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CORPORATE STRATEGY

Semester 2, 2020 – 2021

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COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Strategic analysis	Session 10	50%
Individual exams	Sessions 4 and 8	20%
Case studies	Sessions 4 and 8	30%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

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INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

This course aims at helping students in formulating corporate strategies. To this purpose, the course will emphasize the understanding of concepts and tools related to strategic diagnosis and strategic management. Students will experiment these concepts and tools by using the case study method.

These concepts and analytical tools will allow students to:

1. Elaborate a process aiming at analyzing the external environment of the firm and analyzing the competitors.
2. Structure the internal analysis of the firm in order to measure performance, to assess strengths and weaknesses and to understand the competitive strategy (the plans for building and sustaining a competitive advantage).
2. Formulate a strategic plan matching the corporate resources with the key success factors in a specific environment
3. Tailor strategy to fit the competences of the firm and specific industry (emerging, rapidly growing, declining...)
4. Understand how to implement strategies in order to build competitive advantage while conducting activities ethically and demonstrating socially responsible behavior.

At the end of the course, students will be able to formulate and implement a clear and codified strategic choice. The course will combine theoretical perspectives with several examples, in-class exercises, case studies and the analysis of a company.

Students will acquire the following skills:

1. Analytical skills

- Analyze the industry structure, the competition, the company's organizational resources and competences and its performance.
- Analyze how companies can create economic and financial value.

2. Problem solving skills 1 (identification of variables and constraints)

- Identify the main industry structure's variables (key success factors, competitive forces, strategic groups)
- Identify the performance indicators

3. Problem solving skills 2 (identification of information sources) and information management

- Apply and integrate knowledge and skills learned in the course (discussion in class + case studies + company analysis)
- Apply and integrate knowledge and skills learned in the recommended readings (discussion in class + case studies + company analysis)

4. Vision and strategic development skills

- Understand the company's industry structure and environment

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- Translate concepts and theoretical tools into practice
- 5. Learning strategic management, team work and coordination through case studies and group work
- Master team coordination, which is a major part of strategic management
- Master team work and communication (flexibility, knowledge sharing, and adaptability)
- Provide communication supports and written reports
- Continuous individual and collective learning

Courses contribution to program objectives

KB1 Understanding management foundations and their integrative nature

KB2 Developing and mastering business and communication skills, teamwork and leadership

Course Contribution to Application of Critical Thinking

The main objective of the course is the understanding of basic concepts and tools related to strategic diagnosis and management. It provides contents aiming at helping students in diagnosing and formulating corporate strategies in an international setting. The cross-functional view of the company, which is an implicit assumption of this course, calls students for adopting an open and systemic perspective of the company and its activities. In this course, case study sessions and the company analysis demand a close coordination of the students in each group in order to deal with complex strategic issues.

Courses description

1. Understand what is strategy. 2. Analyze the industry structure and environmental trends with different strategic models and tools to assess the industry potential and attractiveness. 3. Assess the company's organizational resources and competences required to build a significant and sustainable competitive advantage. 4. Analyze and assess a company's performance based on the industry structure, organizational resources, and anticipated strategic moves from direct competitors. 5. Analyze how companies can create economic and financial value based on growth strategies that span industry and geographic boundaries. 6. Assess performance

COURSE MATERIAL

Textbooks

Johnson, Whittington, Scholes, Angwin, Regner. Exploring Strategy, 11th ed. (Pearson, 2017)

Available on DawsonEra: <https://library.kedge.edu/>

Course material available on Learn

- Power point presentations for sessions 1, 2, 3, 5, 6, 7, and 8)
- Case study 1 (group work in session 4)
- Case study 2 (group work in session 8)
- Multiple choice questionnaire 1 (individual work in session 4)

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- Multiple choice questionnaire 2 (individual work in session 4)
- Additional reading (see details and documents in Learn for sessions 1, 2, 3, 5, 6, 7)
- Videos (see details in Learn for sessions 1, 2, 3, 5, 6, 7)
- Students' presentations (sessions 4, 8 and 10)

Other course material: Kahoot

At the end of each session, students will have to answer a set of questions related to the learning objectives of the session. This will allow each student to self-assess his/her learning and prepare for individual exam sessions that will be conducted in the form of a multiple-choice questionnaire. In order to answer questions asked at the end of each session, students will have to download an application on their mobile phone:

<https://kahoot.com/home/mobile-app/>

Learn

<https://learn.kedgebs.com>

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COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S AND ASSIGNMENTS	ADDITIONAL READING(S) AND ASSIGNMENTS
1.	Introducing strategic management	Textbook Chap. 1	Articles and videos on Learn
2.	Environment analysis	Textbook Chap. 2	Articles and videos on Learn Form group and choose a company
3.	Competition and generic competitive strategies	Textbook Chap. 3	Articles and videos on Learn Prepare environment analysis for your final report
4.	Case study 1 + MCQ 1	Case study 1	Students presentations on Learn
5.	Resources and capabilities	Textbook Chap. 4	Articles and videos on Learn Prepare competitors analysis for your final report
6.	Diversification	Textbook Chap. 8	Articles and videos on Learn Prepare internal analysis for your final report
7.	Performance analysis	Textbook Chap. 12	Articles and videos on Learn Prepare corporate strategy analysis for your final report
8.	Case study 2 + MCQ 2	Case study 2	Students presentations on Learn
9.	Strategic analysis Preparation	Class notes and slides	Prepare your final report
10.	Strategic analysis Presentation	Class notes and slides	Present your final report

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

Much of the success of this course depends on analyzing business issues and cases in class. Your preparation for and contribution to class discussion is important. You will periodically have short homework assignments and in-class group activities to help facilitate your class contribution. You should be thoroughly prepared to discuss the readings and cases in every class session. Your preparation for and attendance in class is critical.

