



**JINDAL GLOBAL
BUSINESS SCHOOL**

INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University

A Private University Promoting Public Service

NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Outline

Course Title	Creative Destruction and Strategic Decisions
Core or Elective	Elective
Program and Batch	BBA 2023
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	Strategy and General Management
Name of the Faculty Member/Course Instructor	Jyoti Kumari Singh
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Faculty Member's Open Office Day/s & Time	TBA

Introduction to the Course

The objective of this course is to increase the depth of understanding regarding organizational theories and bridge the gap between theory and practice. Allow students to relate with the theories and how organizations can be seen from the perspective of bounded rationality and creative destruction.

First, we will focus on Joseph Schumpeter's concept of creative destruction and then Simon's bounded rationality in organizational context. In third part the focus will be on bridging the gap between these two theories.

As Herbert A. Simon a Nobel laureate suggests people do not make best decision based on their cognitive abilities. Rather they make satisficing decisions thereby challenging the conventional wisdom which suggests managers make optimal decisions. However, according to Schumpeter's view organizations go through the cycles of change to keep itself relevant for the future needs of the consumers.

In this course using cases and classroom activities we will explore Simon's view of strategic decision making.

Course Learning Objectives

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

1. CLO1-Understanding decision making and organizational theory
2. CLO2- Able to connect relevance of discussed concepts in current business environment
3. CLO3- Identify and evaluate limits of strategic decision making
4. CLO4- Analyse business scenario and role of “creative destruction” in modern strategy
5. CLO5- Use creative thinking ability to make decisions when organization is going through change

Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)	
		Students will be able to	
1	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues	
		2. Understand global business issues	
		3. Demonstrate sensitivity towards ethical issues	
		4. Demonstrate sensitivity towards social issues	
2	Effective communication: Ability to effectively exchange ideas and information	5. Present their ideas with clarity	
		6. Write in a coherent manner	
		7. Use technology for communication	
3	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems	
		9. Examine information from different sources	
		10. Draw inferences from analysis	
4	Teamwork: Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups	
		12. Contribute effectively in groups	

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO8, PLO9 PLO 10	PCG3	A1, A2, A3, A4, A5
PLO 1, PLO 2 PLO 5, PLO 6	PCG1 PCG2	A2, A3, A4
PLO 11 PLO 12	PCG 4	A2, A5

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1 Class Participation	10%	Individual	Throughout the course	PLO 8, PLO 9 & PLO 10
A2 Project Report & Presentation	20%	Group	Week 14	PLO 1, PLO 2, PLO 5, PLO 6, PLO 8, PLO 9, PLO10, PLO 11, PLO 12
A3 Reflection Notes	20%	Individual	Throughout the course	PLO 1, PLO 2, PLO 5, PLO 6, PLO 8, PLO 9, PLO10,
A4 In class activities	20%	Group	Sessions 10, 11, 25 & 26	PLO 8, PLO 9, PLO 10, PLO 11 & PLO 12
A5 End term Examination	30%	Individual	In the JGU Examination period/week	PLO 1, PLO 2, PLO 5, PLO 6, PLO 8, PLO 9 & PLO 10

Description of Assessments:

A1 Class Participation- The students will be evaluated throughout the semester, especially during guest lectures.

Total Marks: 10 marks

A2 Group Case Analysis/Presentations- Each group in the Strategic Management course is required to prepare a project report and present their analysis to the class. The Teams performance would be marked based on project report and the presentation.

Total Marks: 25 marks

A3 Reflection Notes: It will used to assess student’s understanding of each session and interpretation of class discussion. This component would evaluate the critical, theoretical and analytical understanding of students.

Total Marks: 20 marks

A4 In class activities- In class activities are designed for simulating real world environment in classroom setting. It is a group-based activity and active participation from the groups will enhance student learning. Students will also get opportunity for peer assessment.

