



The  
knowledge  
to compete

**Strategic Management  
BUSI 4609 C –Summer 2015**

- Lecturer:** Cameron Sabadoz  
Email: cameron.sabadoz@carleton.ca
- Class Schedule:** **4609 C: Wednesday 18:05 – 20:55**  
**Location: TBD**
- Office Hours:** Wednesday 14:45 – 17:45 or by appointment.
- Office:** Room 919 Dunton Tower
- Required Text:** Hitt, Ireland & Hoskisson, Strategic Management, 11th Ed. (concepts only – in paperback), (2013), Cengage Learning, ISBN 13:978-1-285-42518-4
- Prerequisites:** Fourth-year standing in B.Com and successful completion of all 2000 and 3000 level courses in the major requirement. The Sprott School of Business Administration enforces all prerequisites. Failure to meet the prerequisites may result in your deregistration from this course any time into the term. Please speak with the instructor, or with the Sprott office, if there are any concerns or questions about prerequisites.

**CALENDAR DESCRIPTION**

Analysis and evaluation of the organization's corporate and business strategies; integration and synthesis of knowledge acquired in the program by application of acquired functional skills to strategic decision making.

## **COURSE DESCRIPTION**

Strategic Management is the business school capstone course completed in the final 4th year of study that focuses on strategy making in for-profit business corporations.

Each student must select a publicly traded firm in Canada, US, or Europe, and develop a comprehensive strategic analysis of the firm “from scratch” – no canned case study provided.

Students are expected to analyze, identify, and evaluate opportunities and threats in the economic, technological, demographic, and political-legal environments in light of identified strengths and weaknesses in the organization’s value chain, in order to craft a sustainable competitive advantage by recommending changes to that specific firm’s core competencies. Emphasis is on corporate and business level strategic analysis, strategy formulation, and implementation.

The course serves to integrate and synthesize knowledge acquired in the functional disciplines in a business school by application of acquired functional skills to corporate and business strategic analysis. The capstone course is similar to the Honours dissertation course in other social science departments (e.g. political science). In this course, students are expected to undertake extensive applied empirical research using government databases such as Statistics Canada, US Census Bureau, IMF, and OECD as well as private databases such as Bloomberg, EIU, Mergent, Factiva, and Business Source Premier.

## **COURSE LEARNING OBJECTIVES**

The course learning objectives are the following:

1. To familiarize the student with strategic thinking and its component elements, the identification of strategic options and techniques for strategy selection.
2. To integrate the functional knowledge acquired in past business courses by applying those functional skills to analyze a single firm and recommend appropriate strategies.
3. To understand key strategic concepts such as corporate strategy, business strategy, driving forces, key success factors, value chain analysis, economies of scope, core competencies, and sustainable competitive advantage.
4. To significantly enhance applied business research skills as well as presentation skills.

## **STUDENT DELIVERABLES**

Students will assign themselves to groups of **no more than four**. Each group must select an approved **for profit publically traded business firm** (ineligible firms are listed on cuLearn) which will be the basis for the assignments, presentation, and final report as outlined below. The grade in the course will be calculated as follows:

1. Three Group Assignments (5% each for a total of 15%): Each group will prepare three assignments worth 5% each. The three assignments represent the first draft of your final case study report. Each part must contain a one page executive summary (placed before the Table of Contents).

2. Verbal Presentation (10%): Each group must make a verbal presentation to the class based on the research embodied in the three assignments, lasting no longer than 30 to 35 minutes. There will be a deduction for overtime presentations. The assigned grade will be based on the quality, effectiveness, and professionalism of the presentation. NOTE: An Executive Summary with the highlights of your presentation must be provided to the Instructor (only) on the day of presentation. Each group must email the Powerpoint presentation to the instructor the evening before the date of the presentation. Each group must also print the PowerPoint slides with 3 slides to a page to be given to the Instructor (only) when the presentation is given.

3. Final Capstone Project Report (35%): The final written capstone project report must be submitted to the Instructor 7 days after the verbal presentation in both hard and soft copy format (include both a Word file and a PDF file). The length of the written report depends on the firm chosen and whether it is diversified or not (in business). Please ensure that a one single spaced page Executive Summary is the first page of your final report followed by the Table of Contents.

NOTE: At the beginning of each section within each assignment and the final report, we require the student who mostly authored that section to provide his or her name as author e.g. Socio-Cultural section in the 1st assignment or Operations in the 2nd assignment. Please provide a hard copy and a soft copy of the final report (soft copy in both MS Word and PDF formats), and Powerpoint presentation (if it has been revised) one week after your presentation to the instructor. Your final grade will NOT be submitted until all requirements are submitted to your instructor. Failure to submit the final report, executive summaries, and slides in both hard and soft copies will result in an automatic course failure.

