Yellow Tail wine case

3. Yellow Tail’s Blue Ocean Has Turned Red!

Activities: Prior to class, submit your answers on Canvas regarding how Yellow Tail might find its next Blue Ocean

Prior to class, teams assigned to the Yellow Tail case writeup should also answer all the questions below in a 5-10 page Powerpoint document.

1. What characteristics of the US wine industry historically rendered it a “red ocean”?
2. In what ways did Casella/W.J. Deutsch exploit “blue ocean” strategic opportunities in launching its Yellow Tail wines (what are the defining characteristics of a Blue Ocean strategy)?
3. What factors did Yellow Tail Eliminate, Reduce, Raise and Create in positioning Yellow Tail wine? What did its strategy canvas look like relative to competitors?
4. What were the enabling elements of Yellow Tail’s strategy, which contributed to its remarkable success? Why didn’t other “critter brands achieve equal success?
5. In the last few years, a number of adverse factors have turned Yellow Tail’s blue ocean to red. Combining your team’s individual submissions in the short assignment, and applying the principles of Blue Ocean Strategy, how might Casella Wines/W.J. Deutsch best respond in capturing their next “blue ocean” market opportunity? Which of the product options shown in the attachment are most likely to succeed and why?
6. Are there other innovations W.J. Deutsch or Casella should consider?
7. Can “lightning strike twice” for either of these partners?

SESSION 8: Jobs to be Done/Sodastream case
April 1    Sodastream: Turning around a 100 year company

Topics: Jobs-to-be-done driven product differentiation and positioning
Design thinking
Sodastream case
Guest Speaker: Brian Kennedy, Senior Brand Manager, Dove Hair Products
Reading:
2. SodaStream: Transforming a 100 Year-Old Company Into a ‘Stylish Rebel’, Columbia CaseWorks
3. Short article on SodaStream’s recent challenges in the US market
4. Video interview with SodaStream CEO on company’s strategic pivot in 2014

Activities: 
Prior to class post to Canvas a brief description (<1 page) of a product or service from your experience that succeeded in the marketplace by identifying and fulfilling a “job consumers wanted to get done” better than competitive alternatives:
• What is the product?
• What job was it designed to perform?
• How/why did it succeed relative to competition?
This should not be one of the examples given in the “Marketing Malpractice” article assigned for this week

Prior to class, teams assigned to the Sodastream case writeup should also answer all the questions below in a 5-10 page Powerpoint document.

In class, all students should be prepared to discuss your answers to the following questions regarding the Sodastream case:

1. SodaStream languished in the marketplace for >100 years under seven different corporate owners before achieving extremely rapid global growth under the leadership of Daniel Birnbaum. How would you explain their initial success after entering the US market?
2. What were the key elements of SodaStream’s strategy? How did all the key elements reinforce each other to create a strong consumer and partner value proposition and strong business model? Map the key elements, similar to the analysis used earlier to identify the integrated elements of Coors’ and IKEA’s integrated strategies
3. What do you consider to be SodaStream’s most significant basis of competitive advantage and why?
4. Sodastream hit the wall in the US market after 2013…Why? What might have motivated their misplaced priorities?
5. Sodastream announced a fundamental shift in their strategic priorities in 2014, which has restored the company to profitable growth. What explains their improved performance?
6. What are the generalizable lessons learned from Sodastream’s “roller coaster” ride in the US? What could Sodastream have done to promote more orderly long-term growth?

SESSION 9: Developing New Products and Services
April 8 Casper

Topics: Product market strategies
Activities:
Prior to class, based on the Casper case, all students should answer the short assignment questions posted on Canvas.

Prior to class, teams assigned to the Casper case writeup should also answer all questions below in a five-page Word document not counting accompanying exhibits.

In class, all students should be prepared to discuss your answers to the following questions regarding the Casper case:

1. What characteristics of the mattress business rendered the industry vulnerable to disruption? How does the Casper example relate to the premise raised in the first class: “There’s No Such Thing As A Bad Industry.”

2. Put yourself in the shoes of the Casper founders. You have reason to believe that there's a better way to sell mattresses, but only a vague concept of how you might go about doing it. What do you think were the three most important key success factors to the success of Casper's venture, and how do you think Casper crafted its business model to address these KSF’s?

3. Compare the economics of traditional mattress retailing using the assumptions highlighted in the Excel spreadsheet: “Mattress Unit Economics”
   - What are the differences the value chains of traditional mattress retailers and direct-to-consumer players like Casper?
   - How can Casper be profitable selling comparable quality products for one-third the price as traditional players?
   - What are the key uncertainties impacting Casper’s profitability? Display a sensitivity analysis on how Casper’s profits are affected depending on the actual values of one of the key drivers of Casper’s economics?

4. In retrospect, why was the early emphasis on brand building so critical to Casper’s success? There are reportedly more than 100 competitors now operating as “bed-in-a-box” category. What are the distinguishing elements of Casper’s strategy? Is Casper’s early lead in this space defensible?

