

Cover Sheet: Request 10465

MAN 7 XXX

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Lee,Gwendolyn K gwenlee@ufl.edu
Created	10/2/2015 9:54:05 AM
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Description	Strategic Management

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CBA - Management 011702000	Thomas, Robert E		10/2/2015
Added MAN7778_DBA_syllabus_fall_2015_Lee.pdf					10/2/2015
College	Approved	CBA - College of Business Administration, Warrington	Mathis, Renee C		10/2/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/2/2015
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10465

Info

Request: MAN 7 XXX
Submitter: Lee,Gwendolyn K gwenlee@ufl.edu
Created: 10/2/2015 9:54:05 AM
Form version: 1

Responses

Recommended Prefix: MAN
Course Level : 7
Number : XXX
Lab Code : None
Course Title: Strategic Management
Transcript Title: Strategic Management
Effective Term : Earliest Available
Effective Year: Earliest Available
Rotating Topic?: No
Amount of Credit: 3
If variable, # min : *No response*
If variable, # max: *No response*
Repeatable Credit?: No
If repeatable, # total repeatable credit allowed: *No response*
S/U Only?: No
Contact Type : Regularly Scheduled
Degree Type: Professional
If other degree type, specify : *No response*
Weekly Contact Hours : 3
Category of Instruction : Advanced
Delivery Method(s): On-Campus
Course Description : The Strategic Management Course introduces conceptual frameworks and analytical tools that identify the key drivers of superior performance under different conditions and explain how to formulate strategy in the face of environmental change and uncertainty. This course is designed to build competence in skillfully applying powerful frameworks and tools.
Prerequisites : none
Co-requisites : none
Rationale and Placement in Curriculum : MAN7XXX course specifically designed for the Doctor of Business Administration (DBA) program which is a professional degree offered as a track under the Ph.D. degree. Contact hours: 60; 36 taken in 6 terms in years 1 & 2. This course is a required element of these 36 contact hours. Students in this course will participate in activities both in the classroom and outside of the classroom using a blended learning approach. Out-of-class work will leverage online technologies to support continued discussions of cases, course materials, and application of lecture materials to collaborative learning. This method will provide students with an opportunity in this blended model to make the best use of classroom time. What is blended learning and why is it important? Blended learning is a method of classroom delivery where a portion of the traditional face-to-face instruction is replaced by web-based online learning. The amount of face-to-face instruction replaced by online coursework will vary greatly by instructor, class, discipline, and learning objectives. The Online Learning Consortium - <http://onlinelearningconsortium.org> (a professional organization dedicated to postsecondary online learning) defines blended learning as a course where 30%-70% of the instruction is delivered online. In their Blended Learning infographic - <https://www.knewton.com/blended-learning> Knewton defines blended learning as any situation in which "...a student learns, at least in part, at a brick-and-mortar facility and

through online delivery with student control over time, place, path, or pace." For additional information about blended learning at UF, see the research and resources at <http://citt.ufl.edu/tools/blended-learning-and-the-flipped-classroom> . What is expected of you? You are expected to read and prepare for class prior to attending. You are expected to actively participate in discussions during class, and you are expected to fully engage in online discussions through the course site that will continue and extend the in class activities.

Course Objectives : Through this course, I promote research that has both rigor (methodological soundness) and relevance (applicability to managerial practice). Promoting research that has both rigor and relevance is my objective of training doctoral students at the University of Florida. The course objective has a three-pronged learning approach:

1. Read and critically analyze exemplary research;
2. Examine diverse research models and types of data that have been used;
3. Identify and evaluate possible directions for future research.

I also expect all course participants to consider what innovation can be added to the stream of literature before coming to class. The participants are therefore expected to search for and read background articles to the extent they deem necessary to their understanding. In addition, the participants are expected to engage in class (1) by discussing the assigned readings, and (2) by adding value to the learning environment.

Course Textbook(s) and/or Other Assigned Reading: A representative list of readings (from the first week's reading assignment)

Porter, Michael E., and Mark R. Kramer. "Creating shared value." Harvard business review 89.1/2 (2011): 62-77.

Bruton, Garry D. "Letter From the Editor: Business and the World's Poorest Billion--The Need for an Expanded Examination by Management Scholars." The Academy of Management Perspectives 24.3 (2010): 6-10.

Robert G. Eccles, Ioannis Ioannou, George Serafeim (2014) The Impact of Corporate Sustainability on Organizational Processes and Performance. Management Science 60(11):2835-2857.

