

Course Syllabus
STRATEGIC MANAGEMENT
Semester Genap 2023-2024

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1. Course Description

The course of strategic management is aimed at building skills of managing strategy formulation and implementation processes, especially in the contexts of global business environment. The course is focused on the comprehensive enterprise –the industry and competitive environment in which the enterprise operates its long-term direction and strategy, its resources and competitive capabilities, and its prospects for success. Hence, the main objective is to sharpen the students’ ability to think strategically, to make strategic decisions, and to weigh things from the perspective of the total enterprise. It means systematically exposing the students to the rigors of industry and competitive analysis, to characteristics of a global market environment, to the critical linkages between competitive strategy and sustainable development issues to the important ingredients of strategic moves and plans and to the varied managerial tasks associated with implementing and executing the chosen strategy.

2. Course Objectives

- a) To develop your capability to think strategically in respect with the strategy formulation processes and the search of sustainable competitive advantage;
- b) To develop your power of managerial judgments and to let you being familiar with the problems faced by top management in dealing with the competitive challenges of the global business environment;
- c) To develop competence in applying the theory and technique of strategic management in actual business in terms of utilizing case methods.
- d) To build managerial skill in relation with integrating environmental and social issues into strategy-making

3. Required Text

4.
Thompson, Jr., A.A, Peteraf, M.A, Gamble, J.E., and Strickland III, A.J. 2023. *Crafting and Executing Strategy-the Quest for Competitive Advantage: Concepts and Cases*, Global edition, 23rd a edition, New York: McGraw-Hill/Irwin (**TPSG**)

The supporting Articles:

1. Gold, M. and Campbell, A. (1998) ‘Desperately Seeking Synergy’, *Harvard Business Review*, September-October, pp.131-143 (**Gold & Campbell**)
2. Campbell, A, Goold, M, and Alexander, M. (1995) ‘Corporate Strategy: the Quest on Parenting Advantage’, *Harvard Business Review*, pp.121-132 (**Campbell et al**)
3. Key, S., Popkin, S.J., 1998. Integrating ethics into the strategic management process: doing well by doing good. *Management Decision*, vol.36, no.5, pp331-338 (**KeyPopkin**)
4. McManus, J., 2011. Revisiting ethics in strategic management. *Corporate Governance*, vol.11, no.2, pp214-223 (**McManus**)
5. **Hart**, S.L. (1996) ‘Beyond Greening: Strategies for a Sustainable World’, *Harvard Business Review*, January-February, 1997 (**Hart**)
6. Porter, M.E and Kramer, M.R. (2006) ‘Strategy and Society: the Link between Competitive Advantage and Corporate Social Responsibility’, *Harvard Business Review*, December, pp. 78-92 (**Porter & Kramer**)
7. Stewart, T.A and Raman, A.P. (2007) ‘Lessons from Toyota’s Long Drive’, *Harvard Business Review*, July-August, pp74-83 (**Stewart & Raman**)
8. Barney, JB. 1986. Organizational Culture Can It be a Source of Sustained Competitive Advantage. *Academy of Management Review*, vol. 11, no. 3 (June) (**Barney**)

5. Class Requirement

- a) **Attendance.** Attendance at all cases is required as is in line with the policy of the MAKSI UGM program.
- b) **Midterm and final examination.** These exams will be conducted to test students' knowledge, understanding, and ability to apply the course material in solving actual managerial problems.
- c) **Readiness in class discussion.** Individual students have to demonstrate their readiness in class discussion. It means that students are asked to read textbooks and articles as mentioned above and also the selected cases. There is assessment of students' readiness in the class discussion.
- d) **Oral case presentation and written case assignments.** While one group is doing a presentation, other groups are required to submit an "executive summary" (approximately 500-1000 words) for each case. These written case assignments are due on the day the case is scheduled for class discussion (see *the course outline*) and should be handed in to your instructor **at the beginning of the class period**. Cases turned in the middle of and after the scheduled class periods are eligible for a grade no higher than a C.

6. Components to Evaluating Students' Performance

- Midterm/Final exam 50 %
- Oral Presentation/Written and Cases Assignments 35 %
- Participation in class discussion 15 %

7. Topics

Session	Topics	Readings
1	<ul style="list-style-type: none"> • Course Preview • The Importance of Strategy 	Syllabus TPSG 01
2	<ul style="list-style-type: none"> • Establishing Company Direction: Linking with Vision, Mission, Objectives and Strategy • Case Exercise: Costco Wholesale in 2016: Mission, Business Model, and Strategy 	TPSG 02 TPSG Case 04
3	<ul style="list-style-type: none"> • Analysis Company’s Environment • Company’s Resources, Capabilities, and Competiveness 	TPSG 03 TPSG 04
4	Case Study : Analysis of Internal and External Environment <ul style="list-style-type: none"> • Case #1: Airbnb in 2016: A Business Model for the Sharing Economy • Case #2: Amazon.com;s Business Model and Its Evolution 	TPSG Case 02 TPSG Case 03
5	Business-Level Strategies <ul style="list-style-type: none"> • The Generic Strategies (Porter) • The Strategies supporting the Generic Strategies: strategic alliance, merger & acquisition, vertical integration, outsourcing • Approaches in building strategies for competing in international market 	TPSG 05 TPSG 06 TPSG 07
6	Case Study: Business-Level Strategy and Strategies for competing in international market <ul style="list-style-type: none"> • Case #3: Uber in 2016: Can It Remain the Dominant Leader of the Worlds’Fast-Emerging Ridesharing Industry? • Case #4: Ford Motor Company: New Strategies for International Growth 	TPSG Case 12 TPSG Case 18
7	Review Topics and test (optional): road to to Mid-term exam	
	Midterm Exam	
8	<ul style="list-style-type: none"> • Corporate Diversification Strategy • Parenting Advantage and Creating Synergy 	TPSG 8 (Gold & Campbell) Campbell, et all)

