



Fall 2018

6500:490 - STRATEGIC MANAGEMENT

3 credits

COURSE SYLLABUS

College of Business Administration

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Department of Management
370 CBA
Office Hours: T Th 11:30 am – 1:00 pm
2:30 – 5:30
Also by appointment & e-mail

Course Information

Course Description: 6500: 490 - STRATEGIC MANAGEMENT - 3 credits

Capstone course: Integrates the core business disciplines (accounting, economics, finance, management, and marketing) through the use of case analysis. Objective and strategy formulation from an administrative viewpoint and international dimension. Emphasis on oral and written communications.

Prerequisites

Prerequisites: Admission to College of Bus Admin, 97 credits in which 15 credit hrs., or half of major coursework must be completed, along with the CORE; and 6200:202, 250; 6400:301 or 310, 220 or (321 and 322); 6500:305 or 222, 330 and 301; 6600:205; 6800:305.

CBA Learning Goals:

- Master integrated business knowledge
- Analyze data using quantitative techniques
- Be informed decision makers
- Develop leadership and collaboration competencies
- Use writing and oral communication skills to persuade and to mobilize action
- Demonstrate a global perspective and cross-cultural awareness
- Recognize and understand how to address ethical concerns

Course Overview

The course will be partially hybridized in that some lecture/case analysis will be on-line via the spring board.

Business firms operate in a wide variety of environmental settings. The markets and industries within which firms operate are often uncertain, complex, ambiguous and dynamic. There are seldom clear cut policies or decisions and they often have to be developed and implemented with limited information.

Strategic Management is the study of how a firm establishes and sustains a competitive advantage in such market(s). Firms are primarily concerned about allocative efficiency, industry positioning, and profitability. However, many forces, including human resources may shape profitability and industry positioning.

Academically the discipline is a crafted blend of case studies, field research, and quantitative studies that is largely built upon a micro-economic foundation based on the conceptual frameworks of Michael Porter and other researchers.

Strategic management incorporates perspectives from all business functions. Because it focuses on both the firm's internal managerial decision making processes and its external market/industry/environments, it is conceptual and integrative in nature, and requires a very broad perspective of how firms function.

A general understanding of applied microeconomic principles is often required and, in this course, a strong applied economic perspective is used by the instructor.

However, it should be noted that case studies best exemplify the conditions, issues and decisions facing a business firm and are of immense importance for understanding the problems and issues that a firms must resolve in order to develop, implement and manage a strategic position in a market/industry.

As a result, case study analysis is primary and critical in the learning process and activities of this course.

Required Texts and Materials

Strategic Management Concepts and Case, Second Edition. ISBN 9781119411161

– 1. Loose leaf, Jeff Dyer, Paul Godfrey, Robert Jensen and David Bryce, (paper), John Wiley & Sons, Inc., 2018

Please make sure you buy the text that has all of the cases. **We will NOT be using any of the extra Wiley on-line material** so there is no need for you to purchase a code or buy a text with a code.

COURSE OBJECTIVES

- (1) Provide a working vocabulary of the major terms and definitions in the field of strategic management/business policy;
- (2) Identify and describe the major market forces impacting the strategic performance of the firm using the major conceptual frameworks and tools of competitive analysis;
- (3) Develop and apply the analytical/problem solving skills utilized in the development of business strategies and competitive advantage;
- (4) Integrate and apply knowledge gained in earlier core business courses in case analysis;
- (5) illustrate the analytical/problem solving skills utilized in the development of business strategies and competitive advantage;
- (6) assess how the major cultural, political and institutional forces impact the strategic performance of a firm;
- (7) describe the major ethical issues embodied in the strategic decision-making process;
- (8) assess the impact of ethical issues on the firm's strategic performance;
- (9) improve managerial decision making capabilities through case analysis;
- (10) structure and assess a business market/industry through a case analysis format; and
- (11) Improve verbal communication and writing skills.

These objectives are accomplished through the use of:

- (1) Assigned text readings;
- (2) Class lectures and discussions;
- (3) Film clips;
- (4) Class presentation of a firm's business strategy; and
- (4) Case study analysis and discussion.

Course Policies and Expectations

Attendance

I will take attendance for developmental purposes but it may be used in cases where borderline point scores are earned in the D and F range.

Attendance is **required** and will be taken during the **Strategic Analysis and Assessment Company Report presentations**. Failure to attend will result in a 4 point reduction per missed presentation of the final course point total.

