Course Number: MBAD 6194-U90
Course Title: Global Strategic Management
Sections/Times/Rm: T from 5:30 to 8:15 in Center City 502
Faculty: Dr. Peter S. Davis
Office Number: Friday 257A University City Campus
Office Phone: 704-687-7555
E-mail Address: Peter.Davis@UNCC.edu
Office Hours: Appointments are suggested.
Required Text: Grant, R. M. Contemporary Strategy Analysis, 7th ed (2011) - text only (isbn: 9780470747100). Other materials as may be assigned
Examinations: As shown in the attached course schedule, number and times may be adjusted to meet student needs.

Course Description

The course concentrates on strategy and policy formulation and implementation at the top management level where major and responsible decisions must be made. In addition to classroom lectures, reading, and paper writing, this course requires collaborative projects that emphasize the development of people skills. The projects emphasize applied learning that forces students to question, think deeply, weigh alternatives and create. Project work also involves management skills—listening, influencing, judging, and selling that provides students experience in negotiation, group and organizational development, interpersonal communication, and leadership vital to effectively managing people and team-driven organizations. As an integrative course, this class promotes basic skills and tools, including data gathering, data analysis, and innovative problem-solving methodologies from multiple disciplines needed to craft solutions to problems they may have never before encountered.

Students are advised that this course requires both individual and cooperative effort. Much of the conceptual knowledge in a course such as this is developed during the classroom discussion. However, much of the learning extends beyond the classroom setting as group members interact as they endeavor to integrate materials covered during this course and other courses they have taken during their graduate program. As your instructor, I will make every effort to ensure a stimulating and rewarding experience for you. Ultimately, however, it is the thought and effort extended by each individual student that will determine the value he or she receives from this course.

Teaching Methods

To accomplish our goals we must be willing to encourage the airing of controversial views and the thoughtful exchange of ideas. Four principal modes of learning will be employed: (1) lectures and class discussion of conceptual materials related to strategy formulation, implementation, evaluation,
and control; (2) analysis of business cases and current readings (presentations) in the business press will aid in illustrating the application of strategy concepts; (3) examinations that permit students to showcase their familiarity with key strategy concepts and tools; finally, (4) students demonstrate and apply their knowledge by designing and completing a personally-relevant, comprehensive semester-long project that appropriately reflects his/her career aspirations, whether as an entrepreneur, manager, or consultant.

(a) As Venture Entrepreneurs, students (teams) may choose to develop a business plan for a potential new venture, as Social Entrepreneurs, students may organize a new social project, or as Intrapreneurs, working within an existing company, students may endeavor to bring a new product to market and/or by entering a new market.

(b) As Business/market analysts, students may perform an "arms-length" analysis of an targeted industry and specific competitors with the purpose of describing how best to compete or alternative entry/(re)positioning strategies for an existing firm;

(c) Acting as either External or Internal Consultants, students analyze a strategy-related issue for a local firm or a non-profit entity. Students are encouraged to recruit clients for their project (clients/topics subject to Dr. Davis’s approval).

Approval of the proposed projects hinges on the extent to which the project is consistent with the content and objectives of a capstone course in strategic management. Students are expected to work in small groups, typically 3-4 members. Detailed instructions for the project will be provided later in the course.

The objectives for the projects include:

* Learning about organizational environments, including broad dynamics of demographics, government and regulatory factors, etc., industry (including markets) and, specifically, about how successful companies compete in their chosen industry or market.

* Gaining hands-on experience at locating, using, and evaluating a wide-variety of industry and competitor intelligence.

* Developing skills and knowledge relating to the development of a desirable strategy and the substantive use of planning tools and techniques, usually via the preparation of a business plan for entering or (re)positioning a firm within its competitive environment or market.

Students are advised that work on the project is a significant commitment for team members until its completion. This project culminates with the preparation and presentation of a report to the class/client. Group work is encouraged, as it is also useful in demonstrating group dynamics, in improving communication skills, and developing managerial skills involving teamwork.
Course Objectives

The ability to think and manage strategically is an essential core competency for all managers. Strategy determines the organization's identity, sets direction, establishes goals to be achieved, integrates organizational activities throughout the organization, and facilitates corporate growth and renewal. For a company’s overall strategy to work, managers in finance, marketing, human resources, technology and other functional areas must actively participate in its formulation and implementation.

