



**Carleton**  
University

**Sprott**  
School of Business

**STGY 5900**  
**Corporate and Business Strategy**  
**Winter 2023**

**Instructor:** Professor Stelios Zyglidopoulos

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**Phone:** (613)853-5604

**Office:** 6027 NI

**Office Hours:** By appointment

**Class Meetings: Monday 8:35- 11:25 Nicol 4050**

**Learning Modality:** Each week, attending class for this course will normally require a 3-hour in-person time commitment (excluding readings, videos and assignments).

**Course Calendar Description:** 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:** Why are some organizations more successful than others? This is the fundamental question of strategy. This course analyzes the sources of competitive success among organizations and develops the knowledge and skills necessary to effectively analyze and formulate strategy, be it as a manager, a management consultant, a policy maker, or an investment banker. The most important purpose of this class is to teach you to be a better—meaning a more systematic, logical, complete, critical—strategic thinker.

This is a “big picture” course. The emphasis is not on teaching facts or formulas, but instead on applying simple ideas to think about how an organization achieves its goal of exceptional performance. There is usually no single right answer; rather there is stronger analysis versus weaker analysis, and better answers versus poorer answers. We will not always agree on the best course of action for a firm, but with practice you will get better at identifying the strategic elements of a situation and distinguishing better solutions from others.

**Learning Objectives:**

1. To familiarize the student with strategic thinking and its component elements, the identification of strategic options, and techniques for strategy development.
2. To understand the key strategic tools that facilitate the understanding, evaluation and development of organizational strategies.
3. To formulate coherent 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.
7. To familiarize students with the role of Corporate Social Responsibility (CSR) as an activity that can contribute both to the firm's bottom line and the UN's Sustainable Development Goals.

**Course Prerequisites:** All other MBA core courses.

**Required Materials:**

- Broadband internet connection and webcam-enabled device (for online meetings).
- Students should register for a free Zoom account: <https://zoom.us/>
- Case studies, and other articles from Harvard Business School
- Press will be accessible via Brightspace / Ares
- Required textbook: Hill, CWL, Schilling, MA & Jones, G. 2020. *Strategic Management Theory: An Integrated Approach*, 13<sup>th</sup> edition.

**Final Exam Date:** There is no final exam.

**Drop Course Policy:** The deadline for academic withdrawal is the last day of classes (each term).

**Course Outline and Required Student Deliverables:**

Each weekly session represents a single course “module” and comprises both preparation work (to be completed in advance of class) and an interactive classroom session. Classroom sessions are in-person. Pre-class preparation will generally include (with occasional exceptions) a series of topical readings and/or textbook references, one or more brief pre-recorded video lectures, and a case study (reading and preparing answers to guiding questions). Class sessions will be highly interactive with a series of brief, topical presentations summarizing and extending module learning content interspersed with individual exercises, group activities and case study discussions. The course is intended as a meaningful discussion, so I encourage you to actively ask questions and comment on the material as we go along.

**Grading Scheme:**

Self-Quizzes (2 x 10% = 20%)

Class Participation (20%)

Individual Take Home Case Exam (20%)

Group Current Event Presentation (15%)

Group Project Final Presentation and Report (10%+15% = 25%)

**Self-Quizzes (20%):** There are 2 self-quizzes that you should take on your own, online, at the appropriate time, indicated in the table below describing the course schedule.

**Class Participation (20%):** Active participation by students in class discussions greatly enhances the learning environment for all students, both in-person and online. Accordingly, I expect students to come to class well prepared to engage in meaningful discussion of key concepts and applied activities. I will clearly communicate preparation requirements and expectations each week. All students should plan to attend class sessions each week. If you have an unavoidable conflict in any given week, please email me in advance with an explanation. For online sessions, please ensure a working broadband connection, and plan to enable your camera when speaking to the class or in small-group breakout sessions. 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. It is primarily the quality, not necessarily the quantity, of remarks that demonstrates meaningful contribution; strive to teach your peers (and your professor!) something useful that might otherwise have gone unnoticed. 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 read and reflected on assigned readings, attentively viewed any pre-recorded video content, and thoroughly reviewed assigned case studies and prepared answers to any guiding questions. Students will have multiple opportunities to contribute to classroom learning.

