



STGY 5903 – Strategic Concepts (PMBA)

Fall 2019

Instructor: Prof. Guoliang Frank Jiang

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Course Meets: Friday, Sept 6, 8:30 am – 5:30 pm; Saturday, Sept 7, 8:30 am – 5:30 pm
Friday, Oct 4, 8:30 am – 5:30 pm; Saturday, Oct 5, 8:30 am – 5:30 pm

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, 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 marketing, operations, human resource management, and accounting.

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 marketing, operations, finance, and human resource management in determining firm performance
- Development of critical thinking skills
- Development of communication skills
- Experience in managing teams

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

A coursepack that contains an online simulation – *Surgical Robotics* – has been created at the Harvard Business Publishing (<https://hbsp.harvard.edu/import/644293>). Each student must purchase the coursepack individually to participate in the simulation.

Drop Course Policy:

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

Instructional Approach:Non-linear learning

This course does not strictly flow sequentially from one point to another. Instead, it involves the application of a set of interrelated concepts. Practical proficiency in applying these concepts and related analytical tools only improves over time and with much work. To maximize learning, we must be tolerant of initial ambiguity and progress in a non-linear manner.

Lecture

Lectures stress important theoretical concepts concerning the topic under study. It is assumed that you have read assigned materials prior to the class and are ready to discuss them.

Case Study

This course relies heavily on case studies. Pre-class preparation and in-class participation are essential for this teaching method to work. Students must read the case before class. Yet, case preparation must go beyond descriptive facts of a case. Students need to formulate their own solutions to managerial issues in the case. During in-class case discussion, however, students must back up their arguments with facts from the case. I view my overall role in class as more of a discussion facilitator than as a lecturer.

Online Business Simulation

This course employs an online business simulation (*Value Proposition Simulation: Surgical Robotics by Harvard Business Publishing*) as a critical learning instrument. In this simulation, students play the role of CEO at a surgical robotics company, and are asked to define their company's strategy, business goal, and brand positioning. Students must execute their strategy and value proposition through a series of decisions. The simulation highlights how effective value propositions complete an organization's strategy and are operationalized through execution.

This is an individually administered simulation and will take place in class on Sept 6 and 7. It is not optimized for play on mobile devices. Each student must bring a laptop on Sept 6 and 7. Students should read the “Foreground Reading” on cuLearn to familiarize themselves with the simulation.

Teamwork

Students are going to complete several assignments in groups. The instructor will assign students to teams at the beginning of the course. Students must complete a peer evaluation at the end of the course. Significant deviation in performance above or below the norm will be used to adjust individual student grades for the group activities.

Grading Scheme:

* Individual class participation	10%
* Simulation performance	5%
* Personal reflection on the simulation	25%
Group responses to brief cases	20%
Group business presentation	15%
* Final case exam	25%
Total	100%

** Items with asterisk are individual components*

Individual Class Participation

Participating in class discussion, especially case studies, is an essential part of this course. Critical analysis and constructive criticism are prerequisite to both learning and action. I strive to create a “riskless” environment in which students can freely test their ideas and improve critical thinking and communication skills. Participation grades will be based on the quality and frequency 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 course.

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

Simulation Performance

Playing the role of CEO, each student is responsible for the performance of the company he/she runs. The results of Year 8 will be used to determine the participant's simulation performance.

Personal Reflection on the Simulation

This assignment is aimed at facilitating practical and theoretical integration. The report must consist of two main parts. In the first part, students should report the evolution of their firm's strategy, including the value proposition of their brand. Students need to report their overall business goal(s) for each of the four simulation periods, using appropriate business metrics. In addition, students need to provide an analysis of the competitive landscape to accompany their stated strategy.

In the second part, students must critically assess the value proposition of their products, the company's business model and strategy, and its performance. This part of the assignment is aimed at facilitating practical and theoretical integration. Students need to explain the rationale behind the value proposition and the firm's strategy. Most importantly, students must reflect on the theoretical and practical lessons they have learned from the simulation.

Group Responses to Brief Cases

We are going to discuss several brief cases in class. Each group will have 45-60 minutes to read and discuss a case and prepare brief responses to a set of questions. The responses should be submitted online before the class reconvenes.

Group Business Presentation

Each group will choose a company and study its underlying business model and strategy. Exploring the conceptual issues raised in the assigned readings and class discussion, the group presentation shall focus on analyzing the value proposition of the company's main products/services, competitive landscape, business model, internal resources, its value chain, and business opportunities and threats. The analysis shall lead to practical recommendations to the company under consideration as to how it may obtain or enhance competitive advantage. The presentation will be graded for its appropriate application of principles from the course and the depth of insight displayed by the analysis and recommendations. Each team will present to the class at the end of the course (Oct 5).

Final Case Exam

The final exam is a case-based, take-home one. The case will be announced on the last day of the class. In the case report, you must identify the key managerial issue(s) and decision(s) to be made. You need to demonstrate the ability to critically analyze external and organizational factors that influence the firm's performance and strategy. You also need to develop and evaluate practical strategic alternatives and make final recommendations. You should aim to apply concepts and frameworks learned in class to your analysis. The report should be prepared in a memo format from the perspective of the decision maker in the case.

Course Schedule:

Date	Case	Readings
Sept 6	MoviePass: A Netflix for Moviegoers?	<ul style="list-style-type: none"> • Casadesus-Masanell, R. 2014. Strategy reading: Introduction to strategy. Harvard Business Publishing. • Johnson, M., Christensen, C., & Kagermann, H. 2008. Reinventing your business model. <i>Harvard Business Review</i>, 86(12): 50-59. • Porter, M.E., 2008. The five competitive forces that shape strategy. <i>Harvard Business Review</i>, 86(1): 78-93.
Sept 7	Cola wars continue: Coke and Pepsi in 2010	<ul style="list-style-type: none"> • Ghemawat, P. & Rivkin, J. 2006. Creating Competitive Advantage. Harvard Business Publishing. • Collis, D., & Montgomery, C. 2008. Competing on resources. <i>Harvard Business Review</i>, 86(7/8): 140-150.
Oct 4	Trade Joe's	<ul style="list-style-type: none"> • Collis, D., & Rukstad, M. 2008. Can you say what your strategy is? <i>Harvard Business Review</i>, 86(4): 82-90. • Gadiesh, O., & Gilbert, J. 1998. Profit pools: A fresh look at strategy. <i>Harvard Business Review</i>, 76(3): 139-147.
Oct 5	The LEGO Group: Envisioning Risks in Asia (A)	<ul style="list-style-type: none"> • Christensen, C., Bartman, T., & van Bever, D. 2016. The hard truth about business model innovation. <i>Sloan Management Review</i>, 58(1): 31-40. • Rumelt, R. 2011. The perils of bad strategy. <i>McKinsey Quarterly</i> (1): 30-39. • Lovallo, D., & Sibony, O. 2006. Distortions and deceptions in strategic decisions. <i>McKinsey Quarterly</i>, (1): 18-29.

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, followership 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 cooperation 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/>