COURSE DESCRIPTION
At its most basic level, strategy involves identifying the direction for a business to pursue in order to maximize shareholder value and developing the operating procedures, or policy, necessary to stay competitive. But how do organizations identify such directions and procedures? Why are some firms immensely successful and why do others fail? What stakeholders need to be taken into consideration when conceiving the best approach to the market? How should resources be aligned to seize new opportunities, draw fuel from market forces, and generate demand? What policies are needed to maintain competitive advantage?

This course will consider these and other questions as we analyze approaches to strategy, examine case studies of companies that have made exceptional market gains, and develop our own recommendations for corporate strategy.

COURSE LEARNING OUTCOMES
This course will help you achieve the following learning outcomes:

- Understand fundamental approaches to strategy, including identifying key thinkers in this arena.
- Deploy tools and techniques associated with major strategic approaches.
- Build connections between current events and theories about optimizing organizational success.
- Accelerate thinking and hone presentation skills.

REQUIRED TEXTS
1. On our course website, I have collected crucial texts on organizational and market strategy from leading experts. Please read assigned texts closely prior to our class meeting. Print them out, mark them up in detail, and note how they connect to items in the news that week.
2. During selected classes meetings, we will discuss case studies. You’ll need to purchase these directly from Harvard Business Publishing: [http://cb.hbsp.harvard.edu/cbmp/access/57443063](http://cb.hbsp.harvard.edu/cbmp/access/57443063)
Please read them carefully, printing them out and marking them up in detail. Connect them to other course readings and to items in the news.

3. Each week, we’ll be discussing **news items that relate to our readings.** Please actively read sources such as *The Economist, The New York Times, The Financial Times,* and *The Wall Street Journal* to find articles and news related to the strategies assigned for that week. As a rule, be completely up-to-date with the “Schumpeter” column in the *Economist.*

### GRADING CRITERIA

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Online</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Strategy Presentations</td>
<td>40%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>30%</td>
</tr>
</tbody>
</table>

### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93%</td>
<td>A</td>
</tr>
<tr>
<td>92 – 89%</td>
<td>A/B</td>
</tr>
<tr>
<td>88 – 83%</td>
<td>B</td>
</tr>
<tr>
<td>82 – 79%</td>
<td>B/C</td>
</tr>
<tr>
<td>78 – 70%</td>
<td>C</td>
</tr>
<tr>
<td>69 – 60%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

### ASSIGNMENTS

Weekly **discussion online** will help you articulate key ideas from the readings and prepare yourself for activities each week in class. By 11:55PM on Sunday of each week, post 3-4 sentences in our class discussion forums about how some component of the assigned reading connects to an item you’ve read in the news. By noon on Wednesday of each week, respond to two of your classmates’ posts. Write 2-3 sentences about how the post might connect to a different news story or another assigned reading from the semester thus far. Please only respond to posts that do not already have two responses.

The **weekly strategy presentations** will be created on-the-fly by your teams during class meetings. While I hope some teams will be able to use the computer lab, please bring a laptop or other computing device to class every session. These presentations will be graded based on how well they integrate tools, techniques, and information covered in class material as well as how compellingly your team presents its case. *These will be graded competitively,* meaning that your grade depends on how well you outperform the other teams on that evening. For these, please observe the 10/20/30 rule: [http://guykawasaki.com/the_102030_rule/](http://guykawasaki.com/the_102030_rule/)

**In-class participation** will involve discussing assigned readings, building connections to articles you’ve read outside class, and asking thoughtful questions of other teams when they present. Our small, seminar-style class will allow you to hone your ability to speak in front of others, to make sense of complex ideas through conversation, and to think on your feet.

The **final strategy and policy presentation** will be delivered during the final class meeting. These should be 20-25 minutes in length. A detailed assignment is posted on our website. I expect these to reflect cumulative lessons learned from previous challenges.

### POLICY STATEMENTS

**Disabilities Statement:** Students with documented disabilities who may need accommodations (or any student considering obtaining documentation) should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or via email at mbledsoe@cc.edu.

**Academic Integrity:** The Carroll University Academic Integrity Policy is located in your student handbook. If a student violates this policy in any way, the instructor reserves the right
to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

**Attendance Policy:** This course is conducted as a seminar and operates on an accelerated timeline. You are expected to speak, listen, and contribute actively throughout our class meetings. Because we meet only a few times and much of the graded work occurs during class time, you must attend every class meeting. As present, you need to adhere to reasonable standards of punctuality and decorum.

**Modifications to the syllabus:** The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

**SCHEDULE OF ASSIGNMENTS**

Please come to class prepared to discuss any aspect of the assigned reading and to deploy strategies and tools discussed thus far in the course. You will be notified of any changes to this schedule both in class and via email.

### WHY ARE WE STUDYING STRATEGY?

**Week 1**

Mar 1

Introduction to Course Concepts; Starting points: BCG Growth-Share Matrix and Google

**Read:** Michael Porter, “What is Strategy?”; “Alphabet’s Google is searching for its next hit” from *The Economist*

### AN ARRAY OF APPROACHES

**Week 2**

Mar 8

**Read:** Martin Reeves, Claire Love, & Philipp Tillmanns, “Your Strategy Needs a Strategy”; Adrian Slywotsky, excerpt from *Value Migration*; download and play the mobile app for “Your Strategy Needs a Strategy”

**Read Case Study:** “Apple’s Future: Apple Watch, Apple T.V., or Apple Car?”

In-Class Strategy Presentation #1

**[Mar. 11-19]**

**[Spring Break]**

**Week 3**

Mar 22

**Read:** Gary Pisano, “You Need an Innovation Strategy”; Rita McGrath, “Transient Advantage”

**Read Case Study:** “Corning Incorporated (A): Reinventing New Business Development”

In-Class Strategy Presentation #2

### RECENT TOOLS AND MODELS

**Week 4**

Mar 29

**Read:** W. Chan Kim & Renée Maubogne, excerpt from *Blue Ocean Strategy*
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Apr 5</th>
<th>Clayston M. Christiansen, Michael E. Raynor, &amp; Rory McDonald, “What is Disruptive Innovation?”, David Collis, “Lean Strategy”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Online Submission of Strategy Presentation #4</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td>Apr 12</td>
<td><em>Read:</em> Robert S. Kaplan, David Norton, &amp; Bjarne Rugelsjoen, “Managing Alliances with the Balanced Scorecard” \  \  \  \ <em>Read Case Study:</em> “Cirque du Soleil: The High-Wire Act of Building Sustainable Partnerships” \  \  \  \ <strong>In-Class Strategy Presentation #5</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>Apr 19</td>
<td><strong>In Class:</strong> The Major Field Test for Master of Business Administration (MFT-MBA)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Apr 26</td>
<td><strong>Final Team Presentations</strong></td>
</tr>
</tbody>
</table>