



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

STGY 5900
CORPORATE AND BUSINESS STRATEGY
WINTER 2020

Instructor: Professor Patrick Callery
Office: 1014 Dunton Tower
Office Hours: By appointment
Email: patrick.callery@carleton.ca
Phone Number: 613-520-2600 x2505

TA: TBD

Class schedule: Tuesdays, 6:05pm – 8:55pm
Room: consult Carleton Central

Textbook: Grant, Robert M.
Contemporary Strategy Analysis
Wiley
Note: students may use current or any previous edition of text

Case studies: Case studies and other articles from Harvard Business School Press will be accessible through cuLearn

Pre-requisites: All other MBA core courses must be successfully completed. The Sprott School of Business enforces all prerequisites.

Course Calendar description from the 2019/2020 University calendar:

Strategic management focuses on evaluation of opportunities and threats in external environments in light of an organization's strengths and weaknesses, in order to determine a sustainable competitive advantage. Emphasis on corporate and business level strategic analysis and formulation. Organizational capstone project required.



COURSE DESCRIPTION AND REQUIREMENTS

Strategic management focuses on corporate and business level strategic analysis, and 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.

Students will apply their knowledge and strategic tools to business case analyses to formulate strategy. Furthermore, each student must select a firm and develop a comprehensive strategic analysis of the firm. Students are expected to analyze, identify, and evaluate opportunities and threats in the firm's economic, technological, demographic/sociocultural, and political/legal environments as well as industry in light of identified strengths and weaknesses in the organization's value chain. Moreover, students must apply strategic management concepts to develop and recommend changes to that specific firm's strategy in order to build and maintain sustainable competitive advantage. Emphasis is on corporate and business level strategic analysis and strategy formulation.

Learning Objectives:

1. To familiarize the student with strategic thinking and its component elements, the identification of strategic options, and techniques for strategy selection.
2. To understand key strategic concepts such as corporate strategy, business strategy, driving forces, value chain analysis, core competencies, and sustainable competitive advantage.
3. To apply strategic analysis to business case studies, focusing on formulating strategic recommendations.
4. To integrate the functional knowledge acquired in past business courses by applying those functional skills to analyze a single firm and recommend appropriate strategies.
5. To enhance applied business research, writing, and presentation skills.
6. To develop an understanding of the cross-functional and interdependent nature of strategic business decisions.

Grading Policy:

Final course grades are weighted by assignment as follows:

Group preliminary report 1	5%
Group preliminary report 2	5%
Group final written report	25%
Group final presentation	10%
Individual take-home case exam	25%
Individual quizzes (approx. 6 @ 2.5% each)	15%
<u>Individual contributions to classroom learning</u>	<u>15%</u>
TOTAL	100%

Late assignments: The only valid excuse for missing a deadline is for medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc.) will not be considered. In such circumstances, separate arrangements can be made by contacting me in advance. Assignments submitted after the due date will be marked down accordingly.

Grade changes: Informal requests for grade increases are always denied unless there has been a mathematical error. All student deliverables (i.e., exam, quizzes, presentation slides and final report) are retained for one year. The student may file an appeal of the final grade pursuant to university regulations.

Course Outline and Required Student Deliverables:

Each weekly class session will generally (with some exceptions) consist of: (1) a short, online quiz to test comprehension of assigned readings, (2) a lecture expanding on concepts introduced through the assigned readings, (3) a short 10-15 minute break, and (4) an interactive discussion around an assigned case study.

To obtain a passing grade for the course, each student must complete the following deliverables:

1. Periodic quizzes: administered at the start of class in various weeks
2. Regular contribution to classroom learning in case study discussions
3. Individual take-home case exam (due Week 8)
4. Group preliminary report 1 (due Week 6): external / internal analysis
5. Group preliminary report 2 (due Week 12): strategic analysis / recommendations
6. Group final presentation (delivered during either Week 13 or 14)
7. Group final report (due one week after group presentation)
8. Peer evaluations (due two days after group final report)

Quizzes: Periodic quizzes will be administered via cuLearn at the beginning of class; please bring to class an internet-enabled device capable of navigating cuLearn. The quizzes will test for basic understanding of assigned readings and/or case studies.

