

Florida International University  
Honors College  
COURSE SYLLABUS

**Strategy, Marketing and Tactics:  
Growing Smartly**

**Fall Semester 2015  
Hortensia E. Sampedro, MBA**

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Mondays 1:00 pm – 3:45 pm	Modesto Maidique Campus

**COURSE DESCRIPTION**

Strategy, Marketing and Tactics explores the inter-relationship between three business disciplines--strategy, marketing and management. The course uses HBS cases, selected readings and a course project to develop a more practical understanding of the application of key concepts from each of these three disciplines. Students are encouraged to use the cases to test theory learned in previous courses against the realities of each case setting. The further development of skills in creativity, critical thinking and problem-solving are planned for and expected. The course project would be for each team of students (3-4 students) to analyze a problem company, such as Blackberry, propose a new strategy and management structure and discuss what the key objectives for senior management would be.

**COURSE OBJECTIVES**

1. To develop an understanding of how these three disciplines interrelate in a practical manner.
2. To develop applications of critical thinking to multi-disciplinary cases.
3. To develop approaches to creativity in problem solving.

**LEARNING OUTCOMES**

1. To develop the skills necessary to draw upon each discipline to apply them in a case.
2. To further expand analytical tools to solving the problem.
3. To self-assess one's capabilities to apply the key concepts from each discipline to the problem.

**COURSE PRE-REQUISITES/CO-REQUISITES**

None, although it is expected that students have taken basic courses in writing, strategy, marketing, and management.

**TEXTBOOKS & OTHER MATERIAL**

**REQUIRED**

1. [THE LITTLE RED WRITING BOOK, by Brandon Royal](#)
2. HBS Cases – Cases may be downloaded for a fee at <http://hbsp.harvard.edu/product/cases>.
3. Required papers to read are listed in the schedule below.
4. Course project - one project, (3 – 5 students per team).

**RECOMMENDED**

1. [THE ESSENTIAL DRUCKER, by Peter F. Drucker](#)
2. [FROM COMPETITIVE ADVANTAGE TO CORPORATE STRATEGY, by Michael E. Porter](#)
3. [THE INNOVATOR'S DILEMMA: WHEN NEW TECHNOLOGIES CAUSE GREAT FIRMS TO FAIL, by Clayton M. Christensen](#)

COURSE PROCEDURES/METHODOLOGY/SCHEDULE

The first half of each class is devoted to a reading or book. The second half is devoted to case studies or the semester project. **Readings and cases** must be read and prepared in advance of each class.