4. Participation (5%): There is an attendance and participation conduct grade allocated of five percent. 1% of the grade will be allocated for attendance of library tutorial. The additional 4% will be allocated for attendance and participation in the last 4 weeks of the course when group presentations take place (e.g., 1% allocated for attendance in each of the last 4 classes).

5. Final Exam (35%): There is a compulsory multiple-choice FINAL exam (based on the text book and the lectures) scheduled the week before the presentations commence.

**GRADING SYSTEM SUMMARY**

Three group assignments 3 @ 5% each .....	15%
Verbal case presentation .....	10%
Written Case Report .....	35%
Final Examination .....	35%
Participation grade.....	5%
TOTAL .....	100%

Any assignment that is late may be penalized at the discretion of the instructor.

## 4609 C – CLASS SCHEDULE

- May 6      Review 4609 syllabus  
Create student groups & review criteria for group firm selection  
Set presentation dates for each group\_\_\_\_\_
- May 13      **Compulsory Library Business & Stats Database Tutorial:  
More information to be shared in the first class and on CuLearn.  
DO NOT MISS THIS CLASS**
- May 20      Chapter 1: Intro to Strategic Management  
Chapter 2: The External Environment  
Review Assignment #1 deliverables
- 
- May 27      Chapter 3: Internal Environment  
Review Assignment #2 deliverables  
**ASSIGNMENT # 1 DUE**
- June 3      Chapter 4: Business Strategy  
Chapter 5: Competitive Rivalry & Competitive Dynamics
- June 10      Chapter 6: Corporate Level Strategy  
Chapter 8: Corporate Strategy - International  
Review Assignment #3 deliverables  
**ASSIGNMENT #2 DUE**
- July 8      Chapter 7: Corporate Strategy –Mergers and Acquisitions  
Chapter 9: Cooperative Strategy  
Chapter 10: Governance
- July 15      In Class **FINAL EXAM** –Makeup exam with medical  
certificate in September 2015  
**ASSIGNMENT #3 DUE**

Note: While every attempt will be made to keep to the schedule listed, unforeseen circumstances may necessitate slight modifications during the semester (in terms of topics presented in class).

Every attempt will be made however to ensure that topics presented are organized around your assignments.

July 22        G1 PPT; G2 PPT; G3 PPT  
July 29        G4 PPT; G5 PPT; G6 PPT  
August 5       G7 PPT; G8 PPT; G9 PPT  
August 12     G10 PPT; G11 PPT; G12 PPT

## **APPLIED BUSINESS RESEARCH**

This is an extremely demanding course. You are required to complete extensive applied empirical business research for this course - as there is NO case study provided. You must select a business firm, research the firm, and develop a strategic analysis of approximately 100-150 pages - double spaced.

**Students must organize themselves into a group of a maximum of 4 people. Each group must select:**

- **a publicly traded firm in any industry;**
- **a firm that has MINIMUM of most recent 3 years of financial statements available;**
- **a firm NOT analyzed by a 4609 group at Sprott in last 24 months –see Ineligible List (CuLearn).**

The Carleton University Library has prepared an intensive tutorial for the second class that provides an excellent overview of the significant electronic database resources available at the library. Further information can be found at: <http://www.library.carleton.ca/research/course-guides/busi-4609>

EACH student is expected to attend the library tutorial in order to acquire the research skills necessary to complete the course. There is an attendance grade of 1% for attending.

The Carleton Library subscribes to many electronic databases such as:

Bloomberg  
Factiva  
Business Source Premier  
Economist Intelligent Unit (EIU)  
GMID  
Global Competitiveness Report

The CU Library also subscribes to Statistics Canada, US Census Bureau, US Bureau of Economic Analysis, Eurostats, OECD, IMF, World Bank, WTO, International Energy Agency, UN agencies, as well as Canadian and US

Government Department publications, studies, and research reports.

You are also expected to read recent business media articles (e.g. Wall Street Journal, Financial Times, Reuters, Bloomberg, Globe and Mail ROB, Economist, New York Times, and Washington Post), concerning economic, political, and technological trends, the firm, competitors, and the industry you select.

The Library provides access to each of these databases and business media: <http://www.library.carleton.ca/research/course-guides/busi-4609/business-news>

Every section of your assignments, presentation, and final report MUST include metrics and empirical normalized data to support what you are arguing throughout. Assignments, presentations, or final reports that do not include substantial data and metrics will receive a grade in the lower regions – including failure.