Please let me know in advance when you may be absent from the class.

Participation

Students are responsible for completing and submitting all assignments (in Word) to the appropriate Brightspace **Assignment** drop before the due date. You are responsible for clearly labeling your papers so I can identify your submission. For example, use your first and last name in the filename along with the assignment number. You are also responsible for submitting files in a **format Word** and/or pptx. **Do not use any other formats.**

Students are responsible for maintaining copies of your work and verifying that your **Assignment** drop (submission has been received). You will receive an email confirmation when you submit assignments. You will be also able to track your submissions in Brightspace.

You are responsible for completing all quizzes and assignments before the due date. Technical challenges are not an acceptable excuse for missing deadlines. You must ensure that you have access to a working computer at all times. Please do not wait until the deadline to submit assignments. If you do experience any technical issues, please contact the I.T. Help Desk and ensure that the issue is tracked through the Footprints ticketing system.

If you have any questions or concerns about any of the assignments or your performance, please contact me immediately. Do not wait until the assignment is due or your performance cannot be rectified.

Make-up Examinations

Make-up exams are available only in exceptional circumstances and only for students with excused absences and will be considered only if notification of your absence was given prior to the test (when possible), and documentation of your absence is provided before or after the test.

Please do not schedule any flights and/or vacations that conflict with your designated sectional final examination period. All students will take Examination III in accordance to their designated sectional time.

Withdrawal Policy

A student may drop a course through the 14th calendar day of a semester or proportionately equivalent dates during summer sessions, intersession and other course terms. A “drop” will not appear on your transcript. The class simply “disappears.”

After the 14th calendar day period, students may withdraw from a course through “**My Akron**” until the 49th calendar day of a semester or proportionally equivalent dates during summer session, intersession, and other course terms. If you withdraw, a “WD” will appear on your transcript. You should know that a withdrawal may affect your financial aid, eligibility for on-campus employment and eligibility for insurance. Speak with your advisor for details.

A student who leaves a course without completing the coursework and without going through the withdrawal procedure will be given an “F” for the course.

Questions regarding your registration can be addressed by the [Office of the Registrar](#), 330-972-5400. [The official University Withdrawal Policy is located here.](#)

For undergraduate students only:

You must consult your academic advisor:

Before withdrawing from more than two courses before you have earned 32 credits; and before withdrawing from more than two courses after you have earned 32 credits but before you have earned 64 credits. (This does not count withdrawals that occurred before you earned 32 credits.)

You may not withdraw from more than four courses before you have earned 64 credits.

You may not withdraw from the same course more than twice.

Exceptions may be made for extraordinary non-academic reasons (e.g., medical treatment or convalescence, military service).

Incompletes

An Incomplete grade indicates that the student has completed passing work but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the “I” to an “F.” When the work is satisfactorily completed within the allotted time the “I” is converted to the grade that the student has earned. Permission to obtain an Incomplete is not common. Talk with your instructor and advisor about your specific situation.

Student Conduct and Community Standards

Academic Integrity

Integrity of scholarship is essential for the university community. The University community is governed by the policies and regulations contained with the Code of Student Conduct and enforced by the Department of Student Conduct and Community Standards. The University of Akron. You can find more information here: www.uakron.edu/studentconduct

It is each student's responsibility to know what constitutes student academic misconduct, and to seek clarification directly from the instructor if necessary. Examples of academic misconduct include, but are not limited to:

Plagiarism (intentional or unintentional representation of ideas or works of another author or creator, in whole or in part, without properly citing the original source for those ideas or works)

The use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Use of unauthorized assistance in taking quizzes, tests, or examinations.

Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course, without permission of the faculty member.

Use of sources prohibited by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments.

Inappropriate acquisition and/or improper distribution of tests or other academic materials without the permission of the faculty member.

Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or during class discussion.

Knowingly furnishing false or misleading information to university officials or faculty members

If the instructor suspects that a student has violated the Academic Misconduct provision in the Code of Student Conduct, action will be taken as outlined in the Code of Student Conduct.

Classroom Behavior

Professional and considerate behavior during class is required.

Specific items mentioned in the Code of Student Conduct include:

Intimidating or threatening behavior

Disorderly or disruptive behavior

Disrupting or obstructing the functioning of the University

Use of an electronic device to make an audio or video recording of someone without consent

Electronic Devices

I cannot effectively conduct a class if you are using your iPhone and/or “surfing the web” while I lecture, hold class discussions and/or show film. If this occurs I will politely ask you stop the activity. If it continues in further classes, you will not be permitted to use such devices for the remainder of the course.

