



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

STGY 5900P
Corporate and Business Strategy
Fall 2020

Instructor: Professor Patrick Callery
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Office: 1014 Dunton Tower
Office Hours: By appointment

Modality: Fully online, mix of synchronous (real-time, interactive) and asynchronous

- Asynchronous: pre-class readings, video lectures, discussion forums, quizzes
- Synchronous: concepts review, case discussions, simulations, group activities

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, business simulations, and other articles from Harvard Business School Press will be accessible via cuLearn / Ares

No required textbook, though a series of recommended textbook readings will be provided each week. Students are advised to acquire and make regular use of at least one of the following texts:

- Robert Grant. Contemporary Strategy Analysis (any edition)
- Michael Hitt, Duane Ireland, and Robert Hoskisson. Strategic Management: Competitiveness and Globalization (any edition)
- Frank Rothaermel. Strategic Management (any edition)
- Janice Edwards (adapted from Dave Ketchen and Jeremy Short). Mastering Strategic Management (1st Canadian Edition) – available online at:
 - <https://ecampusontario.pressbooks.pub/strategicmanagement/>

Final Exam Date: Not applicable

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

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:

Strategic management is a critical managerial tool in any organizational setting. In this course, students will learn and apply the fundamental concepts of the strategic management process – strategy analysis, strategy formulation, implementation, and performance appraisal – toward a primary organizational objective of creating and sustaining competitive advantage. The first half of the course covers core concepts of strategy analysis (factors external and internal to the firm, or “SWOT”) and formulation (business and corporate level) in the context of rapidly changing competitive environments. The second half of the course will explore contemporary topics in strategy, including management of technology and disruptive innovation, decision making under uncertainty, corporate governance, sustainability, and evolving paradigms of the role of business in society. Throughout the course, students will apply concepts to real-world business problems through interactive online activities, case studies, business simulations, and a comprehensive group project.

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.

Course Outline and Required Student Deliverables

Each half-day session represents a single course “module” and comprises both preparation work (to be completed in advance of class) and an interactive online class session. 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, a case study (reading and preparing answers to guiding questions), background work for an in-class business simulation, and/or a short, online quiz to test comprehension of assigned readings. 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, case study discussions or business simulation activities, and Q&A sessions.

Grading Scheme:

Group strategy report	25%
Group case presentation	10%
Group strategy critique presentation	10%
Individual quizzes (4 @ 2.5% each)	10%
Individual take-home case exam (final)	25%
<u>Individual contributions to classroom learning</u>	<u>20%</u>
TOTAL	100%

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

- **Group strategy report:** Your group will select a company and write a strategy consulting report for this company on the topic “Recommendations for Diversification”. The report shall comprise a formal strategy analysis (i.e., SWOT) and a formal strategic recommendation, accompanied by clear rationale and implications for competitive dynamics. The report is due prior to the second class weekend (Dec. 11). Further details will be provided.
- **Group case presentation:** Each group will deliver an online presentation – with each group member participating – to the class, covering one of the primary case studies assigned to the class over the term. Thus, some groups will present earlier in the term and some later. I will match each group into each case after soliciting preferences. Further details to be announced.
- **Group strategy critique presentation:** Each group will select a company that has “made news” in recent months with a major strategic initiative, and prepare and deliver a short (5-10 minutes) presentation to the class critiquing the perceived strategic rationale employed by the firm. All presentations will be scheduled during the second class weekend (Dec 11-12).
- **Peer evaluations:** This course involves a substantial amount of group 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 various group deliverables over the course of the term. Responses will be solicited, confidentially, via private survey on cuLearn at the conclusion of all class sessions. I will consider evaluations in assessing individual marks for group work.
- **Quizzes:** I will administer a brief quiz in the morning of each synchronous class session via cuLearn; the quizzes are generally multiple choice and will test for basic understanding of assigned readings, video lectures, and/or case studies.
- **Final case exam:** An individual take-home case exam will be due one week after the conclusion of the final class session (Dec 19). The specific case study and exam questions will be posted to cuLearn. This is an individual assignment, no discussion or collaboration allowed.
- **Class participation:** Class participation expectations are outlined below.

Preparation and Participation:

Just as in a traditional classroom environment, active student participation is vital for quality of group learning in an online classroom. Moreover, developing a competent and confident online presence is now critically important to individual career success in business. 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 with a working video connection, and to enable your camera when speaking to the class or in small-group breakout sessions.

