

**JAIPURIA INSTITUTE OF MANAGEMENT**

**PGDM; TRIMESTER III; ACADEMIC YEAR 2018-19**

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| Course Code and title | **GM301: Strategic Management** |
| Credits | 3 |
| Term and Year | III Term, 2018 -19 |
| Course Pre-requisite(s) |  |
| Course Requirement(s) | Well versed with concepts of Marketing, Finance, Operations and Organizational Behaviour |
| Course Schedule (day and time of class) |  |
| Classroom # (Location) |  |
| Course Instructor | Dr. Sudhansu Pathak / Dr. Deepak Singh / Prof. M S Kumar (VF) / Prof. Jayant Bose (VF)  |
| Course Instructor Email |  |
| Course Instructor Phone (Office) | 0120-4638356 / 373 |
| Student Consultation Hours |  |
| Office location |  |

**1. Course Overview**

Strategy concerns with management of the direction and scope of activities of an organization over the long term, based on consideration of resources and an assessment of the internal and external environments in which the organization competes. Strategic Management enables an organization to have clearer sense of long term direction and a sharper focus on how to achieve its vision with a coordinated and effective ‘strategy’ in a rapidly changing environment. The end outcome of applying strategic management process is superior organizational performance.

Strategy is a capstone course integrating knowledge and skills learnt in core courses like Marketing, Finance, Operations, and Organizational Behavior. It helps students to comprehend organization environment, its action and its performance with a sense of insight that enables him, when applied in any company context, to have a feeling of deja-vu when the organization direction unfolds as might be predicted by a sharper understanding of the course.

**2. Graduate Attributes(GAs), Key Differentiators (KDs), Programme Learning Outcomes (PLOs), and CLOs**

**Graduate Attributes (GAs)**

GA 1: Self-initiative

GA 2: Deep Discipline knowledge

GA 3: Critical Thinking and Problem Solving

GA 4: Humanity, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global Outlook

GA 7: Ethical Competency and Sustainable Mindset

GA 8: Entrepreneurial and Innovative

**Key Differentiators (KDs)**

KD 1: Entrepreneurial Mindset

KD 2: Critical Thinking

KD 3: Sustainable Mindset

KD 4: Team-Player

**Programme Learning Outcomes (PLOs)**

The graduates of PGDM at the end of the programme will be able to:

PLO 1: Communicate effectively and display inter-personnel skills

PLO 2: Demonstrate Leadership and Teamwork towards achievement of organizational goals

PLO 3: Apply relevant conceptual frameworks for effective decision-making

PLO 4: Develop an entrepreneurial mindset for optimal business solutions

PLO 5: Evaluate the relationship between business environment and organizations

PLO 6: Demonstrate sustainable and ethical business practices

PLO 7: Leverage technologies for business decisions

PLO 8: Demonstrate capability as an Independent learner

 **Course Learning Outcomes (CLOs)**

At the end of the course, the students should be able to:

**CLO 1:** Comprehend concepts like generic strategies, value chain and other drivers for selecting strategies (K)

**CLO 2:** Analyze firm’s external environment, industry structure and forces shaping outcomes of the industry (K, S)

**CLO 3:** Analyze firm’s strengths and the bases on which it can develop a competitive advantage (K, S)

**CLO 4**: Select and implement appropriate strategies (K, S)

**3. Mappings**

**Mapping of CLOs with GAs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GA 1** | **GA 2** | **GA 3** | **GA 4** | **GA 5** | **GA 6** | **GA 7** | **GA 8** |
| **CLO 1** |  | **X** |  |  |  |  |  |  |
| **CLO 2** |  |  | **X** |  |  |  |  |  |
| **CLO 3** |  |  | **X** |  |  | **X** |  |  |
| **CLO 4** |  |  | **X** |  |  |  |  |  |
| **Total** |  | **1** | **3** |  |  | **1** |  |  |