Video and/or tape recording of any class lectures/class exercises are strictly prohibited unless such recordings or tapings are cleared with the instructor and the Office of Accessibility.

I understand how emergency phone calls and texts can occur during class. If you receive please go outside and attend to the call or text and then return to class.

Failure to comply

Engaging in or threatening physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens the welfare or safety of any person.

Behavior that the student knew or reasonably should have known would cause a disruption or obstruction of teaching or research.

Harassment

The University of Akron is committed to providing an environment free of all forms of discrimination, including sexual violence and sexual harassment. This includes instances of attempted and/or completed sexual assault, domestic and dating violence, gender-based stalking, and sexual harassment.

Please know the majority of other University of Akron employees, including faculty members, are considered to be “responsible employees” under the law and are required to report sexual harassment and sexual violence. If you tell me about a situation, I will be required to report it to the Title IX Coordinator and possibly the police.

You will still have options about how your case will be handled, including whether or not you wish to pursue a law enforcement or complaint process. You have a range of options available and we want to ensure you have access to the resources you need. Additional information, resources, support and the University of Akron protocols for responding to sexual violence are available at uakron.edu/Title-IX.

Support

Technical Support

If you have computer or software questions or require technical assistance, please contact the I.T. Help Desk:

By Phone: 330-972-6888

By Email: support@uakron.edu.

The web site for Zip Support can be found here: <http://www.uakron.edu/helpdesk/>

Springboard self-help can be found here:

http://www.uakron.edu/it/instructional_services/dds/springboard/springboard-student_resources.dot

Academic Support

The Writing Commons, Writing Lab, and Writing Center

The University of Akron provides free assistance to currently enrolled students. Writing help can be obtained in the Bierce Library Writing Commons.

Information on the Writing Commons and eTutoring can be found here:

http://www.uakron.edu/it/instructional_services/dds/springboard/springboard-student_resources.dot

Additional Research and Writing Support

UA Library Business & Management Research Guide:

http://libguides.uakron.edu/business_management

[Purdue Owl Online Writing Lab](#)

[Purdue Owl APA Style Guide](#)

[Purdue Owl – Using research](#)

E-Tutoring

The University of Akron also offers online tutoring, called e-Tutoring, which is provided through the Ohio e-Tutoring Collaborative. Students at The University of Akron have access to online tutoring in Writing, Accounting, Chemistry, Math (through Calculus II), and Statistics.

The Online Writing Lab allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor's comments in approximately 24 to 48 hours.

You may submit up to three drafts per paper. E-Chat will allow you to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment. Offline questions will allow you to leave a specific question for an e-Tutor, who will respond within 48 hours (but usually sooner).

Information on e-Tutoring can be found here:

<https://www.etutoring.org/login.cfm?institutionid=263&returnPage>

Accessibility

Any student who has a disability that substantially limits learning in a higher education setting may contact [the Office of Accessibility](#) for information regarding eligibility for reasonable accommodations. The office telephone number is (330) 972-7928 (Voice) or (330) 972-5764 (TDD). The office is located in Simmons Hall room 105. No special accommodations will be provided to students unless I have received information from that office.

Other Support

Confidential help is available. If you wish to speak to a professional, in confidence, please contact:

Rape Crisis Center – www.rccmsc.org – 24 Hour Hotline: 877-906-RAPE Office Located in the Student Recreation and Wellness Center 246 and the office number is: 330-972-6328

University Counseling and Testing Center – uakron.edu/counseling 330-972-7082

University Health Services – uakron.edu/healthservices 330-972-7808

Evaluation and Assessment

Grading Policy

The course grade will be determined the points earned with a point total of 400 points.

358 – 400 = A
354 – 357 = A-
350 – 353 = B+
318 – 349 = B
314 – 317 = B-
310 – 313 = C+
278 – 309 = C
274 – 277 = C-
270 – 273 = D+
238 – 269 = D
230 – 237 = D-
229 and below = F

I. Examinations (3)

(Each examination is worth 110 points or a total of 330 points)

Each examination consists of two parts:

Part I Multiple-Choice Examination: questions are taken only from the assigned chapter readings of the text. There will be 30 multiple choice questions worth 2 points each for a total of 60 points.

Multiple-choice Part and the Use of CHAPTER SUMMARY SHEETS

For the multiple-choice part **ONLY**, you may use chapter summary sheet which will be collected when you finish part I of the examination.