Every organization has a strategy though some are more explicit and recognizable than others. Corporate strategy, or where a firm chooses to compete, and business strategy, or how a firm competes, together have a major impact on the long-run success of the organization. This is true whether the strategy is explicit or implicit, the corporation large or small, local or global in scope. During this course we will explore the issues surrounding the role and nature of corporate and business-level strategies and the processes by which they are formulated and implemented. In doing so, students will gain exposure to the body of knowledge that has developed in strategic management and will be encouraged to develop his/her own perspective, frame of reference, or method of thinking applicable to strategic business problems, today and in the future. Specific course objectives include:

- Acquiring an understanding of the impact of the general environment and industry structure on strategy.
- Understanding the principles that underlie competitive advantage and recognized approaches for obtaining and maintaining one.
- Developing and applying various strategic planning models and appreciate their advantages and limitations.
- Recognizing strategy as an inherently dynamic process that affects, and is in turn, affected not only by the firm's external environment, but by its internal processes and politics as well.
- Appreciating the role of strategy implementation in effecting a suitable linkage between the organization's environment, strategy, and performance.

Attendance, Participation, and Exams

Students are expected to attend every class meeting. No make-up will be provided for missed classroom activities. Students will receive a grade of zero on days that they miss. Students who miss a class are expected to consult with students who attended to understand testable materials, activities, or assignments that were missed. The format and content for the examination(s) will be at the instructor’s discretion and are likely to be mostly essay or short answer format. Class material, class notes and assigned readings will be very important in providing suitable responses.
In a course such as this, much of our learning occurs as a result of participation in classroom discussion. Therefore, classroom participation, defined in terms of students’ contributions to a positive learning environment, will constitute a portion of the students’ final grades. To excel on the basis of contributing to a positive learning environment has a different meaning than that traditionally associated with excellent participation. Classroom participation is not viewed as an individualistic basis for evaluation where one competes for “air time” and strives to demonstrate personal conceptual superiority. In contrast, students who excel on the basis of contributing to a positive learning environment will take personal responsibility for the overall quality of the classroom discussion. Students may contribute to a positive learning environment by…

- Being an active participant, but not a dominating participant.
- Being a good listener and demonstrating respect for others’ opinions.
- Making thoughtful, insightful comments, and not speaking just to be heard.
- Building on others’ comments.
- Asking questions, not just giving answers.
- Identifying key assumptions underlying discussion points and arguments.
- Being constructive and positive in one’s comments.

**Project/Peer Evaluations**

Appropriate contributions are expected from each team member and may be enforced by grade sanctions. Members of each research team are required to submit a written evaluation of their peers for their contribution to the successful completion of their project. These evaluations will be used to create a multiplier used in computing each student's grade on all project activities.

**Course Requirements and Evaluation**

Course grades are balanced 50/50 between individual and group components.

* Examinations......................................................50%

* Team Project....................................................50%

Project associated activities may include the following (as appropriate to the specifics of the project):

Weights assigned each activity are at the discretion of Dr. Davis

a. analysis and recommendations;
b. preparation of the corporate business plan;
c. operational analyses;
d. preparation and presentation plans and budgets;
e. presentation to potential stakeholders.
f. assignments and other supplemental activities assigned during the course.
g. class preparation, participation, and attendance including the group’s discussion of readings and activity in the class, and those aspects not rewarded directly by other parameters in the syllabus.
Course policies and notes
Dr. Peter Davis

1. Classroom expectations. This syllabus contains the policies and expectations 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.

2. 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.

3. Grades are on a 10 point scale, where A=90 to 100; B=80-89; C=70-79; D=60-69; F=60 and below. There is no curve. Simulation, project, and presentation grades are adjusted according to peer evaluations. Grades for the oral portion of team presentations will be adjusted according to class evaluations. The award of a grade of "I" will strictly adhere to The University’s catalog guidelines. Grade penalties may be assessed on late assignments. UNC Charlotte’s grading policies may be viewed at http://Catalog.uncc.edu/#GRADING_POLICIES.

4. Communication skills. Students are expected to demonstrate correct and effective oral and written communication skills including good spelling, grammar and punctuation. Students whose communication and writing skills are deemed by the instructor as inadequate may be required to successfully compete tutoring sessions at the Writing Resources Center in the Department of English. Information on the Writing Resources Center may be found online at http://wrc.uncc.edu/.

5. Team member dismissal. Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member. In the event a team member is dismissed, the dismissed team member is still responsible for performing all assignments pertaining to this course. (please see the section below on peer evaluations).

6. 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://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.
7. **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. The decision and incident rationales must be typed (use font size 12) except when done as part of classroom activities.

8. **Disability accommodations.** Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations. Reasonable and appropriate accommodations will be provided to students presenting a memo from the Office of Disability Services (ODS). Students who request disability accommodations without a memo will be referred to ODS.

9. **Faculty absence or tardiness.** If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

10. **Sexual harassment.** All students are required to abide by the UNC Charlotte Sexual Harassment Policy (http://legal.uncc.edu/policies/ps-61.html) and the policy on Responsible Use of University Computing and Electronic Communication Resources (http://legal.uncc.edu/policies/ps-66.html). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

11. **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.

