Utah Strategy Summit 2024

Some would argue that the core strategy course has not fundamentally changed in decades. What needs to change?

Jan W. Rivkin August 6, 2024

Strategy Summit 2024

Deer Valley, Utah

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Teaching students how to make strategic choices

Jan W. Rivkin August 6, 2024

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Two Ways to Help Students Make Better Strategic Choices

Choice-making content

Choice-making process

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Process Matters

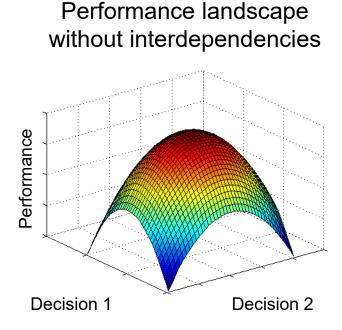
- What makes a decision strategic?
 - Strategic decisions are highly interdependent with other decisions in their impact on an organization's value creation (Leiblein, Reuer, and Zenger, 2018)
 - Interdependent with other decisions of the organization, with the choices of other actors, and with decisions in the future

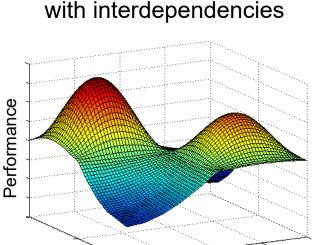
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Decision 1



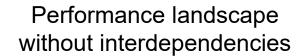


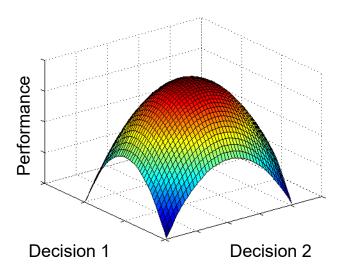
Decision 2

Performance landscape

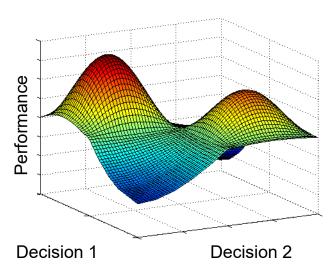


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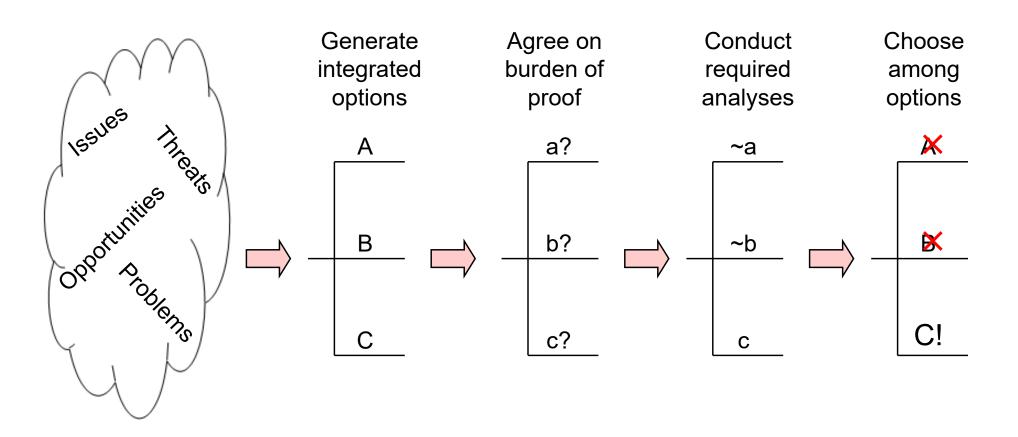
Performance landscape with interdependencies



Process Gaps

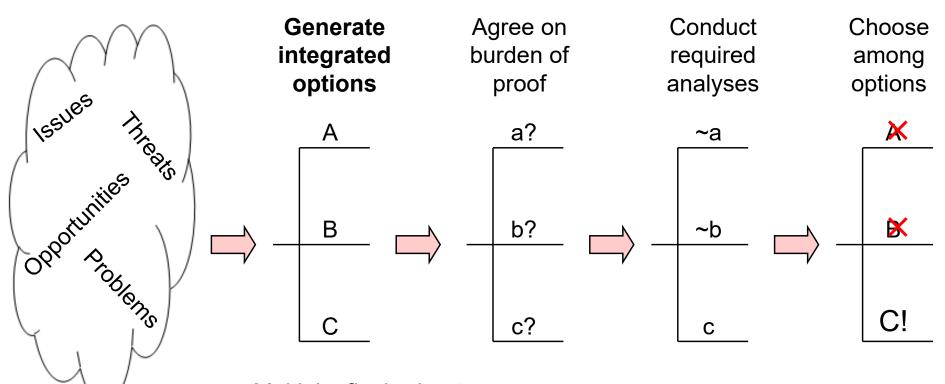
- Sought insight from colleagues at 15 leading business schools
- "Does your core MBA strategy course teach students a particular process for making strategic decisions? If so, what is the process?"
- For 11 of the 15 schools: "a content course with process moments"
- For the other four:
 - A course with ⅓ devoted to choice-making process, including a rigorous framework for generating strategic options
 - A course with 40% devoted to process, but for "marginal decisions over continuous attributes"
 - At two schools, wide variation across instructors, with one emphasizing process
- All in all, a strong emphasis on content, not process