It cannot be used on the essay part of the examination.

Why use a summary sheet?

The purpose of this chapter summary sheet is to insure that students have read the assigned chapters in detail and taken notes from the chapters; however, Chapter Summary Sheets are not required to be completed for examinations.

Please note the following:

1. Chapter Summary Sheets must conform to a standard paper size (8 ½" by 11")
2. Chapter Summary Sheets must be done in your own handwriting and cannot be typed; photocopied and/or borrowed (they must be your own).
3. Chapter Summary Sheets are only used for Examination, Part I: Multiple-Choice.

Students may use ONE ***Chapter Summary Sheet PER ASSIGNED CHAPTER.***

Part II Essay Examination: The material for the essay questions is taken from lectures, class discussions, cases, exercises, films, and power point slides made available on Springboard. The point total will be equal to 50 points. Chapter Summary Sheets CANNOT be used on this part.

II. Strategic Analysis and Assessment Company Executive Summary with Presentation (application of the Five Forces Model) **60 point Total**

The instructor will assign you to groups of 3 – 5 members and the groups will perform a Five Forces Analysis of the company with an Executive Summary of the findings. The group will select a company to be assessed and must have the instructor's approval before beginning the assignment. The instructor will also provide a sheet of **DO NOT SELECT COMPANIES**. All reports must be submitted in WORD Docx format. **No other formats are acceptable.**

The power point presentation should be no more than 12 slides excluding title page and only be submitted to the instructor in the pptx format. Presentation and class discussion **should last no more than 20 minutes, including 5 minutes for questions.**

1. Power Point Presentation and class discussion = 20 points
2. Strategic Analysis and Assessment Five Forces Model Analysis (submitted) = 40 points.

The structure and format of the executive summary and Five Forces Model Analysis will be posted on springboard. You must strictly adhere to the format provided.

Please note that the division of labor i.e. the dividing up of group tasks, duties, and responsibilities are solely the responsibility of the group. There will be no evaluation of the group itself but only the outcome of the group, namely the written report and oral presentation.

However, member(s) of group not adequately contributing to the project may be removed from the project by a consensus of the group. This can be done by providing the instructor with a written request asking for the individual's removal, with rationale, and signed off by all remaining members of the group (consensus)

The removed individual has the option of writing their own analysis of a different company but will lose all points associated with the oral presentation.

III. Class Cases (10 point total)

Introductory Remarks

There will be 4 written cases used in the course. However, I will use various cases and case examples in my lectures.

Cases are a vital and important component of the learning process in this course. They should not be viewed as an “add-on” assignment but rather as a part of the course assigned readings.

My primary teaching methodology is to teach through the cases. This often utilizes lecture material not found in the text along with classroom discussions centered on the assigned cases.

Remember that in order to get the most from cases you must first effectively read them. You are provided with a case format in order to teach you how to structure and write a case analysis from the assigned case reading.

Objectives of the case analysis and class discussion are:

- 1) To teach you how to develop a structured way of reading a case and analyzing a business situation;
- 2) To assure the instructor that you have read the case in a comprehensive way; and
- 3) Having read the case to ensure the likelihood that you can make a significant contribution to class discussion and analysis.

It is important to note that this case analysis format can be used in any business situation requiring an analysis of industries, markets, and strategic policy decisions.

Also noted is that case analysis is my indirect measure of class participation by making sure that each student can actively participate in class discussions if called upon.

Assessment of submitted cases:

Cases will be simply assessed on the basis of Acceptable/Unacceptable.

An acceptable case will result in +2 points for the first two cases and +3 points for the last 2 cases

An unacceptable case but turned in = 0 points but no deduction from the final course point total and no loss of any potential curve on an examination.

Failure to turn in a case results in a – 4 points per missed case which is deducted from the final course point total and a proportional loss of any potential curve on each test.

My criteria for Acceptable/Unacceptable are based on the following assessment.

When I read the analysis I look for the following:

- 1) Is it evident, from the analysis, that the person has read the case; and
- 2) Having read the case, is there enough substance in the analysis to effectively contribute to class discussion?

In short, it pays to do the cases and I provided the format. All you have to do is read the case and structure your analysis to provided format.

When calculating any potential curve (points), in order to receive the curve, you must submit all cases before or on the deadline. Partial potential curve points are possible if some of the cases have been submitted appropriately. For example, 4 cases are assigned but only 2 are deemed acceptable/unacceptable. If there is a curve on any of the 3 examinations, then 50% of the curve will be given.