Case studies: We will apply concepts to assess real strategic problems through interactive discussion of case studies. Students are expected to review case studies prior to class. I will provide a series of guiding questions in advance; students that prepare a written analysis addressing these questions typically offer stronger contributions to discussion.

Take-home case exam: An individual take-home case exam will be due during the Fall 1 exam week (midterm). The specific case study and exam questions will be posted during Week 6. This is an individual assignment, no discussion or collaboration allowed.

Preliminary reports: Each group will research, write and submit two preliminary reports on the Capstone research project, each worth 5% of your overall course grade. These two reports collectively represent the first draft of your final report. I will provide detailed, written feedback on these preliminary reports. Detailed assignment requirements will be posted to cuLearn.

Final presentation: Each group will deliver a verbal presentation – with each group member participating – to the class based on the two preliminary reports. All presentations will be scheduled in class hours during Weeks 13 and/or 14. Specific dates and times for each group will be scheduled during the semester.

Final report: The final written capstone project report must be submitted (upload to cuLearn) seven (7) days after the final presentation. The final report will consist of final, substantially revised (i.e., improved) versions of the two preliminary reports.

Peer evaluations: The group research project represents a substantial amount of work and all team members are expected to contribute roughly equally to the team effort. Each student is thereby requested to evaluate the relative contributions of their team members to the overall group project (preliminary reports, presentation, final report) over the course of the semester. Responses will be solicited, confidentially, via private survey on cuLearn when final group project is turned in, and are due two days (48 hours) afterward. The professor will consider evaluations in assessing individual marks for group work.

Class Participation

Active participation by students in class discussions greatly enhances the learning environment for all students. In a strategy seminar regular attendance, participation, and contribution from all class members is expected and 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.

Your mark for individual contribution to classroom learning will be judged solely by the professor based on the quality of class participation. 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, having thoroughly read assigned case studies and prepared answers addressing any guiding questions.

As graduate students and working professionals, you are granted discretion in your personal attendance in class. However, note that lack of attendance will be noted in assessing participation, and will also preclude your ability to complete quizzes. While attendance is a pre-requisite to participation, it is primarily the quality, not necessarily the quantity, of remarks that earns the grades. Meaningful contribution requires that you teach your peers something useful that might otherwise have gone unnoticed. Use of electronic devices for notetaking is permitted, however no distractions will be tolerated.

CAPSTONE PROJECT: APPLIED STRATEGY RESEARCH

The primary objective of the Capstone Project is to complete a thorough study on a strategic problem faced by an organization and provide alternatives and recommendations drawing upon the breadth of studies in the program. Student groups are expected to research an organization in the field. Strategic field projects can benefit firms – by providing comprehensive analysis and recommendations on resolving a strategic problem – as well as students, by providing the opportunity to gain hands-on experience in dealing with current strategic problems facing an actual company.

Student groups performing a field study may study an organization chosen by the professor or, in some cases, students may make their own selection of a firm to study. The project scope includes identification of a specific strategic problem faced by an organization in the field and a thorough and rigorous analysis of the organization's external environment, competitive forces, and internal resources and capabilities relevant to the problem. The key deliverable of the project is a comprehensive report summarizing these factors and making specific, detailed strategic recommendations. Student groups must conduct empirical, data-driven research to quantitatively address the strategic problem and make defensible recommendations.

Company Selection Guidelines

The professor may have arranged for one or more participating companies with specific strategic problems that student groups may study for this course. Student groups that prefer to make their own firm selection must obtain authorization from the professor for the specific firm to be studied. To assist with initial selection, the following guidelines should be followed:

For-profit firms: Strategic concepts studied in this course are primarily oriented toward for-profit firms, and thus student groups are expected to select a for-profit organization for study. If student groups have a compelling career-related reason to instead research a not-for-profit entity, the professor will consider such requests if sufficient rationale is provided in writing prior to the second week of class. Contact the professor for details.

