



STGY 5900D - Corporate and Business Strategy Winter 2018

Wednesdays: 6:05-8:55 pm
Venue: Dunton Tower 701

Professor: Fred Olayele, PhD, PMP
Office: DT 919
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Office Hours: Wednesday 3:00-5:30pm

Graduate Calendar Description:

Strategic management focuses on the evaluation of environmental opportunities and threats in the external environment and the analysis of strengths and weaknesses in the organization's value chain, in order to determine core competencies as the foundation for a sustainable competitive advantage. Company Capstone Project required.

Course Description:

This course aims to integrate the functional knowledge acquired in different areas of business to develop a comprehensive strategic analysis. Strategic management's focus on corporate and business level strategic analysis and formulation is a critical managerial tool in any organizational setting. Strategic management involves evaluating an organization's environmental opportunities and threats as well as strengths and weaknesses in the organization's value chain in order to develop a strategy that will provide that organization with a sustainable competitive advantage.

Students must select a client firm and develop a comprehensive strategic analysis of the firm. Students will analyze, identify, and evaluate opportunities and threats in the firm's economic, technological, demographic/social/cultural, and political-legal environments in light of identified strengths and weaknesses in the organization's value chain. Students will also apply their knowledge and strategic tools to business case analyses. Emphasis is on corporate and business level strategic analysis and strategy formulation.

Learning Objectives:

- ✚ To familiarize the student with strategic thinking and its component elements, the identification of strategic options, and techniques for strategy selection.
- ✚ To provide an integrative framework that will allow students to apply strategic analysis to business case studies, focusing on formulating strategic recommendations.
- ✚ To integrate the functional knowledge acquired in past business courses by applying those functional skills to analyze a single firm and recommend appropriate strategies.
- ✚ To significantly enhance critical thinking, applied business research and presentation skills.

Course Prerequisites: All other MBA core courses must be successfully completed with a grade of B- or better. *The Sprott School of Business enforces all prerequisites.*

Required Text and Other Reading Materials:

Textbook: *Strategic Management: Concepts: Competitiveness and Globalization, 12th Ed.* (in paperback) by Hitt, Ireland and Hoskisson (2015), Cengage Learning, ISBN 13: 978-1-305-50220-8 – ('SM-HIH')

Cases and Journal Articles:

Cases may be procured directly from Ivey Publishing (<https://www.iveycases.com/>) or Harvard Business Publishing (<http://hbr.org/case-studies>). Required journal article readings and certain cases may be found at the Library.

Do not purchase cases in advance of them being confirmed in class and do pay attention to the publisher's availability conditions in order to not have your access expire.

Newsletters and Publications:

Students are asked to subscribe to the following **free** business newsletters to which references will be made as applicable throughout the course:

- ✚ Bain & Company: <http://www.bain.com/subscribe.aspx>
- ✚ pwc (booz & co.): <http://www.strategy-business.com/registration/register>
- ✚ McKinsey Quarterly: <https://www.mckinseyquarterly.com/register.aspx>

Exam Date: Take-home individual case will be posted at 11:59 p.m. after class on cuLearn on March 7th. This will be due by start of class on March 14th.

The Course Drop Policy:

The deadline for academic withdrawal is the last day of classes (each term).

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

Grading Scheme (Note this is a 0.5 credit course):

Individually earned grades:

Take home individual case exam – <i>no group discussion permitted</i>	30%
Contribution to peer learning – professor assessment	15%

Group earned grades:

Capstone project:	
Three drafts (worth 5% each)	15%
Presentation	10%
Written report (Due one week after presentation)	30%
Total	100%

Criteria for Evaluation and Grading:

Paper copies of written assignments are due at the beginning of class. If the student is unable to attend class, it is the student’s responsibility to ensure the professor receives this copy prior to the deadline. In addition, an electronic copy must be deposited to cuLearn or in the case of assignments emailed to the professor within the same day.

Late Penalties: For any assignment and report, late penalties will be decided at the professor’s discretion. For the take home exam, no late submission will be accepted without medical certification.

