DESCRIPTION

This course is designed for students who have an interest in the intersection between entrepreneurship and strategy. While entrepreneurship involves understanding the challenges of starting, growing and managing a new venture, strategic management focuses on achieving and sustaining superior firm performance over time. The entrepreneurial environment course will provide you with practical strategy foundations that are needed to assess the internal and external environment that entrepreneurs will encounter and to formulate appropriate strategy.

Most traditional strategy courses focus on the interactions of a firm with customers, suppliers and other partners to create value and obtain a competitive advantage (market strategy). This course also considers the interaction of the firm with institutions outside of markets - such as media, activists, intellectual property, and regulations in domestic and international settings (non-market strategy). We will take into consideration the role of global economic, political, and social trends that may affect long-term entrepreneurial success of their venture, as well as the environmental, technological, and legal issues that need to be considered when starting a venture.

This course presents strategy frameworks and concepts that can be applied to analyze business issues through business cases, practical exercises, and readings from academic journals and business press. I expect that there will be different viewpoints on management in the classroom, and encourage you to share personal experiences related to the subject matter. Problem solving as a class and integrating and applying knowledge from multiple perspectives will help the class develop a general strategic management perspective.

INSTRUCTOR

Dr. Akbar Saeed
Associate Professor, Business Technology Management
Wilfrid Laurier University
asaeed@wlu.ca
Office hours: online Tuesdays 6-7pm (before class, please email me) or by appointment.

ACADEMIC CALENDAR COPY

This course enables students to understand the economic environments in which they will operate as managers and develop focused strategies for an organization to achieve success. Sustainability of initiatives will receive special attention. The course is delivered through the case method, developed by the Ivey Business School to challenge students to learn by doing within an active class environment.

CONTACT HOURS: 3 lecture hours/week, 0.5 course

PREREQUISITES
None
CEAB ACCREDITATION UNITS
Complementary Studies (Elective Course) = 100% or 39 AUs

COURSE MATERIALS
1. Ivey Publishing Course Pack (instructions on how to purchase print copy or download digital copy are at the end of this course outline).
2. Other required reading materials: An explanation of how to access other resources will be posted on OWL and discussed in our first class.
3. There is no required course textbook for this course. For a detailed overview of strategic management, there are several good introductory strategy textbooks available. One option you may reference is: Rowe, Crossan, Rouse and Maurer, 2016. Strategic Analysis and Action. (9th edition), https://www.pearson.com/store/p/strategic-analysis-and-action/P100000536863?tab=table-of-contents
4. Please check OWL regularly for updates to readings. Directions to access required readings will be posted at least one week in advance of the related class session.

GENERAL LEARNING OBJECTIVES (CEAB GRADUATE ATTRIBUTES)

<table>
<thead>
<tr>
<th>Knowledge Base</th>
<th>Use of Engineering Tools</th>
<th>Impact on Society and Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Analysis</td>
<td>3/3 Individual and Team Work</td>
<td>3/3 Ethics and Equity</td>
</tr>
<tr>
<td>Investigation</td>
<td>Communication Skills</td>
<td>3/3 Economics and Project Management</td>
</tr>
<tr>
<td>Design</td>
<td>Professionalism</td>
<td>Life-Long Learning</td>
</tr>
</tbody>
</table>

Notation: x/y, where x is the cognitive level (1: Remember, 2: Understand, 3: Apply) at which the attribute is assessed and y is the academic level (1: Beginner, 2: Intermediate, 3: Advanced) at which the attribute is assessed.