Access to company information: Student groups conducting research on a firm in the field must ensure the following information is available or obtainable in order to successfully execute the research project:

1. ***Company information:*** company products and/or services, history, financial results, key employees, and goals (e.g., mission, vision, overall strategy). Student groups must select a company that will provide at least 2 to 3 years of the most recent annual financial statements. This information is generally available for most publicly traded companies; for private companies, student groups will likely need to obtain the explicit cooperation of the field organization in order to obtain the required information. In the case of start-ups, financials to date with

- business plan projections will serve this purpose. For private companies, student groups may expect to sign non-disclosure agreements (NDA) with the company in order to ensure confidentiality of sensitive company information.
2. *Competitor information:* ensure that there is an opportunity to obtain information on the company's primary competitors, demand trends, market segments, changing technology and customer needs. Data on most industries and general environmental factors (e.g., disruptive technologies and economic) is usually available via library databases. However, in order to assess the strengths and weaknesses of any firm, students must have access to detailed information about its competitors. Therefore, student groups must also ensure that there are one or more (ideally three) competitors that could be used for direct comparison with the focal firm in terms of such factors as financial performance (e.g., available financial statement data for competitors/comparable organizations and/or industry average(s) ideally for the most recent 3 years).

Availability of primary data outlined above will enable student groups to develop a strategic assessment of the firm and its competitors that address questions such as:

- What business is the company in?
- What are its goals?
- Is it successful and why?
- What is its current strategy: e.g., product/market scope, competitive differentiation, or business model (how it makes profit)?
- What external and/or internal trends might affect its future success?
- What are the key issues and options for this organization?

For those student groups working with a firm in the field, the group is encouraged to make the arrangement with the firm prior to the start of the course or at latest, by the third week of class. Student groups must obtain at least the financial statements or information from the firm in the first few weeks of the class to ensure that studying that firm is a viable option for their research project.

Professor authorization: Student groups that select a firm to study must (having followed the guidelines above) obtain professor's authorization to move forward with the study. Note that it is the **group's sole responsibility** to ensure that there is sufficient information available or obtainable to complete all the required analyses, as outlined above. Authorization by the professor is not a guarantee that there is sufficient information. Authorization by the professor is required to ensure that groups do not choose a clearly ineligible firm. Should it subsequently become apparent that there is insufficient information for the group to adequately complete the assignment, it is the group's responsibility to identify an alternate firm 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.

Firms previously researched in other classes are eligible. However, students are reminded it is a violation of academic integrity to submit substantially the same analysis used for multiple courses (e.g., plagiarism).

Group Selection Guidelines

Students will self-organize themselves into groups of five (5) maximum. Groups will be finalized during the second week lecture period; it is highly recommended that you organize your team prior to lecture. Successful groups often comprise students from multiple concentrations, allowing a greater diversity of opinion and expertise when analyzing multiple functional areas of a company.

The Sprott School of Business encourages group assignments in the school for several reasons. Before embarking on a specific problem as a group, it is your responsibility to ensure that all group members acknowledge, understand, and agree on mutual expectations for individual roles within the group. Each term, some groups experience conflict concerning the relative contribution of each student. Try to resolve it amongst yourselves. You are about to enter the business or professional world where you will be solely responsible for your own choices and decisions. I will be available on a limited basis to arbitrate conflicts. Additionally, at the conclusion of the term all students will be asked to evaluate the relative contributions of their teammates; I will take these peer evaluations into consideration when calculating individual marks for the collective group work. Each student should keep working records and estimated time spent on his/her research and contribution to the team project.

Research Resources

There are significant research resources available to students at Carleton. Students are expected to become intimately familiar with the various databases available through the library, including financial tools such as Bloomberg. An introduction to key library databases will be provided during the week 4 lecture session. Students are encouraged to review the STGY 5900 library course guide in advance of this lecture:
<https://library.carleton.ca/research/course-guides/stgy-5900>

Students are strongly encouraged to attend this library research resources introduction. The volume of information available will easily overwhelm the uninitiated student. The library course guide and tutorial cover several of the databases available to support your research and will guide you toward those resources most likely to be useful to your specific project.

