



KELLEY SCHOOL OF BUSINESS

J375—Strategic Management Fall 2021 Course Syllabus

Class Meetings: **Section 17051:**
Monday and Wednesday 3:15 pm-4:30pm
Room: HH3057

Instructor: Joanna Li
joli@iu.edu
(preferred contact method; I strive to answer all emails within 24 hours)

Office Hours:
by appointment

Required Materials:

- (1) Textbook and the PlayPosit site (\$35)**
 - PlayPosit sign up, and use the following link to access the materials:
<https://www.playposit.com/playlist/kxv6cr4wxyx>
 - Textbook: Strategy in 3D; All book chapters we use are embedded in PlayPosit
- (2) HBS cases (around \$4 each; six cases; total \$ 23.87)**
 - Link: <https://hbsp.harvard.edu/import/855000>
- (3) Simulation (\$10 each; 2 simulations; total \$ 20)**
 - Link: will be provided in due time

Course Description

Strategic Management is an upper-level capstone course designed to build on and integrate the knowledge and skills acquired during the business school curriculum and to critically analyze strategic decisions made by organizational leaders. A primary goal of this course is to connect theory with practice and to develop critical thinking, written communication, and oral communication skills as they relate to the discipline of strategic management. This course requires students to formulate and apply business policies and strategies through cases, debates, and simulations using knowledge acquired in the basic functional areas of business. Forming and implementing strategic decisions often requires detailed multi-level analyses of both internal and external environments in order to best serve the interests of all stakeholders within and outside an organization.

Course Learning Goals

This course aims to support all learning goals of the Kelley School of Business Undergraduate Program (see Appendix for a complete list of goals). The greatest areas of focus will be:

- **SLO 1.3:** Use integrative techniques, structures, or frameworks to make business decisions.

- **SLO 3.1:** Recognize the implications of a proposed decision from a variety of diverse stakeholder perspectives.
- **SLO 3.3:** Analyze a given decision using critical techniques, structures, or frameworks.
- **SLO 4.1:** Deliver clear, concise, and audience-centered individual and team presentations.

Attendance

This course is in-person exclusively, therefore it is expected that you will attend every live class.

However, if you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine, you should not attend class. To ensure that you can do this, attendance in this class will be taken but will be prorated and will not lower a student's grade when that student was absent due to compliance with campus isolation expectations.

Students who are unable to attend class due to illness or other approved reasons must notify me in writing in advance of the class start time. Alternative assignments or make-ups will be offered on a case-by-case basis. These will include completion of asynchronous materials that accompany each topical area, and a two-page summary on the topical content prior to the start of the next class. Attendance is also taken to comply with accreditation requirements.

Course Components

Component	Available Points	Point per assignment
<i>Individual</i>	<i>120</i>	<i>120</i>
Self-introduction Video	5	5
Pre-class Preparation		
<ul style="list-style-type: none"> • PlayPosit Videos and Quizzes (7 scores will be counted towards your final grades) 	35	5 (x7)
In-class Participation		
<ul style="list-style-type: none"> • Active participation in class conversations 	30	30
Discussion Assignments (3 scores will be counted towards your final grades)	15	5 (x3)
Quizzes	20	10 (x2)
Professionalism (peer evaluation)	15	15
<i>Team</i>	<i>80</i>	<i>80</i>
Case Competition	20	20
In-class Debate	20	20
Final Project	40	40
Total	200	200

Grading

Taking a class in business school is more about personal and professional development than it is about a letter grade. However, I realize grades are obviously very important to students. Therefore, the course is designed so that every member of the class has the opportunity to achieve any of the grades available. My goal is to help you leave the class more prepared for entry into the business world than when you came in. There are no tricks or hidden traps in any of the assignments or exams. The work you put in, and the resultant quality you produce, will be the determining factors in the grade you receive.

Just like the real world, if you are struggling or have concerns, it is your responsibility to resolve them using all available resources. I am one of those resources, and I will do everything I can to help every single one of you be successful in this part of your development.