Total Marks: 15 marks

A4 End term examination- The end-term examination will be of **30 marks of 3 hours duration**. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

Rubrics for Assessments

Group Presentations:

Criteria	Excellent 80%-100%	Satisfactory 50%-79%	Can be Improved 0%-49%
Application	Proper understanding of what can and cannot be applied in the context along with a proper logic for the same	Some basic understanding of the applicability but not through a detailed and logical discussion	Illogical or factually wrong discussion related to the applicability of theory in the context
	Detailed discussion of the application of theory (guiding questions) to the context of the good or service chosen by the group	Some basic but inadequate discussion about the application of theory (guiding questions) to the context of the good or service chosen by the group	Glaring lack of linkage between theory and its application in the context of the good or service chosen by the group
Presentation Quality	Appropriate font size and background of the slides	Small font size or jarring backgrounds	Small or inconsistent font size or fonts and backgrounds which make reading difficult
	Logical linkage between the written and the spoken word	Some basic linkage between the content of the slide and what is being spoken	Very little or no logical link between what is on the slide and what is being

			spoken
	Adherence to time (Upto 15 Minutes of presenting)	15-20 minutes of presenting	More than 20 minutes of presenting
Theoretical Understanding (Judged through Q&A)	A proper understanding of the concepts and ability to field questions confidently	A basic understanding of the concepts and inability to provide to-the-point answers to questions	Very nascent understanding of the concepts and tendency to skirt questions

Rubric for Term Project Report

Criteria	Excellent (19-20)	Good (13-18)	Satisfactory (9-12)	Needs Improvement (0-8)
Content	The project demonstrates extensive research and deep insights, with highly innovative	The project shows adequate research and good insights, with some innovation and creative solutions.	The project shows basic research and some insights, with minimal innovation and few creative solutions.	The project shows minimal research and few insights, with no innovation or creative solutions.
Structure	Logical and well-organized with clear sections.	Basic structure but missing connect at some places	Some elements missing from the basic structure	No proper structure
Evidence	Relevant and properly cited.	Relevant but incorrect formatting at some places	Irrelevant citation and formatting issues	Few or no citation
Writing Clarity	Coherent error-free writing.	Coherent with minor errors.	Lacks coherence at some places and contains errors.	Incoherent with many errors
Originality	Original and creative.	Some originality with minor gaps.	Limited originality or creativity.	Lacks originality or appears copied

Rubrics for Reflection note

Submit: 200 to 300 words

Each note would be assessed on following parameters

Theoretical depth	Distinct	Satisfactory	Needs work
Practical Application	Distinct	Satisfactory	Needs work
Personal Insight	Distinct	Satisfactory	Needs work

Rubrics for in class-activity

Each activity would be assessed by faculty and peers based on following parameters

Individual participation	Active Consistently contributes to discussions, asks probing questions, and bridges theory (Simon/Schumpeter) with case examples.	Participatory: Contributes when prompted; shows basic understanding of the session's subtopics.	Inactive Present but does not contribute; shows lack of preparation for the session's readings.
Group Dynamics	Cohesive: Group works as a unified "nearly decomposable system"; every member contributes and supports the final output	Functional: Group completes the task, but work is fragmented; minimal collaboration between members.	Non-Cooperative: Evidence of free riding; group fails to exchange ideas or information effectively
Novelty	Novel idea: Demonstrates "out of the box" thinking by proposing a "New Combination" or a unique strategic diagnostic	Standard: Applies theories correctly but relies on conventional or existing case examples without original synthesis	Generic: Re-states textbook definitions without applying them to the specific problem at hand

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning 'what to do', the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students' and managers' different experiences.

Textbook / Other Readings

Textbook: Administrative Behaviour (4th Edition). Herbert A Simon
Capitalism, Socialism and Democracy. Joseph Schumpeter.

Session Plan

Session Details	Topics	PLOs Covered
Session 1	The Foundations of Decision	PLO 1 & PLO 2
Objective of the session	Introduction to the course	
Subtopics to be covered	<ul style="list-style-type: none"> Why does organization exist? Economic vs. Administrative Man 	
Readings	Administrative Behaviour (4 th Edition). Herbert A Simon	
Case Title & Number		
Pedagogy	Lecture and storytelling	
Session 2	The Foundations of Decision	PLO 1 & PLO 2
Objective of the session	Introduction to the course	
Subtopics to be covered	<ul style="list-style-type: none"> Importance of human resources Human beings are rational 	
Readings		
Case Title & Number	Bounded Awareness: What You Fail to See Can Hurt You. ROT044	
Pedagogy	Group Discussion	
Session 3	Bounded Rationality & Satisficing	PLO 8 & PLO 9
Objective of the session	To understand why optimal decisions are impossible	
Subtopics to be covered	<ul style="list-style-type: none"> Cognitive limits 	
Readings	Administrative Behaviour (4 th Edition). Herbert A Simon	
Case Title & Number	What are Visa and Mastercard for and Who Are They Really Serving? ICR071D	
Pedagogy	Lecture and storytelling	
Session 4	Bounded Rationality & Satisficing	PLO 8 & PLO 9
Objective of the session	To understand why optimal decisions are impossible	
Subtopics to be covered	<ul style="list-style-type: none"> Search for good enough solutions for organizational problems 	
Readings		
Case Title & Number	The Roles of Bounded Rationality and Ethical Self-Efficacy in Online Shopping Orientation. AMSJ20-19	
Pedagogy	Case presentation and discussion	
Session 5	Complexity & Uncertainty	PLO 8
Objective of the session	Understanding complexity and uncertainty	
Subtopics to be covered	<ul style="list-style-type: none"> Defining risk, uncertainty and complexity Difference between risk, uncertainty and complexity 	

