



International Management Syllabus
MGMT 3280 – Sections 3280 – 091 | 3280 - 092
Spring Semester 2017
Dr. Vijay K. Patel

Contact Information:

Office: 251A Friday Building

Office Hours: Mon-Tue 10.30-11.30 am; Tue-Wed 4.30-5.30 pm.

By appointment. Please arrange times after classes and confirm by email.

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MGMT 3280 Schedule and Classroom assignments:

Section 3280 - 091: Schedule: Wed – 5-7.45 pm | Class: Friday 132

Section 3280 - 092: Schedule: Tue – 6.30-9.15 pm | Class: Friday 132

Required Text:

Dess, G. G., Lumpkin, G. T., Eisner, A. B., and McNamara, G. *Strategic Management*, eighth edition, McGraw-Hill Irwin, 2016. ISBN-978-1-259-278211

You will need to bring your text to class each day.

You will need to purchase cases from Harvard Business Cases or other designated Case vendors. Course pack information will be provided. Cases will be chosen based on class interests and profile.

Glo-Bus Simulation Registration:

Every student will need to subscribe to the Globus simulation package. Further information and resources are available at <https://new.glo-bus.com/>. You will be provided with a company registration code by the professor. The Glo-Bus simulation package is designed to provide ‘real life’ decision making and strategy challenges. When available, students find this an outstanding part of their learning and preparation for their careers.

Suggested Readings and Resources:

All students are expected to stay abreast of contemporary developments and trends in global business. Some suggested sources include: Forbes, The Wall Street Journal, Financial Times, The Economist, Fortune, and Bloomberg/Business Week. Please make full use of all available articles/resources from social media content including YouTube and website resources from UNCC and other major universities around the globe e.g. IMEDE, LSE, Harvard, MIT and Stanford. Additional materials will be posted for reference and study as needed.

Course Description:

MGMT 3280: Strategic Management. (3) Prerequisites: Senior standing; BLAW 3150, COMM 3160, ECON 3125, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100. (Accounting majors are required to take BLAW 3150, COMM 3160, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100 and earn a grade of C or above.) A capstone course that emphasizes the synthesis and application of concepts from the functional business courses so students develop an understanding of organizations from the perspective of top level executives. Focuses on the role of top management in leading, planning, and decision-making to form effective organizational strategies that integrate internal processes and the economic, technological, ethical, political, and social forces affecting the organization.

Course Purpose:

The purposes of this course are: (1) to provide an integrative experience at the end of the bachelor's degree in business administration involving the key components of the business curriculum including such facets as accounting, finance, marketing, management, and management science; (2) to provide an opportunity for undergraduate students to place themselves in the role of chief executive officer and/or high level executives solving complex problems of major organizations in society--both private and public; (3) to analyze top corporate policy in different types of organizations; (4) to assume the role of business consultant; (5) to develop the student's capacity to think strategically about a company, its business position, and how it can gain sustainable competitive advantage; (6) to build students' skills in conducting strategic analysis in a variety of industries and to provide them with a stronger understanding of the competitive challenges of a global environment; and (7) to make students more conscious of the importance of ethical principles and corporate social responsibility. This course also attempts to encourage students to continue their study of top corporate policies, opportunities, and problems after leaving the university.

This capstone course is designed to transition students away from reliance on a professor lecturing to tell you what you need to know toward self-reliance and taking initiative—just like it will be in your careers from now on. And just like your careers, this course to a great extent will be what *you* make it.

Assurance of Learning:

Decision/Analytical. Students will demonstrate analytical, quantitative, and critical holistic thinking skills in decision making. Students will apply problem solving processes to business and economic situations. Professional Competence/Synthesis. Students will acquire knowledge and analytical skills of the functional areas of business. Students will recognize, integrate, and synthesize frameworks from all functional areas of business to solve problems.

CATT Statement:

All core courses in The Belk College of Business Administration are committed to fulfilling one or more of four major competency areas identified by the letters CATT: Communication and Technology Skills, Adaptability to Change, Globalization, and Diversity, Teamwork and Leadership, and Thinking and Problem Solving. In the Department of Management, MGMT 3280 is targeted at two of these learning outcomes: 1) Teamwork and Leadership and 2) Thinking and Problem Solving. The purpose of this course is to help students: function effectively as a team leader; to understand group dynamics; to think independently; to apply, articulate, and evaluate problem-solving processes; to recognize, employ, and integrate frameworks from all business disciplines in order to respond to opportunities and solve problems; and to cover ethical, global, and political issues in business.

