

UPDATED: 15JUL16

Aesthetics, Values & Authority
Growing Smartly: Strategy, Marketing and Tactics
U28 IDH 3034 CP 115
Fall 2016 and Spring 2017
Hortensia E. Sampedro, MBA

Mondays 1:00 pm – 3:45 pm	E-mail: Hortensiaes@gmail.com
Office Hours: After class	305 742-8221
Office: N/A	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 critical thinking, creativity and problem-solving are planned for and expected. The course project is for each team of students (4-5 students) to develop a business idea and present it to the class.

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 business. **Readings and cases must be read and prepared in advance of each class.**

TEXTBOOKS & OTHER MATERIAL

REQUIRED

1. [THE LITTLE RED WRITING BOOK, by Brandon Royal](#)
2. HBS Cases – Cases may be downloaded for a fee at url: <http://cb.hbsp.harvard.edu/cbmp/access/51235330>
3. Required papers to read are listed in the schedule below.
4. Course project - one project, (3 – 5 students per team).

RECOMMENDED

1. [The Wordly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers Audio CD March 2013 Robert L. Heilbroner, Mary Woods.](#)
2. [THE ESSENTIAL DRUCKER, by Peter F. Drucker](#)
3. [FROM COMPETITIVE ADVANTAGE TO CORPORATE STRATEGY, by Michael E. Porter](#)
4. [THE INNOVATOR'S DILEMMA: WHEN NEW TECHNOLOGIES CAUSE GREAT FIRMS TO FAIL, by Clayton M. Christensen](#)
5. [An Introduction to Organizational Behavior v. 1.1](#)
6. [Introduction to Operations Research, by Frederick S. Hillier.](#)
7. [Managerial Accounting, 14th edition, by Ray Garrison, Eric Noreen and Peter Brewer.](#)
8. [Introduction to Finance: Markets, Investments, and Financial Management, 14th edition, by Ronald W. Melicher, Edgar A. Norton](#)
9. [Introductory Statistics, Barbara Illowsky, Susan Dean. Openstax College. Rice University.](#)
10. [Essentials of Marketing, ISBN: 9780077861049 William Perreault Jr., Joseph Cannon, E. Jerome McCarthy, 14th edition.](#)

COURSE PROCEDURES/METHODOLOGY/SCHEDULE Fall 2016 and Spring 2017

Readings and cases must be read and prepared in advance of each class. The first half of each class is devoted to discussing the readings 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.**

(CLA SS NUM BER) DATE	TOPIC	LR WB	READING(S)	HBS CASE	PROJECT SIMULATIONS TUTORIALS
(1) 8/22 /201 6	Introducti on - strategy, marketin g, managem ent		https://en.wikipedia.org/?title=Management https://en.wikipedia.org/wiki/Peter Drucker 2001: The Essential Drucker (New York: Harper Business) https://hbr.org/2014/02/the-art-of-crafting-a-15-word-strategy-statement/		Come up with a new business idea as if you were going to present it to Kickstarter OR SHARK TANK
(2) 8/29 /201 6	Competiti ve Strategy	1	Michael Porter, Porter, M.E. (1987) "From Competitive Advantage to Corporate Strategy", Harvard Business Review, May/June 1987, pp 43-59. https://hbr.org/1987/05/from-competitive-advantage-to-corporate-strategy https://hbr.org/1987/05/from-competitive-advantage-to-corporate-strategy	Apple Inc. in 2015 715456- PDF-ENG	Project must deal with <i>substantial problems with scalable solutions.</i>
5- Sep- 16	LABOR DAY				