TOPICS AND SPECIFIC LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 4</td>
<td>Course Introduction and What is Strategy?</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 11</td>
<td>The External Environment</td>
<td>IMAX: Larger than Life</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 18</td>
<td>The Internal Environment</td>
<td>ECCO A/S: Global Value Chain Management</td>
</tr>
<tr>
<td>4</td>
<td>Jan. 25</td>
<td>Competitive Dynamics and Rivalry</td>
<td>Nintendo Wii U: Lessons Learned for New Strategic Directions</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 1</td>
<td>Cooperative Strategy</td>
<td>Renault-Nissan Alliance: Will Further Integration Create More Synergies?</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 8</td>
<td>International Strategy</td>
<td>Amazon Goes Global 2020</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 15</td>
<td>Strategic Entrepreneurship and Innovation</td>
<td>Netflix: Will Content be Enough?</td>
</tr>
<tr>
<td>8</td>
<td>Feb. 22</td>
<td>Final Presentations and Wrap-up</td>
<td>None</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 1</td>
<td>Corporate Governance</td>
<td>Nissan Motors: Corporate Governance Failure</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 8</td>
<td>Business and the Public</td>
<td>Wal-Mart: Nonmarket pressure and reputation risk</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 15</td>
<td>Strategy in the Political Environment</td>
<td>TikTok: Tackling the Risk of a Ban</td>
</tr>
</tbody>
</table>
At the end of the course, you will have achieved the following learning outcomes through the business cases, readings, class discussions, and course assignments. Additional issues may be discussed at the instructor’s discretion.

1. **Strategy Foundations**
   At the end of this course, students will be able to:
   
a. define the key components of strategy (including value proposition, core activities, and competitive advantage), differentiate firm strategy from functional strategies (e.g. HR, finance, marketing, operations strategies), and see how business strategy fits with broader dynamics in society.
   
b. understand the role of industry in shaping the environment that ventures compete in.
   
c. understand current business and corporate strategic problems domestically and globally.
   
d. be able to propose, justify and defend arguments, make and critically analyze strategic recommendations about strategic business issues.
   
e. take a general manager/informed entrepreneurial perspective to assess overall strategy and to take into account functional strategies of the organization.
   
f. assess the difference between what a firm needs to do to create a competitive advantage (based on market and non-market demands), what they can do with the resources and capabilities that they have, and what entrepreneurs/managers want to do. Consider how to effectively implement plans regardless of complex behaviour of individuals in the organization.

2. **Tools for Analysis**
   At the end of this course, students will be able to:
   
a. analyze complex strategic problems and situations that a firm may face, define its competitive position, and analyze the combination of activities, capabilities, and positioning to achieve a sustainable competitive advantage.
   
b. apply fundamental tools of strategic analysis (e.g. Porter’s five forces, resource analysis, and industry value chain) to assess the internal and external environment of a firm, including the competitive environment and the attractiveness of the industry.

3. **Market Strategy and Competitive Dynamics**
   At the end of this section, students will be able to:
   
a. understand how a firm strategically interacts with its customers, suppliers, competitors, etc.
   
b. understand how strategy formulation accounts for competitive interaction and anticipate competitors’ reactions and actions.
   
c. differentiate the fundamentals of corporate strategy (e.g. M&A, takeovers and restructuring).
   
d. describe different cooperative strategies (strategic alliances, network alliances, business level and corporate level) and their role in creating shared value creation.
   
e. describe the motives and modes of international corporate strategy and how to conduct an environmental assessment in a transnational context.
   
f. understand the motivation for strategic entrepreneurship and innovation.
   
g. describe the fundamentals of corporate governance.

4. **Non-Market Strategy**
   At the end of this section, students will be able to:
   
a. understand how a firm may strategically interact with non-market segments, including activists, legislators, government, media, the public, and courts, that may have non-profit maximizing goals.
   
b. assess domestic versus international non-market strategy.
PREPARING FOR CLASS
There will be study questions and readings for each case posted on OWL at least one week before class. Please read any assigned readings before class. They are designed to guide and stimulate your analysis and preparation. I will assume you will have done the readings in class and you will be expected to apply the tools and concepts in the readings during the case analysis. Mini lectures and class exercises will supplement the case discussion.

Suggestions to Prepare for Case Discussion
The cases we discuss involve real companies and often, real protagonists. This is meant to help you put yourselves into their shoes, and with select information, be able to analyze the case situation and make strategic decisions with the information available.

Note that the case is often set in a different time period than now, and that today, we may have knowledge about the company, other stakeholders, or the environment that may change the decisions the company would have made. While it is fine to share this information in class, it is important to focus on the context and knowledge available during the case events. Please refrain from searching online for information on what happened in the case as this will limit your ability to learn and engage with the cases and will not be counted towards effective contribution.

As noted before, I encourage you to take risks, share your opinions, and be willing to make mistakes in class. This is how we learn from each other. Please show respect to your classmates and your instructor to create a safe learning environment.