Weekly Schedule of Topics : Introduction: What is Strategy?

Part 1: Value Creation

[Creating Shared Value]

[Business and the World's Poorest Billion—The Need for an Expanded Examination by Management Scholars]

[The Impact of Corporate Sustainability on Organizational Processes and Performance]

[Value Creation in Knowledge-Based Firms: Aligning Problems and Resources]

[Value Creation in E-Business]

[Value Creation in Innovation Ecosystems]

Part 2: From Value Creation to Competitive Advantage

[Creating Competitive Advantage]

[The Cost-Quality Frontier and Competitive Advantage]

[Contextuality Within Activity Systems and Sustainability of Competitive Advantage]

Part 3: Value Innovation

[Creating Value through Business Model Innovation]

[Business Model Design and the Performance of Entrepreneurial Firms]

[Business Models, Business Strategy and Innovation]

[Business-Model Innovation: General Purpose Technologies and their Implications for Industry Structure]

[Business Model Innovation: What Can the Ambidexterity Literature Teach Us?]

[Business Models: A Discovery Driven Approach]

Part 4: Value Appropriation

[How Do Value Creation and Competition Determine Whether a Firm Appropriates Value?]

[Value Creation, Competition, and Performance in Buyer-supplier Relationships]

[Value Creation and Value Capture with Frictions]

[Profiting from Technological Innovation: Implications for Integration, Collaboration, Licensing and Public Policy]

[Reflections of David Teece's "Profiting from Technological Innovation..."]

[The Logic of Appropriability: From Schumpeter to Arrow to Teece]

[Profiting from Technological Innovation by Others: The Effect of Competitor Patenting on Firm Value]

[Benefiting from Innovation: Value Creation, Value Appropriation and the Role of Industry Architectures]

Course Wrap-up

[Performance and Value Analysis]

[Strategic Entrepreneurship: Creating Value for Individuals, Organizations, and Society]

[The Impact of Corporate Sustainability on Organizational Processes and Performance]

Grading Scheme : The grading scheme is as follows:

? Journal Article Discussant Summary and Critique 30%

? Literature Survey 30%

? Peer Review Referee Report 20%

? Literature Survey R&R 20%

The course is discussion-based and all seminar participants are expected to engage actively in the discussions. The discussions will focus on the specific readings assigned as well as the general issues raised by the readings. To facilitate the discussion, each assigned reading will have two discussants. The discussants (either self-nominated or appointed by the course instructor) will lead off the discussions and give their reviews on the assigned article. Each course participant should lead ONCE or TWICE, each time summarizing and critiquing a different article. The critique should be critical in nature. The discussants are required to provide a short written summary about the assigned article and an outline of their critique. This document, between 1 to 3 pages in length, should be uploaded to Canvas, available to all seminar participants and the course instructor by the assignment due date. Note that this assignment's due dates are NOT THE SAME as the in-residence meeting dates. To help students manage work load, the assignment due dates of this document are spread out over time by design. See Course Roadmap and Assignment Due Date Reminder for details.

The course prepares you for a career in academic publishing by training you how to formulate a phenomenon toward a research question. Choose one of the two pre-assigned topics described below. Each topic has a folder with the articles that I have collected. The students can add articles to expand my collection. The students can form study groups to divide and concur the articles. While collaboration is encouraged in tackling the articles, each student will individually write a literature survey on his/her own. The deliverable from this course assignment is a cornerstone of a manuscript that potentially can be submitted to Academy of Management Review (AMR), Academy of Management Perspectives (AMP), or California Management Review (CMR). The literature survey should have a primary focus of bringing new perspectives to an academic debate.

I will distribute the submissions to the class for peer-review. You will write a referee report on a peer's literature survey. A template for the referee report is provided to you (see Canvas).

Based on the referee report your peer provides, revise and resubmit your own literature survey.

UF grading policies:

Policy available at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

This link gives details of how grade points are assigned for individual grades, how GPA is calculated and other related information. Please familiarize yourself with these policies.

Attendance:

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Accommodations/Disability:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluating class:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Instructor(s) : Gwendolyn K. Lee, Ph.D.

Chester C. Holloway Professor

University of Florida

gwenlee@ufl.edu

MAN7778

STRATEGIC MANAGEMENT

2015

Professor Gwendolyn Lee

SYLLABUS

COURSE PHILOSOPHY & LEARNING OBJECTIVES

Why are some companies more successful than others and what, if anything, does strategic management have to do with it? The *Strategic Management* Course answers this question by introducing conceptual frameworks and analytical tools that identify the key drivers of superior performance under different conditions and explain how to formulate strategy in the face of environmental change and uncertainty. This course is designed to build your competence in skillfully applying powerful frameworks and tools.