### **Data Normalization and Comparison**

Strategic analysis involves sustained comparison of data that must be normalized to allow accurate comparability. For example, an analyst does not compare actual GDP of the US to actual Canadian GDP because US GDP is much larger as the US population is much larger. Instead, we compare GDP per capita to normalize the data and allow comparison that controls for size differences. Ratios and per capita numbers are normalized metrics.

### **Data Reliability**

You will be required to use data that is consistently highly reliable. Therefore, you will use data produced by government departments and agencies from OECD country members such as Stats Canada and/or the US Department of Energy. You will also use data produced by International Governmental Organizations (IGOs) (e.g., OECD, IMF, WTO, IEA, and UN).

You will also use data produced by corporations (e.g. audited financial statements, disclosure documents filed with the SEC or OSC, and/or similar regulatory bodies).

You are strongly discouraged from using data from advocacy groups such as NGOs, unions, and business associations as these organizations are trying to persuade the public or decision makers of their position – unlike organizations such as Stats Canada. Thus, data from advocacy groups is often less reliable as they are often policy lobbyists that have an organizational self-interest.

### **GROUP SELECTION, WORK, AND CONFLICT**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. For group assignments, you may find the resources at [http://sprott.carleton.ca/academic\\_programs/groupwork](http://sprott.carleton.ca/academic_programs/groupwork) useful. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Students will organize themselves into groups of 4 –MAXIMUM. Hence, I do NOT select your partners. You select your own partners. Thus, you are responsible for your choices.

Each student should keep a record of working papers and estimated time spent on his/her research and preparation on his/her contribution.

**Please note the following important points about the group projects:**

- 1) **Group members are expected to contribute equally to the write-up, presentation, and question/answer period. *This means that all group members must present verbally during the case presentation;***
- 2) **The best projects are those done collaboratively. While some division of labour is appropriate, splitting up the work, and putting the pieces together the night before rarely yields favourable results;**
- 3) **The presenting groups should approach the exercise in a non-aggressive, non-defensive manner. The presentation process is common in business situations, and should be carried out professionally.**
- 4) **Carleton University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the code of student conduct and disciplinary procedures (see <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/> for more information).**
- 5) **Finally, remember that if your name is on the cover, you are jointly responsible for what is inside.**

Each term, some groups experience conflict concerning the relative contribution of each student. Try to resolve it amongst yourselves.

As a last resort, if the conflict cannot be resolved, you can provide the documentation to me and request that the group be broken into groups as follows: a group of 3 students and 1 student, or two groups of 2 students each. I have done this before, and will do it again. I will note, however, that the reason this should be considered “a last resort” is that it imposes steep demands on everyone involved, and performance typically suffers. So make it a priority to solve conflicts “in house” before coming to me. You will typically find it a better course of action.

In these cases, each group will share ownership of the assignments on which all their names appear. The two groups will continue analyzing the same firm. However, you will present separately and neither will witness the presentation of the other group.

The logic behind this is that you are about to enter the professional world where you are responsible for your own choices and decisions. Choosing partners with whom you can succeed, and mediating conflict, is part and parcel of this process.

## **COMPANY/FIRM SELECTION POLICY**

It is the responsibility of the student group to select the business firm that will be the basis of the assignments and comprehensive strategic analysis. It is the students' responsibility to undertake the research necessary to determine if sufficient information is available. The selection of a business firm is an assurance by the students to the instructor, that there is sufficient information available to complete the assignments and strategic analysis.

Authorization by the instructor is to ensure that two groups do not select the same business firm or an ineligible firm. Should it subsequently become apparent that there is insufficient information to adequately complete the assignments, it is the responsibility of students to change firms and obtain authorization of the new firm from the instructor. The students may change the selection of the business firm at any time prior to the due date of the second assignment, but must receive the necessary approval.

Authorization by the instructor is not a guarantee that there is sufficient information. Each student is responsible for selecting his/her partners and the business firm to be analyzed, having ensured the adequacy of information available to complete the required exhaustive, comprehensive strategic analysis.

Although a firm that the student has selected in another course is eligible for the capstone project, you are reminded it is a violation of academic plagiarism policy to submit substantially the same analysis for two courses.

### **Suggestions for Selecting your Firm**

- Avoid corporations that operate in multiple businesses (e.g., GE, which is too complex).
- Avoid firms doing business on multiple continents (e.g., McDonalds which is too complex).
- Avoid very small firms (e.g., less than 500 employees, due to insufficient information).