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. It is primarily the quality, not necessarily the quantity, of remarks that demonstrates meaningful contribution; strive to teach your peers 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:

- **Class discussion:** I strive to provide engaging and interactive presentations of class material to stimulate class discussion of important topics. Presentations will not be rote summaries of assigned readings but rather will seek to extend and apply concepts to contemporary issues and events. As such, students that have carefully prepared for class will be better positioned to contribute. Students may raise comments or questions during lectures verbally and/or through a text chat/Q&A feature. I will use cold-calling if needed to stimulate discussion.
- **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 the group discussion.
- **Business simulations:** We will complete a series of short, online simulations in class on select weeks. Some student advance preparation is required in most cases. Students that complete the prep work will be better positioned to support group efforts during the simulation. Your participation will be assessed on the quality of contribution to group effort (and not merely on your group's "score" in the simulation activity).
- **Individual and group activities:** Each class session will include one or more brief activities designed to develop the ability to apply key concepts in practice, strengthen critical thinking skills, and report findings or conclusions to the class. Student participation will be assessed on the quality of contribution to these activities and associated discussion.
- **Asynchronous discussion forums:** I will occasionally post questions to the class via cuLearn discussion forums, whether continuing fruitful lines of discussion from synchronous sessions or introducing intriguing situations from current events relevant to the course material. Individual contributions to these forums will be noted and appreciated.

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 individual assignment (i.e., final case exam) 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. 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.

Group Selection Guidelines

Students will self-organize themselves into groups of five (5) maximum. Groups should be finalized prior to the first class weekend. I recommend students keep the same group for all group assignments for ease of coordination and limiting time spent on administrative issues. Most of the group work will likely take place in between the two course weekends.

The Sprott School of Business encourages group assignments 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. A brief introduction to key library databases will be provided during the Week 3 session. Students are encouraged to review the STGY 5900 library course guide in advance of this session:

<https://library.carleton.ca/research/course-guides/stgy-5900>

The breadth and depth 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.

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).

Recommended Calculator for 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. 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.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning individual grades for the group project. Each student will take 100 points and allocate those points to the various members of the group (including him or herself) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate, say, 10 points to the low-contributing member and 30 to each of the others (total of 100). To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

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	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

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 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 cmail 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/>

Course Schedule

Module	Date	Topics	Preparation
1	Nov 13 (am)	<i>Introduction to Strategy</i> - Critical thinking - Understanding strategy - Understanding value	<i>Read:</i> What is Strategy? (Porter) Are You Sure You Have a Strategy? (Hambrick) The Shareholder Value Myth (Stout) <i>Case:</i> Honda <i>Simulation:</i> Fishbanks
2	Nov 13 (pm)	<i>Strategy analysis</i> - External analysis - Internal analysis	<i>Read:</i> Module 2 text selection (see cuLearn) <i>Case:</i> Brooklyn Brewery
3	Nov 14 (am)	<i>Business strategy</i> - Competitive advantage - Cost vs differentiation - Competitive dynamics	<i>Read:</i> Module 3 text selection Transient Advantage (McGrath) Game Theory and Business Strategy (Oberholzer) <i>Case:</i> Tesla Motors <i>Simulation:</i> OPEQ
4	Nov 14 (pm)	<i>Corporate strategy</i> - Diversification - International - M&A / Alliances	<i>Read:</i> Module 4 text selection <i>Case:</i> Tyson Foods
5	Dec 11 (am)	<i>Innovation</i> - Industry life cycles - Innovator's dilemma - Imposed innovation	<i>Read:</i> How Industries Change (McGahan) Navigating Imposed Innovation (Radnejad) <i>Case:</i> TBD <i>Simulation:</i> Back Bay Battery
6	Dec 11 (pm)	<i>Decision making</i> - Real options - Scenario planning - Behavioral strategy	<i>Read:</i> Decision Analysis (Wu & McGinn) Learning from the Future (Scoblic) Before You Make That Big Decision... (Kahneman) <i>Case:</i> TBD
7	Dec 12 (am)	<i>Implementation</i> - Organization structure - Performance appraisal - Corporate governance	<i>Read:</i> Balanced Scorecard (Kaplan & Norton) Secrets of Successful Strategy Execution (Neilson) Error at the Heart of Corp. Leadership (Bower) <i>Simulation:</i> Balanced Scorecard / Delta Signal
8	Dec 12 (pm)	<i>Sustainability</i> - Strategic CSR - ESG & materiality - Circular economy	<i>Read:</i> Strategy & Society (Porter & Kramer) The Performance Frontier (Eccles & Serafeim) <i>Case:</i> Patagonia