Learning Objectives:

After completing MGMT 3280, students will:

- understand how to analyze the internal and external environments of business organizations in order to identify opportunities, threats, strengths, and weaknesses;
- be able to apply problem-solving processes to business situations;
- be able to recognize, integrate, and synthesize frameworks from all business disciplines to solve problems;
- be aware of decision making and consequences under uncertainty and competitive conditions.
- understand the value of both tactical and longer term strategic frameworks to support decision making and collaborative teamwork
- understand the roles played by stakeholders in various business situations.

Course Objectives:

- To view the organization from the top management position;
- To apply a process of strategic thinking to solve organizational problems;
- To develop skills in strategic analysis;
- To increase awareness of ethical implications of decision making;
- To integrate knowledge gained from earlier prerequisite courses;
- To develop skills for integrating the functional areas such as management, marketing, finance, and production;
- To serve as a capstone course for the various business disciplines taught in the business core.

Teamwork and Professionalism

A major objective of this course is to develop all students' capabilities as managers. Excellence in your organizations demands your ability to work harmoniously and enthusiastically. Teamwork and display of outstanding professionalism in your ability to communicate, provide leadership/cooperative followership, and be constructive team players and problem solvers are critical skills. *Initiative and self-motivation to excel will earn you bonus points.* Class participation and projects are designed to help you practice and hone your managerial and organizational skills. You must demonstrate a 'class and team spirit' at all times just as you will be expected to in your future management roles. The heavy emphasis on teamwork requires that peer evaluations are thorough and fair. This provides training and simulation of performance appraisal and feedback for staff development processes seen in all successful organizations - key skills indeed.

Student Evaluation:

Class participation is a key requirement. Students will be asked to demonstrate their grasp of concepts and frameworks for analysis in class. In addition, students will complete two examinations covering text, readings and lecture material. The exams will be multiple-choice and/or short answer. In addition, students will complete two projects in teams. Other group assignments may include a current event presentation and a specialized experiential exercise/case presentation. Several homework assignments will be required including case analyses and reports on current events. In general, all your work will be within assigned teams.

Grading:

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| Mid-term Exam | 20% |
| Final Exam | 20% |
| Group Project 1 – case analysis | 20% |
| Group Project 2 – Glo-Bus simulation and report | 25% |
| Special projects and homework assignments | 5% |
| Participation and Professionalism | 10% |

Grading Scale:

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| A: | 90-100% |
| B: | 80-89% |
| C: | 70-79% |
| D: | 60-69% |
| F: | < 60% |

Remember: Class participation and enthusiastic team spirit can mean the difference between A or B grades or even pass or fail.

Exams

There will be two exams that will be drawn from the text and classroom material. ANY topic discussed in class is subject to inclusion on the exams so it is important that you attend class and take notes. Each exam will cover designated chapters. Students are expected to be familiar with all key concepts and practical applications in realistic contexts.

Special Projects:

Being aware of current developments and their impact is key. You will be assigned brief topics to address. For example, the Volkswagen ethical failure and severe costs financially but also to a wider group of stakeholders including the environment. You should draw implications of the issues and their impact on strategic management practice. This analysis should be in the form of a 5-7 page double-spaced paper with references both from the text and 3-4 outside sources.

Group Project/Case Analyses and Glo-Bus Report:

Your group will prepare a report, including analyses and recommendations based on the assigned case and the Glo-BUS simulation group work and results.

For the case analysis ensure you provide a thoroughly analyzed report and presentation using the analysis, formulation and implementation framework. Typical example reports will be discussed in class to provide a framework. This analysis should integrate the readings and cases for the course in the context of the actions of a specific firm. This analysis will be approximately 15-20 double-spaced pages (with complete references). You will summarize your findings in a short 15-20 minute in class

presentation. You will be evaluated on the quality of the paper (75%) and the quality of the presentation (25%).

For the Glo-Bus report provide an analysis of your results and discuss both the successful strategies and missteps. In addition to a report on performance prepare a presentation to discuss your company and team performance. Emphasize the learning aspects and what you would do better to improve performance overall.

We will discuss the formats and outlines for your projects. You will be given the opportunity to create drafts and receive direct feedback to ensure professional work and excellence as groups.

Cases, Experiential Exercises or Current Event Projects

Each group will make case presentations and/or presentation of experiential exercises and/or a current event. These presentations will form the basis for a significant amount of our class discussion, and all materials presented by students and enhanced through discussion will be subject to inclusion on the midterm and final exam.

Whether you are presenting a case from the text or a current event, the power point slides must be posted prior to the presentation and *hard copies provided to the professor before class*. Grades for the presentation will be based upon the quality and timeliness of your slides and will also be based upon the content and quality of the in-class presentation. You will be provided with grading rubrics. NOTE: It is not advisable that all students speak in the presentation. Since the groups will be rather large at six students, it may be not practical for each person to have a speaking part, however all team members will be expected to respond appropriately in the Q&A sessions. The presentation will be a maximum of 15-20 minutes. In most cases, 15 minutes will probably be about right.

