

**STGY 5900 A & D - Corporate and Business Strategy  
Winter 2015**



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Office Hours:	By appointment

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<b>Class Schedule:</b>	<b>Section A:</b>	<b>11:35-2:25</b>
	<b>Tuesdays</b>	<b>Classroom DT 328</b>
	<b>Section D:</b>	<b>18:05-20:55</b>
	<b>Thursdays</b>	<b>Classroom DT 701</b>

**Course 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. Strategic management's focus on corporate and business level strategic analysis, strategy formulation and implementation is a critical managerial tool in any organizational setting. Strategic management emphasizes the determination and evaluation of environmental opportunities and threats in light of strengths and weaknesses in the organization's value chain in order to enhance its core competencies and craft a sustainable competitive advantage.

This course requires weekly application of strategic tools to business case analyses to formulate strategy and an implementation plan. Capstone project requires identification of an issue of strategic importance for a corporation of choice, and development of a comprehensive strategic analysis and an implementation plan for the recommended strategy. This course is integrative in nature, as it deals with the organization as a holistic entity and utilizes various andragogical<sup>1</sup> methods to develop and enhance your analytical, writing, and presentation skills required in today's business environment. It also emphasizes analytical tools and conceptual frameworks that aid in the development of judgment learnt in the other courses in the MBA program. The basic purpose of this course is to sharpen your expertise and skills at

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<sup>1</sup> **Andragogical learning theory:** Beginning in the 1950s Malcolm Knowles developed a new theory - which he called "Andragogy" - in the context of adult learners. This is often contrasted with the child's learning methods - pedagogical learning. Among the key differences between pedagogical learning and andragogical learning is the minimized role of the educator in the latter. The central idea in the context of adult learning is that it is only after convincing oneself of the rationale of learning that an adult will decide to (and be able to) learn. Hence, adults cannot be treated like children if one hopes to see learning. Therefore it is assumed that workshops and seminars organized by the students themselves create a better learning environment than those organized externally. Source:[http://en.wikipedia.org/wiki/Andragogical\\_learning\\_theory](http://en.wikipedia.org/wiki/Andragogical_learning_theory). Also see: <http://en.wikipedia.org/wiki/Andragogy>

identifying, analysing and applying appropriate tools and techniques in the face of uncertainty and complexity. The desired objective is to practise your ability to craft a feasible strategy and implement it.

**Course Learning Objectives:**

1. To gain understanding of 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 these skills to analyse issues and recommend appropriate strategies.
3. To apply strategic analysis to business case studies as well as real corporations, focusing on formulating strategic recommendations and implementation plans.
4. To enhance applied business research skills as well as presentation skills.

**Course Prerequisites:** Precludes additional credit for STGY 5901 and STGY 5902. Prerequisite(s): all MBA core courses must be completed with grade of B- or better

**Required Cases and Reading Material:** Cases may be procured directly from Ivey Publishing (<https://www.iveycases.com/>) or from the coursepack with all 9 cases: (<https://www.iveycases.com/Coursepackview.aspx?id=5692>). Required journal article readings can be found at the Library or electronically or from this Refworks link: <http://refworks.scholarsportal.info/refshare2?site=010111091227838000/236061418837498610/STGY5900>

**Newsletters and Publications:** The following *free* business newsletters will be referred to 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>
- HBR Newsletters - <https://hbr.org/email-newsletters>

**Individual Case Submission:** Take home individual case due by **April 16<sup>th</sup>, 2015**.

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

Case analysis/presentations (10)	40%
Classroom assignments (10)	20%
Take home individual case analysis	10%
Capstone project:	
Presentation	10%
Report	20%
	<hr/>
	100%

The final grade is subject to the Dean’s approval, and will not be posted on cuLearn. Case analyses and presentation decks are due at the beginning of class. All deliverables for this course are to be submitted on cuLearn. Detailed information will be posted to cuLearn in advance of due dates and will be discussed in class. While team discussion is encouraged for many aspects of this course, the take-home case exam is an individual deliverable. No late submission will be accepted. In case of previously discussed

extenuating circumstances, an alternative assignment needs to be submitted.