5. Casper has been expanding its business scope and reach by expanding their product line to other sleep products (sheets, pillows), venturing into physical retailing, and going global (Canada, Germany, UK). One could either argue they are outmaneuvering competition or overextending their capabilities, too fast/too soon. Which of the business extensions would you judge to be highest priority? Would you pursue all three aggressively?

Reading:
6. What are the key risks Casper faces going forward, and what might you do to mitigate these risks?

SESSION 10: Leadership Traits for Sustained Growth
April 15     Uber Case

Topics:  
Leadership traits for driving continuous growth
Corporate entrepreneurship
Uber case

Reading:  
2. Can Uber Ever Be Profitable?

Activities:
Prior to class, click here to submit your answers to the short assignment on the Uber case to Canvas

Prior to class, teams assigned to the Uber case writeup should also answer all the questions below in a 5-10 page Powerpoint presentation.

In class, all students should be prepared to discuss answers to the following questions regarding the Uber case:

1. Uber became enormously popular with consumers worldwide in a very short period of time. What were the key elements of Uber’s launch strategy that enabled the company to scale so rapidly?
2. Is the shared-ride market ultimately a winner-take-all business? Why or why not?
3. Uber has to satisfy three sets of stakeholders: customers, drivers and shareholders. How would you assess their progress to date in serving each of these constituencies?
4. Uber has been one of the fastest growing, highest valued startups in history. At the same time, they have lost more money faster than any other new venture. Why hasn’t Uber been able to make money?
   • What are the key assumptions underlying Uber’s business model? What would have to be true for Uber to be solidly profitable as it enters its tenth year in business?
   • Uber’s CEO claims he wants Uber to become the Amazon of transportation. Is this comparable appropriate? In what ways is this comparison valid or invalid?
5. Uber has historically been extremely aggressive in its business tactics, frequently launching into new markets without getting regulatory approvals or wooing political leaders. As a consequence, the company has become a lightning rod for criticism. Was Uber reckless or cunning? Are there downsides long-term?
6. In his Q2 earnings report, CEO Dara Khosrowshahi referred to my article, Can Uber Ever Be Profitable? as a “meme”: I think that there’s a meme around, which is can Uber ever be profitable. I’ve certainly heard that meme along with others. And I’ll tell you, we have a business … that has the potential and if we execute to be a spectacular
If you were advising the CEO on how or whether to rethink Uber’s strategy going forward, what would you suggest (be specific as possible)? What do you think has inhibited the company from pursuing your recommendations to date?

SESSION 11: Disruptive Technologies As A Growth Driver
April 22      Recruit Holdings Case

Topics: Disruptive Technologies
       Predicting the next great disruptive technology
       Big Bang Disruption

Reading: 1. Watch the disruptive technology lecture video and answer the questions after modules 6 and 7
          2. Recruit Japan: Harnessing Data To Create Value, IMD824, October, 2016

Activities: Prior to class, watch the lecture video and case, and answer online questions regarding content

Prior to class, teams assigned to the Recruit Holdings case writeup should also answer all questions below in a 5-10 page Powerpoint presentation.

In class, all students should be prepared to discuss your answers to the following questions regarding the Recruit Holdings case:

1. Recruit’s first of many internet-enabled initiatives to disrupt themselves wound up nearly bankrupting the company. Why? Could they have avoided financial harm? Under any circumstances, should they have taken the plunge to online offerings when they did?

2. What are the major factors that inhibited other companies (Blockbuster, Kodak, Nokia et al) from disrupting established, successful business models?

3. Starting from its humble beginnings, identify at least five strategic priorities/initiatives that explain Recruit’s sustained, profitable growth over the past six decades

4. As Recruit moved across multiple business verticals (e.g. recruiting, HR, travel, wedding planning, salons, restaurants, etc.), what core competencies and strategic decisions explain its ability to successfully compete against startups (who might initially bring more knowledge of specific industries) and Google, who brings immense scale and data analytics capability (i.e. why would a consumer choose Hot Pepper Beauty and not Google to find a salon?)

5. From the case reading, what elements of Recruit’s culture and leadership promoted
the company’s propensity towards “continuous innovation” and “meaningful differentiation”

6. Explain how successive waves of innovation accelerated Recruit’s growth within and across industry verticals?

7. At the end of the case timeframe, Recruit Holdings has committed to a major investment in AI and data analytics, even though:
   
   • They can’t yet articulate a specific use or benefit case for the emerging technology
   • They can’t realistically expect to match Google, IBM or Amazon in developing breakthrough AI technologies

Is Recruit’s investment in AI justified? Why or why not?

SESSION 12: Connecting the Dots
April 29 Review of Key Course Concepts

Topics: Strategic imperatives for long-term growth
North Star corporate missions
Corporate entrepreneurship
Leadership imperatives for long-term growth


Activities: In class, be prepared to ask any questions you’ve been meaning to ask, but haven’t!