EVALUATION

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Individual</td>
<td>60%</td>
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<tr>
<td>Class Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Current Affairs Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Case memos (two)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Group</strong></td>
<td>40%</td>
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<tr>
<td>Venture Consulting Project</td>
<td></td>
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<tr>
<td>Proposal</td>
<td>5%</td>
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<tr>
<td>Report</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Class Participation (30%): Class discussion is an integral aspect of full participation in this course. As we will be using Ivey's case method of teaching, students are expected to meaningfully contribute in class. This means placing yourself into the shoes of the manager/entrepreneur in the case, being present and prepared for every class, and not just talking or repeating case facts, but also listening to others, explaining or defending your point of view, and engaging with others’ ideas. Your goal should be to help sort out the facts in a complex case and help build an analysis that moves the discussion forward. Grade weighting of this element of evaluation reflects
this importance to the course. There are no alternatives to class contribution, such as written hand-ins. The evaluation rubric of class contributions will be discussed in class. Evaluation of your participation may be completed by an independent student observer.

4 = Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

3 = Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

2 = Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

1 = Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

0 = Non-Attendant: This person did not attend class and had no reasonable explanation for the absence.

Current Affairs Discussion (10%): What’s in the news? For one class session during the term, bring in (or supply the reference for) a current news article from the past week on a company/industry issue related to the week’s topic for class discussion. Choose a company that we have not yet discussed in class. Be able to discuss the major issues in the article and why the article is relevant to this week’s class topic. Articles should come from major media sources of the calibre of: The Economist, The New York Times, The Globe and Mail, The Wall Street Journal, the Financial Times, CBC, CNN, etc. This is meant to spark a discussion, so no formal presentation (i.e. no slides) is needed but may be beneficial in an online environment. Student should email the professor before class with the reference or link to the article that will be presented.

Case Memos (20%): Two case memos are required during the term (10% each). Case memos involve answering questions on the cases (found under Course Content in OWL). The length of the case memos should be no more than 2 pages maximum single-spaced or 4 pages double-spaced. In order to get credit, memos should be uploaded to OWL before the start of the class in which the case is discussed.

Group Consulting Project (TOTAL 40%): The final project will consist of a report and group presentation. In groups of 3 to 4 students, complete a full analysis of the strategy of a new venture that is less than 2 years old, has a focus on innovation, and has at least one employee. You are required to find this venture on your own (if you can’t then please contact the instructor for assistance).

Proposal (5%): Each team will upload to OWL a 1-page proposal about the company they would like to analyze (include a webpage address if they have one). In the proposal, explain why you think the venture is interesting to analyze, how you will develop your analysis, and what potential data you have available (primary and secondary). This proposal will be due before Friday, February 4th @ 11:59 pm EST.

The goal of the project is to analyze a real business in depth, similar to how you may analyze a published business case. The precise content of the project is up to you, although thorough external and internal environmental analyses are expected and the conceptual material of the course should provide the basic structure for the analysis.
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The write-ups should be based on both qualitative and quantitative information available from the business (interviews, documents, etc.) and public sources (news articles, websites, etc.).

Report (25%): The report should be no longer than 15 pages, double-spaced, 12-pt font, Times New Roman, 1” margins and is due on the day of the final class and should be uploaded to OWL. Due date: March 29th, 11:59pm.

Presentation (10%): The group presentation will take place during the final class (March 29th). An 8 to 10 minute presentation on the new venture will take place during the final class. Non-presenting teams are expected to participate in a 3 minute Q and A of projects after each presentation. Upload final presentation slides to OWL before your presentation.

Your final grade for the project will be based on your proposal (5%), report (25%) and presentation (10%). (Note: If you are not presenting, this is your chance to ask good questions for class participation that day!). Each student in a group will normally receive the same grade for the term project. Along with the final report submission, each student will have the opportunity to submit peer evaluations. This will inform the instructor if the students believe that differential grades should be assigned to group members. The student is expected to justify this with specific reasons. The instructor may or may not change the grade on the basis of these submissions. An important factor in this decision will be whether the group requested assistance in how to improve its function during the term and at least attempted to act on this advice.

