

University of North Carolina Charlotte
MBAD 6194-U90 – Global Strategic Management
Spring 2017

Professor: Dr. Justin Webb

Course: MBAD 6194-U90 **Time:** 5:30PM – 8:15PM **Room:** Center City 901
Office Hours: Thursday (Center City). There are no dedicated faculty offices in the Center City Building, please contact me in advance to schedule an appointment. I will be available before and after class.

Tel: (704) 687-6182

Email: Justin.w.webb@uncc.edu

Required Text: Hoskission, Hitt, Ireland & Harrison. *Competing for Advantage* (3rd Ed.). Cengage.

Required Cases: A website link through which you can purchase the cases will be provided a few weeks into the course (should be less than \$50). All students will be required to purchase the case coursepack.

Recommended Daily Readings: *Business Week, Fortune, The Wall Street Journal, or Forbes*

Course Objectives:

“Strategic Management is the art of making decisions that create the future.”

Fancy what a game of chess would be if all the chessmen had passions and intellects, more or less small and cunning; if you were not only uncertain about your adversary’s men, but a little uncertain also about your own; if your knight could shuffle himself on to a new square by the sly; if your bishop, in disgust at your castling, could wheedle your pawns out of their places; and if your pawns, hating you because they are pawns, could make away from their appointed posts that you might get checkmate on a sudden. You might be the longest-headed of deductive reasoners, and yet you might be beaten by your own pawns. You would be especially likely to be beaten, if you depended arrogantly on your mathematical imagination, and regarded your passionate pieces with contempt.

George Eliot, Felix Holt, The Radical

MBAD 6194 is designed to help you acquire basic strategic management concepts as well as to expose you to state-of-the-art strategic management research. This course will

help you broaden your perspective so that you consider business functions from the perspective of the overall organization. Emphasis is on an integrated approach. You will be required to analyze and integrate across functional areas of management (i.e., accounting, finance, marketing, MIS, international business, operations management, etc.) in order to analyze problems, develop plans and propose recommendations on a top management perspective.

Some fields present well-defined problems with “right” and “wrong” answers. This is not true of strategic management, particularly not in the global context. Strategic decision makers generally deal with complex situations characterized by considerable uncertainty. The “problem” or “opportunity” is rarely obvious. Many interrelated problems and opportunities are usually involved. This course will help you develop skills and knowledge for dealing with such situations and assist you in identifying and evaluating alternative courses of action in a global business environment.

In particular, this course will enable you to perform an integrative analysis of the administrative processes of the various functional areas of an enterprise. This includes the formulation and implementation of goals and objectives, as well as the selection of strategies under conditions of uncertainty as they relate to planning, organizing, directing, controlling, and evaluating policies and activities within each of the functional areas separately and jointly to achieve corporate objectives. Developing such a comprehensive business perspective is an integral part of the course.

This class is a seminar course. In general, a class will consist of three key components:

1. Review and discussion of the basic/theoretical issues related to the day’s topic.
2. An in-depth discussion of the case and/or readings.
3. Application of the key ideas to other companies/situations, often using recent examples.

A general schedule of the topics to be covered in each class is provided in the course outline.

III. Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.
3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this section of MBAD 6194. Please read the entire syllabus

- carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
 6. **Group Evaluation and Dismissal.** Every group member will have to rank the participation of the other group members. Unless the participation deviates significantly between group members, every member in the group will receive the same grade. If group members unanimously agree on a lower grade for an individual, I will drop the grade by at least two letter grades. If the group unanimously agrees to “fire” an individual for lack of participation, the individual will receive an F with no opportunity to make up the work in an individual or other group project. Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member.
 7. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.
 8. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.
 9. **Faculty absence or tardiness.** If I am late in arriving to class, you must wait a full 15 minutes after the start of class before you may leave without being counted absent.
 10. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.
 11. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period and will be counted as absent for the class.

Exams:

Two exams will be given during the course. Exam questions may be taken from class discussion, case materials and assigned textbook chapters. The exam can include multiple-choice, true-false, case analysis and/or essay questions.

If the exam is missed, there will be no make-up exams, unless Student Affairs confirms that you had a valid reason to miss the exam. Failure to take any exam results in a failing grade.

You will be able to reach 100 points on exams; the exam grade distribution will be as follows:

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|-----------|---------------|
| A: | 100-89.5% |
| B: | 89-79.5% |
| C: | 79-69.5% |
| D: | 69-59.5% |
| F: | 59- and below |

There will not be any exceptions to this policy.

Class Contribution:

An important part of effective mastery of this subject is active involvement in class discussion of the assigned cases and readings. Additionally, your insight during class discussions aids others in the learning process. Demonstration of insight and understanding are strongly rewarded. Remember, you should always have sound reasoning behind your judgments and conclusions. Your grade in class participation will be based on the quantity and quality of your participation. Please note that contributions are *not* equivalent to only attending class.

Attendance:

All students are encouraged to attend all classes, in order to be well prepared for the exams and to achieve high grades in class participation. Prompt arrival to each session will be appreciated. One missed classed is allowed.