Strategy, in this course, is defined as a contingent plan of action in choosing what business models to use (and/or designing new-to-the-world business models) so an organization can reach its goals. By contrast, business model refers to the organizing of an activity system for internal, external, and dynamic consistency. The word “contingent” is of great importance. It means that strategies contain provisions as to what to do even for contingencies that may end up not taking place. The substantive difference between strategy and business model arises when modifications to the business model are necessary due to the possibility of particular contingencies (such as a recovery from the recession) and actions by other industry players (competitors, complementors, buyers, or suppliers). For example, an incumbent firm facing a potential entrant typically has a plan for the scenario of entry and another plan for the scenario of no entry. Importantly, an organization has no strategy when it has no alternative plans for the various contingencies that may arise. While every organization has some business model, not every organization has a strategy.

The strategy field encompasses a diverse set of research perspectives and topic areas. This diversity is a strength of the field, but it also poses a challenge to scholars in strategy: It is often unclear how various literatures relate and why certain papers are considered exemplars of high-quality strategy research.

Through this course, I promote research that has both **rigor** (methodological soundness) and **relevance** (applicability to managerial practice). Promoting research that has both rigor and relevance is my objective of training doctoral students at the University of Florida. In

developing next-generation scholars for strategic management research, my specific goals are to help our doctoral students recognize and appreciate the following:

- ❖ Rigorous and relevant research builds upon prior, **substantive contributions** in the field.
- ❖ The research must utilize **theory that is unambiguous and rigorously derived** in order to produce measurable and refutable claims. Theory building is a cumulative enterprise and as such can only happen if researchers are explicit about both the theories and their impacts on managerial practice.
- ❖ Empirical contributions may report empirical regularities or aim to test theory. In both cases, rigorous and relevant research is **transparent in data presentation and analysis**. In the case of theory-testing, rigorous and relevant research uses data that conform closely to the theory to be tested as well as **empirical designs and methods that generate valid inferences**.

The course objective has a three-pronged learning approach:

1. Read and critically analyze exemplary research;
2. Examine diverse research models and types of data that have been used;
3. Identify and evaluate possible directions for future research.

I expect all course participants to read EVERY assigned article under **Required readings** (see Course Roadmap for details). **Advanced readings** and **Supplement readings** are recommended, but not required.

I also expect all course participants to consider what innovation can be added to the stream of literature before coming to class. The participants are therefore expected to search for and read background articles to the extent they deem necessary to their understanding. In addition, the participants are expected to engage in class (1) by discussing the assigned readings, and (2) by adding value to the learning environment. Adding value to the learning environment includes the following positive behavior:

- ✓ Showing evidence that you have read the assigned readings.
- ✓ Showing intellectual curiosity by going beyond the obvious.
- ✓ Seeing various sides of arguments and challenging views presented in the readings or by other course participants.
- ✓ Making insightful and relevant comments.
- ✓ Being clear, logical and to the point.
- ✓ Integrating and building on knowledge from previous sessions, other courses or prior experiences.

COURSE REQUIREMENTS & GRADING SCHEME

Course Requirements

- Attend and actively engage in discussion in every session.

- Serve as a “discussant” for three journal articles (see Course Road Map below for the list of articles). Electronically distribute your summary and critique (1-3 pages) of the assigned reading before each in-residence meeting.
- Write a literature survey on one of the two pre-assigned topics (5-10 pages).
- Write a referee report on a peer’s literature survey (2-3 pages).
- Revise and resubmit (R&R) the literature survey based on the referee report.

The grading scheme is as follows:

➤ Journal Article Discussant Summary and Critique	30%
➤ Literature Survey	30%
➤ Peer Review Referee Report	20%
➤ Literature Survey R&R	20%

➤ **Journal Article Discussant Summary and Critique (30%)**

The course is discussion-based and all seminar participants are expected to engage actively in the discussions. The discussions will focus on the specific readings assigned as well as the general issues raised by the readings. To facilitate the discussion, each assigned reading will have two discussants. The discussants (either self-nominated or appointed by the course instructor) will lead off the discussions and give their reviews on the assigned article. Each course participant should lead ONCE or TWICE, each time summarizing and critiquing a different article. The critique should be critical in nature.