(3) 9/12 /201 6	Emergent Strategies	2	Henry Mintzberg of McGill University; Patti Patrizi http://www.ssireview.org/up_for_debate/article/strategic_philanthropy	Sustainable Tourism: Heritage Kandalama a Resort of Sri Lanka NTU003- PDF-ENG	Due today: Teams to submit project business idea by team e.g. I am going to develop a new cure for diabetes because I have been diabetic all my life. Problem and solution.
(4) 9/19 /201 6	Value Creation - Value Capture	3	Bowman and Ambrosini in their 2002 paper "Value Creation Versus Value Capture: Towards a Coherent Definition of Value in Strategy". .. /Bowman and Ambrosini.pdf	Intel Corp. 703427- PDF-ENG	Competitive Strategy and Team Value definition for Project Idea
(5) 9/26 /201 6	Customer Value Proposition	4	http://www.forbes.com/sites/michael-skok/2013/06/14/4-steps-to-building-a-compelling-value-proposition/	Groupon 511094- PDF-ENG	Emergent Strategy and Team Customer Value Proposition for Project idea
(6) 10/3 /201 6	Customer Experience and Customer Mapping - Value Stream Mapping	5	http://2012iasummitexperiencemapping-120325111811-phpapp01.pdf http://uxmag.com/articles/the-power-of-value-stream-maps	Apollo Hospitals: Differentiation through Hospitality IMB425- PDF-ENG	Initial Customer Experience Outline and Customer Mapping for Project idea
(7) 10/1 0/20 16	Value Stream Map	6	http://uxmag.com/articles/the-power-of-value-stream-maps https://en.wikipedia.org/wiki/Gantt_chart https://en.wikipedia.org/wiki/Program_evaluation_and_review_technique		Value Stream Map for Project Idea
(8) 10/1 7/20 16	Target Customer	7	http://firstround.com/review/The-30-Best-Pieces-of-Advice-for-Entrepreneurs-in-2014/	FormPrint Ortho500 915535- PDF-ENG	Target Customer Definition for Project idea
(9) 10/2 4/20 16	Innovation	8	http://www.amazon.com/Innovators-Solution-Creating-Sustaining-Successful/dp/1578518520/ref=sr_1_8?s=books&ie=UTF8&qid=1324225131&sr=1-8	LEGO 613004- PDF-ENG	Innovative Idea for Project Idea

31-Oct-16	*deadline to drop course				
(10) 10/3 1/20 16	Business Model	9	Business Model Generation, Alexander Osterwalder, Yves Pigneur, Alan Smith https://hbr.org/2015/01/what-is-a-business-model/?utm_source=newsletter_strategy&utm_medium=email&utm_campaign=strategy091611&cm_lm=rhhfla@gmail.com&cm_mmc=email_-_newsletter_-_strategy_-_strategy091611&referral=00210&cm_ven=spop-email&cm_ite=strategy-021915+(1)	Axel Springer in 2014: Strategic Leadership of the Digital Transformation E522-PDF-ENG	Proposed Business Model for Project Idea
(11) 11/7 /201 6	Inbound Outbound	10	http://www.hubspot.com/inbound-marketing	Hubspot: Inbound Marketing and Web 2 509049-PDF-ENG	Inbound Outbound for Project Idea
(12) 11/1 4/20 16	Distribution	11	http://www.smallbusiness.wa.gov.au/business-in-wa/about-sbdc/corporate-publications/business-guides/marketing-place-distribution-strategy/	Allstate Corporation 2007 - 2013 715426-PDF-ENG	Distribution Channel for Project Idea
(13) 11/2 1/20 16	Pricing	12	../pricing.pdf	Kindle Fire: Amazon's Heated Battle for the Tablet Market KEL770-PDF-ENG	Pricing for Project idea
(14) 11/2 8/20 16	Project presentations	13			Due today: Draft outline of work plan to include the topics of the course; problem ~solution, competitive advantage, customer value proposition, target customer, customer experience, customer