Group Assignment and Formation

Group Formation

Students are required to form groups of four to five people for the group projects and other ad-hoc group assignments (up to 6 people depending on the class size). Periodic ad-hoc, in-class assignments may also require group activity and informal presentations of group discussions. **Every group member will have to rank the participation of the other group members. Unless the participation deviates significantly between group members, every member in the group will receive the same grade. If group**

members unanimously agree on a lower grade for an individual, I will drop the grade by at least two letter grades.

Group composition will remain stable during the entire semester. **If the group unanimously agrees to “fire” an individual for lack of participation, the individual will receive an F with no opportunity to make up the work in an individual or other group project.** Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member.

Group Case Study Assignment:

On no less than 8 class days case studies will be discussed. For all but two of these classes, a group will be responsible for guiding the discussion of the case. For each of the cases discussion questions are provided (see back of the syllabus). Note, the groups are not supposed to present the solution, but to guide the class to the solution, doing so, however implies that you know an effective solution! At a minimum, the provided questions should be answered by the class, and insights above and beyond that can be drawn from the case are desirable outcomes of the discussion. Depending on eventual class enrollment, some changes to the case schedule might be required.

Group Project – Research Report and Presentations

One of the limitations of the case method of instruction is that the case writers already do much of the data collection that is an important part of strategic analysis. To help students have a more realistic experience about how strategic analyses are really done, student groups are required to isolate a strategic or competitive problem facing a real organization, gather information about this problem and develop a solution for this strategic situation. Your assignment is to perform a strategic audit, and essentially develop a course of action for the identified problem. This group project includes a 2 page, double spaced 12 Times New Roman font, written report and a PowerPoint presentation outlining the problem to the class and presenting your solution to the problem (30 minute presentation). As a group, you will: select an industry and one publicly-traded company within that industry, collect information and data on the chosen industry/firm (through methods such as use of the internet, business journals, and/or the library data base).

Your PowerPoint presentation (electronic copy and hard-copy need to be made available to the instructor prior the presentations) should include:

- 1) History of the company, its management team, mission/vision of the firm, and the company's business model (brief).
- 2) External environment analysis (general, industry, and competitor)
- 3) Internal environment analysis (strengths and weaknesses).
- 4) Business and corporate level strategies employed by the chosen firm.
- 5) International strategies used by the chosen firm (if applicable).
- 6) Cooperative strategies used (if applicable).
- 7) M&A strategies used (if applicable).

- 8) Identify important management issues that appear critically relevant within the industry or to the firm's managers.
- 9) Conclude your analysis and recommendations for the firm's best course of strategic action going forward.

The industry and firm need to be identified and reported to me by week 3 (01/26/2017) of class. Do not select companies that are included within the cases used for this course or any other course (in the past or future of your MBA program) or companies you work for. Industry and company choices will be allowed on a first come, first served basis. However, I do encourage groups (2 or more) to select firms from the same industry or firms that are suppliers/buyers in a single industry.

Grading of case discussion and the group assignment: A simplified grading scheme will be used as follows:

| Assessment | Quality of Work |
|-------------------|--|
| A | Not only complete comprehension, but also in some cases understanding beyond questions posed in case analysis. |
| A- | Solid understanding of questions and did not miss any issues. |
| B+ | Solid understanding of questions but missed a few minor issues. |
| B | Solid understanding of questions but missed a number of minor issues or at least one major issue. |
| B- | Some understanding of questions but missed a number of minor issues and a few major issues. |
| Poor (C to F) | Little understanding of questions and missed a number of minor issues and a number of major issues. |

Grade Compositions:

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| Class Participation | 20% |
| Exam 1 | 15% |
| Exam 2 | 20% |
| Case Study Leadership | 10% |
| Final Case Study Presentation | 35% |
| Total: | 100% |

Final Course Grades:

Grades will be assigned for each of the performance criteria discussed above based upon the following straight scale. Final grades will be based upon the weighted average of all of the performance criteria, calculated at the end of the semester by multiplying the score of each performance criterion by its assigned weight. Note that grades below C are not acceptable for graduate work

90% and above = A

80 – 89% = B

70 – 79% = C

Below 70% = U

Schedule

Please note that this schedule may change due to adverse weather or other unanticipated events, and specific topic assignments may change due to class progress.

| Class | Date | Assignment Due |
|--------------|-------------|---|
| 1 | 01/12 | Chapter 1 - Course Introduction |
| 2 | 01/19 | Chapter 3 – External Environment; Chapter 4 – Internal Environment |
| 3 | 01/26 | Chapter 5 – Business-Level Strategy Case: Whole Foods (please see pdf on Moodle) Questions: Evaluate Whole Foods’ value chain. Does Whole Foods have a source of competitive advantage? What are the major strategic risks facing Whole Foods? What strategic options are available for Whole Foods going forward? |
| 4 | 02/02 | Chapter 8 – Corporate-Level Strategy Case: Varicut’s Strategic Choice Questions: Use Porter’s Five Forces Model to analyze the industry competition faced by Varicut’s label manufacturing business. Analyze the competitiveness of Varicut’s label manufacturing business. Use Porter’s Five Forces Model to analyze the industry competition faced by Varicut’s label printer business. Analyze the competitiveness of Varicut’s label printer business. If you were Chengquan Zhang, would you give up the label manufacturing business totally to make way for the label printer business? Why? |
| 5 | 02/09 | Chapter 6 – Rivalry; Chapter 7 – Cooperative Strategy Case: Swiss Army: Diversifying into the Fragrance Business Questions: What should Victorinox do with the newly acquired fragrance business unit? - Should Victorinox really diversify into the fragrance business? |