The discussants are required to provide a short written summary about the assigned article and an outline of their critique. This document, between 1 to 3 pages in length, should be uploaded to Canvas, available to all seminar participants and the course instructor by the assignment due date. Note that this assignment’s due dates are NOT THE SAME as the in-residence meeting dates. To help students manage work load, the assignment due dates of this document are spread out over time by design. See Course Roadmap and Assignment Due Date Reminder for details.

The discussants should try to answer the following questions about each article:

- What is the contribution here? How important is it?
- What are the basic assumptions behind the analysis?
- What are the major problems and deficiencies?
- How could this analysis be improved? (Be specific and practical. Do not make suggestions that you could not realistically envision yourself conducting); and
- Identify at least one way that the analysis is cleverer than the author(s) know. This could take the form of deriving a new argument or developing new ideas about other dependent variables.

In evaluating theory development, seminar participants are urged to ask the following questions:

- Are the theoretical claims unambiguous?

- Can the conclusions be derived rigorously from explicit premises?
- Do the premises sufficiently capture the core drivers of the phenomena under study?
- Have the theories produced propositions with measurable implications that can be refuted empirically?
- Do the theories merge ideas from multiple disciplines in ways that produce something greater than the simple sum of the discipline-based ideas?

In evaluating the design and execution of empirical studies, seminar participants are urged to ask the following questions:

- Are data presented and analyzed as transparently as possible?
- Does the research employ reliable data that conform closely to theoretical constructs? In particular, do the level of analysis and the unit of observation in the study match those of the theory? Can the empirical proxies discriminate among alternative explanations?
- Are the empirical designs and methods chosen carefully to generate valid inferences? In particular, have concerns about endogeneity and selection been addressed adequately?

Most of the class time will focus on using the journal papers to illustrate how to prove firm A has superior performance than firm B for the hypothesized reason. I will demonstrate an illustration with the ‘hot’ topics on corporate social responsibility (CSR) and social entrepreneurship. How would you prove the hypothesis that firms adopting CSR policy have superior performance than firms that don’t adopt CSR policy?

➤ **Literature Survey (30%)**

The course prepares you for a career in academic publishing by training you how to formulate a phenomenon toward a research question. Choose one of the two pre-assigned topics described below. Each topic has a folder with the articles that I have collected. The students can add articles to expand my collection. The students can form study groups to divide and concur the articles. While collaboration is encouraged in tackling the articles, each student will individually write a literature survey on his/her own. The deliverable from this course assignment is a cornerstone of a manuscript that potentially can be submitted to Academy of Management Review (AMR), Academy of Management Perspectives (AMP), or California Management Review (CMR). The literature survey should have a primary focus of bringing new perspectives to an academic debate.

This individual-based assignment should be submitted by uploading a PDF file on Canvas (due by Monday, November 2nd).

Pre-assigned topic #1: How to fix our broken patent system

Example: Innovation and intellectual property

April 2014 – SMJ Virtual Special Issue

Innovation, Intellectual Property and Strategic Management

Example: Defend Innovation

February 23, 2015 | By Adi Kamdar

The "Defend Innovation" whitepaper is the culmination of two-and-a-half years worth of research, drawing from the stories, expertise, and ideas of more than 16,500 people who agree that the current patent system is broken. Split into two parts, the report covers both the challenges facing innovators under the current patent regime, as well as concrete measures that policymakers must take in the coming year.

<https://www.eff.org/wp/defend-innovation-how-fix-our-broken-patent-system>

Pre-assigned topic #2: How to develop sustainable business model and create social value

Example: Sustainable Business Model

Bocken, N. M. P., et al. "A literature and practice review to develop sustainable business model archetypes." *Journal of cleaner production* 65 (2014): 42-56.

Example: Social Value Creation

Sinkovics, Noemi, Rudolf R. Sinkovics, and Mo Yamin. "The role of social value creation in business model formulation at the bottom of the pyramid–Implications for MNEs?." *International Business Review* 23.4 (2014): 692-707.

Example: Africa

Walsh, James P. "Organization and Management Scholarship in and for Africa ... and the World" *ACAD MANAGE PERSPECT* February (2015) 29:1 1-6.

Example: Africa

January 2015 – SMJ Virtual Special Issue

Applications: Strategy in African Countries

➤ **Peer Review Referee Report (20%)**

I will distribute the submissions to the class for peer-review. You will write a referee report on a peer's literature survey. A template for the referee report is provided to you (see Canvas).

