



**STGY 5903 – Strategic Concepts
Fall 2019**

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Course Meets: Section D: Mon, 18:05 – 20:55.

Office Hours: By appointment

Course calendar description from 2019/2020 graduate calendar:

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.

Course Description:

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, market segmentation, etc.

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

Learning objectives include:

- An understanding of fundamental aspects of business models and strategies
- Application of conceptual frameworks to the analysis of practical business problems
- An understanding of the role of diverse functions such as finance, marketing, operations and human resource management in determining firm performance
- Familiarity with the elements of business plan preparation
- Experience in managing teams
- Development of critical thinking skills
- Development of communication skills

Course Prerequisites:

None

Textbook(s):

A list of readings has been compiled for the course and most materials are accessible online through Carleton library. Additional materials are available in the “Library Reserves” section in cuLearn. Instructions for accessing the materials are available on cuLearn.

Business Simulation

Venture Strategy – an online business simulation provided by Marketplace Simulations (<https://www.marketplace-simulation.com/venture-strategy>).

Drop Course Policy:

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

Grading Scheme:

Individual Class Participation	10%
Marketplace Simulation Performance	10%
Business Plan and Presentation (written report 20% + presentation 10%)	30%
Report to the Board Presentation	10%
Transition Report to Successor (incl. a reflection on leadership)	30%
Individual Contribution to Simulation	5%
Venture Capital Investment Performance	5%
Total	100%

Individual Class Participation

Participating in class discussion, especially case studies, is a critical component of this course. Diverse opinions, disagreements, and debates can enhance our perspectives. Critical analysis and constructive criticism are prerequisite to both learning and action. In this course, I view my role as more of a facilitator/coach than a lecturer. I strive to create a “riskless” environment in which students can freely test their ideas and improve critical thinking and communication skills. It is important to appreciate that every student is a co-producer of classroom learning experience, and thus it is important not to take comments personally and to always keep an open mind. Participation grades will be based on the quality and quantity of one’s in-class comments. The following four-point scale guideline indicates how I evaluate individual contribution. Your final participation mark is determined by the recorded performance throughout the semester.

Level of Contribution		Examples
None	0	<ul style="list-style-type: none"> Not prepared for or not involved in class discussion
Facts	1	<ul style="list-style-type: none"> Responds to questions about case facts Seeks or offers clarification of points raised by others

Analysis	2	<ul style="list-style-type: none"> • Offers clear, concise analysis relevant to class discussion • Applies theoretical concepts to case materials • Well-supported challenge to, or defence of, views expressed by self or others • Provides constructive feedback to class discussion
Synthesis	3	<ul style="list-style-type: none"> • Ties viewpoints together and suggests management implications • Introduces original ideas and supports them with theoretical concepts and case facts • Takes risks in attempting to answer difficult questions • Stimulates productive discussion among class members

Marketplace Simulation Performance

A Balanced Scorecard will be used to measure your firm’s performance. The team’s total business performance will be based upon its financial performance, market performance, marketing effectiveness, manufacturing productivity, human resource management, investments in the firm’s future, asset management, creation of wealth, and financial risk. A final grade will be generated by the Marketplace for each competing firm. The grade will depend on the team’s ranking in its respective game and how well it performed in relation to historical games.

Business Plan and Presentation

The business plan requires students to think through and organize a comprehensive plan that integrates high-level strategic thinking and tactical and financial details. The business plan will be presented to venture capitalists during the venture capital fair. This exercise helps firms articulate and formalize their strategy and gives firms an opportunity to receive additional fund to implement their strategy. Detailed guidelines will be distributed in due time.

Report to the Board Presentation

The report to the board provides closure to the simulated competition. In this presentation teams are asked to discuss their original business plan, performance since plan was presented, assessment of future potential, and lessons learned. The report to the board will be presented in class on the last day of the class. Detailed guidelines will be distributed in due time.

Transition Report to Successor (incl. a reflection on leadership)

This individual assignment is aimed at facilitating practical and theoretical integration. Students are required to write a report (word limit: 2,000) to their successor assessing the company’s current situation from the perspective of their functional area and offering advice on operational excellence. The report must include the author’s personal reflection on his or her learning during the simulation.

One section of the report (approximately 500 words) must be dedicated to a reflection on leadership based on your personal experience of the simulation. You will examine your experience as a leader of the simulated corporation through the theoretical lens from relevant readings (Collins, 2001; Katz, 1974; Schoemaker, Krupp, & Howland, 2013). You need to demonstrate: 1] an understanding of the characteristics of effective leadership; and 2] an

understanding of teamwork and collaborative techniques that contribute to effective leadership.

Individual Simulation Contribution

Individual contribution will be assessed based on peer evaluations and performance during executive briefings. Every executive must demonstrate an in-depth understanding of the information and decisions within his/her areas of responsibility and integrate their knowledge with the rest of the organization to improve the performance of the firm.