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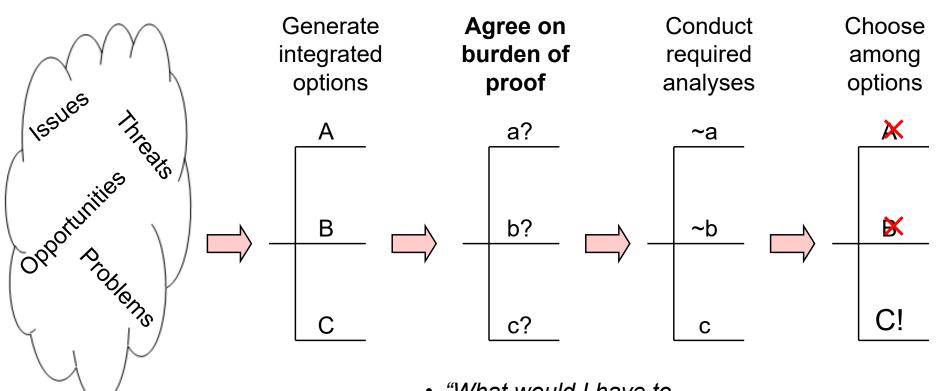
With special credit to Roger Martin

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- Multiple, fleshed-out options
- "What might we do?" instead of "What should we do?"
- See Simonovich, Stern, and Kim!

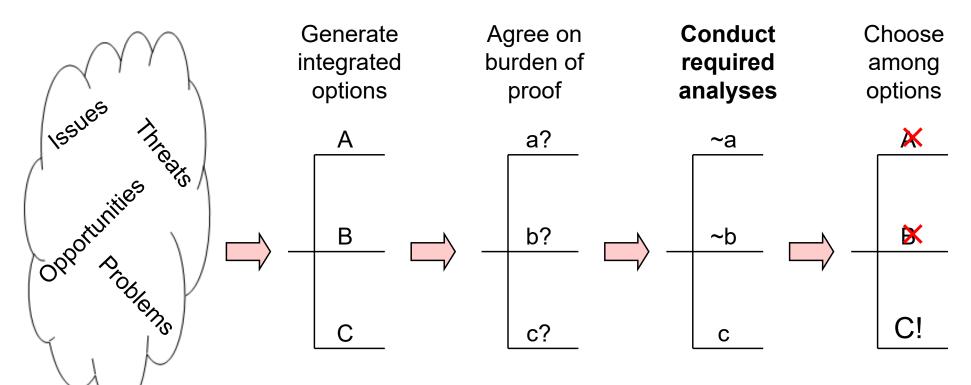
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- "What would I have to believe?" instead of "What do I believe?"
- External, internal, and dynamic key unknowns

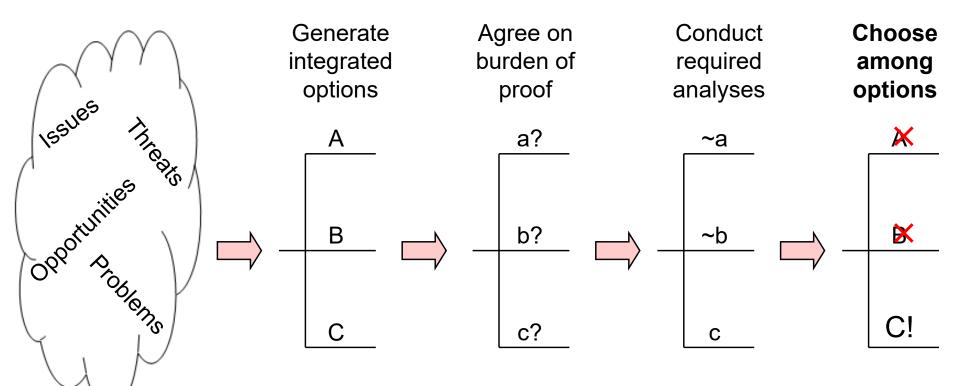
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- Reversed-engineered from the options
- "What are the essential questions?" instead of "What is the right answer?"





• External, internal, and dynamic considerations

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A Second Toolbox

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