➤ **Literature Survey R&R (20%)**

Based on the referee report your peer provides, revise and resubmit your own literature survey.

Assignment Due Date Reminder

DUE WHEN?	WHAT ARE THE DELIVERABLES?
<i>Journal Article Discussant - Summary and Critique</i> Upload by the designated date as specified in the Course Roadmap	A summary of the assigned journal article and an outline of the discussant's critique of the assigned journal article
<i>Literature Survey</i> Monday, November 2 nd	Review "corporate social responsibility as a research topic" or "technological patents as a data source"
<i>Peer Review Referee Report</i> Monday, November 23 rd	Write a referee report on one of your peer's Literature Survey
<i>Literature Survey R&R</i> Monday, December 14 th	Revise and resubmit your Literature Survey

Journal Article Discussants: upload by 8/31

Porter, Michael E., and Mark R. Kramer. "Creating shared value." *Harvard business review* 89.1/2 (2011): 62-77.

Bruton, Garry D. "Letter From the Editor: Business and the World's Poorest Billion--The Need for an Expanded Examination by Management Scholars." *The Academy of Management Perspectives* 24.3 (2010): 6-10.

Robert G. Eccles, Ioannis Ioannou, George Serafeim (2014) The Impact of Corporate Sustainability on Organizational Processes and Performance. *Management Science* 60(11):2835-2857.

Journal Article Discussants: upload by 9/7

Woiceshyn, Jaana, and Loren Falkenberg. "Value creation in knowledge-based firms: Aligning problems and resources." *The Academy of Management Perspectives* 22.2 (2008): 85-99.

Amit, Raphael, and Christoph Zott. "Value creation in e-business." *Strategic management journal* 22.6-7 (2001): 493-520.

Adner, Ron, and Rahul Kapoor. "Value creation in innovation ecosystems: how the structure of technological interdependence affects firm performance in new technology generations." *Strategic management journal* 31.3 (2010): 306-333.

Journal Article Discussants: upload by 9/14

Porter, Michael, and Nicolaj Siggelkow. "Contextuality within activity systems and sustainability of competitive advantage." *The Academy of Management Perspectives* 22.2 (2008): 34-56.

Amit, Raphael, Christoph Zott, and Av Pearson. "Creating value through business model innovation." *MIT Sloan Management Review* 53 (2012).

Christoph Zott, Raphael Amit, (2007) Business Model Design and the Performance of Entrepreneurial Firms. *Organization Science* 18(2):181-199.

Journal Article Discussants: upload by 9/28

Teece, David J. "Business models, business strategy and innovation." *Long range planning* 43.2 (2010): 172-194.

Gambardella, Alfonso, and Anita M. McGahan. "Business-model innovation: General purpose technologies and their implications for industry structure." *Long range planning* 43.2 (2010): 262-271.

Markides, Constantinos C. "Business model innovation: What can the ambidexterity literature teach us?" *The Academy of Management Perspectives* 27.4 (2013): 313-323.

McGrath, Rita Gunther. "Business models: a discovery driven approach." *Long range planning* 43.2 (2010): 247-261.

Journal Article Discussants: upload by 10/5

MacDonald, Glenn, and Michael D. Ryall. "How do value creation and competition determine whether a firm appropriates value?" *Management Science* 50.10 (2004): 1319-1333.

Chatain, Olivier. "Value creation, competition, and performance in buyer-supplier relationships." *Strategic Management Journal* 32.1 (2011): 76-102.

Chatain, Olivier, and Peter Zemsky. "Value creation and value capture with frictions." *Strategic Management Journal* 32.11 (2011): 1206-1231.

Journal Article Discussants: upload by 10/12

Teece, David J. "Profiting from technological innovation: Implications for integration, collaboration, licensing and public policy." *Research policy* 15.6 (1986): 285-305.

Nelson, Richard R. "Reflections of David Teece's "Profiting from technological innovation..."." *Research Policy* 35.8 (2006): 1107-1109.

Winter, Sidney G. "The logic of appropriability: from Schumpeter to Arrow to Teece." *Research Policy* 35.8 (2006): 1100-1106.

Journal Article Discussants: upload by 10/19

McGahan, Anita M., and Brian S. Silverman. "Profiting from technological innovation by others: The effect of competitor patenting on firm value." *Research Policy* 35.8 (2006): 1222-1242.

Jacobides, Michael G., Thorbjørn Knudsen, and Mie Augier. "Benefiting from innovation: Value creation, value appropriation and the role of industry architectures." *Research policy* 35.8 (2006): 1200-1221.