Final course grades will be awarded based on the scale below: Numbers are in percentages, and I have added a general description by classification. I do not utilize “curves” for grading purposes, nor do I offer make-up or extra credit assignments so as to be fair to all students on the course. Grade numbers are also not rounded up. For example, a score of 89.99% will be awarded a B+ letter grade.

Grade	Defined	Description	Percentage
A+	Professional	Equal to a Professional	>97%
A	World Class Student	Equal to any Student	93-97%
A-	Excellent	Beyond expectations	90-93%
B+	Very Good	Exceeded some expectations	87-90%
B	Good	Met expectations	83-87%
B-	Average	Met some expectations	80-83%
C - F	Pass to Poor	Below expectations	<80%

Assignment grades will be posted continuously on Canvas. Please contact me with concerns about your grade **within 48 hours** after a grade has been posted. After that, I will not review any grading.

Assignment Details

Deliverable requirements for each assignment will be posted on Canvas. When there are discrepancies, Canvas instructions will supersede any other instructions given in this syllabus.

Late Work and Missed Assignments

Assigned work is due by the exact time and date given via Canvas. It is completely your responsibility to ensure you stay up to date with what is required from you for this course. In the event that you fail to meet a stated deadline, you will be deducted 50% of the available points for that assignment. If your work is more than 24 hours late, you will receive a zero (0) for that assignment.

The ongoing COVID-19 pandemic can present some unique challenges for both students and faculty members. These challenges might range from illness to quarantine for the student and/or others in the student’s family. There also might be other, non-health related matters for which a student has primary responsibility for others who may be affected by pandemic-related emergencies (e.g., childcare responsibilities). Should these situations arise, it is imperative that each student work closely with his/her faculty member and academic advisor. This is especially important if the student

is unable to attend class sessions, complete assignments by their due dates/times (including tests/exams/quizzes) and/or fulfill other course expectations. Notifying the faculty member prior to due dates will allow the student and faculty member to work out make-up assignments and/or adjust due dates.

If a student faces an unavoidable emergency that prevents him/her from contacting the professor and advisor in advance, the student should strive to notify the faculty member and advisor within 24 hours of the missed assignment or test/exam/quiz. In cases where notification occurs after a due date/time and a satisfactory resolution cannot be worked out between the student and faculty member, the matter may be reviewed by a committee comprised of Kelley School faculty and staff. This committee will evaluate the student's request and explanation for why he/she could not notify the faculty member in advance. The committee will evaluate the situation (using supporting documentation provided by the student) and offer a recommended course of action to the faculty member. Ultimately, the faculty member has the final authority for determining how the matter will be handled and for notifying the student of the resolution. If a student feels his/her case has not been handled properly, the student can pursue the normal grade appeal process.

Course Calendar

Below is an overview of our course schedule. In addition to information provided on the syllabus, you will find more details on Canvas related to work requirements for each class and marking schemes for each assignment. Note that we may need to make adjustments over the course of the semester, so please watch closely changes/updates on Canvas.

Week	Class	Topic	Readings/PlayPosit Content (due before class)	Assignment (due 11:59 pm ET the day before class)
1	Monday 08/23	Introduction/ Fundamentals of Strategy	Syllabus	
	Wednesday 08/25	Strategic Levels	PlayPosit: Strategic Levels	
2	Monday 08/30	STEEP	PlayPosit: STEEP	Self-introduction
	Wednesday 09/01	Five Forces	PlayPosit: Five Forces	Discussion assignment 1
3	Monday 09/06	<i>No Class – Labor Day</i>		
	Wednesday 09/08	VRIO	PlayPosit: VRIO	Discussion assignment 2
4	Monday 09/13	SWOT	PlayPosit: SWOT	
	Wednesday 09/15	Team Formation and Case Competition Q&A, Quiz 1 Q&A		Discussion assignment 3
5	Monday 09/20	Case Discussion	HBS Case: Russian River Brewing Company	
	Wednesday 09/22	Case Presentation		
6	Monday 09/27	Quiz 1		
	Wednesday 09/29	Value Chain Analysis	PlayPosit: Value Chain Analysis	
7	Monday 10/04	Business Level (Generic) Strategies	PlayPosit: Business Level (Generic) Strategies	
	Wednesday 10/06	Vertical Integration	PlayPosit: Vertical Integration	
8	Monday 10/11	Simulation 1		Final project proposal