However - Credit for submission of all cases and deemed acceptable may be considered in situations where the final course grade borders on a D or F.

The Structured Case Analysis:

For each assigned case, you must drop box, on Spring Board, the analysis by appropriate deadline. The **Case Format** is posted on Spring Board so you must download it and fill in the analysis—follow the structure of the format exactly as it is.

Again, failure to complete a case assignment will lower the final course grade 4 points per missed submission.



Fall 2018
6500:490 - STRATEGIC MANAGEMENT

Below is the semester coverage and assignment. It is also found in your syllabus and I have posted this for convenience. Over the semester, there may be some minor adjustments

Week 1: August 27th – August 31st

Introduction to the course

Module I: Strategy Foundations and External Environment

Read and Note:

Chapter 1: What is Business Strategy?

Chapter 2: External Environment Analysis: Opportunities and Threats

Week 2: September 3rd – September 7th

September 3rd Labor Day Holiday (Monday)

Module I: Strategy Foundations and External Environment

Read and Note:

Chapter 1: What is Business Strategy?

Chapter 2: External Environment Analysis: Opportunities and Threats

Module II: The Nature of Business Unit Competitive Advantage

Read and Note:

Chapter 3: Internal Analysis: Finding a Firm's Resources and Capabilities

Chapter 4: Cost Advantage

Chapter 5: Differentiation Advantage

Week 3: September 10th – September 14th**Thursday September 13th – (No Formal Class)****On-line Brightspace Class Activity**

- 1) Assignment On-line Lecture – Chapter 4 Cost Advantage & Chapter 5 Differentiation Advantage***
- 2) First Case Assignment - Case 2: Coca-Cola and Pepsi and the Shifting Landscape of the Carbonated Soft Drink Industry***

Module II: The Nature of Business Unit Competitive Advantage**Read and Note:**

Chapter 3: Internal Analysis: Finding a Firm's Resources and Capabilities

Chapter 4: Cost Advantage

Chapter 5: Differentiation Advantage

Week 4: September 17th – September 21st

Due on Thursday, September 20th Case Assignment/BrightSpace Case 2: Coca-Cola, Pepsi, and the Shifting Landscape of the Carbonated Soft Drink Industry

Module II: The Nature of Business Unit Competitive Advantage**Read and Note:**

Chapter 3: Internal Analysis: Finding a Firm's Resources and Capabilities

Chapter 4: Cost Advantage

Chapter 5: Differentiation Advantage

Week 5: September 24th – September 28th**Examination I – Modules I and II – Thursday, September 27th**

Multiple – Choice covering chapters 1, 2, 3, 4, and 5

Essays cover lecture material, class discussions, film clips and case (s)

Week 6: October 1st – October 5th**Tuesday, October 2nd (No Formal Class)****On-line Brightspace Class Activity**

1) Meet with your work groups and choose a company for your project; and check with me for approval

2) On-line Lecture – Chapter 6 Corporate Strategy & Chapter 7 Differentiation Advantage

3) Second Case Assignment - Case 2: Coca-Cola and Pepsi and the Shifting Landscape of the Carbonated Soft Drink Industry

Read and Prepare written Analysis

Module III: Corporate Level Strategies**Read and Note:**

Chapter 6: Corporate Strategy

Chapter 7: Vertical Integration and Outsourcing

Chapter 8: Strategic Alliances (Cooperative Strategies)

Chapter 9: International Strategies

Week 7: October 8th – October 12th

Due on Thursday, October 9th , Second Case Assignment/BrightSpace Case 2: Coca-Cola, Pepsi, and the Shifting Landscape of the Carbonated Soft Drink Industry

Module III: Corporate Level Strategies**Read and Note:**

Chapter 6: Corporate Strategy

Chapter 7: Vertical Integration and Outsourcing

Chapter 8: Strategic Alliances (Cooperative Strategies)

Chapter 9: International Strategies

Week 8: October 15th – October 19th

Thursday, October 18th (No Formal Class)

On-line Brightspace Class Activity

- 1) Meet with your work groups for strategic analysis project***
- 2) On-line Lecture – Chapter 8: Strategic Alliances (Cooperative Strategies) & Chapter 9: International Strategies***

Module III: Corporate Level Strategies

Read and Note:

Chapter 6: Corporate Strategy

Chapter 7: Vertical Integration and Outsourcing

Chapter 8: Strategic Alliances (Cooperative Strategies)