**Mapping of CLOs with KDs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **KD 1 (Entrepreneurial Mindset)**  | **KD 2** **(Critical Thinking)** | **KD 3 (Sustainability Mindset))** | **KD 4** **(Team Player)** |
| **CLO 1** |  |  |  |  |
| **CLO 2** |  | **X** |  |  |
| **CLO 3** |  | **X** |  |  |
| **CLO 4** |  | **X** | **X** |  |
| **Total** |  | **3** | **1** |  |

**Mapping of CLOs with PLOs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PLO-1** | **PLO-2** | **PLO-3** | **PLO-4** | **PLO-5** | **PLO 6** | **PLO-7** | **PLO-8** |
| **CLO1** |  |  |  |  |  |  |  |  |
| **CLO2** |  |  | X |  |  |  |  |  |
| **CLO3** |  |  | X |  | **X** |  |  |  |
| **CLO4** |  |  | X |  |  | **X** |  |  |
| **Total** |  |  | 3 |  | 1 | 1 |  |  |

**4. Books and References**

**Text Book**

Fred R. David, (2011), *“Strategic Management: Concepts & Cases”,*(Fifteenth Edition), New Delhi, PHI Learning Private Limited.

### References:

* Carpenter Mason A, Sanders Wm. Sanders, Salwan Prashant, “Strategic Management- A dynamic Perspective”, (2nd Edition), New Delhi, Pearson (Hereby called as CSS)
* Grant, Robert M. (2015). Contemporary Strategy Analysis, Eighth Edition, Wiley, New Delhi
* Hitt, M.A., Ireland, R.D., Hoskisson, R.E., Manikutti, S. (2016). Strategic Management – A South Asian Perspective, 9th Edi., Cengage Learning, New Delhi.
* Porter, Michael E. (2004) Competitive Strategy, Free Press, New York
* Porter, Michael E. (2004). Competitive Advantage, Free Press, New York
* Thompson, Strickland, Gamble & Jain, “*Crafting and Executing Strategy – The quest for competitive advantage”,* (19th edition), New Delhi, Tata McGraw Hill (Hereby called as TSG).
* Wheelen, T., Hunger, J., **(**2013),*“Concepts in Strategic Management and Business Policy”,* **(**13th edition),New Delhi, Pearson (Hereby called as WH)

**Internet Resources**

* [**www.mckinseyquarterly.com/**](http://www.mckinseyquarterly.com/)

An online business journal of Business Management
Strategy articles, surveys, and interviews, covering Global Business Strategy, etc.

* [**http://knowledge.wharton.upenn.edu/india/**](http://knowledge.wharton.upenn.edu/india/)

This site is committed to sharing its intellectual capital through online journal offering free access to global contemporary business trends and analysis; interviews with corporate leaders; articles on recent business practices and strategies, etc.

* [**http://www.ibef.org/indiaatglance.aspx**](http://www.ibef.org/indiaatglance.aspx)

It is a knowledge Centre for global investors, international policy-makers and world media seeking updated, accurate and comprehensive information on the Indian economy, states and sectors.

* [**http://www.businessworld.in/businessworld/businessworld/bw/Business**](http://www.businessworld.in/businessworld/businessworld/bw/Business)

This site comprehensively covers news items related to various sectors, in depth analysis of business, stock market, finance & economy which can be a key input in understanding business scenarios

* [**http://www.ge.com/company/index.html**](http://www.ge.com/company/index.html)

General Electric has been known as one of the finest case examples of Strategy Implementation, under the leadership of its legendary CEO Jack Welch.

