McMaster University | DeGroote School of Business

IBH 3BB3 Strategy for Organizations
Fall 2026 Course Outline

Strategic Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course is designed to unify the functional knowledge you have gained thus far in the program. This course will also give you a working knowledge of how for-profit, social enterprises and non-profit organizations *create* (and *capture)* value to gain and sustain competitive advantage. This course will enhance your capacity to do the job of a general manager responsible for setting strategy and managing performance.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Brent McKnight
Instructor
bmcknight@mcmaster.ca
Office: DSB 210
Office Hours: After or before class and by appointment. At times I will schedule office hours close to important deliverables.

TA
Anika Patel
patea261@mcmaster.ca

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
A2L:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guests:	Yes

COURSE DESCRIPTION

In this course, students will explore frameworks that help them conduct strategic analysis as well as formulate and implement new strategies to improve organizational performance. The course is structured to provide strategic management tools and frameworks to assist organizations of all types, from public and private for-profit firms through social businesses and social enterprises to non-profit and charitable organizations. Through case-based discussion, guest speakers, and experiential exercises, students will be pushed to answer key questions such as: How do organizations across the for-profit and non-profit continuum define their purpose, and conceptualize, create, and capture value? How do these organizations analyze strategic opportunities and structure effective investments? What is the nature of competitive advantage in for-profit and non-profit contexts and how is it gained and sustained?

The course serves as an opportunity to develop skills for strategic thinking and analysis, leadership, communication, teamwork, and cross-functional integration. What you will learn in this course has utility beyond the senior leadership of organizations. Increasingly, organizations need employees that can think strategically and understand how their actions contribute to the overall success of the organization as well as the impact that organizations have in the broader society.

STRATEGIC MANAGEMENT LEARNING OUTCOMES

Upon completion of this course, students should be able to complete the following key tasks:

- Assess an organization's performance.
- Analyze how an organization's strategy sustains competitive advantage identifying both strengths and weaknesses.
- Conduct rigorous internal and external environment analysis using strategic management frameworks.
- Understand how strategic management is similar and different across for-profit, social enterprise and non-profit contexts.
- Formulate new business-level strategies under a range of different contexts.

COURSE MATERIALS AND READINGS

Material Description	**Cost**
Courseware Ivey Publishing https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000006FNfB2AW	$50.20
Strategic Management OER Textbook (reference) – Ketchen and Shook https://opentextbc.ca/strategicmanagement/	Free
Course website http://avenue.mcmaster.ca Slides, readings, assignment details, rubrics, and communication	Free
Top Hat Membership	Free

Note the Avenue site is an important communication platform for this course. You should develop the habit of checking the course page regularly. It is your responsibility to ensure that your e-mail address and account settings in Avenue are correct for you to receive messages.

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system prior to class.

You can visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as provides a brief overview to get you up and running on the system.

An email invitation will be sent to you, but if you don't receive this email, you can register by simply visiting our course website. Our Course Join Code and websites are:

120776 https://app-ca.tophat.com/e/120776/

Should you require assistance with Top Hat at any time, please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-549

EVALUATIVE COMPONENTS

GRADE COMPONENT	WEIGHT	DESCRIPTION
Engagement (individual)	**20%**	5%: Pre-Class Quizzes and In-Class Reflection (TopHat, Synch) 15%: Participation (Synch, In-Person and Zoom)
Midterm (individual and shared)	**20%**	15%: Individual MC test (Synch) 5%: Group MC test (Synch)
Final Case Exam (individual and shared)	**40%**	10%: Live Case Analysis (shared) (A2L) 20%: Live Case Exam (individual) (A2L) 10%: Presentation to Executives (shared) (Synch, In-Person and Zoom)
Building a Theory of Change (shared)	**20%**	5%: Draft Theory of Change Presentation (A2L) 15% Final Theory of Change Presentation (Synch, In-Person and Zoom)

COURSE DELIVERABLES

Classroom Engagement (20% individual)

Pre-Class Quizzes and In-Class Reflection (5%). Each class in this course focuses on a particular topic important for properly understanding strategic management. To guide your learning, prior to class you will answer questions pertaining to a) the prepared case, and b) strategic concepts and readings. The Top Hat platform will be used to facilitate this and aggregate answers will be shared during class to enhance learning.