**Individual Take-Home Case Exam (20%):** An individual take-home case exam will be due on week 8, by email to the professor directly. The specific case study and exam questions will be posted to Brightspace on the day of class of week 7. This is an individual assignment, no discussion or collaboration allowed.

**Group Current Event Presentation (15%):** Each group will be responsible for 15 minutes of class at one point during the semester. You should select a current events article on a particular event (not just a general biography of a company) that is important for strategy. Building from this article, you will present 1-3 slides that lay out the basic issues of the article and relate it to class. Your slides must (a) describe the company in brief, (b) describe the specific issue or event, (c) identify the strategic relevance of what is happening, and (d) end with a question(s) to prompt discussion. You have five (5) minutes for this part (do not go over – I'm more interested in the questions and discussion). Then your group will lead a ten (10) minute discussion about the company and issue. You should NOT do the same company for your current event and your group projects. Initial order assignment will be Group 1 in Session 2, Group 2 in Session 3, etc., though I'm fine with groups swapping as they see fit and negotiate. Depending on how many groups we have, we will start this as late as possible in the term, so that all groups get a chance to present.

**Group Project Final Presentation and Report**

**Group project presentation (10%):** Each group will deliver a presentation of the group project findings – with each group member participating – to the class during the final two weeks of the term. Specific dates and times for each group will be determined during the semester. My preference, as indicated below, is the last day of class, but we can negotiate as we move along.

**Group project report (15%):** Your group will select a company and evaluate its strategy, using whatever tools from the course you think are useful, and make recommendations for the future. You may select a (single) business firm and evaluate its strategy within a single industry or select a multi-business firm and evaluate its corporate strategy. Please note that I do not want you to document what a firm did but evaluate what it did and make recommendations. This written report is due the last day of class via email to me and is related to the above presentation. I would recommend you pick a publicly traded company and seek advice and assistance in finding related information about the company from our amazing business librarian. Please email him to arrange for a brief tutorial for your group: [MatthewGertler@cunet.carleton.ca](mailto:MatthewGertler@cunet.carleton.ca).

### Course Schedule

Class	Date	Module
1	Jan 9	Introduction to Course <ul style="list-style-type: none"> <li>• Course Admin</li> <li>• What is Strategy?</li> <li>• Brief Case Discussion in Class: The Acquisition of 7Up by Phillip Morris</li> </ul>
	Preparation for next class	<ul style="list-style-type: none"> <li>• Textbook, Ch. 1 &amp; 2</li> <li>• Porter's 5 Forces plus Complements: <a href="https://youtu.be/W0hySWGhkj4">https://youtu.be/W0hySWGhkj4</a></li> <li>• Freeman Stakeholder Value: <a href="https://www.youtube.com/watch?v=7dugfwJthBY">https://www.youtube.com/watch?v=7dugfwJthBY</a></li> <li>• Case Preparation: Case 2. Small Package Express Delivery Industry, 1973–2018</li> </ul>
2	Jan 16	External Analysis <ul style="list-style-type: none"> <li>• Porter's 5 Forces</li> <li>• Stakeholders</li> <li>• Macroenvironment</li> <li>• The Evolution of the Car Industry</li> <li>• Case Discussion: Case 2. Small Package Express Delivery Industry, 1973–2018</li> </ul>
	Preparation for next class	<ul style="list-style-type: none"> <li>• Textbook, Ch. 3 and 4</li> <li>• Reading: Grant, R.M. (1991). A resource-based theory of competitive advantage: Implications for strategy formulation. <i>California Management Review</i>, 33(3). <a href="https://doi.org/10.2307/4116666">https://doi.org/10.2307/4116666</a></li> </ul>