**5. Prescribed VED framework**

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| **Module** | **Vital****(prerequisite or basic knowledge or skills)****IN CLASS** | **Essential****(Non-imperative yet significant)****PRE CLASS** | **Desirable** **(adds substance, breadth, or interest to a subject or skill)****BEYOND CLASSROOM** |
| **Module I: Understanding the Strategy Scope**  | Case on Tata Nano,Kingfisher | Readings and internet resources on Nano’s sub optimal acceptance, Welcome videos on boarding KF, Articles on Deccan **Resources-** Livemint website | CY Gopinath’s story from a village in Andhra to Airline Operator |
| **Module II: Strategy Design Process** | External environment (PESTEL), Industry Analysis (5 forces- Concentration, Herfindahl Index), Generic Strategies, competitive Advantage and Superior Performance | EFE, CPM Matrices Discussion Forum- Why did CCD diversify, difference between Starbucks and CCD prices and services offered | Vision and Mission Statement of some organizations, Reading -5 competitive forces that shape strategy, beyond class group discussions on Bajaj Auto.  |
| **Module III: Value Chain & 7-S Framework** | Decompose Value ChainsRelationship in Strategy, Structure and Processes | Identification of Value Chain activities in campus that enhance/ deter optimal performance | Refer internet resources on Big Bazaar and compare with D Mart. |
| **Module IV: Value Drivers of Strategy and Implementation**  | Identify drivers of low cost and differentiation strategies | Visit Fab India or Westside showrooms to know their value drivers. | Discuss what deters Competitors in Car market to offer a competing product to Alto |

**6. Session Plan**

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| --- | --- | --- | --- | --- | --- |
| **Session** | **Topic/ Sub Topic** | **Reading Reference** | **Pedagogy** | **Session Learning Outcomes** | **CLO** |
| **Module I:** **Understanding the Strategy Scope**  |
|  | Decipher how firms perform Optimally / sub optimally | Case on Tata NanoArticle New York Times  | Classroom Discussion | Analyze and logically argue | CLO 1 |
|  | Decipher how firms perform Optimally / sub optimally | Case on Indigo / Kingfisher Airline, Videos | Classroom Discussion | Analyze and logically argue | CLO 1 |
|  | Find Commonalities / Contrasts across 2 cases of sources of problems / opportunities |  | Structured Discussion guided by faculty to cull prominent reasons for optimal / suboptimal performance | Comprehend and build a logical sequence of cause and effect**Evaluation: Group Report to be submitted on learnings.****(Assignment 1)** | CLO 1 |

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| **Module II: Strategy Design Process** |
|  | Business Vision & Mission Defining BusinessCharacteristics of Mission Statement | Text, Ch-2, Pp. 42-52Case- MGRDC Trust / Case: Robin Hood | Classroom discussion on issues how founder’s vision facilitates long term direction and critical decisions | Understand the role of Business Vision & Mission when business is at cross roads of choice  | CLO 1 |
|  | External Environment Analysis* Macro Environment

PESTEL Analysis | * Text, Ch-3, Pp. 60-72
 | Discussion on impact of liberalization on Passenger Car / Telecom Industry | Understanding how external variables shape Industry Structure  | CLO 2 |
|  | Industry Analysis Porter’s 5-Forces model  | Text, Ch-3, Pp. 73-82Article- Understanding Industry Structure | Explanation of 5 force model, Clarifying concepts of Industry definition (Narrow Vs Broad), effect of entry Barriers  | Developing understanding about structural factors that contribute to the competitive intensity of an industry. **Group Report on 5-Forces Analysis of different industries (Assignment 2)** | CLO 2 |
|  | Industry Concentration | Article- Is lack of competition strangling US Markets? | Discussion in Indian Context of Telecom/ Tyres / Cement Cartelization | Discovery of how industry concentration affects strategy choice | CLO 2 |
|  | Generic Strategies | Text, Ch-5, Pp. 149-153Reading- Generic Competitive Strategies (Porter (2004), 34-46 | Detailed discussion on finer aspects of generic strategies and how they interfere with perfect market equilibrium  | Develop a textured understating of generic strategies and their basis in Neo Classical Theory of competitive markets | CLO 3 |
|  | Generic Strategies | Case Presentations on Dabbawala and Fab India | Facilitate evolution of low cost and differentiation strategies in 2 cases | A grounded understanding of inevitability of Strategies for organization’s long-term survival | CLO 3 |
|  | Internal Analysis | Text, Ch-4, Pp. 94-118Reading- The Internal Environment (HIHM 9th Ed. Pp 58-70) | Discussion of articles, references of Coke, Pepsi, McDonalds | Understanding that building some core resources and capabilities can shape long term performance | CLO 3 |
|  | Resources and Capabilities, VRIO Framework | Case- AMUL | Discussion on how evolution of Amul’s supply network of Cooperatives gives it competitive advantage | Understanding of development of resources / capabilities for long term performance | CLO 3 |
|  | Competitive Advantage and Superior Performance  | Reading-Grant 169-176 | Discuss and recreate Strategic Management Process diagram and illustrate Competitive Advantage through earlier cases Dabbawala (unmatched low costs), FabIndia (Unmatched differentiation), Amul (unmatched supply chain of producer Coops) | Understanding sources of competitive advantage (Strategies and resources) | CLO 3 |
|  | **Guest Session** |  |  |  |  |