At the end of each class, you will write short reflections. These will be written in booklets that will be collected at the end of each class. These will constitute half of this portion of your grade (5% of your final grade).

In Class Participation (15%). The daily classroom discussion represents a unique opportunity for you to develop and enhance your confidence and skill in articulating a personal position, reacting to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. Much of your learning will come from these classroom experiences.

IMPORTANT: Class should be treated as a professional meeting. If you are unable to attend a class or if you are going to be late, please email the professor *prior* to the start of class. Failure to do so will result in penalties to your classroom engagement grade. Students are permitted one absence per term.

You are expected to come to each class having read cases and assigned readings. Most of all, you are expected to come to class with a readiness and willingness to contribute to class discussion. Close to half of each class will be focused on case discussions. It is not possible to contribute without having sufficiently prepared for the case. Analyzing the case using the tools and frameworks from the textbook and past classes will give you valuable insights.

A good contribution involves presenting a clear opinion, expressing it civilly, and supporting the opinion with sound logic. Every student shares the responsibility of creating an environment where each member of the class feels comfortable offering his or her opinion. Learning from others and contributing to the learning of others through the experience and insights you share is a key part of this learning process. Contribution will be graded based on quality, quantity, and consistency. Some of the things that will determine a contribution include:

a) Relevance – Do your comments speak directly to the issues and concepts being addressed? Do they extend our understanding of those issues or concepts? Do they reflect your adequate preparation to participate in the discussion?
b) Additivity – Do your comments reflect active listening to the comments of other class members? Have they incorporated insights introduced earlier and built upon them?
c) Substance – Do your comments make a real contribution to the ideas being exchanged? Has anything new been gained from your contribution to the discussion?
d) Persuasiveness – Have your points been well articulated, argued, and supported? Are your arguments convincing?
e) Questioning – Have your comments reasonably questioned the comments of others or challenged their assumptions without disparaging the person who offered them?
f) Amount of participation (this does NOT mean dominating the discussion, rather frequency of additive comments).

Participation will be graded by an in-class TA and/or peer grading.

Multiple Choice Midterm (15% individual and 5% shared)

This is an in-class multiple choice exam. The exam will cover material from the ***first 5 classes*** (Strategic management concepts, not case facts or details). This midterm has been created using pedagogical innovations shown to improve learning outcomes.

Generating Multiple Choice Questions. Students are called upon to create the multiple-choice questions that will constitute the exam. By the **Friday (11:59pm)** following each of the **first 5 classes** (excluding the week of the Theory of Change Showcase), students will submit one (1) multiple-choice question based on content from the required readings and/or classroom learning. The purpose of doing this is to encourage you to actively identify important strategic management concepts.

Each question should be accompanied by 4 potential answers (a through d) with the correct answer clearly identified. Students will also explain why this question was Questions must be submitted to the link found under Course Administration on Avenue.

You can improve prior multiple-choice submissions by submitting a new, updated questions for previous weeks.

Strong questions and answers should:

- Be clearly worded and not misleading.
- There must be one, and only one, correct answer.
- Demonstrate understanding of strategic management concepts taught in class.
- Present a range of difficulty–questions should not have an obvious answer.
- Reflect either learning from readings or learning from classroom discussion.
- Questions should not be specific to teaching cases from class. For example, do not ask a question about what strategy Amazon adopted.

There is a presentation on Avenue under Course Administration with some tips on writing strong multiple-choice questions.

The strongest ~60 questions will be selected for inclusion on the multiple-choice test. It is therefore in your best interest to produce high quality questions, because these will be only minimally altered before examination (corrected as necessary). The professor reserves the right to add questions beyond those submitted by students as necessary.

As a strong incentive, if at least one of your questions is used to create the midterm, you will receive **one bonus mark/percent** on your final course grade. This is a valuable incentive as it can be the difference between a B+ and an A- (for example)!