Further details on the assessments will be discussed during class hours. The assessments must be submitted for marking by the due dates discussed in class. Written assignments will be submitted electronically through OWL - see the provisions concerning plagiarism below.
Instructions on how to purchase a print copy or digital download of the Coursepack:

1. Go to the Ivey Publishing website at www.iveycases.com
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 User" role.
3. Click on this link or copy into your browser: https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000F1wXZEZ/eli4200b
4. Click "Add to Cart".
5. You may choose to order in either print or digital format.
   - To order the material in digital format, check "digital download" and click "OK".
   - To order a printed copy for delivery, enter the print quantity required and click "OK". Please note that shipping charges will apply.
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
7. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
   - If you ordered digital copies: Click "Download your Digital Items" or go to "My Orders" to access the file.
   - If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.

IMPORTANT: Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader.

This material is for your personal use only and is not to be shared or distributed in any form.

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t. 519.661.3208 | tf. 800.649.6355
www.iveycases.com

Business Hours:
Monday to Thursday: 8:00am-4:30pm (ET)
Friday: 8:00am-4:00pm (ET)
ADDITIONAL COURSE EXPECTATIONS

Late Submission Policy: Late submissions will be penalized 5% per day and will not be accepted beyond 5 days late. Presentations must be given on the assigned date.

Use of English: In accordance with Senate and Faculty Policy, students may be penalized up to 10% of the marks on all assignments, tests, and examinations for improper use of English. Additionally, poorly written work with the exception of the final examination may be returned without grading. If resubmission of the work is permitted, it may be graded with marks deducted for poor English and/or late submission.

Use of Electronic Devices: Students may use laptops, tablet computers, or smart phones (vibrate mode only) during class for course related activities only. Non-emergency phone calls or text during class are not permitted. Electronic devices may be used during the final project presentation only if part of the presentation itself.

Attendance: Any student who misses more than 25% (or 4 classes) will be reported to the Dean (after due warning has been given). On the recommendation of the department, and with the permission of the Dean, the student will be assigned a failing grade in the course.

Tardiness to class: Tardiness to class will result in your class participation being affected for the day. Please try to show up on time and notify the instructor of any known delays ahead of time.

Absence Due to Illness or Other Circumstances: Students should immediately consult with the instructor or department Chair if they have any problems that could affect their performance in the course. As a professional courtesy, you are expected to advise your instructor in advance of your absence and provide an explanation. Where appropriate, the problems should be documented (see the attached “Instructions for Students Unable to Write Tests or Examinations or Submit Assignments as Scheduled”). The student should seek advice from the instructor or department Chair regarding how best to deal with the problem. Failure to notify the instructor or department Chair immediately (or as soon as possible thereafter) will have a negative effect on any appeal.

For more information concerning medical accommodations, see the relevant section of the Academic Handbook: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

For more information concerning accommodations for religious holidays, see the relevant section of the Academic Handbook: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

Cheating and Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. University policy states that cheating, including plagiarism, is a scholastic offence. The commission of a scholastic offence is attended by academic penalties, which might include expulsion from the program. If you are caught cheating, there will be no second warning.

All required papers may be subject to submission for textual similarity review to commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents on the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (http://www.turnitin.com).
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the relevant section of the Academic Handbook: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

**Policy on Repeating All Components of a Course:** Students who are required to repeat an Engineering course must repeat all components of the course. No special permissions will be granted enabling a student to retain laboratory, assignment, or test marks from previous years. Previously completed assignments and laboratories cannot be resubmitted by the student for grading in subsequent years.

**Internet and Electronic Mail:** Students are responsible for regularly checking their Western e-mail and the course web site (https://owl.uwo.ca/portal/) and making themselves aware of any information that is posted about the course.

**Accessibility:** Please contact the course instructor if you require material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext. 82147 for any specific question regarding an accommodation.

**Support Services:**
Student Development Centre, http://www.sdc.uwo.ca/
Engineering Undergraduate Services, http://www.eng.uwo.ca/undergraduate/
USC Student Support Services, http://westernusc.ca/services/

Students who are in emotional/mental distress should refer to Mental Health @ Western, http://www.health.uwo.ca/mental_health/, for a complete list of options about how to obtain help.