Chapter 9: International Strategies

Module IV: Strategy in Dynamic Environments

Read and Note:

Chapter 10: Innovative Strategies and Business Models

Week 9: October 22nd – October 26th

Thursday, October 25th (No Formal Class)

On-line Brightspace Class Activity

- 1) Meet with your work groups - develop a rough outline for your Strategic Analysis and Assessment Company Report and send me a rough outline of your paper***
- 2) On-line Lecture – Chapter 10: Innovative Strategies and Business Models***

Module III: Corporate Level Strategies

Read and Note:

Chapter 6: Corporate Strategy

Chapter 7: Vertical Integration and Outsourcing

Chapter 8: Strategic Alliances (Cooperative Strategies)

Chapter 9: International Strategies

Module IV: Strategy in Dynamic Environments

Read and Note:

Chapter 10: Innovative Strategies and Business Models

Week 10: October 29th – November 2nd

November 1st – Last date to petition for removal of non-participating work group member

Module III: Corporate Level Strategies

Read and Note:

Chapter 6: Corporate Strategy

Chapter 7: Vertical Integration and Outsourcing

Chapter 8: Strategic Alliances (Cooperative Strategies)

Chapter 9: International Strategies

Module IV: Strategy in Dynamic Environments

Read and Note:

Chapter 10: Innovative Strategies and Business Models

Examination II – Modules III and IV – Thursday November 8th

Multiple – Choice covering chapters 6, 7, 8, 9, and 10

Essays cover lecture material, class discussions, film clips and case (s)

Week 11: November 5th – November 9th

Tuesday, November 6 (No Formal Class)

On-line Brightspace Class Activity

1) Meet with your work groups

2) On-line Lecture – Chapter 11: Chapter 11: Competitor Interaction & Chapter 12: Chapter 12: Strategy Implementation

3) Third Case Assignment - Case 13: Icarus Revisited: The rise and fall of Valeant Pharmaceuticals

4) Fourth Case Assignment - Case 16: Netflix, Redbox, and Hulu: Offering New Business Models in Home Video Entertainment

Module IV: Strategy in Dynamic Environments

Read and Note:

Chapter 11: Competitor Interaction

Module V: Making and Implementing Strategy

Read and Note:

Chapter 12: Strategy Implementation

Chapter 13: Corporate Governance and Ethics

Chapter 14: Strategy and Social Value Organizations

Week 12: November 12th – November 16th**Presentation Groups 1, 2, 3, 4, and 5****Presentation Groups 6, 7, 8, 9, and 10****Week 13: November 19th – November 23rd*****Tuesday, November 21st - (No Formal Class)******On-line Brightspace Class Activity******1) On-line Lectures – Chapter 13 Corporate Governance and Ethics and Chapter 14 Strategy and Social Value Organizations******2) Third Case Assignment - Case 13: Icarus Revisited: The rise and fall of Valeant Pharmaceuticals******3) Fourth Case Assignment - Case 16: Netflix, Redbox, and Hulu: Offering New Business Models in Home Video Entertainment*****Thanksgiving Break: November 22nd & November 23rd****Week 14: November 26th – November 30th****Finish any remaining Presentations (Presentation Groups 6, 7, 8, 9, and 10)****Module IV: Strategy in Dynamic Environments****Read and Note:**

Chapter 11: Competitor Interaction

Module V: Making and Implementing Strategy**Read and Note:**

Chapter 12: Strategy Implementation

Chapter 13: Corporate Governance and Ethics

Chapter 14: Strategy and Social Value Organizations

Week 15: December 3rd – December 7th**Due Tuesday December 4th****Case Assignment/BrightSpace Third and Fourth Cases*****1) Case 13: Icarus Revisited: The rise and fall of Valeant Pharmaceuticals (download from Brightspace)******2) Case 16: Netflix, Redbox, and Hulu: Offering New Business Models in Home Video Entertainment*****Module IV: Strategy in Dynamic Environments****Read and Note:**

Chapter 11: Competitor Interaction

Module V: Making and Implementing Strategy**Read and Note:**

Chapter 12: Strategy Implementation

Chapter 13: Corporate Governance and Ethics

Chapter 14: Strategy and Social Value Organizations

Examination III – Modules III and IV – Thursday December 6th

Multiple – Choice covering chapters 6, 7, 8, 9, and 10

Essays cover lecture material, class discussions, film clips and case (s)

Finals Week: December 10th – December 14th