12. **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.

13. **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.
Students are expected to have read the assigned materials and to be able to answer questions and provide informed commentary. Unannounced classroom assignments may be given at anytime. Class syllabus and schedule may be altered as circumstances may dictate. All changes will be announced in class. Students not attending class will be held responsible for obtaining this information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Course introduction. We will preview assignments. Students provide contact information. Part 1: What is strategy? Strategists, Stakeholders, &amp; Missions. Assigned reading: Ch. 1.</td>
</tr>
<tr>
<td>17</td>
<td>Part 2: The tools of strategy analysis. Organizational goals, values, &amp; performance.</td>
</tr>
<tr>
<td>31</td>
<td>Part 2 (cont.) Competitor Analysis. Student teams will meet in class with Dr. Davis to decide upon a suitable project and to complete the assigned “Cookbook for Competitive Analysis” attached as an appendix to the course syllabus. Assigned reading: Ch. 3, 4. Segmentation, strategic groups and industry gaps.</td>
</tr>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Part 2 (cont.) Industry and Competitive Analysis: Teams must advise Dr. Davis of project choice and turn-in completed proposal for the project and a “cookbook” of profiles and resource requirements. Multiple Choice Quiz on the first 4 chapters of the text.</td>
</tr>
<tr>
<td>21</td>
<td>Competitive Advantage. Assigned readings: Ch. 7, 8, 9, 10.</td>
</tr>
<tr>
<td>28</td>
<td>Wrap-up Industry and Competitive Analysis Assigned readings: Ch. 7, 8, 9, 10.</td>
</tr>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>5-10</td>
<td>Student Recess</td>
</tr>
<tr>
<td>13</td>
<td>Multiple Choice Quiz on chapters 5-10 of the text.</td>
</tr>
<tr>
<td>20</td>
<td>Part 3: (cont.) Corporate Strategy formulation: Diversification, vertical integration and globalization</td>
</tr>
<tr>
<td>27</td>
<td>Reaching beyond domestic markets: Global considerations, Alliances &amp; joint ventures. Developing and using strategic metaphors--competition as warfare. readings: Ch. 11-17.</td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Last day of classes. Project presentations.</td>
</tr>
<tr>
<td>8</td>
<td>Exam (5:00-7:30 PM). The final exam is a combination of essay and multiple choice questions.</td>
</tr>
<tr>
<td>12</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
Project/Peer Evaluations.

Students should recognize the extreme difficulty of passing this course without the support of their colleagues. However, sometimes, you may find a group member who does not contribute in any meaningful way to the task at hand. Student teams are responsible for documenting the contributions of each member to the successful completion of the group assignment. The group has a right to terminate (that is, to FIRE) that individual. A non-discriminatory process should be used in this event. The recommended procedure is as follows:

1. Team members should first issue a verbal (witnessed) warning to the individual. The faculty should be notified immediately, in writing, of this initial disciplinary action.
2. If this fails to resolve the problem then a written warning should be issued to the offender listing the offenses and steps necessary to improve performance. Again, notify the faculty immediately.
3. If previous steps fail, then a termination notice may be issued. All members of the involved group must then meet with the faculty to attempt to resolve the issue. Typically, this involves removing the offender from the group and assigning equivalent work to the offender.

Peer Evaluation Form

This form is to be used at the end of the course to evaluate the contribution of your fellow team members to the overall performance of your group. Please give these evaluations your careful consideration as they will be used in determining an individual's project grade, therefore, your evaluation has direct consequences for the final grade assigned each student in this course. Individual evaluations will be kept confidential.

List the names of each member of your group (including yourself) in the spaces provided below. Now, considering the contribution of each student in terms of (1) proportionate participation in team activities, (2) timely completion of assigned work, and (3) quality of work; assign a percentage of the team grade to each individual. For example, if a fellow team member performed well on each category, then you might assign them 100%, lesser contributors could be assigned lesser percentages. A student who exceeded all expectations in their contribution could be awarded up to 105% of the group's grade. No more than one student per group can receive in excess of 100%. Percentages below 95% must be accompanied by a written explanation of the reasons for assigning a low evaluation to this (these) student(s). Use the back, or separate sheets if necessary to provide necessary documentation.