Journal Article Discussants: upload by 10/26

Van den Steen, Eric. "Performance and Value Analysis." Harvard Business School 9-714-490, March 28, 2014.

Hitt, Michael A., et al. "Strategic entrepreneurship: creating value for individuals, organizations, and society." *The Academy of Management Perspectives* 25.2 (2011): 57-75.

***All submissions should be uploaded to [Canvas](#).**

COURSE POLICY

In this course, my expectations of you are:

- Coming to class prepared for case analysis and discussion.

An important part of this course is journal article discussion. The course assigns readings that are specifically relevant for each session's learning objectives. Please come to class prepared with your own take of the journal article, whether or not you are the assigned discussant. If you have prior experience that is relevant to a given topic, please alert me in advance and I will try to incorporate your knowledge into class discussion.

- Reading beyond the assigned articles is encouraged, but not required.

For background preparation, here are my recommended textbooks. See *Strategy and the Business Landscape* by P Ghemawat for a brief overview; see *Contemporary Strategy Analysis* by R Grant for a more extensive treatment. If you want an emphasis on the reality of organizational complexity, see *Strategic Management* by Saloner, Shepard, & Poldony. If you prefer a more technical textbook, see *Economics of Strategy* by Besanko, Dranove, Shanley & Schaefer.

- Producing work of the highest quality and integrity.

Engage in continuous learning to the best of your abilities. Maintain high level of integrity in creating original work for the assignments.¹ For group work, be accountable to your group member colleagues.

COMMUNICATION

I will certainly be available to meet with you one-on-one or in small groups throughout the course. Send me an email to schedule for face-to-face appointments. I'd be happy to discuss anything on your mind with respect to the course and general principles of strategy.

Gwendolyn (Gwen) Lee
Course Instructor
gwenlee@ufl.edu
gwendolyn.lee@warrington.ufl.edu

Office hour: By appointment
Office: STZ 211I

COURSE INSTRUCTOR

Appointed as the Chester C. Holloway Professor in Strategy, Innovation & Entrepreneurship, I am an Associate Professor at the University of Florida, Warrington College of Business Administration. I was an Assistant Professor of Strategy at INSEAD on both the Asia and Europe campuses (2003-2005, 2009-2010). While on sabbatical leave 2013-2-14, I was appointed as a Visiting Scholar at the Wharton School, University of Pennsylvania.

I hold a Ph.D. in Business Administration from the University of California at Berkeley, and M.S. and B.S. degrees in Chemical Engineering from the Massachusetts Institute of Technology. Currently, I serve on the Editorial Review Boards of the Academy of Management Journal, and the Strategic Management Journal, which are the premier academic journals of high impact in strategic management. I am a co-editor of a special issue on Resource Allocation to be published in the Journal of Management.

My research has been in the field of strategic management with a focus on corporate strategy in knowledge-intensive settings. My research objective is to contribute to knowledge-based perspectives and the resource-based view of strategy on how to manage a firm's portfolio of businesses, resources and capabilities. I have published research articles in leading management journals, including the Academy of Management Journal, Best Paper Proceedings of the Annual Meeting of the Academy of Management, Organization Science, Research Policy, and the Strategic Management Journal. One of my Best Paper Proceedings was recognized with the Distinguished Paper Award at the Annual Meeting of the Academy of Management.

¹ An online anti-plagiarism service, which compares student submissions to millions of websites and papers submitted for exact matches, will be used to verify whether students properly cited their sources.

Course Roadmap

This course is structured in four parts. Part 1 focuses on value creation. Part 2 extends from value creation to competitive advantage. Part 3 connects value creation to value innovation. And Part 4 links value creation to value appropriation.

INTRODUCTION	What is Strategy?
PART 1: VALUE CREATION	Creating Shared Value
	Business and the World's Poorest Billion—The Need for an Expanded Examination by Management Scholars
	The Impact of Corporate Sustainability on Organizational Processes and Performance
	Value Creation in Knowledge-Based Firms: Aligning Problems and Resources
	Value Creation in E-Business
	Value Creation in Innovation Ecosystems
PART 2: FROM VALUE CREATION TO COMPETITIVE ADVANTAGE	Creating Competitive Advantage
	The Cost-Quality Frontier and Competitive Advantage
	Contextuality Within Activity Systems and Sustainability of Competitive Advantage
PART 3: VALUE INNOVATION	Creating Value through Business Model Innovation
	Business Model Design and the Performance of Entrepreneurial Firms
	Business Models, Business Strategy and Innovation