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| **Module III: Value Chain & 7-S Framework** |
|  | Value Chain Framework | Reading- The Value Chain and Competitive Advantage (Porter, 2004) Pp33-52 |  | Understand how generic strategy is executed and importance of linkages between primary and secondary activities | CLO 3 |
|  | Value Chain Framework |  | Classroom Exercise- student to identify value chain activities in Dabbawala and FabIndia cases | Analyze sources of competitive advantage and construct a value chain with linkages in activities | CLO 3 |
|  | 7-S Framework | Reading- Organization Alignment- 7S Model (HBS Note 9-497-045)Case- I Collection | Discuss- Case- I Collection in class to explain alignment  | Understand and analyze the role of Organization structure and processes in strategy implementation | CLO 3 |
| **Module IV: Value Drivers of Strategy and Implementation** |
|  | Identifying Drivers of Generic Strategies | Reading- Sources and Dimension of Competitive Advantage (Grant, Pp 177-203) | Discuss – Drivers for implementing strategies | Understand how to effectively implement Low Cost/ Differentiation strategies | CLO 3 |
|  | Identifying Drivers of Generic Strategies | Reading- Sources and Dimension of Competitive Advantage (Grant, Pp 177-203) | Discuss – Drivers for implementing strategies | Understand how to effectively implement Low Cost/ Differentiation strategies | CLO 3 |
|  | **Guest Session** |  |  |  |  |
|  | Corporate Level Strategies  | Text, Ch-5, Pp. 132-148 | Discuss-Strategy Formulation | Select Strategy for a company, construct a value chain and observe performance over multi-period  | CLO 4 |
|  | Corporate Level Strategies  | Text, Ch-5, Pp. 132-148 | Discuss-Strategy Formulation  | Understand the implications of chosen strategy, link with value chain and performance | CLO 4 |
|  | Project Presentation |  |  |  |  |
|  | Project Presentation |  |  |  |  |
|  | Project Presentation |  |  |  |  |

**(Note: The Cases/Readings are indicative. Faculty can use other Cases/Readings.)**

**7. Assessment Tasks**

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| --- | --- | --- | --- |
| **Assessment Components**  | **Description** | **Weightage** | **CLOs** |
| Quiz (1 No.) **Or**Presentation of Cases / Articles by Groups | Understanding of Concepts Analysis of case situation / article | 10 | CLO 1 |
| Assignments (2 Nos.) | Assignment 1:Learnings like Importance of strategy, success factors and other learningsAssignment 2: Five Forces Analysis of given industry | 20 | CLO 2 |
| Project  | In the Company Analysis Project, each group (6-8 students) would present analysis of a company in the industry allotted to the group by faculty. Project will involve application of theoretical concepts to a specific company in an industry. Group will have to conduct research on gathering detailed information about the company on following aspects:* Vision, Mission, Values & Goals
* Product Portfolio/Product Market Scope
* Macro and Micro Environmental Assessment (PESTEL, Five Forces Analysis, SWOT Analysis)
* Internal Capabilities and Strengths
* Strategy – Corporate / Business / Functional

**Final Output:** A report outlining the above mentioned information about the company in the given industry. The report shall be of about 25 pages, neatly presented in *typewritten* form in A4 size sheets to the faculty. Relevant appendices (including latest Balance Sheet and P&L Statement) may be attached. Each member will *individually* indicate his/ her contribution in the report. Additionally, a class presentation summarizing the key findings of the report is to be prepared.The project report has to be submitted in hardcopy. Slides of the presentation have to be printed in handout form with 6 slides per page & submitted on the day of presentation. | 30(Report: 20 Marks, Presentation: 10 Marks) | CLO 4 |
| End Term Examination |  | 40 | CLO 2, CLO 3, CLO4 |