Group Exam Writing. You will first write the multiple-choice exam individually. Once completed individually, students will get into their course groups to complete the same test. Writing tests in groups has been showing to improve learning outcomes. The course groups will be the same for the midterm, live case exam, and theory of change assignment. The individual submission will account for 15% of the final grade while the group submission will account for an additional 5%. Students who score individually better than their group will receive their individual test score weighted for the full 20%.

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course but not necessary.

This exam will leverage the Avenue 2 Learn testing facility and your laptop, so bring what you need to sign in. That includes whatever device you might require to authenticate access.

Live Final Case Exam (20% individual case exam) and (20% shared analysis and presentation)

Your final exam is a live case that starts right after the Fall break. A real executive will make a presentation in your class detailing their organization, industry, and their strategic problem(s). You will receive an approximately 5-page case detailing the organization along with documents as appropriate. In addition, you will continue to engage the client, asking questions and clarifying the problem throughout the duration of the course.

You may be asked to sign a non-disclosure agreement (NDA) in support of this project.

Please acknowledge intellectual debts and facts and figures in your case. Pick a consistent approach using either endnotes or footnotes. You may draw on the library citation guide (https://library.mcmaster.ca/sites/default/files/businesscitation.pdf).

The case exam takes place in three parts; two of which you will work in your groups to accomplish.

PART 1: Live Case - Analysis **(Shared 10%)**

In the first phase, students will work in their course groups to analyze the organization's internal and external environments. Throughout the course students will gain familiarity with how to apply strategic analysis frameworks and these tools should be used in this analysis. This case *analysis* will be graded both on thoroughness and detail as well as how the analysis highlights "so what" implications from the internal and external analysis.

Pet Peeve incoming: While a SWOT analysis can be a useful brainstorming exercise, the strategy tools taught in the class are better ways of organizing this information. Strengths and weaknesses are best organized through VRIO analysis, value chain, and strategic understanding through generic strategy identification and strategy diamond resource analysis whereas opportunities and threats are best organized through PEST, Porter's. Demonstrate a holistic understanding of how these tools inter-relate.

This analysis portion should be **8-10 pages**, 12-point Times New Roman, 1.5 spacing, 1-inch margins. The report must be completed in essay format and page limitation is inclusive of exhibits. Exhibits should be used to economize on space and focus on the so what implications of analysis. References including footnotes can take additional pages as necessary.

Student groups will submit their solutions through dropbox in Avenue. Submissions will be subject to the turnitin.com service and will be reviewed in accordance with the university's academic integrity policy.

Live Case analysis will be due to an Avenue dropbox**.** Exams that are handed in late will be penalized at a rate of 25% per day starting at 11:59pm two days following the due date.

PART 2: Live Case Exam **(Individual 20%)**

Students will submit solutions to the live case exam. These solutions constitute the recommendations you as a consultant are making to the client. This case exam will be graded on how well the proposed solution demonstrates an understanding of the client's situation, an assessment of strengths and weaknesses including internal and external strategic fit, as well as how

proposed solutions are argued to improve strategic fit and performance. ***Each case solution must be completed individually***.

Live Case Exam portion **maximum of 7 pages**, 12-point Times New Roman, 1.5 spacing, 1-inch margins. The report must be completed in essay format with enclosed exhibits. References including footnotes can take additional pages as necessary. Rather than reproduce your group's analysis, cite it like an existing published work ie "Group 5 Live Case Report, IBH 3BB3 course submission, October 2026." Do NOT append it to your live case solution as it will trigger Turnitin issues.

Students will submit their solutions through dropbox in Avenue. Submissions will be subject to the turnitin.com service and will be reviewed in accordance with the university's academic integrity policy. Please be careful to read the case exam instructions carefully.

Your final solution to the case will be due to Avenue. Exams that are handed in late will be penalized at a rate of 25% per day starting 11:59pm two days following the due date. Remember, these individual assignments need to be submitted before you can work in groups towards a final presentation!!

The case exam is considered the final comprehensive evaluation component of this course. As such, performance on this exam is critical for successful completion of this course.