	Wednesday 10/13	Optimal Distinctiveness: A New Approach to the Competitive Position of Organizations and Markets	Readings will be posted on Canvas	
9	Monday 10/18	Balanced Scorecard	PlayPosit: Balanced Scorecard	Discussion assignment 4
	Wednesday 10/20	Quiz 2 Q&A and review, and Debate Q&A		
10	Monday 10/25	Simulation 2		
	Wednesday 10/27	Quiz 2		
11	Monday 11/01	<i>Debate #1:</i> Patagonia – profitability and environment <i>Debating topic:</i> Patagonia should (not) adopt the product lifecycle initiative	HBS Case: Patagonia	
	Wednesday 11/03	<i>Debate #2:</i> PepsiCo – profitability and nutrition <i>Debating topic:</i> PepsiCo will (not) succeed with a focus on nutritious foods	HBS Case: PepsiCo	
12	Monday 11/08	<i>Debate #3:</i> Foxconn – profitability and labor conditions <i>Debating topic:</i> It is (not) a good strategy for Foxconn to follow developed-market healthy, safety, and labor practices and requirements.	HBS Case: Foxconn	
	Wednesday 11/10	<i>Debate #4:</i> Compartamos – profitability and poverty <i>Debating topic:</i> The most effective way to alleviate poverty at a global scale is (not) to increasingly transform microfinance into a commercial proposition	HBS Case: Compartamos	
13	Monday 11/15	<i>Debate #5:</i> AMPATH – sustainability and global health <i>Debating topic:</i> AMPATH should (not) scale up the HCT program	HBS Case: AMPATH	
	Wednesday 11/17	<i>Debate #6:</i> Delta Air Lines - People and Profits <i>Debating topic:</i> It is (not) a good strategy for Delta to stop blocking middle seats.	Case: Delta Air Lines (readings will be posted on Canvas)	
14	Monday 11/22	<i>No Class –Thanksgiving</i>		
	Wednesday 11/24	<i>No Class –Thanksgiving</i>		
15	Monday 11/29	Final Presentations		
	Wednesday 12/1	Final Presentations		
16	Monday 12/06	Final Presentations		
	Wednesday 12/08	Course Wrap-up		Final project report

Masks Requirements

As of now, all IU students, faculty, staff, and visitors are required to mask up indoors. Note that the mask and social distancing policy is constantly changing, and we may need to adapt and conform as new policies are being introduced.

Online Course Materials

The instructors teaching this course hold the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and

exams. We ask you not to distribute, post, or alter our intellectual property. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct. See IP Policy UA-05 for details.

General Course Policies, Expectations and Guidance

1. The class is run like a typical place of business. In many sessions you will be working in groups and teams, and it is unfair for your colleagues to suffer as a result of your tardiness. Therefore, it is expected that everyone arrives on time for class. Everyone will get one free pass to be late for class. Admission to the classroom after the official start time will not be permitted.
2. Violation of the University Code of Conduct during any portion of this course will result in penalty up to and including failure of the course. I will strictly follow the University's Academic Misconduct guidelines. They can be found at this link: <https://studentcode.iu.edu/>
3. It is expected that everyone arrives at class having read the pertinent materials as outlined in this syllabus. I realize that some students will not do the reading but consider this fair warning that I will randomly call on people in every class to discuss the readings and cases. I believe that the best results from a classroom experience are derived from an environment where everyone is engaged and pro-actively aiding the conversation.
4. I do not expect everyone to be perfect, as I certainly am not. Yet, I expect everyone to commit as much energy and enthusiasm to the class as possible, so that everyone benefits. If you don't commit to really giving your best effort when taking this class, then there is truly very little point in doing so.
5. Electronic devices of any kind are only permitted during class if used for specified in-class activity purposes. Any unapproved use of electronic devices for non-class purposes will result in an immediate zero (0) for your in-class engagement score. No warnings or exceptions will be given. If you believe that you have a specific reason why you should be exempted from this policy, please put such a request in writing before the semester starts and I will be happy to discuss it with you.
6. If any student will require assistance or academic accommodations for a disability, please let me know. You must have established your eligibility for disability support services through the Office of Disability Services for Students in Wells Library W302, 812-855-7578.