Attendance and Participation

It is important for all students to demonstrate engagement in the learning process. The success of the course is based upon preparation for class by reading chapters, preparing the case analyses, and reviewing slides posted by your fellow students. Your opportunity to demonstrate engagement and preparation is through your attendance and participation. No student should expect to get full credit for participation if more than two seventy-five minute classes are missed. Students missing more than four periods may lose all participation credit at the discretion of the instructor. At the same time, participation grades are much more than simple attendance.

Capstone Glo-Bus Simulation

MGMT 3280 serves as a capstone course for students of Business Administration. As such, successful completion of the course requires students to be well prepared for real life oriented decision making and organizational strategic choices and consequences. You will have the opportunity to integrate all your learning in key disciplines of marketing, R&D, production, operations, finance and HR among others in the context of long term sustainable performance in the face of competition and uncertainty of environmental forces.

Up to 10 bonus points will be awarded for in-depth outstanding reports.

Use of Electronics in Class

The use of cell phones, beepers, or other communication devices during class is inappropriate and should not be used. Please check your mail and messages before and after class. **DISCIPLINE YOURSELF!** Put your phone in your backpack or pocket.

Students are permitted to use computers during class for note-taking and class reference **ONLY**. Do not use your computer for surfing or checking your mail.

Leaving the Classroom

Students getting up and leaving the class during lectures and discussion has become an increasing problem in recent years and is not acceptable classroom behavior. It is disrespectful to the professor and is distracting to the learning environment. I request, that unless you have an emergency that you not leave the classroom during the class. If you anticipate having to leave class early, please let me know before class begins.

The UNCC Code of Student Academic Integrity:

Students are reminded of the code of academic integrity stated in the college catalog and are expected to follow it. It reads as follows:

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in any academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work or another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging is when the ideas, information, etc. is common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

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.

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Tentative Schedule

(Subject to adjustments as needed. The pace and timing may change based on class progress and feedback. Please check Canvas announcements)

| Date | Lectures and Activity | Notes/Comments |
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| Week 1 Week of Jan 9 (Mon – Wed schedule) | <p>Lecture 1 – Introduction and Chapter 1 Lecture 2 – Chapter 2 and Glo-Bus introduction</p> <p>Remember reading assigned Chapters is a requirement. The material is valuable and class time can be more productive if you have read and discussed the Chapters beforehand.</p> <p>Assigned Cases/Projects/Exercises will be discussed at Lecture end. Special sessions will be designated for Team Presentations. Details will be provided in Canvas announcements.</p> | <p>Generally the last 20-30 minutes of a lecture will be devoted to experiential exercises, mini-cases or special topic discussions.</p> <p>Key is to read and discuss assigned chapters/exercises in groups. This will allow meaningful class discussions. As a bonus you will be able to participate thoughtfully.</p> <p>For the extended evening classes Part 1 of each lecture will cover theory and Part 2 will cover application through group work and case discussions.</p> |
| Week 2 Week of Jan 16 | <p>Chapters 3&4 MLK Holiday January 16 – no classes</p> | <p>In addition to class and team activities each session will include a discussion of Glo-Bus results by teams and progress. The simulation will include practice cycles initially.</p> |
| Week 3 Week of Jan 23 | Chapters 5&6 | |
| Week 4 Week of Jan 30 | Chapters 7&8 | |
| Week 5 Week of Feb 6 | <p>Case 1 – Preparation and individual team discussions Class time devoted to preps and discussion</p> | |
| Week 6 Week of Feb 13 | Chapter 9 and Midterm Exam 1 | |
| Week 7 Week of Feb 20 | Case 1 – Draft write-ups and Ppts due. Feedback sessions with professor and continue teamwork | |
| Week 8 Week of Feb 27 | Chapters 10 & 11 | |
| Week of Mar 6 – 11 | Spring Recess | |

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| Week 9 Week of Mar 13 | Chapters 12 & 13 | |
| Week 10 Week of Mar 20 | Case 1 – Final Presentations and project reports due | |
| Week 11 Week of Mar 27 | Glo-Bus simulation – Class time for discussion and runs | |
| Week 12 Week of Apr 3 | Glo-Bus – Continue team discussions and preps Experiential exercise | |
| Week 13 Week of Apr 10 | Glo-Bus – Draft Ppts and reports due. Feedback sessions with professor and continue teamwork. | |
| Week 14 Week of Apr 17 | Final presentations Glo-Bus - Ppts and project reports due | |
| Week 15 Week of Apr 24 | Final Exam Career discussions and Q&A | |
| Week 16 Week of May 1 | Final week of classes and Examinations begin | |
| Week 17 Week of May 8 | Examinations | |
| Week 18 Week of May 15 | Academic Year ends May 15 – grades due | |