Venture Capital Investment Performance

During the venture capital fair students will have the opportunity to put themselves in the shoes of venture capitalists and evaluate the business plans of other (non-competing) companies. Venture capitalists will complete an evaluation form and make final investment decisions. A grade will be determined by the performance of the investment portfolio of each investor. As *venture capitalists, students must maintain total confidentiality concerning all information provided by the firms seeking investment.*

Missed assignments and deferred examination:

Students unable to complete assignments on time because of illness or other circumstances beyond their control must contact the instructor in writing to request a deadline extension or accommodation. Extension may be granted when supported by a medical certificate and or appropriate documents to support the reason for the deferral.

Import aspects of the online simulation:

Team Formation

The executive teams will be formed via a sports-type draft on the first day. Each team will typically consist of five students. Procedural details will be explained in class.

Role on the Executive Team

Successful firms effectively divide up the responsibility and share the workload. You will need to take on one or two of the following roles:

- VP Marketing
- VP Sales Management
- VP Human Resource
- VP Business Analytics
- VP Manufacturing
- VP Finance and Accounting

There should also be one person to lead the team – the president of the company. This person should also take on one of the functional roles. One of our goals is to develop leadership skills of all students. For this reason, every member should serve for a period as the president. The president's job is to manage the schedules and meetings, oversee the assignment of tasks, monitor overall performance (balanced scorecard) and help the team in every way possible to

achieve a strong business performance.

Executive Briefings

The Chairperson of the Board (instructor/teaching assistant) will meet periodically with each team for up to 20 minutes. There will be one executive briefing for each of the six quarters of play. During these executive briefings, the team will review its:

- performance during the prior quarter
- strategic analysis
- strategy for current quarter and going forward
- financial projections for current quarter.

Students must be prepared to defend the analysis and the logic behind their decisions. The briefings are to be led by the President and a written agenda is required. The agenda should contain each topic to be addressed, the person responsible for it and the amount of time to be devoted to it.

Peer Evaluations

Three peer evaluations are to be completed throughout the semester for each person on the team. Significant deviation in performance above or below the norm will be used to adjust individual student grades for the activity being evaluated. That is, your grade on the Business Plan, Report to the Board Presentation and Simulation Performance could be adjusted depending upon the feedback the instructor receives from the rest of the team.

You Can Be Fired

It is permissible to fire a team member who is not making a substantive contribution to the success of the team. Missed meetings, poor preparation, failure to complete assignments, etc. are all indicative of underperformance. Before a person can be fired, the team must give the student an opportunity to correct his or her deficiencies.

In terms of protocol, the team must provide the student with a written statement of the problems associated with his or her work. A peer evaluation may be used in conjunction with this statement. When an individual receives a poor performance report, the student must respond in writing as to how he or she will correct the problems cited. A copy of all correspondence must be submitted to the instructor for approval. The Chairperson of the Board (instructor/teaching assistant) may organize a meeting to help resolve the problems. If the problems continue, the team may fire the underperforming team member with a letter of dismissal.

A person who is fired will be assigned to compete in another simulation where the student is responsible for all the firm's activities, including weekly decisions and executive briefings and the preparation of a Business Plan and Report to the Board. This new simulation will begin in Quarter 1 and continue through the final quarter.

Being fired will also limit the student's maximum potential grade by one-and-half letter grade. Specifically, 15 points will be deducted from the student's final point score for all completed

assignments. Thus, if the student earned a final score of 90 out of 100 points, then the adjusted final score would be 75 points. The final grade would be based upon the adjusted final score. The same conditions will be applied if a person quits a team.

Questions to the Business Coach

The HELP files in the software contain all of the directions you will need to participate in the business simulation. Nonetheless, there is a tendency for students to ask the instructor/coach for help rather than look in the HELP files. With the number of students currently playing the game, it can become a very large burden. For this reason, the instructor/coach will charge \$10,000 to answer any question already addressed in software.

Workload

The lecture part of the course requires a normal workload for any reading and lecture course. Once the simulation begins, the work will vary according to the activities within the exercise. During the first three quarters of play, students report spending 2 to 3 hours of work per week. However, it will increase to 8 to 10 hours during the preparation of the Business Plan.

Following the venture capital fair, most students report spending 1.5 to 2 hours of work per week. This reduction of time is due to familiarity with the software, game procedures, and market, and having a plan of action that requires modification rather than creation.

Time Management

Time management will be vital to your success in participating in the Venture Strategy simulation. There is more work than any one person can do. Also, it is not wise for everyone to participate in all aspects of the business. Too much time would be wasted. Therefore, it is necessary to divide up the work. There are suggestions on how to divide up the responsibility in the help files within the software. Feel free to depart from these guidelines if individual preferences, experiences, or workloads would allow a more equitable allocation of tasks. Also, do not hesitate to reallocate responsibility if conflicts arise or the workload is unevenly distributed.

The president should preside over each executive meeting, making sure that the discussion does not wander from the business at hand. Each team meeting should begin with an agenda and a timetable. Meetings should not last more than two hours. Long drawn out meetings are not productive and raise frustration levels about not getting things done. The meeting should conclude with a set of action items for each executive. The outcome of these actions should be reviewed at the start of the next meeting.