Class Discussions and Contributions to Peer Learning:

Students are encouraged to actively participate in all classes by being adequately prepared (i.e. having attentively read and reflected on the text chapters and any other assigned readings/cases). Regular attendance, participation, and contribution from all class members is essential for effective discussion. It is student contribution to peer learning that constitutes a contribution, including encouraging colleagues, building on earlier comments without repeating, listening attentively to speakers and being respectful of differences of opinion. While attendance is a pre-requisite to participation, it is the quality, not the quantity, of remarks that earns the grades. Meaningful contribution requires that you teach your peers something useful that might otherwise have gone unnoticed. A discrete use of electronic devices for note-taking is permitted, however no distractions will be tolerated.

It is also recognized that on some days there may be insufficient time to call upon each student who wishes to speak. Any such demonstration of desire to participate will also be considered in the overall assessment of class contribution. In addition, students will be asked to form groups to discuss cases in class. For example, a group may be asked to present a short summation of the case situation, provide the highlights of their analysis using a particular framework, debate from the perspective of various stakeholders, etc. To provide an opportunity to more closely interact with other classmates, students may be assigned to case discussion groups which will vary from class to class. Students' engagement, demonstration of preparedness and quality of discussions will be observed as the professor circulates. All of these verbal contributions will be factored into the individual class contribution grade.

Groups:

Students will be required to form groups of a maximum of 4 to 5 students. Dependent upon class size, exceptions may be permitted whereby for instance, a student without a group may be assigned to a group or a student may be asked to switch groups, all at the professor's discretion. These groups will collectively carryout group assignments with the major deliverable being the Capstone report.

Students are responsible for selecting their group partners and the group is expected to self-govern to ensure the quality of all deliverables, independently resolving any conflicts within the group. It is strongly recommended that students seek diversified and complementary skill sets in their prospective group partners; ideally, each group should comprise of students from different academic concentrations with varied work experiences and backgrounds. Further information on effective group formation and processes will be discussed at the first class.

The group assignments provide students with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. The resources at <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf> are recommended. Students are particularly encouraged to maintain evidence of their contribution to the group performance, including estimated research time, working papers, etc. The keeping of a group log of meetings, commitments, decisions, etc. is also a valuable organizational tool. It is in each group member's best interest to ensure an equitable sharing of the research and work.

A peer evaluation for the final Capstone project report will be required from all students, and will be taken very seriously in assigning grades. For instance, up to 5% may be deducted from a student's final grade if he or she received a poor peer evaluation from the majority of members in the group. A peer evaluation form will be posted on cuLearn.

Group Conflict:

Group members are encouraged to independently resolve any conflicts, however in the event of an irreconcilable conflict, as a last resort, group members may request that the group be broken into multiple groups. Each of these reconstituted groups will share ownership of any already submitted material on which all their names appear and will continue to analyse the same Capstone firm. However, each group will present separately without witnessing the other group's presentation, and each group will be evaluated by the same criteria applicable to all groups (i.e. the increased workload of fewer group members will not be a consideration in grading).

Policy for Group Presentations:

All group members must participate in the presentations. Any student unable to do so because of illness or other circumstances beyond their control must contact the professor via email prior to the start of the class for which the presentation is scheduled. The professor may allow an alternative individual assignment when the absence is supported by a medical certificate and/or appropriate document(s) to support the reason for the inability to present. Any student missing the presentation would not obtain any grades for the group work. The other group members must make the entire presentation as scheduled.

Video Recording of Presentations:

As part of the Assurance of Learning Process of AACSB accreditation, the School may periodically evaluate, among other things, presentation skills. Accordingly, student group presentations may be recorded to provide material for such assessment; however, this has no impact at all on the course grade.

BUSINESS RESEARCH GUIDELINES & CAPSTONE PROJECT:**Strategy Consulting Study (Client Organization):**

Student groups are expected to research and analyze an organization in the field. Students will provide organizations with consulting services, focusing specifically on strategic analysis and high-level strategy formulation during the 12-week period. This type of project-based experience greatly enhances students' learning and professional experience.