All class related material will be available on cuLearn. Additionally, all the required readings can be accessed electronically from the library website.

**Tentative Course Schedule\*:**

	<b>Date</b>	<b>Topic/Agenda</b>	<b>Assignment due</b>
1	Jan 6/8	Course overview  <b>Readings:</b> Fornaciari & Dean (2014) Baker & Baker (2012)	<b>In Class Case: Island T-shirts</b>  <b>In class Discussion:</b> Applying Strategy to your career Finalizing Course expectations
2	Jan 13/15	What is strategy?  <b>Readings:</b> Argyris (1991) Birkinshaw (2014) Ibarra (2015) Lafley et al. (2012) McKinsey Quarterly (2014) Spradlin (2012).	<b>Case: Equitas Microfinance</b> 510104  <b>In class Discussion:</b> Heuristics versus analytical tools
3	Jan 20/22	External environment:  <b>Readings:</b> D'Aveni (2007) Hamel & Prahalad (1989) Khanna (2014) Martin (2014) Porter & Heppelmann (2014) Kim & Mauborgne, (2014)	<b>Case: Tim Hortons Inc.</b> 9B14M114  <b>In class Discussion:</b> Pros & Cons of external analysis tools
4	Jan 27/29	Internal environment:  <b>Readings:</b> Buytendijk, Hatch & Micheli (2010) Christensen & Bever (2014) Craig & Snook (2014) Garvin (2013) Grant Halvorson (2014) Zenger (2013).	<b>Case: The Heat is ON</b> 9B14M097  <b>In class Discussion:</b> Pros & Cons of internal analysis tools
5	Feb 3/5	Value Chain, Structural & Functional Alignment:  <b>Readings:</b> De, van, & Weed, K. (2014) de Treville & Trigeorgis (2010)	<b>Case: Arogya Parivar: Novartis' BOP Strategy</b> INS803  <b>In class Discussion:</b> Strategy-structure frameworks

		Michel (2014) Ready, Hill & Thomas (2014) Sull & Eisenhardt (2012) Watkins (2012)	
6	Feb 10/12	Innovation & Business Model  <b>Readings:</b> Brown & Wyatt (2010) Casadesus-Masanell & Ricart (2011) Eccles & Serafeim (2013) Ghezzi (2013) Girotra & Netessine (2014) Pfitzer, Bockstette & Stamp (2013)	<b>Case: SolarCity Corporation</b> 9B14M059  <b>In class Discussion:</b> Innovation toolkits
	Feb 17/19	<b>NO CLASSES – break week</b>	
7	Feb 24/26	<b>NO CLASSES – exam week</b>	
8	Mar 3/5	Strategic decision making  <b>Readings:</b> Courtney, Lovallo & Clarke (2013) Hill, Brandeau, Sal & Lineback (2014) Joshi & Giménez (2014) Kotter (2012) Rosenzweig (2013) Schlesinger, Kiefer & Brown (2012)	<b>Case: Google Inc. in 2014</b> 915005  <b>In class Discussion:</b> Decision-making frameworks
9	Mar 10/12	International, Corporate & Business strategies:  <b>Readings:</b> Birshan, Kar & Parry (2012) Bloom, Sadun & Van Reenen (2012) Ghemawat (2011) Guillén & García-Canal (2012) Reeves, Love & Tillmanns (2012) Winston (2014)	<b>Case: Gran Tierra Energy Inc.</b> 9B14M157  <b>In class Discussion:</b> International, corporate and business level strategic frameworks
10	Mar 17/19	Evaluating strategy & Performance  <b>Readings:</b> Bradley, Bryan & Smit (2012) Christensen, Wang, & Bever (2013) Fernández-Aráoz (2014) Kaplan & Mikes (2012) Spreitzer & Porath (2012)	<b>Case: GENICON: Keep growing or sell the company?</b> 9B14M076  <b>In class Discussion:</b> Recap of strategic analyses