	Business-Model Innovation: General Purpose Technologies and their Implications for Industry Structure
	Business Model Innovation: What Can the Ambidexterity Literature Teach Us?
	Business Models: A Discovery Driven Approach
PART 4: VALUE APPROPRIATION	How Do Value Creation and Competition Determine Whether a Firm Appropriates Value?
	Value Creation, Competition, and Performance in Buyer-supplier Relationships
	Value Creation and Value Capture with Frictions
	Profiting from Technological Innovation: Implications for Integration, Collaboration, Licensing and Public Policy
	Reflections of David Teece’s “Profiting from Technological Innovation...”
	The Logic of Appropriability: From Schumpeter to Arrow to Teece
	Profiting from Technological Innovation by Others: The Effect of Competitor Patenting on Firm Value
	Benefiting from Innovation: Value Creation, Value Appropriation and the Role of Industry Architectures
COURSE WRAP-UP	Performance and Value Analysis
	Strategic Entrepreneurship: Creating Value for Individuals, Organizations, and Society
	The Impact of Corporate Sustainability on Organizational Processes and Performance

INTRODUCTION (July 26)

Required readings

What is Strategy? in *Harvard Business Review* 1996, by ME Porter

PART 1: VALUE CREATION (September 18, 19)

Required Readings

- Porter, Michael E., and Mark R. Kramer. "Creating shared value." *Harvard business review* 89.1/2 (2011): 62-77. **Journal Article Discussants: upload by 8/31**
- Bruton, Garry D. "Letter From the Editor: Business and the World's Poorest Billion--The Need for an Expanded Examination by Management Scholars." *The Academy of Management Perspectives* 24.3 (2010): 6-10. **Journal Article Discussants: upload by 8/31**
- Robert G. Eccles, Ioannis Ioannou, George Serafeim (2014) *The Impact of Corporate Sustainability on Organizational Processes and Performance*. *Management Science* 60(11):2835-2857. **Journal Article Discussants: upload by 8/31**
- Woiceshyn, Jaana, and Loren Falkenberg. "Value creation in knowledge-based firms: Aligning problems and resources." *The Academy of Management Perspectives* 22.2 (2008): 85-99. **Journal Article Discussants: upload by 9/7**
- Amit, Raphael, and Christoph Zott. "Value creation in e-business." *Strategic management journal* 22.6-7 (2001): 493-520. **Journal Article Discussants: upload by 9/7**
- Adner, Ron, and Rahul Kapoor. "Value creation in innovation ecosystems: how the structure of technological interdependence affects firm performance in new technology generations." *Strategic management journal* 31.3 (2010): 306-333. **Journal Article Discussants: upload by 9/7**

Advanced readings

- Brandenburger, Adam M., and Harborne W. Stuart. "Value-based business strategy." *Journal of Economics & Management Strategy* 5.1 (1996): 5-24.

PART 2: FROM VALUE CREATION TO COMPETITIVE ADVANTAGE (September 19)

Required Readings

- Creating Competitive Advantage, note 9-798-062 by P Ghemawat, JW Rivkin
- The Cost-Quality Frontier and Competitive Advantage, Section 3.7 in *Strategic Management*, by G Saloner, A Shepard, J Podolny.
- Porter, Michael, and Nicolaj Siggelkow. "Contextuality within activity systems and sustainability of competitive advantage." *The Academy of Management Perspectives* 22.2 (2008): 34-56. **Journal Article Discussants: upload by 9/14**

Advanced readings

Adner, Ron, and Peter Zemsky. "A demand-based perspective on sustainable competitive advantage." *Strategic Management Journal* 27.3 (2006): 215-239.

PART 3: VALUE INNOVATION (September 20, November 13)

Required readings

Amit, Raphael, Christoph Zott, and Av Pearson. "Creating value through business model innovation." *MIT Sloan Management Review* 53 (2012). **Journal Article Discussants: upload by 9/14**

Christoph Zott, Raphael Amit, (2007) Business Model Design and the Performance of Entrepreneurial Firms. *Organization Science* 18(2):181-199. **Journal Article Discussants: upload by 9/14**

Teece, David J. "Business models, business strategy and innovation." *Long range planning* 43.2 (2010): 172-194. **Journal Article Discussants: upload by 9/28**

Gambardella, Alfonso, and Anita M. McGahan. "Business-model innovation: General purpose technologies and their implications for industry structure." *Long range planning* 43.2 (2010): 262-271. **Journal Article Discussants: upload by 9/28**

Markides, Constantinos C. "Business model innovation: What can the ambidexterity literature teach us?" *The Academy of Management Perspectives* 27.4 (2013): 313-323. **Journal Article Discussants: upload by 9/28**

McGrath, Rita Gunther. "Business models: a discovery driven approach." *Long range planning* 43.2 (2010): 247-261. **Journal Article Discussants: upload by 9/28**

Advanced readings

Zott, Christoph, and Raphael Amit. "The fit between product market strategy and business model: implications for firm performance." *Strategic Management Journal* 29.1 (2008): 1-26.