Organization of the sessions

To achieve the course objectives, a variety of resources and techniques will be used. The textbook provides a framework for organizing traditional strategy literature. Case discussions and analyses provide an opportunity to examine and apply what you've learned to real world situations. Finally, articles from academic journals and from the business press highlight contemporary strategic issues faced by companies today. At the end of each session, you will have to answer a set of questions related to the learning objectives of the session. This will allow you to self-assess your learning.

Individual Assignments

MCQ in sessions 4 & 8: 20% of the final grade

There will be two tests covering the lecture content, each representing 10% of the grade. All students are required to take the two tests in sessions 4 and 8. There will be an additional test on session 9 in case you have missed one of the two tests. Test will be in the form of a multiple-choice questionnaire.

Group work

Case studies 1 & 2 in sessions 4 & 8: 30% of the final grade

As a group you will develop a strategic analysis of a company and write a report. Students are to ferret out the critical issues being presented in the case and use theoretical frameworks from the lecture sessions to help develop solutions. The incorporation of theory should be cumulative for the semester; the primary emphasis, however, should be on the new material being presented. Remember that everyone has read the case, so do not repeat the details unless they are important to your conclusions. Here is a suggested outline for the document:

- Brief presentation of the company
 - Summary of key issues
 - Explanation of key issues according to the theoretical frameworks most applicable to the case (structured analysis of the situation through the application of strategic tools studied in class)
 - Recommendations (justified by the results of the analysis)
- You will have to prepare a handout in a Power Point format.

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Company analysis (handed out and presented in session 10): 50% of the final grade

You will have to choose a company and, on the basis of information collected in the internet and in economic newspapers, you will have to make a strategic diagnosis. The company has to be chosen by the end of the second class. You will make a 10 minutes presentation using Power Point. You will also have to hand out a document (Word format). Here is a suggested outline for the document:

1. Presentation of the company
 - 1.1. Brief history
 - 1.2. Presentation of the main businesses
 - 1.3. Key figures
2. External Analysis
 - 2.1. 5 forces
 - 2.2. Analysis of the competitors: strategic group maps
3. Internal Analysis
 - 3.1. Resources and competences, SWOT and value chain
 - 3.2. Competitive strategy in each business
4. Corporate Strategy
 - 4.1. Diversification and portfolio analysis
 - 4.2. Performance analysis (focus company and main competitors)

EVALUATION OF STUDENT PERFORMANCE

There will be individual exams and group works. In order to make group works, students will have to split in different groups (5 students in a group). The groups will have to be formed by the end of the second class. In principle, we will not assign students to groups. Forming or joining a group and maintaining a constructive and professional relationship with group members is each student's individual responsibility. The groups will remain the same for all 3 group works (2 case studies, and company analysis). The achievement of the course objectives will be measured through several methods and grading criteria.

DELIVERABLE	%
Individual Exams (2 at 10% each)	20
Case presentations (2 at 15% each)	30
Company analysis	50

Methods Used to Evaluate Student Performance

Section	Marks	Criteria
Data collection, synthesis, and problem	0 to 4	Collect information, synthesize it as part of an analysis and organize it according to a key issue.

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statement		Evaluation: - Is the information collected relevant to the issue and sufficient to support the analysis at the different levels? - Is this information synthesized and reorganized as part of an analysis instead of simply summarized and copied? - Is there a key issue identified to put forward the particularities of the company studied and to structure the elements of analysis?
Understanding and application of analysis tools	0 to 4	Apply the analysis tools to study the strategy of the chosen company. Evaluation: - Are the main analysis tools presented during the lectures being applied? - Is the application of the tools made without major error?
Quality of comments and analysis	0 to 4	Comment and explain the results of your analyzes following the application of the tools. Evaluation : - Are there comments and systematic explanations following the application of the tools to analyze the information collected? - Are the comments relevant to the information collected and the tools used for the analysis?
Analytical and critical thinking	0 to 4	Do not just copy the information collected. Evaluation: - Do the comments allow to propose a critical vision and to go beyond the simple quotation of information?
Clarity, conciseness, ability to convince	0 to 4	Respect the proposed analysis plan, highlight the most important elements of your analyzes. Evaluation: - Is the analysis plan respected? - Does each part of the plan contain sufficient elements to justify the analyzes? - Is the most important information and results highlighted?

The above section marks are summed for a total ranging normally from 05 to 19. The summated mark "M" should be interpreted as follows:

Below Requirements:	Meets Requirements:	Exceeds Requirements:	Exceptional Performance:
05/20 ≤ M ≤ 09/20	10/20 ≤ M ≤ 14/20	15/20 ≤ M ≤ 19/20	M = 20

A mark of 04/20 and less indicates disciplinary action, not limited to academic fraud.

Student Behavior

Succession of theoretical concepts, models, examples and case studies requires a capacity to understand and relate different frameworks of thoughts.

1. Polycentric and systemic thinking

- Present not only one dominant but many theories of the firm and frameworks of thoughts
- Opt for a cross-functional and systemic view of the company and its activities

2. Ethical attitude and behavior

- Respect of others and accept different opinions
- Be open-minded and tolerant

ACADEMIC FRAUD**Definition**

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

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- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
 - A grade of zero for the work concerned and a formal warning;
 - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
 - Suspension from the programme for one or two semesters;
 - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.