		Wessel & Christensen (2012)	
11	Mar 24/26	Current issues in Strategy  <b>Readings:</b> Dawar (2013) Gilbert, Eyring & Foster (2012) Kelley & Kelley (2012) Nidumolu, Ellison, Whalen & Billman (2014) Simanis & Duke (2014) Van Der Lei, Enserink, Thissen & Bekebrede (2011)	<b>Case: WWF's Living Planet @ Work: Championed by HP</b> 9B14M014  <b>In class Discussion:</b> Strategy into the future
12	Mar 31 / Apr 2	<b>Capstone presentations</b>	
<b>April 16</b>		<b>Individual case analysis &amp; Capstone reports due</b>	

\* Modifications may become necessary. The reading list is appended at the end.

### **BUSINESS RESEARCH GUIDELINES & CAPSTONE PROJECT:**

There are significant research resources available to you at Carleton. You 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 can be offered if required). See this course's library page at <http://www.library.carleton.ca/research/course-guides/stgy-5900>.

You are also expected to read recent business articles as well as articles on the macro business environment (i.e. markets, technology, economic trends). All assignments, the presentation and final report MUST include supporting metrics and data.

#### *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, your presentation may be recorded to provide material for such assessment; however this has no impact at all on your course grade.

#### **Person with Disabilities**

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

## Academic Integrity and Plagiarism

Violations of academic integrity are a serious academic offence. Violations of academic integrity include 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; all of which 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. The University Senate defines plagiarism in the regulations on instructional offenses as: "to use and pass off as one's own idea or product work of another without expressly giving credit to another."

To avoid plagiarism see <http://www1.carleton.ca/studentaffairs/academic-integrity/>.

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

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

**Important Dates and Deadlines** can be found at:

<http://sprott.carleton.ca/students/mba/dates-deadlines/#winter>

**Required Readings' List:** (Highlighted articles are additional 'nice to know'!)

- Argyris, C. (1991). Teaching Smart People How to Learn. *Harvard Business Review*, 69(3), 99-109.
- Baker, D. F., & Baker, S. J. (2012). To "Catch the Sparkling Glow": A Canvas for Creativity in the Management Classroom. *Academy of Management Learning & Education*, 11(4), 704-721.
- Birkinshaw, J. (2014). Beware the Next Big Thing. *Harvard Business Review*, 92(5), 50-57.
- Birshan, M., Kar, J., & Parry, E. (2012). Becoming more strategic: Three tips for any executive. *McKinsey Quarterly*, (3), 60-66.
- Bloom, N., Sadun, R., & Van Reenen, J. (2012). Does Management Really Work? *Harvard Business Review*, 90(11), 76-82.
- Bradley, C., Bryan, L., & Smit, S. (2012). *Managing the Strategy Journey*. McKinsey & Company, Inc.
- Brown, T. (2008). Design Thinking. *Harvard Business Review*, 86, 84-92.**
- Brown, T., & Wyatt, J. (2010). Design Thinking for Social Innovation. *Stanford Social Innovation Review*, 8, 31-35.
- Buytendijk, F., Hatch, T., & Micheli, P. (2010). Scenario-based strategy maps. *Business Horizons*, 53(4), 335-347.
- Casadesus-Masanell, R., & Ricart, J. E. (2011). How to Design a Winning Business Model. *Harvard Business Review*, 89(1), 100-107.
- Christensen, C. M. (2010). How will you measure your life? *Harvard Business Review*, 88(7), 46-51.