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| | | <p>- Should Victorinox use its own brand or should it adopt another brand to promote its line of fragrances?</p> <p>How can Victorinox compete and position its fragrance products in a market where it has no prior experience of brand awareness?</p> |
| 6 | 02/16 | Exam 1 |
| 7 | 02/23 | <p>Chapter 10 – International Strategy</p> <p>Case: Wil-Mor Technologies: Is there is crisis?</p> <p>Question:</p> <p>JV strategies – why are JVs formed and what are some of the pre-requisites for a successful JV?</p> <p>Do Japanese Firms not care about profit? Do North American firms not care about quality and customer satisfaction?</p> <p>Do Japanese firms operate with different time horizons than North American firms?</p> <p>What are the implications of keiretsus for American firms?</p> <p>What are the implications of terminating a JV?</p> |
| 8 | 03/02 | <p>Chapter 9 – Acquisition and Restructuring</p> <p>Case: Sher-Wood Hockey Sticks: Global Sourcing</p> <p>Questions:</p> <p>What motivated Sher-Wood to outsource its manufacturing to suppliers inside or outside Canada in 2007 and 2011?</p> <p>What decision factors changed between 2007 and 2011?</p> <p>Which firm activities would be impacted by offshore outsourcing? How different were these influences between 2007 and 2011?</p> <p>Should Sher-Wood outsource its remaining manufacturing to China?</p> <p>What alternatives exist? What are the pros and cons of each?</p> |
| 9 | 03/09 | Spring Break – No class |
| 10 | 03/16 | <p>Case: Namaste Solar</p> <p>Questions:</p> <p>What is the issue facing Jones and Namaste Solar?</p> <p>What criteria should the group use in reaching a decision?</p> <p>What are the advantages and disadvantages of the options identified in the case as Path A, Path B, and Path C?</p> <p>What do you think the company should do next and why?</p> <p>Case: CircusTrix: The Ups and Downs of International Expansion</p> <p>Questions:</p> <p>What short-term advice would you give Lawrence to fix the immediate problem and staunch the fallout in Scotland?</p> <p>Conduct an analysis of the local environments in Scotland and the additional locations in Europe (Germany, France, and Holland) to determine viability.</p> <p>What are the advantages and disadvantages of the different entrance strategies (direct investment, JV, franchising)?</p> <p>Based on your analyses, choose the best method of entrance and create a full strategy around it. Justify your answer.</p> |

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| 11 | 03/23 | <p>Chapter 11 - Corporate Governance</p> <p>Case: Yancoal: The Saskatchewan Potash Question</p> <p>Questions:</p> <p>Should Yancoal enter the potash market?</p> <p>Which of the following two diversification options should the company pursue? Is it feasible to pursue both options? Are there any other options?</p> <ul style="list-style-type: none"> - Further acquisition and consolidation of Australian coal assets - Acquisition of Saskatchewan potash rights <p>What are the implications of the potash decision for Yancoal's global strategy and performance? How can Yancoal realize its dream of becoming a global, diversified mining firm? Is the potash acquisition a distraction?</p> <p>Is the pace of diversification too great? How has Yancoal managed its growth?</p> |
| 12 | 03/30 | <p>Case: Beiersdorf AG: Expanding Nivea's Global Reach</p> <p>Questions:</p> <p>What were the building blocks of Beierdorf's success? How could a seemingly simple product (Nivea cream) become the foundation for the company's international growth?</p> <p>What were the internal and external factors that led Beiersdorf's decision to initiate restructuring?</p> <p>How do you evaluate the components of the reorganization project?</p> <p>How does the project change the firm's structure and strategy?</p> <p>Even after Beiersdorf had announced its restructuring project, it reported losses, revenues were slow to increase, employees were protesting due to layoffs, and investors remained impatient. Had the strategy to downsize and restructure failed, or were these effects a necessary part of the process? What are some of the elements that still need adjustment?</p> <p>Is Heidenreich the right man for the job? What are the specific challenges that he faces in leading the company back to growth, and what actions can he take to address them?</p> <p>Case: GM: The Opel Decision</p> <p>Questions:</p> <p>What is the main issue before the board of GM?</p> <p>What are the courses of action open to the board?</p> <p>How should the board evaluate each course of action?</p> <p>How should the board evaluate each bid?</p> <p>What are the general considerations the board should keep in mind in arriving at a decision?</p> |
| 13 | 04/06 | Group Presentations |
| 13 | 04/13 | Group Presentations |
| 14 | 04/20 | Group Presentations |
| 15 | 04/27 | Group Presentations |

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| 16 | 05/04 | Final Exam Week Begins |
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