9	<ul style="list-style-type: none"> Ethical Business and Sustainable Development Revisiting Ethics in Strategic Management (CG, 2011) 	TPSG 9,
10	<p>Case Study: Corporate Diversification Strategy</p> <ul style="list-style-type: none"> Case #01: Mondelez International: Has Corporate Restructuring Case #02: Walt Disney Company: Its Diversification Strategy in 2020 <p>Artikel 01</p> <ul style="list-style-type: none"> Key, S., Popkin, S.J., 1998. Integrating ethics into the strategic management process: doing well by doing good. <i>Management Decision</i>, vol.36, no.5, pp331-338 (KeyPopkin) 	TPSG Case 23 TPSG Case 24 McManus, Porter & Kramer, & KeyPopkin
11	<p>Case Study: Ethical Business and Sustainable Development: Their Impact on Strategic Management</p> <ul style="list-style-type: none"> Case #03: Unilever’s Purpose-led Brand Strategy: Can Alan Jope Balance Purpose and Profits? Case #04: Boeing 737 MAX: What Response Strategy is Needed to Ensure Passenger Safety and Restore the Company’s Reputation <p>Artikel 02</p> <ul style="list-style-type: none"> Porter, M.E and Kramer, M.R. (2006) ‘Strategy and Society: the Link between Competitive Advantage and Corporate Social Responsibility’, <i>Harvard Business Review</i>, December, pp. 78-92 (Porter & Kramer) 	TPSG Case 17 TPSG Case 20
12	<p>Executing Strategies:</p> <ul style="list-style-type: none"> Building Capabilities and Structure Managing Quality Internal Operation Corporate Culture and Leadership <p>Artikel 03 dan 04</p> <ul style="list-style-type: none"> Hart, S.L. (1996) ‘Beyond Greening: Strategies for a Sustainable World’, <i>Harvard Business Review</i>, January-February, 1997 (Hart) Stewart, T.A and Raman, A.P. (2007) ‘Lessons from Toyota’s Long Drive’, <i>Harvard Business Review</i>, July-August, pp74-83 (Stewart & Raman) 	TPSG 10 TPSG 11 TPSG 12
13	<p>Case Study: Executing Strategy</p> <ul style="list-style-type: none"> Case #05: Nucor Corporation in 2020: Pursuing Efforts to Grow Sales and Market Share Despite tough Market Conditions Case #06: Eliminating Modern Slavery from Supply Chains: Can Nestle Lead the Way? 	TPSG Case 26 TPSG Case 27

14	<ul style="list-style-type: none"> • Case #07: Starbucks in 2020: Is the Company on Track to Achieve Attractive Growth and Operational Excellent? • Case #08: Southwest Airlines in 2016: Culture, Values, and Operating Practices 	TPSG Case 25
	Final exam	

The following scheme of the final score to the course:

Grade	Range
A	90-100
A-	85-89,9
A/B	80-84,9
B+	75-79,9
B	70-74,9
B-	60-69,9
C	50-59,9
D	30-49,9
E	0-29,9

The explanation for each grade BS following:

Grade	Explanation
A	Like A-, with consistent evidence of substantial originality and understanding in identifying, producing and communicating conflicting arguments, perspectives or problem-solving approaches; critically evaluate the problem, its solutions and the implications of the problem.
A-	Like B+, with much evidence of originality in defining and analyzing issues or problems and in creating solutions; using levels, styles and suitable communication means to the discipline of science and audience.
A/B and B+	Demonstrate a substantial understanding of basic concepts in various contexts; develop or adapt convincing arguments and provide a comprehensive justification; communicating information and idea adequately in terms of disciplinary conventions.
B	Demonstrate adequate understanding and application of basic concepts from the field of study; building arguments or decisions and providing acceptable justification; communicating information and idea adequately in terms of disciplinary conventions.
B-	Demonstrate a superficial or partial or erroneous (faulty) understanding of basic concepts of the field of study and the limited ability to apply the concepts; giving an unsupported or improper argument; communicate information or idea with unclear and inconsistent compliance with disciplinary conventions.

C	Demonstrate a real shortcoming in understanding and applying underlying concepts; communicate the idea and information in incomplete ways or confusing and give just little attention the conventions of the science field.
D	Fail to demonstrate the major part or the whole part of learning goals.
E/F	There is no work that can be graded.