**(Note: Faculty may choose between Quiz and Case/Article Presentation)**

**8. Rubrics for Assessment**

***Rubrics for Quiz***

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| --- | --- | --- | --- | --- |
| **Criteria** | **Poor****Below 30%** | **Fair****30 – 60%** | **Good****60 – 80%** | **Excellent****80% and Above** |
| Clarity of Concepts and ability to apply them | Only up to 30% answers are correct. Most of the concepts are not clear and student is unable to understand the same. | Between 30 – 60% answers are correct. Many of the concepts are clear and understood by student. | Between 60 – 80% answers are correct. Majority of concepts are clear and understood by student. | 80% or more answers are correct. Most of concepts are clear and understood by the student. |

***Rubrics for Assignment***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Poor****Below 30%** | **Fair****30 – 60%** | **Good****60 – 80%** | **Excellent****80% and Above** |
| Quality of analysis  | No analysis, only presenting the information | Basic analysis performed on available information | Relevant analysis on available information | Complete and appropriate Analysis done for the available information  |

***Rubrics for Project Report***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Poor****Below 30%** | **Fair****30%-60%** | **Good****60%-80%** | **Excellent****80% and Above** |
| Collection or summarisation of information **(30%)** | Incomplete information identification | Information identified up to average extent | Relevant and appropriate information identified | Appropriate information collection from different sources.Additional information identified |
| Analysis of information as per the identified objectives **(40%)** | No analysis only presenting the information | Basic analysis performed on available information | Appropriate analysis on available information | Complete and appropriate Analysis done for the available information Able to use Interpretation for decision making |
| Project Report structure**(30%)** | Language is poor, formatting is poor, Conclusions and recommendations of strategies are not proper | Language is occasionally poor, occasionally format is not goodConclusions and recommendations of strategies explained properly. | Language is adequately Impressive and format is followedResults & recommendations of strategies are reasonably justified.  | Conclusions and Recommendations are relevant, contemporary and feasible. |

***Rubrics for Project Presentation***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Poor****Below 30%** | **Fair****30%-60%** | **Good****60%-80%** | **Excellent****80% and Above** |
| Quality of presentation  | Most group members could not convey clearly what they had to shareNo demonstrated coordination  | Group members could not convey in proper manner The group explained the components of presentation to a limited extent; members appeared disjointed and clear reasoning missing | Group members conveyed clearlyThe arguments were not well developed The group explained the components of presentation to a limited extent; members appeared disjointed and clear reasoning missing |  Group members conveyed clearlyThe arguments were well developedThe group was able to clearly explain all the components and the justifications offered were satisfactory. |

***Rubrics for End Term Exam.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Poor****Below 30%** | **Fair****30%-60%** | **Good****60%-80%** | **Excellent****80% and Above** |
| Clarity of concepts and ability to apply them | Only up to 30% answers are correct. Most of the concepts are not clear and student is unable to understand the same. | Between 30 – 60% answers are correct. Many of the concepts are clear and understood by student and able to solve the problems given | Between 60 – 80% answers are correct. Majority of concepts are clear and understood by student and also provide the answers in business language. | 80% or more answers are correct. Most of concepts are clear and understood by the student, provide answers in business language and may also be able to indicate the additional information required for better decision making |

**9. Time Budgeting in Course Planning:**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Time Budgeted**  |
| Classes  | 2-3 hours per week for 12 weeks |  30 hours |
| Reading | Prescribed readings and making notes |  15 hours |
| Preparation of Assignments | Including shared and group exercises |  30 hours |
| Preparation of Project | Reading and writing |  10 hours |
| Study and revision for centralized examination | Self-preparations |  20 hours |
| **TOTAL** |  | 105 hours |

**Instructions:**

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation.

Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

**10. Academic Conduct**

**Institute’s Policy Statements**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact.  The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

**LMS-Moodle/ Impartus**

LMS-Moodle/ Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

**Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

**Plagiarism**:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

 Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.