CLASS	TOPIC	HBS Case	Reading
1	Introduction – definition of strategy, marketing, management		<a href="http://hbswk.hbs.edu/item/3588.html">http://hbswk.hbs.edu/item/3588.html</a> <a href="http://www.hbs.edu/faculty/Publication%20Files/10-036.pdf">http://www.hbs.edu/faculty/Publication%20Files/10-036.pdf</a> <a href="https://en.wikipedia.org/?title=Management">https://en.wikipedia.org/?title=Management</a> Drucker <a href="https://en.wikipedia.org/wiki/Peter_Drucker">https://en.wikipedia.org/wiki/Peter_Drucker</a> 2001: <i>The Essential Drucker</i> (New York: Harper Business) <a href="https://hbr.org/2014/02/the-art-of-crafting-a-15-word-strategy-statement/">https://hbr.org/2014/02/the-art-of-crafting-a-15-word-strategy-statement/</a>
2	Competitive Strategy	Apple Inc. in 2015 715456-PDF-ENG	Michael Porter, Porter, M.E. (1987) "From Competitive Advantage to Corporate Strategy", <i>Harvard Business Review</i> , May/June 1987, pp 43–59. <a href="https://hbr.org/1987/05/from-competitive-advantage-to-corporate-strategy">https://hbr.org/1987/05/from-competitive-advantage-to-corporate-strategy</a>
3	Emergent Strategies	Sustainable Tourism: Heritance Kandalama Resort of Sri Lanka NTU003-PDF-ENG	Henry Mintzberg of McGill University; Patti Patrizi <a href="http://www.ssireview.org/up_for_debate/article/strategic_p_hilanthropy">http://www.ssireview.org/up_for_debate/article/strategic_p_hilanthropy</a>
4	Value Creation Value Capture	Intel Corp. 703427-PDF-ENG	Bowman and Ambrosini in their 2002 paper "Value Creation Versus Value Capture: Towards a Coherent Definition of Value in Strategy". <a href="http://www.scribd.com/doc/10000000/Bowman-and-Ambrosini">http://www.scribd.com/doc/10000000/Bowman-and-Ambrosini</a>
5	Customer Value Proposition	Groupon 511094-PDF-ENG	<a href="http://www.forbes.com/sites/michaelskok/2013/06/14/4-steps-to-building-a-compelling-value-proposition/">http://www.forbes.com/sites/michaelskok/2013/06/14/4-steps-to-building-a-compelling-value-proposition/</a>
6	Customer Experience and Customer Mapping – Value Stream Mapping	Apollo Hospitals: Differentiation through Hospitality IMB425-PDF-ENG	<a href="http://www.iasummit.com/experience-mapping-120325111811-phapp01.pdf">http://www.iasummit.com/experience-mapping-120325111811-phapp01.pdf</a> <a href="http://uxmag.com/articles/the-power-of-value-stream-maps">http://uxmag.com/articles/the-power-of-value-stream-maps</a>
7	Value Stream Map		<a href="http://uxmag.com/articles/the-power-of-value-stream-maps">http://uxmag.com/articles/the-power-of-value-stream-maps</a> <a href="https://en.wikipedia.org/wiki/Gantt_chart">https://en.wikipedia.org/wiki/Gantt_chart</a> <a href="https://en.wikipedia.org/wiki/Program_evaluation_and_review_technique">https://en.wikipedia.org/wiki/Program_evaluation_and_review_technique</a>
8	Target Customer	FormPrint Ortho500 915535-PDF-ENG	<a href="http://firstround.com/review/The-30-Best-Pieces-of-Advice-for-Entrepreneurs-in-2014/">http://firstround.com/review/The-30-Best-Pieces-of-Advice-for-Entrepreneurs-in-2014/</a>
9	Innovation	LEGO 613004-PDF-ENG	<a href="http://www.amazon.com/Innovators-Solution-Creating-Sustaining-Successful/dp/1578518520/ref=sr_1_8?s=books&amp;ie=UTF8&amp;qid=1324225131&amp;sr=1-8">http://www.amazon.com/Innovators-Solution-Creating-Sustaining-Successful/dp/1578518520/ref=sr_1_8?s=books&amp;ie=UTF8&amp;qid=1324225131&amp;sr=1-8</a> Clayton M. Christensen <a href="http://video.mit.edu/watch/the-innovators-prescription-a-disruptive-solution-to-the-healthcare-crisis-9380/">http://video.mit.edu/watch/the-innovators-prescription-a-disruptive-solution-to-the-healthcare-crisis-9380/</a>
10	Business Model	Axel Springer in 2014: Strategic Leadership of the Digital Transformation E522-PDF-ENG	<i>Business Model Generation</i> , Alexander Osterwalder, Yves Pigneur, Alan Smith <a href="https://hbr.org/2015/01/what-is-a-business-model/?utm_source=newsletter_strategy&amp;utm_medium=email&amp;utm_campaign=strategy091611&amp;cm_lm=rhhfla@gmail.com&amp;cm_mmc=email_-newsletter_-strategy_-strategy091611&amp;referral=00210&amp;cm_ven=spop_email&amp;cm_ite=strategy-021915+(1)">https://hbr.org/2015/01/what-is-a-business-model/?utm_source=newsletter_strategy&amp;utm_medium=email&amp;utm_campaign=strategy091611&amp;cm_lm=rhhfla@gmail.com&amp;cm_mmc=email_-newsletter_-strategy_-strategy091611&amp;referral=00210&amp;cm_ven=spop_email&amp;cm_ite=strategy-021915+(1)</a>
11	Inbound Outbound	Hubspot: Inbound Marketing and Web 2 509049-PDF-ENG	<a href="http://www.hubspot.com/inbound-marketing">http://www.hubspot.com/inbound-marketing</a>
12	Distribution	Allstate Corporation 2007 – 2013 715426-PDF-ENG	<a href="http://www.smallbusiness.wa.gov.au/business-in-wa/about-sbdc/corporate-publications/business-guides/marketing-place-distribution-strategy/">http://www.smallbusiness.wa.gov.au/business-in-wa/about-sbdc/corporate-publications/business-guides/marketing-place-distribution-strategy/</a>
13	Pricing	Kindle Fire: Amazon’s Heated Battle for the Tablet Market KEL770-PDF-ENG	<a href="http://www.iasummit.com/pricing.pdf">http://www.iasummit.com/pricing.pdf</a>
14	Course project presentation		
15	Course project presentation		

## CLASS OR PROFESSOR POLICIES

Very active role in class discussion is expected and required.  
Cell phones and beepers are prohibited during class.

## GRADING STANDARDS/PERFORMANCE MEASURES

Grading will be on a curve. Grade will be determined based on in-class presentations or books and readings, quality of classroom participation and a course project. Students will determine the project they want to do, which will relate to a theme from the course, and will work in teams of 3 – 5 students.

### Grading

- |    |                     |     |
|----|---------------------|-----|
| 1. | Class participation | 15% |
| 2. | Review papers       | 15% |
| 3. | Case studies        | 40% |
| 4. | Course project      | 30% |

## ATTENDANCE STANDARDS & PROCEDURES

Attendance at class is expected and more than two absences will result in a lowering of one full grade in a student's final grade.

## FIU/HC POLICIES

### Religious holidays

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

### Physical, mental and sensory challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#) (DRC), if you have not done so already.

### Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

### Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See <http://honors.fiu.edu/academics/policies/citizenship/>.

### Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See [www.honors.fiu.edu/portfolios](http://www.honors.fiu.edu/portfolios).

### Honors College Academic Misconduct Statement

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

### Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/academics/policies/>), and the Academic Misconduct Procedures, available at <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.  
FIU Code of Academic Integrity - <http://www.fiu.edu/~dwyere/academicintegrity.html>.  
FIU Honors College Student Handbook - <http://honors.fiu.edu/handbook0910.html>  
FIU Honors College Plagiarism Policy - [http://honors.fiu.edu/current\\_policy\\_plagiarism.html](http://honors.fiu.edu/current_policy_plagiarism.html) Courses designated as **Global Learning** courses (IDH 2003-2004, IDH 3034-3035) must list specific Global Learning outcomes. Assignments must be able to assess the students' ability to demonstrate these outcomes. Questions on Global Learning should be addressed to Jose Rodriguez, [rodrigej@fiu.edu](mailto:rodrigej@fiu.edu).

### Global Learning Outcomes

Second year and Upper Division classes have been designated as Global Learning courses. For questions regarding GL requirements, please contact Jose Rodriguez at the Honors College.

### GL Learning Outcomes for IDH 2003-4

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the actions of multiple figures in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple causal forces that shape the perspectives of historical individuals/persons — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will demonstrate a willingness to engage in negotiation regarding actions of global import within the context of the class simulation.

**GL Learning Outcomes for IDH 3034-5**

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