### **Eligibility of Firm for Capstone Project**

- No 2 groups may select the same business firm in the same course section.
- Firms analyzed in past 24 months in a capstone course are NOT eligible, nor are any other firms indicated on the ineligible list posted to cuLearn.
- Firm must be publicly listed (i.e. TSX, NYSE, NASDAC) for at least the last 3 years and hence:
  - government departments, agencies, and crown corporations are NOT eligible;
  - not -for-profit organizations (NGOs) are NOT eligible for selection;
  - bankrupt, delisted firms, and privately held firms are NOT eligible
- A firm analyzed in previous courses by a student is eligible – provided that the student discloses this information to the instructor in writing in the first assignment.
- The entire firm MUST be analyzed –not a division or subsidiary, and must include all markets within which the firm operates (i.e., diversified multinationals should be avoided).
- It is the students’ responsibility to ensure that there is sufficient information to complete all the assignments and the final report.

## **ATTENDANCE AND PARTICIPATION**

Students are encouraged to actively participate in all classes by being adequately prepared (i.e. having attentively read the text chapters and any assigned articles). The final exam will include questions pertaining to all aspects of strategy discussed during the class, whether or not found in the text. Students will find the final exam very difficult if classes are missed or if the readings have only been skimmed.

There is a grade assigned of 5% for participation. There will be 1% given for attendance at the Library tutorial. The additional 4% represents participation during the group project presentations (e.g., 1% for each class whereby group presentations take place).

## **CRITERIA FOR EVALUATION AND GRADING – COURSE INSTRUCTOR DOES ALL GRADING**

Assignments, verbal presentations, and the final capstone project report are evaluated and graded on a “relative” and not “absolute” scale. Each student document is read in its entirety by the course instructor, in order to have a sense of the quality of each document, compared to all other student case analyzes in that class. Written comments are provided throughout the written assignments and final report.

**NOTE: Every section of each of the 3 assignments, presentation, and final report**

**MUST include data and metrics. Assignments, presentations, or final reports that do not include substantial data and metrics will receive a grade in the lower regions –including failure.**

**Automatic Failure:** Failure to write the final exam, or failure to submit the final report and presentation slides (hard and soft copy versions) will result in an automatic failure of the course (an “F” grade) and an FND grade (in case of a missed exam or project).

### **ADDITIONAL GUIDANCE ON CITATIONS/BIBLIOGRAPHY:**

Equally important, you are being graded in part on the degree, depth, and quality of your empirical research, demonstrated by citations to appropriate sources. A minimal number of citations points to inadequate research. Ensure that you cite every graph, table, report, quote, original idea, or piece of information taken from somewhere else, to avoid plagiarism.

For citations, footnotes - NOT endnotes - MUST be used. Given the amount of empirical research required, there should be footnotes for almost every page. When in doubt, cite, paying particular attention to correctly identify phrases as quotations with precise references to their source. Any use of more than 5 consecutive words is a quotation and should be cited accordingly.

#### **Footnotes**

Every source for such items as citations, statistics, and tables should be sequentially referenced to a footnote at the bottom of the page. Full information should be provided to allow a reader to know exactly where you obtained the data, remembering that direct quotations require the specifics of page number. When a subsequent citation is made to the exact same one that proceeds you may identify it as *ibid*. For more details see: [http://www.chicagomanualofstyle.org.proxy.library.carleton.ca/16/ch13/ch13\\_sec064.html](http://www.chicagomanualofstyle.org.proxy.library.carleton.ca/16/ch13/ch13_sec064.html)).

#### **Bibliography**

It is important that you follow a recognized style to present a comprehensive bibliography that ensures an integrated alphabetical order and recognizes multiple citations to same year documents from a common source.

Be consistent when ordering your citation sources so that like items are grouped together. For example, Natural Resources Canada may also be referred to as NRC (both of which are acceptable). However, in ordering citations from multiple NRC documents, select one format and list consecutively by date.

Guidance provided by the Academy of Management in its Style Guide may be found at: [http://journals.aomonline.org/amj/style\\_guide.pdf](http://journals.aomonline.org/amj/style_guide.pdf) - see from page 4 for details (disregard the *in-text*, *in-parenthesis* identification, as the required use of footnotes replaces this format).

It is strongly recommended that you designate an editor for your Capstone report to validate the coherence of your document, ensure that all required elements have been included and that all citations are accurate and correctly included in the bibliography.

## **IMPORTANT ADDITIONAL INFORMATION**

### **Required calculator in BUSI course examinations**

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### **Group work**

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

### **Academic Regulations, Accommodations, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Requests for Academic Accommodations**

*For Students with Disabilities:*

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity

Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the June 2015 exam period is June 5, 2015 and for the August 2015 exam period is July 24, 2015.

#### *For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

#### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

#### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others.

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at:

<http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

#### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 830am and 430pm. Our advisors are happy to discuss grades,

course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprrott.carleton.ca/students/undergraduate/support-services/>  
Be in the know with what's happening at Sprrott: Follow @SprrottStudents and find us on Facebook SprrottStudents Sprrott.

**Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean's approval.
  - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
-