		Case Preparation: Case 3. Airborne Express: The Underdog
3	Jan 23	Internal Analysis <ul style="list-style-type: none"> <li>• SWOT</li> <li>• Resources and Capabilities</li> <li>• Value Chain</li> <li>• Case Discussion: Case 3. Airborne Express: The Underdog</li> </ul>
	Preparation for next class	<ul style="list-style-type: none"> <li>• Textbook, Ch. 5 and 6</li> <li>• Ratios Made Easy: <a href="https://youtu.be/WJsSgT_on6s">https://youtu.be/WJsSgT_on6s</a></li> <li>• Reading: Porter, M. E. (1996). What is strategy? <i>Harvard Business Review</i>, Nov-Dec. <a href="https://hbr.org/1996/11/what-is-strategy">https://hbr.org/1996/11/what-is-strategy</a></li> <li>• Case Preparation: Case 6. Uber in 2018</li> </ul>
4	Jan 30	Business Strategy <ul style="list-style-type: none"> <li>• Sustainable Competitive Advantage</li> <li>• Types of Strategies</li> <li>• Case Discussion: Case 6. Uber in 2018</li> </ul>
	Preparation for next class	<p><b>Take Quiz 1 on your own, online</b></p> <ul style="list-style-type: none"> <li>• Textbook, Ch. 7</li> <li>• Watch: Leveraging Technology into New Markets: <a href="https://youtu.be/15DCeacHq5M">https://youtu.be/15DCeacHq5M</a></li> <li>• Case Preparation: Case 9. Apple at Forty</li> <li>• Reading: Danneels, E. &amp; Frattini, F. (2018). Finding applications for technologies beyond the core business. <i>MIT Sloan Management Review</i>. <a href="https://sloanreview.mit.edu/article/finding-applications-for-technologies-beyond-the-core-business/">https://sloanreview.mit.edu/article/finding-applications-for-technologies-beyond-the-core-business/</a></li> </ul>
5	Feb 6	Innovation and Technology <ul style="list-style-type: none"> <li>• Technology-Intensive Industries</li> <li>• Strategies to Exploit Innovation</li> <li>• Standards, Platforms, and Network Externalities</li> <li>• Implementing Technology Strategies</li> <li>• Blue Ocean Strategy</li> <li>• Case Discussion: Case 9. Apple at Forty</li> </ul>
	Preparation for next class	<ul style="list-style-type: none"> <li>• Textbook, Ch. 9</li> <li>• Case Preparation: Case 29. Outsourcing and Vertical Integration at Apple</li> <li>• Reading: <i>The tower</i>, by Marcel Möring</li> </ul>
6	Feb 13	Corporate Strategy <ul style="list-style-type: none"> <li>• Vertical Integration</li> </ul>

		<ul style="list-style-type: none"> <li>Case Discussion in Class: Case 29. Outsourcing and Vertical Integration at Apple</li> </ul>
	Preparation for next class	<ul style="list-style-type: none"> <li>Textbook, Ch. 10</li> <li>Case Preparation: Case 18 General Electric</li> </ul>
7	Feb 27	<b>Take-Home Case Exam Posted</b> Corporate Strategy <ul style="list-style-type: none"> <li>Diversification</li> <li>Case Discussion in Class: Case 18 General Electric</li> </ul>
	Preparation for next class	<ul style="list-style-type: none"> <li>Reading: Eccles, R.G., Lanes, K.L., &amp; Wilson, T.C. (1999). Are you paying too much for that acquisition? <i>Harvard Business Review</i>, July-August</li> <li>Top Four Reasons Most Acquisitions Fail: <a href="https://youtu.be/2dQ7mcBdpm0">https://youtu.be/2dQ7mcBdpm0</a></li> </ul>
8	Mar 6	<b>Take-Home Case Exam due</b> Mergers and Acquisitions <ul style="list-style-type: none"> <li>The Exaggeration of Synergies</li> <li>Case Discussion in Class: Can this Merger be Saved?</li> <li>First Brief Presentation of your Group Project</li> </ul>
	Preparation for next class	<ul style="list-style-type: none"> <li>Textbook, Ch. 12</li> </ul>
9	Mar 13	Organizational Structure and Strategy <ul style="list-style-type: none"> <li>Strategy and Structure</li> <li>The M-form</li> <li>Organizational Design</li> </ul>
	Preparation for next class	<b>Take Quiz 2 on your own, online</b> <ul style="list-style-type: none"> <li>Textbook Chapter 8</li> <li>Case Preparation: Case 28: JCB in India</li> </ul>
10	Mar 20	Global Strategy and the Multinational Enterprise <ul style="list-style-type: none"> <li>Case Discussion: Case 28: JCB in India</li> </ul>
	Preparation for next class	Readings: <ul style="list-style-type: none"> <li>Carroll, A.B. (2015). Corporate social responsibility: The centerpiece of competing and complementary frameworks. <i>Organizational Dynamics</i>, 44(2), 87–96. <a href="https://doi.org/10.1016/j.orgdyn.2015.02.002">https://doi.org/10.1016/j.orgdyn.2015.02.002</a></li> <li>Porter, M.E., &amp; Kramer, M.R. (2006). Strategy and society: The link between competitive advantage and corporate social</li> </ul>