Title IX

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Service (SACS) at 812-855-8900
- Counseling and Psychological Services (CAPS) at 812-855-5711
- Confidential Victim Advocates (CVA) at 812-856-2469
- IU Health Center at 812-855-4011

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on

campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

More information about available resources can be found here:

<http://stopsexualviolence.iu.edu/help/index.html>

Disclaimer:

Please note that this syllabus is subject to change, especially given all the uncertainty we still face due to the ongoing COVID-19 pandemic. I will notify students in class wherever such a change is deemed necessary, and updates/changes will also be posted Canvas for you to keep track of the course.

APPENDIX

Bloomington Undergraduate Program Competencies and Student Learning Outcomes (SLOs)

1. An Integrative Point of View

Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of business.

- **SLO 1.1:** Identify the relationships between two or more business functions; explain how actions in one functional area affect other functional areas.
- **SLO 1.2:** Describe how the relationships among the functional areas relate to the goals of the organization.
- **SLO 1.3:** Use integrative techniques, structures, or frameworks to make business decisions.

2. Ethical Reasoning

Recognize ethical issues, describe various frameworks for ethical reasoning, and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions.

- **SLO 2.1:** Identify the ethical dimension(s) of a business decision.
- **SLO 2.2:** Recognize the tradeoffs created by application of competing ethical theories and perspectives.
- **SLO 2.3:** Formulate and defend a well-supported recommendation for the resolution of an ethical issue.

3. Critical Thinking and Decision Making in Business

Identify and critically evaluate implications of business decisions for organizational stakeholders and the natural environment.

- **SLO 3.1:** Recognize the implications of a proposed decision from a variety of diverse stakeholder perspectives.
- **SLO 3.2:** Evaluate the integrity of the supporting evidence and data for a given decision.
- **SLO 3.3:** Analyze a given decision using critical techniques, structures, or frameworks.

Goal 4: Communication and Leadership

Communicate effectively in a wide variety of business settings employing multiple media of communications.

- **SLO 4.1:** Deliver clear, concise, and audience-centered individual and team presentations.
- **SLO 4.2:** Write clear, concise, and audience-centered business documents.
- **SLO 4.3:** Effectively participate in informational and employment interviews.
- **SLO 4.4:** Articulate one's unique value proposition to a given audience.

Goal 5: Quantitative Analysis and Modeling

Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions.

- **SLO 5.1:** Use appropriate technology to solve a given business problem.
- **SLO 5.2:** Analyze business problems using appropriate mathematical theories and techniques.
- **SLO 5.3:** Explain the role of technologies in business decision making analysis, or modeling.
- **SLO 5.4:** Structure logic and frame quantitative analysis to solve business problems.

Goal 6: Team Membership & Inclusiveness

Collaborate productively with others, functioning effectively as both members and leaders of teams.

- **SLO 6.1:** Facilitate team meetings and collaborate effectively in both face-to-face and virtual interactions.
- **SLO 6.2:** Identify and employ best team practices.
- **SLO 6.3:** Assess and offer feedback on one's own effectiveness as well as one's team members' effectiveness with respect to productivity and relationship-building in both oral and written formats.
- **SLO 6.4:** Articulate and analyze the value of inclusivity in a variety of business settings.

Goal 7: Cultural awareness and global effectiveness

Become conversant with major economic, social, political, and technological trends and conditions that influence the development of the global economy and demonstrate competence in the cultural, interpersonal and analytical dimensions of international business.

- **SLO 7.1:** Identify the risks and opportunities associated with determining and implementing optimal global business strategies.
- **SLO 7.2:** Integrate international, regional, and local non-market forces into strategic decisions of multinational corporations.
- **SLO 7.3:** Analyze obstacles resulting from cultural differences and recommend leadership approaches that leverage diversity to enhance business performance.
- **SLO 7.4:** Identify the personal and contrasting attitudes, values, and beliefs that shape business relationships.