PART 3: Presentation to Executives **(Shared 10%)**

Following submission of the individual portion of the case exam, students will work in their course groups. They will share and then discuss their individual case exam solutions to arrive at a final recommendation and solution for the client executives. Historically, the strongest presentations are those that have carefully considered the assumptions and insights behind each group member's individual solutions, and crafted a comprehensive solution in these groups, students will then prepare a **10-minute** presentation with supporting documentation for delivery as a final exam. Groups will have **5 additional minutes** to answer questions. This presentation will take place on the final day of class during normal class time.

Please submit presentations files and any other material through Avenue prior to the start of class on the day of presentation. ***Students will get a 0% for late or absent presentation files.***

Theory of Change Assignment (Shared 20%)

In this group assignment, you will work with a local agency provided through our partnership with the United Way of Halton and Hamilton to identify their challenges and craft a Theory of Change that identifies the Activities and Change Mechanisms that will lead to their desired Impacts and Outcomes for an Agency program.

Students will find the following resources useful for completing this assignment:

- Engines of Impact, Chapter 8: Scaling – On Avenue
- Theory of Change – Davide Hearle https://www.youtube.com/watch?v=IkpLmeVc5ck (3:23)

- Measuring your social impact: Theory of Change https://www.youtube.com/watch?v=dpb4AGT684U (2:25)
- https://www.thinknpc.org/resource-hub/ten-steps/ (resource for theory of change assignment)

For detailed Theory of Change assignment details, please refer to the **Theory of Change Assignment Details** document found on Avenue2Learn.

Throughout this assignment, you will work in groups with a local non-profit organization that will be assigned to you.

The Assignment includes the following components and activities

1. **Theory of Change Lecture:** Non-profit agencies associated with United Way Halton and Hamilton will attend a lecture introducing the concept of Theory of Change. Representatives from these agencies will be learning about the Theory of Change alongside you and some of them will offer up their organizations for experiential learning.
2. **Agency Data Gathering:** During the second week of the course students will work in groups conducting a 1-hour interview with your partner organization. A draft interview guide will be provided.
3. **Draft Theory of Change**: This involves completing a structured set of slides related to completing a theory of change including slides related to impacts, outcomes, activities, change mechanisms and a theory of change diagram. This draft will be reviewed, and feedback will be provided.
4. **Final Theory of Change**: Students will present theory final theory of change insights to their agency and others during an in-class theory of change showcase. These presentations will be tabletop, presenting just your group to our client. To be clear, it is not a formal presentation.

Component	**Date**	**Description**	**Grade Assignment**
Draft Theory of Change Slide Deck	Check schedule below	This presentation will be submitted on Avenue for feedback	5%
Final Theory of Change Slide Deck	In-Class – check schedule below	This table side discussion presentation will happen in the in-class Theory of Change Showcase	15%

Student groups should submit their Draft Theory of Change Slide Deck in a single file on Avenue. Late assignments will be penalized at a rate of 25% per day – the TA and instructor are slated to grade these the day following submission.

Please acknowledge intellectual debts and facts and figures in your case. Pick a consistent approach using either endnotes or footnotes. You may draw on the library citation guide (https://library.mcmaster.ca/sites/default/files/businesscitation.pdf).

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	C+	67 - 69
A	85 - 89	C	63 - 66
A-	80 - 84	C-	60 - 62
B+	77 - 79	D+	57 - 59
B	73 - 76	D	53 - 56
B-	70 - 72	D-	50 - 52
		F	00 - 49

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work" and the link below;

http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

More specific instructions for each assignment can be found above under Course Deliverables.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS

Students who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible. Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

GENERATIVE AI

Effective use of generative AI is an increasingly important skill in the workforce. To help you prepare for the workforce, I am supportive of students using generative AI in the process of completing assignments for this course.

Used well, AI can sharpen your analysis: it can stress-test recommendations, surface a counterargument you had not considered, or help you make sense of information faster.

However, used poorly, it becomes a substitute for the judgment this course is meant to build and it permits an offloading of the work that is intended to facilitate your learning. Using generative AI poorly in your career can have critical consequences as managers expect you to process, refine, and respond to the results of AI prompts before engaging with your work.

The expectation in the course is not to avoid generative AI but to use it mindfully, deliberately, transparently, and in a way that extends your own thinking rather than replacing it.