Students are also expected to read recent business articles from reputable sources concerning the selected firm, its competitors and the industries within which it operates, as well as articles on the macro business environment (i.e. markets,

technology, economic trends). All preliminary reports, final presentation, and final report MUST include supporting metrics and data.

Capstone Project Final Report

Depending on the complexity of the firm chosen and characteristics of its industry, the length of the final report may vary. As most groups will be providing the written final report to client organizations, final work is expected to meet a very high standard of quality. Detailed instructions on structure, formatting, and style will be provided in a separate document. I will provide detailed and comprehensive feedback on the two preliminary reports, offering groups specific guidelines on how to improve the final report for grading and delivery to the client organization.

Final Presentations

Final presentations will be given in class during weeks 13 and 14 of the semester. Depending on class size and the number of groups, adjustments will be made to the course calendar and presentation schedule as necessary. Further details on presentation dates and order will be discussed in class.

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.

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.

Communication with Professor

I do not hold fixed office hours, though I hope you will find me highly accessible. The preferred mode of initial contact on any matter is email. I will make myself available for in-person consultation at my office or online (e.g., Skype) as needs dictate. I provide a high level of support for this course, but I may take up to 24 hours to respond to you on the weekdays and 48 hours on the weekend. Please use a professional tone and format when writing emails. I frequently use email (via cuLearn) to communicate with the class, so please check your Carleton email account regularly.

COURSE CALENDAR

Class meets weekly for a full 2:50 block with a midway break of roughly 10 minutes.

Week	Date	Content and Assignments
1	Jan 7	<i>Read:</i> Grant chapters 1-2 <i>Lecture:</i> Course overview; Introduction to strategy
2	Jan 14	<i>Read:</i> Grant chapters 3-4 <i>Lecture:</i> External analysis <i>Case:</i> Brooklyn Brewery <i>Due:</i> Team composition and company selection
3	Jan 21	<i>Read:</i> Grant chapter 5 <i>Lecture:</i> Internal analysis <i>Case:</i> Tesla Motors
4	Jan 28	<i>Read:</i> “The Shareholder Value Myth” <i>Lecture:</i> Library research tools; Concepts of value
5	Feb 4	<i>Read:</i> Grant chapter 7 <i>Lecture:</i> Business strategy <i>Case:</i> REC Solar
6	Feb 11	<i>Read:</i> “Game Theory and Business Strategy” <i>Lecture:</i> Competitive advantage <i>Case:</i> Simulation: Negotiator’s Dilemma <i>Due:</i> Preliminary report 1: external and internal analysis
7	Feb 18	Carleton Fall break – no class
8	Feb 25	MBA Fall 1 term exam week – no class <i>Due:</i> Individual take-home case exam
9	Mar 3	<i>Read:</i> Grant chapters 8-10 <i>Lecture:</i> Industry life cycles, technology, and innovation <i>Case:</i> Simulation: Back Bay Battery
10	Mar 10	<i>Read:</i> “Strategy and Society”, Sustainability Imperative <i>Lecture:</i> Corporate sustainability <i>Case:</i> Patagonia
11	Mar 17	<i>Read:</i> Grant chapters 11-15 <i>Lecture:</i> Corporate strategy <i>Case:</i> Tyson Foods
12	Mar 24	<i>Read:</i> TBD <i>Lecture:</i> Corporate governance and ESG reporting <i>Case:</i> TBD <i>Due:</i> Preliminary report 2: strategic analysis & recommendations
13	Mar 31	Group presentations <i>Due:</i> Presentation file; final report due the following week
14	Apr 7	No class

		<i>Due: Final report</i>
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ADDITIONAL INFORMATION

Drop Course Policy

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

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 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, 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:

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:

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 is 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:

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.

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/>

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed!

<http://sprott.carleton.ca/students/undergraduate/learning-support/>

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: <http://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/>
