

Course Outline

RSM 392 H1 F

Strategic Management

Summer 2022

LEC 0101 Mondays and Wednesdays/9am-11am/WO30

LEC 0201 Mondays and Wednesdays/3pm-5pm/WO30

Instructor: Hyeun Lee
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Office Hours: Mondays and Wednesdays (1:30pm-2:30pm) on zoom or by appointment.
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Course Scope, Mission and Learning Outcomes

This course is about understanding why some firms are more successful than others. This is the fundamental question of strategy. To answer this question we will explore – through a combination of lectures and case studies – the basic concepts, frameworks, and methodologies that managers use to craft and execute business strategy. The ultimate objective of this conceptual foundation is to teach you how firms make good strategic decisions.

The course is structured as follows:

- **Industry Analysis** focuses on understanding the determinants of firm performance. We will learn to analyze firms' external environment and how elements of this business environment affect firm strategy and performance.
- **Business Strategies** focuses on the formulation of strategy to obtain superior returns in businesses and corporations. We will build a toolkit of strategies that can be leveraged by managers under a variety of circumstances and business landscapes.
- **Strategy Implementation** focuses on the implementation of strategies, once they have been designed and planned. In particular, we will discover the role of incentives in the implementation of strategy.

By teaching you the fundamental tools of firm strategy, this course will help improve your decision-making and critical thinking capabilities. To achieve this, this course relies on active discussion and debate with peers. As a result, the emphasis of this course, and particularly of class discussion, is on rigorous thinking and learning – rather than finding the “right” answer.

Please also note that RSM 392 is designed to function like an MBA course and to prepare the students (a) for potential MBA courses in the future and (b) for the intensity of the professional experience. Note that the course builds heavily on the MBA Strategy courses offered by leading MBA programs. Consistent with this approach, we emphasize class participation, class discussion, and professionalism to a substantial degree.

Course Prerequisites

Completion of 9.0 credits; RSM219H1; RSM222H1

Electronic Course Materials

This course will be using the following electronic course package, which contains required readings.

How to access the course package:

Go to the Ivey Publishing website at www.iveycases.com

Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.

The Reading Package, containing the readings/cases, can be acquired through Ivey publishing, at: [https://www.iveypublishing.ca/s/ivey-](https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000F2IPwEAJ/rsm392summer2022)

[coursepack/a1R5c00000F2IPwEAJ/rsm392summer2022](https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000F2IPwEAJ/rsm392summer2022)

Click on the "Download" link to open, download, or save the file.

IMPORTANT: Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. For help contact Ivey directly at 1-800-649-6355 or cases@ivey.ca.

These materials will cost a total of \$51.75. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

Work		Due Date
Class Participation	15%	Ongoing
Discussion Board	10%	Ongoing
Weekly Quiz	10%	Ongoing
Mid-Term Test	30%	June 1st
Final Term Test	35%	TBA by FAS

Course Format and Expectations

Class Contribution (15%)

The goal of class discussion is to arrive at a collective analysis of the issues presented by the day's materials. Strategic analysis is not accomplished through the routine application of formulas, but rather through reasoned analysis under conditions of limited information and uncertainty. One of the primary goals of this course is to help you develop the ability both to clarify your own position on a strategic question and to be able to articulate and defend it clearly. I hope to facilitate discussions and give everyone an equal opportunity to participate. Therefore, it is important that you come to our online class prepared for every class.

With a reading, you should be able to outline the problem that the article addresses, describe the core points of the reading, and most importantly, offer your analysis of the strengths and weaknesses of the reading's central argument. With a case, you should be able to identify the key issues, problems, and opportunities facing the central protagonists, to articulate and evaluate alternative approaches to the problems, and to describe the course of action that you recommend and the reasons for your recommendations.

If you happen to have information from outside the case materials, please do NOT introduce it in the discussion without prior discussion with the instructor. The point of the case discussion is to adopt the perspective of the decision makers at the time of the case, and adding extra information shifts the discussion away from the issues we need to emphasize in the case. On the other hand, if you are particularly knowledgeable about a case, a firm or an industry we discuss, please let the instructor know so that your insights can be eventually brought to bear in the discussion.

It is my hope that our class can serve as a riskless environment in which we all feel comfortable testing new ideas and pushing the boundaries of our thinking. This may be a different experience than you have had in previous classes but exploring your ideas out loud by participating in the discussion will serve you well in other classes and in your future careers. I know that some of you may be shy or uncomfortable speaking publicly and/or English is not your first language. If you are particularly worried about your in-class contributions, please check in within the first two weeks of the semester and I can work with you in creative ways to help your contributions. For example, I could coordinate with you on an in issue for you to raise in class or a question for you to answer. There is, however, no alternative to participating in class discussions. But if you do fall into this category, please come see me early in the term and we will work together to come up with ways to facilitate your participation. See the section on Preparing for Class for more specific details on what you should do to ensure you'll feel comfortable when discussion starts.

Class contribution will be graded using the following criteria:

- **Relevance:** Are you a good listener? Are your comments clearly related to the case and to the comments of others? Are your comments linked to the themes that the class is exploring together?
- **Advancement:** Do your comments move the class discussion forward or simply reiterate points that have already been made? Do you sustain a line of argument or point of view through a significant part of the class session, or is it an isolated comment?
- **Support:** Have you used specific data from the case, from the readings, or from your personal experiences to back up the assertions that you are making?
- **Integrative Thinking:** Is there a willingness to challenge the ideas that are being expressed? Is there a willingness to test new ideas? Does the participant integrate material from past classes or the readings where appropriate? Do the comments reflect cumulative learning over the course, or does the participant merely consider each case in isolation?
- **Clarity:** Are your comments succinct and understandable?
- **Quantity:** Do you participate on a regular basis?