					mapping, value stream mapping, innovation, business model, inbound/out bound, distribution, pricing. Each team to present their work to date as a progress report to the class for constructive help and guidance. PPT 15 slides or less.
5-Dec-16	FINALS WEEK				
GROWING SMARTLY SPRING 2017					
(15) 1/9/2017	Prior semester review Strategy	14	REVIEW Prior semester's readings, PPT. The Five Competitive Forces That Shape Strategy (17) R0801E-PDF-ENG		PACRIM DISPUTE (2) PON374-PDF-ENG
16-Jan-17	MLK HOLIDAY				
(16) 1/23/2017	General Management Organizational Behavior	15	What You Don't Know About Making Decisions (10) R0108G-PDF-ENG Rethinking Political Correctness (10) R0609D-PDF-ENG When Culture doesn't Translate (5) R1510C-PDF-ENG		Refined project idea to summarize presentation. PACRIM DISPUTE (2) PON374-PDF-ENG
(17) 1/30/2017	International Business	16		Google in China (A) (13) 510071-PDF-ENG	Refine project idea to 15 minutes each
(18) 2/6/2017	International Macroeconomics	17	The Globalization Capability (https://www.bcgperspectives.com/content/articles/growth-globalization-capability-gap-execution-not-strategy-separates-leaders-laggards/)		Create video . Tutorial: International macroeconomics 715702-HTML-ENG

(19) 2/13 /201 7	Economic s	18		China's Journey to the West: Chongqing (12) NTU051- PDF-ENG	Refine project idea to 10 minutes each
(20) 2/20 /201 7	Human Resources Managem ent	19	America's Looming Creativity Crisis (10) R0410H-PDF-ENG		Continue video work (verbal report). MARKETING: The Positioning Game UV6715- HTM-ENG
(21) 2/27 /201 7	General Managem ent	20		Clayton Industries: Peter Arnell, Country Manager for Italy (12) 4199- PDF-ENG	Continue video work (verbal report). MARKETING: The Positioning Game UV6715- HTM-ENG
(22) 3/6/ 2017	Operation s Managem ent	Pag e 101 - 126	Herman Miller website http://fuseproject.com/work/herman_miller/public/?focus=overview	Cradle-to- Cradle Design at Herman Miller (20) 607003- PDF-ENG	Continue video work
13- Mar- 17	SPRING BREAK				
(23) 3/20 /201 7	Organizat ional Behavior Operation s Mgt.	Pag e 127 - 130	Why Organizations Don't Learn (7) R1511G-PDF-ENG The Double Game of Digital Strategy https://www.bcgperspectives.com/content/articles/business-unit-strategy-big-data-advanced-analytics-double-game-digital-strategy/		Refine project idea to 5 minutes each. Marketing Simulation: Managing Segments and Customers V2 7018-HTM- ENG
(24) 3/27 /201 7	Operation s Managem ent	Pag e 131 - 137		Zara: IT for Fast Fashion (23) 604081- PDF-ENG	Continue video work Marketing Simulation: Managing Segments and Customers V2

					7018-HTM-ENG
(25) 4/3/ 2017	The Future	Appendix	The Rise of the Digital Capital Economy (post) http://www.pieria.co.uk/articles/the_rise_of_the_digital_capital_economy . All consumer trends involve the Internet http://ipcarrier.blogspot.com/2015/12/all-consumer-trends-involve-internet.html		Continue video work. Harvard Manage Mentor: Customer Focus 9010-HTM-ENG
(26) 4/10/ 2017	The Future		Business and Society in the Coming Decades http://www.mckinsey.com/insights/sstrategy/business_and_society_in_the_coming_decades . Thriving in the Turbulence of Emerging markets http://hbswk.hbs.edu/item/thriving-in-the-turbulence-of-emerging-markets .		Final Course project presentation, video format.
(27) 4/17/ 2017					Final Course project presentation, video format.
24-Apr-16	FINALS WEEK				

Readings and cases must be read and prepared in advance of each class.

CLASS OR PROFESSOR POLICIES

Very active role in class discussion is expected and required.
Cell phones and beepers for personal use are prohibited during class.
Readings and cases must be read and prepared in advance of each 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. **Readings and cases must be read and prepared in advance of each class.**

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.

Absences must be reported in advance to the TA.

Readings and cases must be read and prepared in advance of each class.

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.

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 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.

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 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.