Student groups may study an organization chosen by the professor or can find their own firms. Students are also responsible to ensure that the organization will provide the information required to perform the research project. Because we work with concepts that analyze for-profit organizations, for-profit firms should ideally be chosen for research projects. However, students can also work with not-for-profit organizations. If need be, firm selection may be discussed on a case-by-case basis. For all groups, the professor will be acting as an advisor and will provide feedback on research and analysis customized for the client organization.

For the strategy consulting projects, students must have access to the following information in order to successfully complete the research project:

- ✚ Company Information — Company description which includes its products/services, history, financial results, organization, key people, and its goals. Student groups must find a company that will provide at least 1 to 3 years of the most recent annual financial statements or information available.
- ✚ External and Internal Assessment — Ensure that there is an opportunity to obtain information on the company's industry competitors, demand trends, segments, changing technology, and customer needs. Data on most industries and general environmental factors (e.g., disruptive technologies and economic) is usually available via the library through such primary sources as Bloomberg. However, in order to assess the strengths and weaknesses of any firm, students must have information about its competitors. Therefore, I would encourage groups to research 1 to 3 competitors that can be used to compare a focal firm in terms of such factors as financial performance (e.g., comparable firm that is publicly traded or find industry averages for quantitative performance measures if possible).
- ✚ Preliminary Strategic Assessment — For client firms, ensure that enough information is available to assess the following: 1) What business is it in? 2) What are its goals? 3) Is it successful and why (e.g., metrics such as financial statements for past 1 to 3 years are available to perform analysis)? 4) What is its current strategy [e.g., product/market scope, competitive differentiation, or business model (how it makes profit)]? 5) What is happening internally or externally that might affect its future success (e.g., again, data for external environment could potentially be found through library)? 6) What are the key issues and options for this organization?
- ✚ Consider research sources including the firm itself, before choosing a firm to ensure that the information required to perform the research report is available.

Groups are encouraged to arrange working with the client firm at the latest by the second or third week of class. Students must obtain at least financial information from the firm in the first few weeks of the class to ensure that working with that firm is a viable option for their research project. Students are required to contact the professor to discuss eligibility and requirements of the consulting study in cases where students chose their own client firm. Please note that the information above may be subject to revision and/or additional requirements may apply.

Further Information for Strategy Consulting Study

There are significant research resources available to students at Carleton. Students are encouraged to become familiar with the various databases available through the library as

well as financial tools such as Bloomberg and Datastream (a tutorial will be offered during class). See this course's library page at <http://www.library.carleton.ca/research/course-guides/stgy-5900>.

Students are also expected to read recent business articles concerning the selected firm, its competitors, and the industry(ies) within which it operates, as well as articles on the macro business environment (i.e. markets, technology, economic trends). All assignments, the presentation, and the final report MUST include supporting metrics and data.

More than one group within the same class may research the same company. However, groups researching the same firm will not be allowed to witness the other group's presentation if the presentation is not held on the same day.

Company/Firm Selection Policy and Eligibility:

When students choose a client organization, 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 professor, that there is sufficient information available to complete the assignments and strategic analysis. Should it subsequently become apparent that there is insufficient information to adequately complete the assignments, it is the students' responsibility to change firms and obtain authorization of the new firm. The students may change the selection of the business firm at any time but must receive the necessary approval. The purpose of submitting the drafts is to obtain feedback on avenues for improvements to incorporate into the presentation and final report. Further details will be discussed in class.

Authorization by the professor 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 comprehensive strategic analysis.

Company eligibility factors to consider include:

- ✚ Firms researched in other classes are eligible. However, students are reminded it is a violation of academic plagiarism policy to submit substantially the same analysis used for multiple courses.
- ✚ It is the group's responsibility to ensure that there is sufficient information to complete all the required analyses for the Capstone report. Client firms must provide student groups with 1 to 3 years of the most recent financial information available. Furthermore, availability of competitor or industry average information to perform a comparative analysis would be an asset. For instance, are there any comparable firms that publish their financial statements and/or industry averages to calculate key financial ratios (e.g., operating expense, gross margin, or advertising expense)?