O'Reilly, Charles, and Michael Tushman. "Organizational ambidexterity: Past, present and future." *The Academy of Management Perspectives* (2013):.

PART 4: VALUE APPROPRIATION (November 13, 14, 15)

Required readings

MacDonald, Glenn, and Michael D. Ryall. "How do value creation and competition determine whether a firm appropriates value?" *Management Science* 50.10 (2004): 1319-1333. **Journal Article Discussants: upload by 10/5**

- Chatain, Olivier. "Value creation, competition, and performance in buyer-supplier relationships." *Strategic Management Journal* 32.1 (2011): 76-102. **Journal Article Discussants: upload by 10/5**
- Chatain, Olivier, and Peter Zemsky. "Value creation and value capture with frictions." *Strategic Management Journal* 32.11 (2011): 1206-1231. **Journal Article Discussants: upload by 10/5**
- Teece, David J. "Profiting from technological innovation: Implications for integration, collaboration, licensing and public policy." *Research policy* 15.6 (1986): 285-305. **Journal Article Discussants: upload by 10/12**
- Nelson, Richard R. "Reflections of David Teece's "Profiting from technological innovation..."." *Research Policy* 35.8 (2006): 1107-1109. **Journal Article Discussants: upload by 10/12**
- Winter, Sidney G. "The logic of appropriability: from Schumpeter to Arrow to Teece." *Research Policy* 35.8 (2006): 1100-1106. **Journal Article Discussants: upload by 10/12**
- McGahan, Anita M., and Brian S. Silverman. "Profiting from technological innovation by others: The effect of competitor patenting on firm value." *Research Policy* 35.8 (2006): 1222-1242. **Journal Article Discussants: upload by 10/19**
- Jacobides, Michael G., Thorbjørn Knudsen, and Mie Augier. "Benefiting from innovation: Value creation, value appropriation and the role of industry architectures." *Research policy* 35.8 (2006): 1200-1221. **Journal Article Discussants: upload by 10/19**

Advanced readings

Michael G. Jacobides, C. Jennifer Tae (2015) "Kinpins, Bottlenecks, and Value Dynamics Along a Sector." *Organization Science*. Published online in *Articles in Advance* 02 Mar 2015

COURSE WRAP-UP (November 15)

Required readings

Van den Steen, Eric. "Performance and Value Analysis." Harvard Business School 9-714-490, March 28, 2014. **Journal Article Discussants: upload by 10/26**

Hitt, Michael A., et al. "Strategic entrepreneurship: creating value for individuals, organizations, and society." *The Academy of Management Perspectives* 25.2 (2011): 57-75. **Journal Article Discussants: upload by 10/26**

Robert G. Eccles, Ioannis Ioannou, George Serafeim (2014) "The Impact of Corporate Sustainability on Organizational Processes and Performance." *Management Science* 60(11):2835-2857. (RE-READ FROM PART 1)

Supplemental Readings

Foss, Nicolai J., and Siegwart Lindenberg. "Microfoundations for strategy: a goal-framing perspective on the drivers of value creation." *The Academy of Management Perspectives* 27.2 (2013): 85-102.

Baumann, Oliver, and Nils Stieglitz. "Rewarding value-creating ideas in organizations: The power of low-powered incentives." *Strategic Management Journal* 35.3 (2014): 358-375.

Jayaraman, Vaidyanathan, and Yadong Luo. "Creating competitive advantages through new value creation: a reverse logistics perspective." *The Academy of Management Perspectives* 21.2 (2007): 56-73.

Can You Say What Your Strategy Is? in *Harvard Business Review* 2008, by DJ Collis, MG Rukstad

Competing on Resources in *Harvard Business Review* 2008, by DJ Collis, CA Montgomery.

The Five Competitive Forces That Shape Strategy in *Harvard Business Review* 2008, by ME Porter.