To facilitate executive meetings, each team member should prepare his/her work in advance. The executive should know the ins and outs, problems, and tradeoffs of his/her area of responsibility. When the executives meet, each executive should have a plan of action to recommend to the team. The executive should be prepared to thoroughly discuss the options open to the company and be flexible on the final decision of the executive team.

Course Schedule:

Date	Topic	Agenda/Readings	Task
Week 1, Sept 9	Introduction	<u>Readings:</u> <ul style="list-style-type: none"> • Casadesus-Masanell, R. 2014. Strategy reading: Introduction to strategy • Schoemaker, P., Krupp, S., & Howland, S. 2013. Strategic leadership: The essential skills. <i>Harvard Business Review</i>, 91(1/2): 131-134. 	Job application form
		Forming teams for the “Venture Strategy” simulation game	
Week 2, Sept 16	Business model	<u>Readings:</u> <ul style="list-style-type: none"> • Johnson, M., Christensen, C. M., & Kagermann, H. 2008. Reinventing your business model. <i>Harvard Business Review</i>, 86(12): 50-59. • Christensen, C., Bartman, T., & van Bever, D. 2016. The hard truth about business model innovation. <i>Sloan Management Review</i>, 58(1): 31-40. 	
	Case study	<u>Case:</u> MoviePass: A Netflix for Moviegoers?	
Week 3, Sept 23	SWOT: External environment	<u>Readings:</u> <ul style="list-style-type: none"> • Steenburgh, T. & Avery, J. 2010. Marketing analysis toolkit: Situation analysis. • Porter, M.E., 2008. The five competitive forces that shape strategy. <i>Harvard Business Review</i>, 86(1): 78-93. 	Q1 decisions (Sept 21)
	Executive briefings	Key decisions and results of Q1 Plan for Q2	
Week 4, Sept 30	SWOT: Internal environment	<u>Readings:</u> <ul style="list-style-type: none"> • Steenburgh, T. & Avery, J. 2010. Marketing analysis toolkit: Situation analysis. • Collis, D., & Montgomery, C. 2008. Competing on resources. <i>Harvard Business Review</i>, 86(7/8): 140-150. 	
	Case study	<u>Case:</u> Cola wars continue: Coke and Pepsi in 2010	
Week 5, Oct 7	Competitive advantage	<u>Readings:</u> <ul style="list-style-type: none"> • Ghemawat, P. & Rivkin, J. 2006. Creating Competitive Advantage. • Katz, R. 1974. Skills of an effective administrator. <i>Harvard Business Review</i>, 52(5): 90-102. 	Q2 decisions (Oct 5)
	Executive briefings	Key decisions and results of Q2 Plan for Q3	

Week 6, Oct 18	Business plan	<u>Readings:</u> <ul style="list-style-type: none"> Obtaining venture capital by writing and presenting a business plan. <i>The management of strategy in the marketplace, Chapter 9.</i> (in Marketplace) Magretta, J. 2002. Why business models matter. <i>Harvard Business Review</i>, 80(5): 86-92. 	Q3 decisions (Oct 16) Peer evaluation #1 (Oct 18)
	Executive briefings	Key decisions and results of Q3 Business plan	
Fall Break, Oct 21-25; Exam Week, Oct 28 – Nov 1			
Week 7, Nov 4	Case study	<u>Case:</u> Trade Joe's	Working on business plan
	Executive briefings	A draft of executive summary A pro forma income statement	
Week 8, Nov 11	Venture capital fair	Presentations to venture capitalists	Business plan (Nov 11) Peer evaluation #2 (Nov 11)
Week 9, Nov 18	Org structure	<u>Readings:</u> <ul style="list-style-type: none"> Bernstein, E. & Nohria, N. 2016. Note on organizational structure. Lovullo, D., & Sibony, O. 2006. Distortions and deceptions in strategic decisions. <i>McKinsey Quarterly</i>, (1): 18-29. Collins, J. 2001. Level 5 leadership: The triumph of humility and fierce resolve. <i>Harvard Business Review</i>, 79(1): 66-76. 	Q4 decisions (Nov 16)
	Executive briefings	Key decisions and results of Q4 Plan for Q5	
Week 10, Nov 25	Case study	<u>Case:</u> The LEGO Group: Envisioning Risks in Asia (A)	Q5 decisions (Nov 23)
	Executive briefings	Key decisions and results of Q5 Plan for Q6	
Week 11, Dec 2	Case study	<u>Case:</u> The National Geographic Society (A)	Q6 decisions (Nov 30)
	Executive briefings	Key decisions and results of Q6 Meeting in preparation for final report to the board	
Week 12, Dec 9		Report to the board presentation	Peer evaluation #3 (Dec 9)

ADDITIONAL 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).

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 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. 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			

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 obligation

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 obligation

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>

Academic Accommodations for 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. carleton.ca/pmc

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/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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: students.carleton.ca/course-outline

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; 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 online at: carleton.ca/csas

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 may wish to do so by visiting <http://carleton.ca/ccs/students/>

Important dates and deadlines

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>