- ✚ Selecting a firm of interest to the group is encouraged.
- ✚ The entire firm should be analyzed (e.g., multinational firms should be avoided).

Each group is required to hand in a list of group members, the name of the company chosen, and a list of potential data sources for the research project **by the third week of class at the latest**. A form to be filled out will be available on cuLearn.

Capstone Project Length and Format:

Depending on the complexity of the firm chosen, the number of markets within which it operates and the characteristics of its industry, the length of the final Capstone report may vary. The report should be typed, single-spaced, 12-point Times New Roman font (excluding title page, references, and exhibits) with 1-inch margins all around. Figures should be included within the body of the report and all notes/citations should be provided in footnotes. Including information that does not add significant value will be penalized (e.g., data dumping or vague statements that are not based on evidence). Hence, careful editing and pertinent, succinct analyses are strongly advised.

Detailed information on the content, **number of pages** and format of the report and presentation will be posted to cuLearn and discussed in class. It is strongly recommended that groups designate an editor for their Capstone report to validate the coherence of the document, ensure that all required elements have been included, and that all citations are accurate and included in the bibliography.

Scheduling of Capstone Presentations:

The order of presentations on April 4th will be decided in class on February 28th. Further details will be discussed in class.

Assignments, Exam etc:

Detailed information will be posted to cuLearn in advance of due dates and will be discussed in class. While group discussion is encouraged for many aspects of this course, the take-home case exam is an individual deliverable which should **not** be the fruit of any group discussion.

Course Schedule*:

	Date	Topic/Agenda	Pre-class Prep/Required Readings/Cases/Milestones
1	January 10 th	Strategic Management	SM-HIH: Chapter 1 Case: McDonald's Corporation, McGraw Hill Publishing MH0037 (Harvard Business Publishing website) Article 1: Collis, D.J and M.G.

			<p>Rukstad (2008). “Can You Say What Your Strategy Is?”, <i>Harvard Business Review</i></p> <p>Article 2: Porter, M.E. (1996). “What is Strategy?”, <i>Harvard Business Review</i></p> <p>Article 3: Porter, M.E. (2006). “Strategy & Society: The Link Between Competitive Advantage and Corporate Social Responsibility”, <i>Harvard Business Review</i></p>
2	January 17 th	<p>Library tools and research session, facilitated by: Trish O’Flaherty and Frances Montgomery.</p> <p>Insights into 10K reports, macro environment, industry introduction, business news, and writing and citing.</p>	<p>Course to be held in Room 252, MacOdrum Library</p>
3	January 24 th	<p>External Environment: Industry Analysis; Porter’s 5 Forces</p>	<p>SM-HIH: Chapter 2</p> <p>Case 1: Porter Airlines Ivey 9B10M039</p> <p>Case 2: Porter Airlines: We Want to Fly You Further, Ivey, 9B16M194.</p> <p>Article 1: Porter, M.E. (2008). “<i>The Five Competitive Forces that Shape Strategy</i>”, <i>Harvard Business Review</i></p> <p>Article 2: Porter, M. E. and M.R. Kramer (2011). “<i>Creating Shared Value</i>”, <i>Harvard Business Review</i></p>

4	January 31 st	Internal Organization: The Resource-based View	<p>SM-HIH: Chapter 3</p> <p>Case: Methanex: Developing strategy in a commodity industry Ivey 9B13M066</p> <p>Article 1: Kim, W.C. and R. Mauborgne (2009). "How Strategy Shapes Structure", <i>Harvard Business Review</i></p> <p>Article 2: Collis, D. and C. Montgomery (2008). "Competing on Resources", <i>Harvard Business Review</i></p> <p>Submit Draft of External Environment Analysis of Firm (optional)</p>
5	February 7 th	Business-level Strategy, Competitive Rivalry and Competitive Dynamics	<p>SM-HIH: Chapters 4 and 5</p> <p>Case 1: Chen, M. and J. Leong (2005), "Competitive Dynamics: Competition as Action-Response", Harvard Business Review</p> <p>Case 2: Indigo Airlines, Ivey 9B13M033</p> <p>Article 1: Porter, M.E. (1979). "How Competitive Forces Shape Strategy", <i>Harvard Business Review</i></p> <p>Article 2: Casadesus-Masanell, R. and J. Tarzijan (2012). "When One Business Model Isn't Enough", <i>Harvard Business Review</i></p>
6	February 14 th	Corporate-level Strategy, Diversification & Integration	<p>SM-HIH: Chapters 6 and 7</p> <p>Case: What Business is Zara in? Ivey 9B15M088</p>

			<p>Article 1: Stuckey, J. and D. White (1993). “When and when not to vertically integrate”, <i>Sloan Management Review</i></p> <p>Article 2: Markides, C. (1997). “To Diversify or Not To Diversify”, <i>Harvard Business Review</i></p> <p>Submit Draft of Internal Analysis of Firm.</p> <p>Submit Draft of External Analysis of Firm if you have not already done so.</p>
	February 21 st	Winter Break – No Classes	Winter Break – No Classes
	February 28 th	Exam Week – No Classes	Exam Week – No Classes
7	March 7 th	Geographical Diversification Strategy; and M&A and Cooperative Alliances	<p>SM-HIH: Chapters 8 and 9</p> <p>Case: Canon Inc.: Ambitious Acquisitions in the Video Surveillance. Market Ivey 9B16M101.</p> <p>Case: Vice Media: Competitive Advantage and Global Expansion. Ivey 9B14M039</p> <p>Submit: Draft of Corporate and Business Strategy identification, problems and alternatives/recommendation.</p> <p>Article 1: Dyer, J.H., P. Kale and H. Singh (2004). “When to Ally and When to Acquire”, <i>Harvard Business Review</i></p> <p>Take-home Individual Exam</p>

			Case will be posted at 11:59 p.m. after class on cuLearn on March 7th.
8	March 14 th	Business-level Strategy: Innovations, Digital Technologies and Mature industries	<p>Submit Take-home Individual Exam Case.</p> <p>Case: SolarCity Corporation Ivey 9B14M059</p> <p>Article: Grossman, R. (2016). “The Industries That Are Being Disrupted the Most by Digital”, <i>Harvard Business Review</i></p>
9	March 21 st	Corporate Governance	<p>SM-HIH: Chapter 10</p> <p>Case 1: Beatty, D. (2009), “New Challenges for Corporate Governance”, <i>Harvard Business Review</i></p> <p>Case 2: Veja Ivey, 9B10M089</p> <p>Article: Hill, L. and G. Davis (2017). “The Board’s New Innovation Imperative”, <i>Harvard Business Review</i></p>
10	March 28 th	Organizational Structure and Controls	<p>SM-HIH: Chapter 11</p> <p>Article: Corkindale, G. (2011). “The Importance of Organizational Design and Structure”, <i>Harvard Business Review</i></p>
11	April 4 th	Capstone Presentations	Capstone Presentations
12	April 11 th	Strategic Leadership Reflections and Conclusions.	<p>Submit Final Capstone Report</p> <p>SM-HIH: Chapter 11</p> <p>Article 1: Schoemaker, P., S. Krupp and S. Howland (2013). “Strategic Leadership: The Essential Skills”, <i>Harvard Business Review</i></p>

			Article 2: Coleman, J. (2017). “The Best Strategic Leaders Balance Agility and Consistency”, <i>Harvard Business Review</i>
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* While every attempt will be made to keep to this schedule, instructor reserves the right to change the schedule as necessary. Any changes will be announced in class.

IMPORTANT ADDITIONAL INFORMATION

Course Sharing Websites:

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Policy on Mobile Devices:

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

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, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor 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.

Person 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 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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious Observance:

Students requesting academic accommodation on the basis of religious observance 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 academic 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.

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://carleton.ca/studentaffairs/academic-integrity/>.