

STGY 5903

Strategic Concepts

Course Syllabus

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1. Course Title

Strategic Concepts

2. Course Credit

0.5 credit

3. Prerequisites

None

4. Course Professors

Lead Professor

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Title: Associate Professor

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5. Course Calendar Description

An overview of business models and key strategic concepts facing firms in a global environment. Core functional area concepts in accounting, marketing, operations and HR are introduced and integrated through simulation. Skills in managing teams, meetings, business planning and presenting business plans.

6. Course Rationale

This course provides students with the conceptual tools necessary to assess firms' business models and strategies. Specifically, the course focuses on the application of the following key strategic concepts and frameworks: business model, value chain, core competence, competitive advantage, SWOT analysis, organizational structure, etc.

Business managers need to make critical decisions that transcend functional areas. Through a series of case studies, this course provides students with experiential learning opportunities to develop a holistic organizational perspective that integrates specialized functional area courses such as marketing, operations, human resource management, and accounting.

7. Course Objectives

After successfully completing this course students will be able to perform the following:

- Describe the factors that affect a firm’s strategy and performance
- Explain the fundamental aspects of a business model
- Apply analytical frameworks to assess a firm’s operating environment and its strategy
- Explain the role of organizational resources and capabilities in determining a firm’s performance
- Formulate strategic recommendations aimed at achieving and sustaining superior performance

8. Materials

Textbook

None.

Other Resources

A list of readings, including cases, has been compiled for the course. These materials are available in the “ARES Reserves” section in Brightspace.

9. Grading and Evaluation

Grade Table

Activity Type	Percent of Total Grade	Point Value
Case write-ups	30%	10 * 6
Quizzes	20%	25 * 2
Discussions	15%	100
Final case report	35%	100
Total	100%	

Rubrics and Instructions

Rubrics and detailed instructions for individual activities are posted in Brightspace.

10. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

11. Additional Course Information

Course Sharing Websites:

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).

Recommended Calculator for 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 Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or 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.

Letter Grades:

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	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course
DEF = Deferred

Academic Regulations:

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 Accommodation:

You may need special arrangements to meet your academic obligations during the term.

For an accommodation request, the processes are as follows:

- Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- Religious Obligations

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmcc>

- Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/sexual-violence-support/>

- Student Activities

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity:

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—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, 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: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or contact at: <https://carleton.ca/csas/>

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Other 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, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

COURSE SCHEDULE

Module	Topic	Learning Materials
1	Introduction and Business model (I)	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Porter, M. 1996. What is strategy? <i>Harvard Business Review</i>, 74(6): 61-78. Collis, D., & Rukstad, M. 2008. Can you say what your strategy is? <i>Harvard Business Review</i>, 86(4): 82-90. Johnson, M., Christensen, C. M., & Kagermann, H. 2008. Reinventing your business model. <i>Harvard Business Review</i>, 86(12): 50-59. <p><u>Case study:</u> Craig Manufacturing: The Commander Decision</p>
2	Business model (II)	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Teece, D. 2010. Business models, business strategy and innovation. <i>Long Range Planning</i>, 43(2-3): 172-194. Rumelt, R. 2011. The perils of bad strategy. <i>McKinsey Quarterly</i> (June): 30-39. <p><u>Case study:</u> MoviePass: A Netflix for Moviegoers?</p>
3	Industry analysis (I)	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Steinburg, T. & Averill, J. 2010. Marketing analysis toolkit: Situation analysis. <i>Harvard Business Publishing</i>. Porter, M. 2008. The five competitive forces that shape strategy. <i>Harvard Business Review</i>, 86(1): 78-83. <p><u>Case study:</u> The U.S. Health Club Industry in 2004</p>
4	Industry analysis (II)	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Gadiesh, O., & Gilbert, J. 1998. Profit pools: A fresh look at strategy. <i>Harvard Business Review</i>, 76(3): 139-147. McGrath, R. G. 2010. Business models: A discovery driven approach. <i>Long Range Planning</i>, 43(2-3): 247-261. <p><u>Case study:</u> Cola wars continue: Coke and Pepsi in 2010</p>
5	Competitive advantage	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Ghemawat, P. & Rivkin, J. 2006. Creating Competitive Advantage. <i>Harvard Business Publishing</i>. Kim, C., & Mauborgne, R. 2005. Blue ocean strategy: From theory to practice. <i>California Management Review</i>, 47(3): 105-121. <p><u>Case study:</u> Trader Joe's</p>

6	Organizational resources	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Collis, D. & Montgomery, C. 2008. Competing on resources. <i>Harvard Business Review</i>, 86(7/8): 140-150. • Barney, J. 1995. Looking inside for competitive advantage. <i>Academy of Management Executive</i>, 9(4): 49-61. <p><u>Case study:</u> UBits (A): Feed Your Skills</p>
7	Strategy formulation	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Bingham, C., Eisenhardt, K., & Furr, N. 2011. Which Strategy When? <i>MIT Sloan Management Review</i>, 53(1): 71-77. • Gilbert, X. 2010. What is your strategy. <i>Harvard Business Publishing</i>. • McGrath, R. G. 2013. Transient advantage. <i>Harvard Business Review</i>, 91(6): 62-70. <p><u>Final exam case:</u> TBA</p>

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