A more complete set of instructions for mindfully using Generative AI is to be found on Avenue2Learn and will be discussed in class.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 3BB3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Week	Overview and Learning Goals	Readings, Cases, and Class Activities	Dates and Deadlines
1 Week of Sept 7th	**Introduction to Strategic Management** ● Introduction to the Course ● What is strategy? ● Theory of Change Introduction	● **Lecture**: What is Strategy? ● **Reading**: Porter, M. E. (1996). What is strategy? In *Harvard business review* (Vol. 74, Number 6, pp. 61–78) – Available free through library ● **Lecture:** Theory of Change Lecture	*MC Question Due Friday 11:59pm*
2 Week of Sept 14th	**Analysis of the External Environment – Problem Space** ● Models of rivalry and competition ● Industry analysis ● Understanding problem space	● **Case**: Cola Wars Continue: Coke and Pepsi in 2010 ● **Lecture and Exercise**: Conducting external industry analysis	*MC Question Due Friday 11:59pm* *Theory of Change Interviews*
3 Week of Sept 21st	**Resources and Capabilities** ● Resource Based View ● Capabilities ● VRIO Model ● Performance Matrix	● **Case**: Aldi and the Hard-Discounters March Across America ● **Exercise**: Understanding Capabilities	*MC Question Due Friday 11:59pm* *Draft Theory of Change due September 27th 11:59pm*
Week of Sept 28th	**TRUTH AND RECONCILIATION – No Class**		*Book your Theory of Change Office (Half) Hour*
4 October 5th	**Business-Level Strategy** ● Generic business strategies ● Willingness to pay	● **Case**: Ferrari: Shifting to Carbon Neutrality ● **Watch:** Generic Strategies Mini-Lecture https://www.youtube.com/watch?v=V14kuqYEsxE (5 minutes) ● Theory of Change presentations – 10:30-12:30pm (note extended hours)	*MC Question Due Friday 11:59pm*
Week of Oct 12th	Midterm Recess		

5 Week of Oct 19th	**Understanding the Value Chain** • Value Chain • Build, Borrow or Buy	• **Case**: Netflix: Will Content be Enough • **Workshop:** Live Case presentation	*MC Question Due Friday 11:59pm*
6 Week of Oct 25th	**Collective Impact and Scaling** • Collective Impact • Scaling, Replicating and Growth • Certification systems	• **Case**: Dell: Upcycling Ocean Plastics Through Supply Chain Innovation • **Read**: "Scaling" from Engine of Impact – Chapter 8 in eReserves on Avenue • **Lecture and Exercise**: Scalability and Replicability • **Midterm Review**	*Live Case Questions due Monday October 25th at 11:59pm*
Week of Nov 2nd	In Class Midterm Exam		
7 Week of Nov 9th	**Identifying Strategy Gaps** • Strategic alignment	• **Case:** Harry Rosen Inc: Tackling the Next Round of Digital Disruption • **Live Case Workshop:** Identifying gaps while in groups and looking to solutions	
8 Week of Nov 16th	**Creating sustainable value through innovation** • Stakeholders and Shareholders • Managerial Perception • Greenwashing	• **Case:** Interface: The Journey Towards Carbon Negative • **Guest**: Meaghan McKnight, CEO of Make-a-Wish Canada	*Live Case – Group Analysis due Sunday November 15th 11:59pm*
9 Week of Nov 23rd	Live Case	• **Live Case with Client**	
Week of Nov 30th	**Implementing Strategy** • Structure, Culture, and Capabilities • Crisis Curve	• **Case**: Will a Bank's New Technology Help or Hurt Morale?	*Individual Live Case – Strategy due Sunday November 29th 11:59pm*
Week of Dec 7th	Final Client Presentations	Final group presentations	*Final Live Case Presentations in class*

Learning Objectives Class 1 – Introduction to Strategy and Theory of Change[1]

LEARNING OBJECTIVES

1. Form an opinion on what strategy is, and is not
2. Understand the Theory of Change framework

REQUIRED READING

- Porter, M.E. 1996 What is Strategy, Harvard Business Review – find it for free at the library
- The way we think about charity is dead wrong (19:47 minutes video) https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong

FURTHER READING

- Ketchen and Short Chapter 1 and 2
- A plan is not a Strategy (Video 9:31) https://www.youtube.com/watch?v=iuYlGRnC7J8

Class 2 – Analysis of External Environment – Problem Space

LEARNING OBJECTIVES

1. Assess what drives industry profitability using Porter's 5 Forces
2. Analyze how industry profitability changes over time using PEST and strategic foresight
3. Understand strategies to influence firm profitability given industry conditions

REQUIRED READING

- Industry Analysis Video 1 https://www.youtube.com/watch?v=UUKAX0E4ckM (12:52 minute video)
- Industry Analysis Video 2 https://www.youtube.com/watch?v=LMZS2l0Urck (10:35 minute video)

FURTHER READING

- Ketchen and Short - Chapter 3
- Confronting Uncertainty in Strategy https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/how-to-confront-uncertainty-in-your-strategy

Class 3 – Resources and Capabilities

LEARNING OBJECTIVES

1. Articulate the critical assumptions of the resource-based view
2. Apply the VRIO framework to assess the competitive implications of a firm's resources
3. Understand and explain how a capability is distinguished from a resource
4. Explore how resources and capabilities are built and evolved
5. Understand and apply the performance matrix

REQUIRED READING

- VRIO Model https://www.strategicmanagementinsight.com/tools/vrio.html

[1] The first person to email me saying they saw this in the syllabus gets a 1% bonus on their final grade.

- Searching for Sustained Success – Focus on Organizational Health https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/the-organization-blog/searching-for-sustained-success-focus-on-organizational-health

FURTHER READING

- Ketchen and Short Chapter 4

Class 4 – Business Level Strategy

LEARNING OBJECTIVES

1. Define business level strategy and strategic positioning.
2. Explain what it means to be "stuck in the middle" and its implications for firm performance.
3. Use the Value, Price, and Cost framework to explain sources of competitive advantage.
4. Explain what willingness to pay means and its connection to strategy

REQUIRED READING

- Generic Strategies Mini-Lecture (Video 4:47) https://www.youtube.com/watch?v=V14kuqYEsxE

FURTHER READING

- Ketchen and Short Chapter 5 and 6

Class 5 – *Understanding the Value Chain*

LEARNING OBJECTIVES

1. Understand how firm and industry value chains intersect
2. Understand how firms close capability gaps using the build, borrow and buy framework

REQUIRED READING

- What is Value Chain Analysis https://online.hbs.edu/blog/post/what-is-value-chain-analysis
- Corporate Growing Pains: Build, Borrow or Buy? https://knowledge.insead.edu/strategy/corporate-growing-pains-build-borrow-or-buy-2318

Class 6 – Collective Impact and Scaling

LEARNING OBJECTIVES

1. Understand the conditions for successful collective impact initiatives
2. Understand and distinguish scaling and replication as growth options for organizations
3. Understand how to assess impact including the concept of additionality

REQUIRED READING

- Engines of Impact, Chapter 8: Scaling – eReserves on Avenue
- Collective Impact https://ssir.org/articles/entry/collective_impact

Class 7 – Identifying Strategy Gaps

LEARNING OBJECTIVES

1. Understand how to diagnose the sources of strategic misalignment between a firm's internal capabilities and the demands of its external competitive environment.

2. Evaluate whether a strategic gap represents a temporary vulnerability or a more fundamental obsolescence of the firm's competitive position
3. Assess strategic options for closing a strategic gap

Class 8 – Creating Sustainable Value through Innovation

LEARNING OBJECTIVES

1. Understand the relationship between sustainability and strategy
2. Understand the mechanisms of first mover advantage

REQUIRED READING

- Milton Friedman On The Social Responsibility Of Business https://publish.uwo.ca/~cyano/UWOTrick/Past_Handouts_files/Friedman,%20NYTM%201970.pdf

Class 9 - Implementing Strategic Change

LEARNING OBJECTIVES

1. Understand the levers managers use to effect strategic change.
2. Understand the critical importance of culture to strategy.

FURTHER READING

- Ketchen and Short Chapter 9 and Chapter 10