YOUR TEAM'S PROJECT NAME__________________________________

<table>
<thead>
<tr>
<th>Students' Names</th>
<th>Percentage (0-105%) of Project Grade Awarded</th>
</tr>
</thead>
</table>
| 1. ______________ (yourself) | _______
| 2. _____________________________ | _______
| 3. _____________________________ | _______
| 4. _____________________________ | _______ |
A COOKBOOK FOR BEGINNING COMPETITIVE ANALYSIS

A primary purpose of this course is to provide you with a programmatic and pragmatic approach for studying entire industries as well as individual competitors. The intent is to help you come away with a more complete knowledge of available information resources, their content, availability, how to access them, their benefits and limitations. In effect, our cookbook provides a specific recipe for beginning your competitive analysis. You should note that the various sections below reflect the content of the overall course and I encourage you to compare the outline here with that of the text.

Using the Cookbook

Although I developed your research assignment with strategic management issues in mind, the same approach can be applied in other areas and situations where research on an industry and/or company is needed. In following the guidelines provided, the student will:

1. Discover how to find information about an industry and about companies that compete in the industry;

2. Gain hands-on experience at locating, using, and evaluating a wide variety of sources of industry and company information.

3. Develop analytical skills and knowledge that can be applied to other business topics.

Getting Started

Identifying an industry. Think about an industry that you find interesting and would like to know more about, perhaps because you might want to work in it some day, or even own your own business. Remember two key points: First, your primary purpose in completing this portion of your assignment is to gain knowledge about how to conduct industry, market, and competitor analyses, therefore, it is important that you identify your industry in such a manner as to facilitate access to publicly available data. See the attached guide to Information Sources in Business at The University of Memphis Libraries for some suggested sources of information. If you’re having trouble locating information, check with the reference librarians to ensure that sufficient information is publicly available on this industry and on specific (competitor) firms. Secondly, remember that you are to be analysts, not advocates, for a particular industry or firm. Even if you have substantial experience in or knowledge of a particular industry, you may find it more informative and challenging to approach this industry as if you are not familiar with it. This helps avoid the possibility that emotional involvement obscures the clarity of your analysis. If you are unsure about how to define an industry to investigate, you may want to refer to the Standard Industrial Classification (SIC) Manual and browse through the categories to find a usable definition. Finally, be sure to check with me early about the suitability of the industry you've chosen to study.
Now that you've chosen an industry, write your own description of that industry below.

**INDUSTRY:** ______________________________________________________

**DESCRIPTION:** ________________________________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Now, locate your industry in the SIC manual and record the information in the spaces below. If your industry (as you've defined it) does not appear in the SIC manual, re-define the industry or choose another (perhaps related industry).

<table>
<thead>
<tr>
<th>Classification</th>
<th>SIC Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Group</td>
<td>(2-digit code)</td>
<td></td>
</tr>
<tr>
<td>Industry subgroup</td>
<td>(3-digit code)</td>
<td></td>
</tr>
<tr>
<td>Detailed industry</td>
<td>(4-digit code)</td>
<td></td>
</tr>
</tbody>
</table>
Having identified the industry, describe the types of products that are included in this industry.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

FACTORS SHAPING THE INDUSTRY

The demand for all industrial products can be traced to -- and is derived from -- consumption at the individual or household level. For example, the aluminum industry carefully monitors the demand for soft drinks. That demand may be very remote from the specific industrial product supplied. To really understand an industry, you need to look at both the supply market and the demand market for its products. It is therefore useful to consider the "supply chain." If you chart out the supply chain for the industry, the derived demand will be clear. It may be easy for you to chart-out the supply chain for the particular industry that you are studying just by thinking about the inputs to the product, and then thinking about the end-use markets for the product. For your industry, fill-in the blanks below to show the chain of suppliers involved in the creation of the final product(s) for your industry (add more links if needed):

__________ -> ___________ -> _____________ -> ______________ -> ______________ 

Suppliers. Identify the names and products of three companies that supply important inputs to your industry:

1.

2.

3.

Now, identify the types of information about supply markets that would be most relevant to understanding supply for the industry you've chosen. In other words, what do you need to know about the producers/suppliers of the product/services to understand variations and trends in supply?
Buyers. Now consider the "demand-side' of your industry -- in particular the derived demand. The
demand for all products in the supply chain is ultimately derived from the demand for products at the
consumer level, as shown by the earlier aluminum example. Consumer demand, in turn, is
dependent on economic forces such as changes in employment, prices, income, and of course,
changes in consumer tastes, preferences and usage patterns. A complete understanding of an
industry requires knowledge of these "demand-side" drivers.

Identify the names and products of three "buyers" that purchase or distribute your industry's
products:

1. 

2. 

3. 

Demand Drivers. Now, identify the types of information about final markets that would be most
relevant to understanding demand in the industry you've chosen. In other words, what do you need
to know about the users of the product to understand variations and trends in demand?
**Globalization.** What were the worldwide sales ($, and units) for the industry in most recent year reported? What was the value of shipments (sales) for the U.S. in the latest year reported? What portion of this U.S. activity is exported? