

Course Outline

Course Code	RSM 392 H1 S
Course Name	Strategic Management
Term, Year	Winter, 2023
Course Meets	L0401 Thursdays, 9-11am WO35 L0501 Thursdays, 11am-1pm WO35 L0601 Thursdays, 3-5pm UC85
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Phone	Office Hours
Kate Odziemkowska	kate.odziemkowska@rotman.utoronto.ca	416-978-5268	By appointment

Course Scope, Mission and Learning Outcomes

Strategy, as taught in this course, is about why some businesses can consistently turn a profit, while others cannot. We are looking to identify sources beyond “luck” that explain why firms with the same opportunities can nonetheless perform so differently.

Among other things, we will explore:

1. Why certain strategic choices fit together better than others
2. How industries shape firm performance
3. The strategies firms pursue to create and capture value
4. When firms should grow, shrink, or expand in scope
5. How firms pursue innovation

Throughout the semester you will read a combination of practitioner articles and case studies, exploring these themes and topics. Some of the case studies will explore firms you might not be familiar with or familiar firms at earlier times in their history. This is deliberate: we will use these cases to derive generalizable lessons related to why some firms become highly profitable and others do not.

The ultimate goal of this course is to improve your decision-making and critical thinking capabilities through learning and applying strategy tools and through active discussion and debate with peers. The emphasis of the course, and particularly of class discussion, is on rigorous thinking and learning rather than finding the “right” answer.

We should also note that RSM 392 is designed to function like an MBA course and to prepare 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

RSM219H1, RSM222H1

Course Materials

Required Readings

There is a course package that includes all cases and some of the articles for this course. You will need to buy this from the Ivey website (see instructions below). In addition to the readings in the course package, there will be additional articles posted on Quercus that are required reading. Please make sure not to miss these.

Electronic Course Materials

Please see the step-by-step instructions below to purchase the coursepack required for your course.

Course: RSM392 Winter 2023 Sections L0401, L0501 and L0601

Professor(s): Kate Odziemkowska

1. Go to the Ivey Publishing website at www.iveypublishing.ca
2. 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" role.
3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000EihGsEAL>
4. Click "Purchase" and then "Add to Cart".
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
7. Once you have completed your order, click on your username on the top right --> Orders --> Downloads

IMPORTANT: Access to downloadable files will expire on the course end 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. This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.

NEED HELP ? Contact your professor directly or email Ivey Publishing's Customer Support Team at cases@ivey.ca.

These materials will cost a total of \$42.30. 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 knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation	15%	Ongoing
Quizzes	10%	Ongoing (see below)
Mid-Term Test	25%	March 2, 2023
Strategic Analysis Assignment	10%	Ongoing (see below)
Final Term Test	40%	During exam period (date to be determined)

Course Format and Expectations

Strategic Analysis Assignments

At least once (and up to two times) during the semester, you must write up and send in an answer to the bolded assignment question for a particular week's case. You should only answer the one bolded question. This question can be found on Quercus under the assignments. The assignment is intended to help you develop your logical reasoning and communication skills. You should aim for clarity, strong organization, concision, professionalism, and correct grammar. How well you communicate your ideas will be considered in the evaluation of the assignment. Sources should always be correctly attributed; I have no preference as to the citation style (e.g., APA, MLA, Chicago) as long as citations appear.

Your write up should be no more than 2 pages (typed, double-spaced, 12-point font). Please include your name (full names, not nicknames) as well as your student ID number on your write-up. These are to be turned in electronically on Quercus before the start of the class in which the case is being discussed.

You are free to choose which week you would like to complete and submit your strategic analysis assignment. There are four weeks (2 before, and 2 after the midterm) when you can submit an assignment. I highly recommend completing two strategic analysis assignments as these will be great practice (and an opportunity to receive feedback) for the final term test. However, you do have a choice to complete one only. If you choose to complete two assignments, the assignment with the higher grade will be used for your overall grade.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking. 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 can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Quizzes

In weeks 2, 4, 8 and 10, I will post a short quiz on Quercus about the case study or reading assigned that week. The quiz will contain 5 multiple choice questions about certain aspects of the case or reading. If you have done the reading you should be able to answer all of these questions without difficulty. The purpose of these quizzes is to make sure you're paying the right level of attention in your readings. Quizzes will be posted online a week before they are due. Each quiz will be due before the class in which it will be discussed.

Class Participation

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. As such, regular class attendance and class participation are a critical part of this course.

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.

As class participation is a graded component of the course, students will be evaluated on the following:

1. 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?
2. 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?
3. 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?
4. Integrative Thinking: Is there a willingness to challenge the ideas that are being expressed? Is there a willingness to test new ideas? Do you integrate material from past classes or the readings where appropriate? Do your comments reflect cumulative learning over the course, or do you merely consider each case in isolation?
5. Clarity: Are your comments succinct and understandable?

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). Being "wrong" will not count against you, but it will also not help. 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.

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 me 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. 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 with me. Do not hesitate to reach about this issue and we will work together to come up with ways to facilitate your participation.

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.

Mid-term Test

A mid-term test will take place on March 2nd. This will be an individual, closed book exam. The midterm will consist of multiple-choice questions. I will provide more information on the structure of the exam in advance of the midterm date.

Final Term Test

There will be a closed-book 3-hour individual final online assessment scheduled during the exam period. This exam will consist of short-answer and long-answer (i.e., paragraph) questions that span the entire semester's coursework. I will provide you with more information on the structure of the exam by the final day of class. Exam period: Tuesday April 11 to Friday April 28, 2023.

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

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. Please email your documents to rotmancommerce.info@utoronto.ca

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

Students who miss the mid-term test, a quiz, or the strategic analysis assignment **and** provide the appropriate documentation will have their grade percentages reallocated to the remaining test, quizzes, or assignment. For example, if you miss the midterm, your final exam will count for 65% of your grade.

If you are unable to make the final exam for reasons beyond your control and follow the steps above, a make up final will be provided. This does not apply to cases where you have already begun the final test.

Late Assignments

All assignments are due on the date and at the time specified in Quercus or the syllabus. Late submissions will not be accepted.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor to have their grade for that assignment reapportioned. 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 [email Accessibility Services](#) or [visit the Accessibility Services website for more information](#) as soon as possible. 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.

Original

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

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 the [Information Commons Help Desk](#).

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.

Weekly Schedule

	Date	Topic	Details	Reading	Quiz/ Strategic Analysis
1	Jan 12	Introduction to Strategy	Introduction to central concepts of firm strategy, including competitive advantage, fit, trade-offs, and operational effectiveness, among others. Overview of syllabus and expectations for the course and each other.	Porter, Michael. 1996. "What is Strategy?" (Find on Quercus)	
2	Jan 19	Industry Analysis and Value Capture (1)	How do industries matter to firm performance and strategy? We will discuss the concept of industry structure and use Porter's 5 Forces Framework to explore how industry structure influences average firm profits. We'll also discuss how firms can respond strategically to those industry conditions.	Porter, Michael. 2008. "The Five Competitive Forces that Shape Strategy" (Find on Quercus)	Quiz
3	Jan 26	Industry Analysis and Value Capture (2)	Building off Porter's 5 Forces Framework, we will use the Cola Wars case to explore the carbonated soft drink and bottling industry structures, as well as how Coke and Pepsi formulated strategies to shape those industries in their favor.	Cola Wars Continued: Coke and Pepsi in 2010 (HBSP 9-711-462)	Strategic analysis
4	Feb 2	Competitive Positioning (1)	How do firms formulate strategy to achieve a sustainable competitive advantage? We will introduce the value creation and capture (VCC) model and use it to understand low-cost and differentiation strategies. We will discuss Walmart's positioning, activities and its options for growth.	Ghemawat & Rivkin, "Creating Competitive Advantage" (HBSP 9-798-062) Walmart: In Search of Renewed Growth (CCW080408)	Quiz
5	Feb 9	Competitive Positioning (2)	Building on the VCC model we learned about in the previous class, we will continue to explore how firms create and capture value by formulating a concrete strategy. We will also discuss the sustainability of competitive advantage in the face of a changing industry.	ZARA: Fast Fashion in the Digital Age (Find on Quercus)	Strategic analysis
6	Feb 16	Strategy and Sustainability	Businesses are increasingly aiming to maximize not just their profits and growth, but also their social and environmental impact. How should we think of sustainability in context of the	Sustainability at IKEA Group (HBSP 515-033)	

	Date	Topic	Details	Reading	Quiz/ Strategic Analysis
			VCC model? We will consider sustainability initiatives at IKEA Group and their fit with their strategy and positioning.		
7	Mar 2	Midterm	In-class Midterm		
8	Mar 9	Corporate Strategy (1)	What does strategy look like when a firm is engaged in multiple industries? In this class we will move beyond business level strategy to consider corporate level strategy and will discuss a LIVE case (i.e., a current or recent merger or acquisition covered in popular press).	Ghemawat, Pankaj and Rivkin, Jan. 2010. "Choosing Corporate Scope" (Find on Quercus page) Instructor posted materials for "LIVE" case discussion (TBD 2 nd week of class)	Quiz
9	Mar 16	Corporate Strategy (2)	Building on the framework from the previous class, we will explore Disney's corporate strategy in the past and more recently in its acquisition of Pixar and Marvel and move into streaming.	The Walt Disney Company: If You Give this Mouse a Focus (CCW140403)	Strategic analysis
10	Mar 23	Innovation Strategy (1)	We will discuss disruptive innovation as one reason big and experienced firms sometimes fail. We'll also talk about how to guard against being 'disrupted.'	Netflix: Continuous Innovation or Self Destruction? (CCW160403)	Quiz
11	March 30	Innovation Strategy (2)	We will discuss platforms as a new business model, and the importance of attracting two distinct users for platform strategy, as well as the tools firms use to innovate within their existing business model.	Uber: Driving into Uncharted Territory (CCW160415)	Strategic analysis
12	Apr 6	Course recap & Conclusion		Gavetti & Rivkin, "Use and Abuse of Analogies" (HBSP 9-703-429)	

Please note that the last day you can drop this course without academic penalty is March 19, 2023.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print

- Request for Special Consideration Form: <https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/>
- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>