These bullet points highlight two important parts of a good discussion: preparation (so that you can support your answers and make clear statements) and listening (so that you respond to the discussion as it unfolds). Positive contributions may include contributions such as: providing germane illustrations; motivating the use of a particular tool or technique; helpful recapitulation or summarizing; making observations that link or integrate concepts or discussion; responding effectively to questions; asking perceptive questions; illustrating specific points by appealing to your own experiences; quoting movies that neatly illustrate important elements of readings or cases; as well as presenting or supporting alternative, or unpopular, positions. Being “wrong” will not count against you, but it will also not help out. Making empty or repetitive comments that do not add to the discussion will also not help, and may hurt if these comments interfere with the ability to discuss issues in depth.

Students who dominate discussions, discourage, intimidate, or show a lack of respect for other participants, or diminish the value of the class in any way, will be penalized. In particular, you

are expected to treat colleagues with respect: to disagree with an idea without discrediting the speaker; to helping others to articulate their points of view; and to use airtime judiciously. Please treat others as respected colleagues.

Discussion Board Participation (10%)

For session 3 and onwards, I will pose questions about the assigned case study on Discussion Boards. You must post a response to at least 1 of these questions (suggest no more than 150 words, but no penalty for going over that length). In the response, cite the facts from the case to build an argument. You are encouraged to respond to posts made by other students, explain why you agree or disagree with the opinion. However, please do not repeat the same point that someone else has made earlier.

The post must be made before the start of the class during which the case will be discussed. The discussion board will go live a week before the date of the session in which the case is to be discussed. The goal of the participation in this discussion board is to facilitate critical thinking, and practice making an argument succinctly. The TA and I will be monitoring the Discussion boards and keep track of posts. If we find that you have made a post that is disrespectful, mean to other students, or inappropriate we will deduct points from your grades and you will not be allowed to participate in future online discussion boards.

Weekly Quiz (10%)

I will post a short quiz during session 3 to 11. The quiz will contain no more than 3 multiple choice questions about the facts in the case. Quizzes will go live a week before the date of the session in which the case is to be discussed and are due before the class. If you read case carefully, you should be able to answer these questions without difficulty.

Midterm Exam (30%) There will be a 2-hour individual midterm test. This will be an essay-based, individual exam. I will provide more details on the structure of the exam in advance of the midterm date.

Final Exam (35%) There will be a 2-hour individual final exam scheduled during the exam period. I will provide you with more information on the structure of the exam by the final day of class.

Writing/presentation Support

How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the grade components. In your written assignments, such as in the mid-term or final exams, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations, such as during class contributions, should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You also can access your college Writing Centres for help with written assignments.

To book with a writing or presentation coach, visit uoft.me/writingcentres, and for more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g. missed test, final assessments, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) within **2 business days** of the originally scheduled course deliverable.

Students who do not provide this information will be given a grade of 0 (zero) for the missed course deliverable.

Late Assignments

All assignments are due on the date and at the time specified in Quercus. Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible at accessibility.services@utoronto.ca or studentlife.utoronto.ca/as. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully responsibly and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Attendance of Other Sections

I teach two sections of this class. You must attend the section in which you are registered. In exceptional circumstances, however, you may be permitted to attend a different section (each section will cover the same material) provided that you receive permission from me in advance.

Other Useful Links

Become a volunteer note taker - [Volunteer Notetaking](#)

Accessibility Services – [Note Taking Support](#)

[Credit / No-Credit in RSM courses](#)

Rotman Commerce – [Academic Support](#)

Weekly Schedule

Session	Date	Topic	Case (all required)	Readings (*=required)
1	May 9	Introduction	None	Optional, but helpful for 1 st class: Porter, "What is Strategy?" (Download from Quercus)
2	May 11	Mapping the business landscape	None	*Porter, "The Five Competitive Forces that Shape Strategy." (Download from Quercus)
3	May 16	Dynamics of the business landscape	Jetblue Airways: Starting from Scratch (HBSP-9-801-354)	
4	May 18	Low-cost strategy	Narayana Hrudayalaya Heart Hospital (HBSP-9-505-078)	
5	May 25	Competitive Positioning		*Ghemawat & Rivkin, "Creating Competitive Advantage" (HBSP 9-798-062)
6	May 30	Differentiation	Cirque du Soleil (2 cases): The Evolution of the Circus Industry (A) Even a Clown Can Do It (B) (BOS007-PDF-ENG BOS008-PDF-ENG)	Kim & Mauborgne, "Creating New Market Space" (Download from Quercus)
7	June 1	Midterm		
8	June 6	Disruptive Innovation	Wii Encore (HBSP 9-712-416)	Bower, J. L., and Christensen, C. M., "Disruptive Technologies: Catching the Wave" (Download from Quercus)
9	June 8	Innovation Eco-systems	Netflix (HBSP 9-607-138)	
10	June 13	Corporate strategy	The Walt Disney Company: The Entertainment King (HBSP 9-701-035)	Porter, "From Competitive Advantage to Corporate Strategy" (Download from Quercus)
11	June 15	Incentives for workers and managers	Lincoln Electric (HBSP 9-376-028)	Kerr, "On the Folly of Rewarding A While Hoping for B" (Download from Quercus)
12	June 20	Conclusion/Overview		*Gavetti & Rivkin, "Use and Abuse of Analogies" (HBSP 9-703-429)
Final Exam	TBA by FAS			

The last day you can drop this course without academic penalty is **June 6, 2022**.