- Christensen, C. M., & Bever, D. V. (2014). The Capitalist's Dilemma. *Harvard Business Review*, 92(6), 60-68.
- Christensen, C. M., Wang, D., & Bever, D. V. (2013). Consulting on the Cusp of Disruption. *Harvard Business Review*, 91(10), 106-114.
- Courtney, H., Lovallo, D., & Clarke, C. (2013). Deciding How to Decide. *Harvard Business Review*, 91(11), 62-70.
- Craig, N., & Snook, S. (2014). From Purpose to Impact. *Harvard Business Review*, 92(5), 104-111.
- D'Aveni, R. A. (2007). Mapping YOUR Competitive Position. *Harvard Business Review*, 85(11), 110-120.
- Davenport, T. H. (2009). How to Design Smart Business Experiments. *Harvard Business Review*, 87(2), 68-76.
- Dawar, N. (2013). When Marketing is Strategy. *Harvard Business Review*, 91(12), 100-108.
- De, S. A., van, d. D., & Weed, K. (2014). The Ultimate Marketing Machine. *Harvard Business Review*, 92(7), 54-63.
- de Treville, S., & Trigeorgis, L. (2010). It May Be Cheaper to Manufacture at Home. *Harvard Business Review*, 88(10), 84-87.
- Doheny, M., Nagali, V., & Weig, F. (2012). *Agile Operations for Volatile Times*. McKinsey & Company, Inc.
- Eccles, R. G., & Serafeim, G. (2013). The Performance Frontier. *Harvard Business Review*, 91(5), 50-60.
- Fernández-Aráoz, C. (2014). 21st Century Talent Spotting. *Harvard Business Review*, 92(6), 46-56.
- Ferrazzi, K. (2014). Managing Change, One Day at a Time. *Harvard Business Review*, 92(7), 23-25.
- Fornaciari, C. J., & Dean, K. L. (2014). The 21st-century syllabus: From pedagogy to andragogy. *Journal of Management Education*, 38(5), 701-723.
- Garvin, D. A. (2013). How Google Sold Its Engineers on Management. *Harvard Business Review*, 91(12), 74-82.
- Ghemawat, P. (2011). The cosmopolitan corporation. *Harvard Business Review*, 89(5), 92-99.
- Ghezzi, A. (2013). Revisiting business strategy under discontinuity. *Management Decision*, 51(7), 1326-1358.
- Gilbert, C., Eyring, M., & Foster, R. N. (2012). Two Routes to Resilience. *Harvard Business Review*, 90(12), 65-73.
- Girotra, K., & Netessine, S. (2014). Four Paths to Business Model Innovation. *Harvard Business Review*, 92(7), 96-103.
- Grant Halvorson, H. (2014). Get Your Team to Do What It Says It's Going to Do. *Harvard Business Review*, 92(5), 82-87.
- Guillén, M. F., & García-Canal, E. (2012). Execution as Strategy. *Harvard Business Review*, 90(10), 103-107.
- Hamel, G., & Prahalad, C. K. (1989). Strategic intent. *Harvard Business Review*, 67(3), 63-78.