Readings	Knight, F. H. (1921). Risk, uncertainty and profit (Vol. 31). Houghton Mifflin.	
Case Title & Number		
Pedagogy	Lecture and discussion	
Session 6		
Objective of the session	Complexity & Uncertainty	PLO 1, PLO 2 & PLO 8
Subtopics to be covered	Understanding Decomposable Systems	
Readings	<ul style="list-style-type: none"> Why Functional structure for large organizations 	
Case Title & Number	Flipkart: Futuristic Organizational Structure Case-Reference no. 417-0097-1 Wildfire Entertainment: Organizational Structure Archetypes Case-Reference no. 415-053-1	
Pedagogy	Case Discussion	
Session 7		
Objective of the session	Managerial Attention	PLO 8 & PLO 10
Subtopics to be covered	Understanding and Managing challenges to managerial attention	
Readings	<ul style="list-style-type: none"> Information overload and signal detection 	
Case Title & Number	Chapter 2: Attention and the Brain Book chapter-Reference no. BEP8398 Eisner, A. B., & Shapira, Z. (1997). Attention Allocation and Managerial Decision Making.	
Pedagogy	Lecture and discussion	
Session 8		
Objective of the session	Managerial Attention	PLO 8 & PLO 10
Subtopics to be covered	Understanding and Managing challenges to managerial attention	
Readings	<ul style="list-style-type: none"> Dealing with information overload Objective data and subjective values 	
Case Title & Number	Arnold, M., Goldschmitt, M., & Rigotti, T. (2023). Dealing with information overload: a comprehensive review. <i>Frontiers in psychology, 14</i> , 1122200.	
Pedagogy	Death by Information Overload Management article-Reference no. R0909J Lecture and case discussion	
Session 9		
Objective of the session	Guest Lecture 1:	
	Decision making in complex organizational context	

Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 10	Identify "Satisficing" in an Asian large business group of your choice.	PLO 9, PLO 10, PLO 11 & PLO 12
Objective of the session	Understanding organizational decisions	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy	In class Group Activity	
Session 11	Bounded Rationality exercise	PLO 9, PLO 10, PLO 11 & PLO 12
Objective of the session	Learning Decision making skills	
Subtopics to be covered		
Readings		
Case Title & Number	Enhancing Students' Decision-Making Skills Through Class Exercises: A Bounded-Rationality Model Application. JOBE15-0TA6	
Pedagogy	In class Group Activity	
Session 12	Process of Innovation	PLO 2 & PLO 8
Objective of the session	Understanding the process of Innovation	
Subtopics to be covered	<ul style="list-style-type: none"> • Defining innovation • Combination, recombination and new combination 	
Readings	What Your Innovation Process Should Look Like Management article-Reference no. H03W01 Managing Innovation: A Process Perspective Technical note-Reference no. UVA-OM-1805	
Case Title & Number		
Pedagogy	Lecture and discussion	
Session 13	Process of Innovation	PLO 2 & PLO 8
Objective of the session	Understanding the creativity for Innovation	
Subtopics to be covered	<ul style="list-style-type: none"> • Creativity and innovation 	
Readings	Managing for Creativity Note-Reference no. 9-396-271	
Case Title & Number	Airbnb Case-Reference no. 9-812-046	
Pedagogy	Case discussion and Activity	