		<p>responsibility. <i>Harvard Business Review</i> 84(12): 78–92.  <a href="https://hbr.org/2006/12/strategy-and-society-the-link-between-competitive-advantage-and-corporate-social-responsibility">https://hbr.org/2006/12/strategy-and-society-the-link-between-competitive-advantage-and-corporate-social-responsibility</a></p> <ul style="list-style-type: none"> <li>Freeman, R.E., Harrison, J.S., &amp; Zyglidopoulos, S. (2018). <i>Stakeholder theory</i>.  <a href="https://www.cambridge.org/core/elements/abs/stakeholder-theory/1D970D2659D47C2FB7BCBAA7ADB61285">https://www.cambridge.org/core/elements/abs/stakeholder-theory/1D970D2659D47C2FB7BCBAA7ADB61285</a>. Please read chapters 4 and 6 (if you can eventually read the whole book, go for it, it is very short).</li> <li>Case Preparation: Case 20: Nike</li> </ul>
11	Mar 27	<p>CSR and Stakeholder Management</p> <ul style="list-style-type: none"> <li>CSR and its Strategic Use</li> <li>Linking CSR to the UN Sustainable Development Goals</li> <li>Stakeholder Management</li> <li>Case Discussion: Case 20: Nike</li> </ul>
	Preparation for next class	<ul style="list-style-type: none"> <li>Prepare your final group presentation</li> <li>Watch: <a href="https://www.youtube.com/watch?v=UZrTl16hZdk">https://www.youtube.com/watch?v=UZrTl16hZdk</a></li> </ul>
12	Apr 3	Group Project Presentations

## Course Admin

**Late Assignments:** Punctuality and adherence to deadlines are fundamental to business success. For this reason and to ensure fairness for all students, late assignments will not be accepted. Requests for extension on the assignments will be considered in cases of illness, family emergency, or other exceptional circumstances. No such extensions will be granted for group assignments, as multiple group members are expected to cover for any individual students unable to fulfill commitments.

**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 online (e.g., via Microsoft Teams or Skype) as needs dictate. In-person meetings in my office may be accommodated depending on the status of campus COVID prevention guidelines. I provide a high level of support for this course, but I may take up to 24 hours to respond to you on weekdays and 48 hours on the weekend. Please use a professional tone and format when writing emails. I frequently use email broadcasts (via Brightspace) to communicate with the class, so please check your Carleton email account regularly.

**Contribution to Program Learning Goals (MBA):**



<b>MBA Learning Goal</b>	<b>Not Covered</b>	<b>Introduced</b>	<b>Taught but Not Assessed</b>	<b>Taught and Assessed</b>
<b>MB1 Leadership and Collaboration</b> <i>Graduates will be equipped for leadership and collaboration.</i>			✓	
<b>MB2 Communication</b> <i>Graduates will be effective communicators</i>				✓
<b>MB3 Critical Thinking and Problem Solving</b> <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
<b>MB4 Functional Knowledge</b> <i>Graduates will have functional knowledge of all areas of business.</i>				✓
<b>MB5 Global Business</b> <i>Graduates will have an appreciation of the global environment of business.</i>			✓	
<b>MB6 Ethical Reasoning</b> <i>Graduates will be skilled in ethical reasoning and decision-making.</i>			✓	

### **Additional Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.



For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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**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).

**Group Work:** The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task.

Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### **Letter Grades:**

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 A = 85-89 A - = 80-84  
B+ = 77-79 B = 73-76 B - = 70-72  
C+ = 67-69 C = 63-66 C - = 60-62  
D+ = 57-59 D = 53-56 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

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- Religious Obligations

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

<https://carleton.ca/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/>

- Student Activities

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

**Academic Integrity:** Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course;

academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy, which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

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

**Other Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton email account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>