- Hill, L. A., Brandeau, G., Sal, E. T., & Lineback, K. (2014). Collective Genius. *Harvard Business Review*, 92(6), 94-102.
- Ibarra, H. (2015). The authenticity paradox. *Harvard Business Review*, 93(1), 52-59.
- Joshi, A., & Giménez, E. (2014). Decision-Driven Marketing. *Harvard Business Review*, 92(7), 64-71.
- Kaplan, R. S., & Mikes, A. (2012). Managing Risks: a New Framework. *Harvard Business Review*, 90(6), 48-60.
- Kaplan, R. S., & Norton, D. P. (2007). Using the Balanced Scorecard as a Strategic Management System. *Harvard Business Review*, 85(7), 150-161.
- Kelley, T., & Kelley, D. (2012). Reclaim Your Creative Confidence. *Harvard Business Review*, 90(12), 115-118.
- Khanna, T. (2014). Contextual Intelligence. *Harvard Business Review*, 92(9), 58-68.
- Kim, W. C., & Mauborgne, R. (2014). Blue Ocean Leadership. *Harvard Business Review*, 92(5), 60-72.
- Kotter, J. P. (2012). Accelerate! *Harvard Business Review*, 90(11), 43-58.
- Lafley, A. G., Martin, R. L., Rivkin, J. W., & Siggelkow, N. (2012). Bringing Science to the Art of Strategy. *Harvard Business Review*, 90(9), 56-66.
- Mankins, M., Brahm, C., & Caimi, G. (2014). Your Scarcest Resource. *Harvard Business Review*, 92(5), 74-80.
- Martin, R. L. (2010). The Execution Trap. *Harvard Business Review*, 88(7), 64-71.
- Martin, R. L. (2014). The Big Lie of Strategic Planning. *Harvard Business Review*, 92(1), 78-84.
- McGrath, R. G. (2011). Failing By Design. *Harvard Business Review*, 89(4), 76-83.
- McKinsey Quarterly. (2014). What strategists need: A meeting of the minds. *McKinsey Quarterly*, (3), 38-51.
- Merton, R. C. (2013). Innovation Risk. *Harvard Business Review*, 91(4), 48-56.
- Michel, S. (2014). Capture More Value. *Harvard Business Review*, 92(10), 78-85.
- Montgomery, C. A., & Montgomery's, C. (2012). How strategists lead. *McKinsey Quarterly*, (3), 67-73.
- Nidumolu, R., Ellison, J., Whalen, J., & Billman, E. (2014). The Collaboration Imperative. *Harvard Business Review*, 92(4), 76-84.
- Oliver, S. (2013). Execute a successful strategy. *CA Magazine*, 146(8), 44.
- Pfizer, M., Bockstette, V., & Stamp, M. (2013). Innovating for Shared Value. *Harvard Business Review*, 91(9), 100-107.
- Porter, M. E., & Heppelmann, J. E. (2014). How Smart, Connected Products Are Transforming Competition. *Harvard Business Review*, 92(11), 64-88.
- Quy Huy. (2013). *An Emotional Approach to Strategy Execution*. Fountainebleau, France, Fountainebleau: INSEAD.
- Ready, D. A., Hill, L. A., & Thomas, R. J. (2014). Building a Game-Changing Talent Strategy. *Harvard Business Review*, 92(1), 62-68.
- Reeves, M., Love, C., & Tillmanns, P. (2012). Your Strategy Needs a Strategy. *Harvard Business Review*, 90(9), 76-83.
- Renjen, P. (2013). Culture of Purpose. *Leadership Excellence*, 30(10), 22.
- Rosenzweig, P. (2013). What Makes Strategic Decisions Different. *Harvard Business Review*, 91(11), 88-93.



- Schlesinger, L. A., Kiefer, C. F., & Brown, P. B. (2012). New Project? Don't Analyze-Act. *Harvard Business Review*, 90(3), 154-158.
- Schoemaker, P. J. H., Krupp, S., & Howland, S. (2013). Strategic Leadership: The Essential Skills. *Harvard Business Review*, 91(1), 131-134.
- Simanis, E., & Duke, D. (2014). Profits at the Bottom of the Pyramid. *Harvard Business Review*, 92(10), 86-93.
- Spradlin, D. (2012). Are You Solving the Right Problem? *Harvard Business Review*, 90(9), 84-93.
- Spreitzer, G., & Porath, C. (2012). Creating Sustainable Performance. *Harvard Business Review*, 90(1), 92-99.
- Sull, D., & Eisenhardt, K. M. (2012). Simple Rules for a Complex World. *Harvard Business Review*, 90(9), 68-74.
- Van Der Lei, T. E., Enserink, B., Thissen, W. A. H., & Bekebrede, G. (2011). How to use a systems diagram to analyse and structure complex problems for policy issue papers. *The Journal of the Operational Research Society*, 62(7), 1391-1402.
- Watkins, M. D. (2012). How Managers Become Leaders. *Harvard Business Review*, 90(6), 64-72.
- Wessel, M., & Christensen, C. M. (2012). Surviving Disruption. *Harvard Business Review*, 90(12), 56-64.
- Winston, A. (2014). Resilience in a Hotter World. *Harvard Business Review*, 92(4), 56-64.
- Zenger, T. (2013). What Is the Theory of Your Firm? *Harvard Business Review*, 91(6), 72-78.

#### **Drop Course 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. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

#### **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.

#### **Team Work**

The Sprott School of Business encourages team assignments in the school for several reasons. They

provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other team skills. Team assignments are also good for learning integrative skills for putting together a complex task.

*Before embarking on a specific problem as a team, it is your responsibility to ensure that the problem is meant to be a team assignment and not an individual one.*

### **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 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.