Session 14	The Gale of Creative Destruction	PLO 9 & PLO 10
Objective of the session	Understanding disruption	
Subtopics to be covered	<ul style="list-style-type: none"> The process of creative destruction 	
Readings	Schumpeter JA (2013) <i>Capitalism, socialism and democracy</i> . routledge.	
Case Title & Number		
Pedagogy	Lecture and Discussion	
Session 15	The Gale of Creative Destruction	PLO 9 & PLO 10
Objective of the session	Understanding disruption	
Subtopics to be covered	<ul style="list-style-type: none"> Technology disrupting systems 	
Readings		
Case Title & Number	FlyCoin: Elevating Travel Rewards with Blockchain Technology Case-Reference no. SCG-596	
Pedagogy	Case Discussion	
Session 16	The Vanishing of Investment Opportunity	PLO 8 & PLO 10
Objective of the session	Understanding efficiency and growth	
Subtopics to be covered	<ul style="list-style-type: none"> Critique stagnation theory Role of innovation 	
Readings	Schumpeter JA (2013) <i>Capitalism, socialism and democracy</i> . routledge.	
Case Title & Number		
Pedagogy	In class discussion	
Session 17	Rise of discontented intellectuals	PLO 3 & PLO 4
Objective of the session	Understanding the Sociology of the Intellectual	
Subtopics to be covered	<ul style="list-style-type: none"> Growing Hostility Decomposition 	
Readings	Schumpeter JA (2013) <i>Capitalism, socialism and democracy</i> . routledge.	
Case Title & Number	Understanding Consumer Responses to Brand Activism Technical note-Reference no. UVA-M-1064	
Pedagogy	In class discussion	
Session 18	Enabling Creative Destruction	PLO 8 & PLO 10
Objective of the session	Understanding managerial control	
Subtopics to be covered		

	Amenable to Conventional Ways of Control?	
Readings	Chanda, S. S. (2025). Enabling creative destruction: a view from the perspective of managerial control. <i>Journal of Contemporary Business Research</i> , 1(1), 8-22.	
Case Title & Number		
Pedagogy	Lecture and discussion	
Session 19	Guest Lecture 2	PLO 9, PLO 10, PLO 11 & PLO 12
Objective of the session	Technology and disruptive innovation	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 20	Enabling Creative Destruction	PLO 8 & PLO 9
Objective of the session	Understanding managerial control	
Subtopics to be covered	<ul style="list-style-type: none"> Model for Management Control of Radical Innovation 	
Readings	Chanda, S. S. (2025). Enabling creative destruction: a view from the perspective of managerial control. <i>Journal of Contemporary Business Research</i> , 1(1), 8-22.	
Case Title & Number		
Pedagogy	Lecture and discussion	
Session 21	Innovators Dilemma	PLO 1 & PLO 9
Objective of the session	Understanding change in organization	
Subtopics to be covered	<ul style="list-style-type: none"> Managing new while holding on to old systems 	
Readings		
Case Title & Number	The Reinvention of Kodak, HBS Case https://www.hbs.edu/faculty/Pages/item.aspx?num=55806	
Pedagogy	Case Discussion	
Session 22	Ambidexterity in organizational context	PLO 11 & PLO 12
Objective of the session	Syntheses of Simon and Schumpeter's view	
Subtopics to be covered	<ul style="list-style-type: none"> The human factor 	
Readings	Administrative Behaviour (4 th Edition). Herbert A Simon Schumpeter JA (2013) Capitalism, socialism and democracy. routledge.	
Case Title & Number		
Pedagogy	In class discussion and activity	

Session 23	Ambidexterity in organizational context	PLO 11 & PLO 12
Objective of the session	Syntheses of Simon and Schumpeter's view	
Subtopics to be covered	<ul style="list-style-type: none"> Internal architecture leading to disruption 	
Readings	Administrative Behaviour (4 th Edition). Herbert A Simon Schumpeter JA (2013) Capitalism, socialism and democracy. routledge.	
Case Title & Number		
Pedagogy	In class discussion and activity	
Session 24	The Unanticipated Consequences	PLO 1, PLO 2 & PLO 8
Objective of the session	Understanding motives of actions	
Subtopics to be covered	<ul style="list-style-type: none"> Purposive actions Causes of unanticipated consequences 	
Readings		
Case Title & Number	Unintended Consequences of Algorithmic Personalization Case-Reference no. 9-524-052	
Pedagogy	Case Discussion	
Session 25	Scenario Analysis: 1	PLO 8, PLO 9, PLO 10, PLO 11 & PLO 12
Objective of the session	Enacting and decision making	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy	In class Group Activity, Micro Simulation	
Session 26	Scenario Analysis: 2	PLO 8, PLO 9, PLO 10, PLO 11 & PLO 12
Objective of the session	Enacting and decision making	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy	In class Group Activity, Micro Simulation	
Session 27	Group presentation	PLO 11 & PLO 12
Objective of the session	Project presentation	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 28	Group presentation	PLO 11 & PLO 12

Objective of the session	Project presentation	12
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 29		
	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
Session 30		
	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

*Elective Endterm Examinations may take place in the last week of classes.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.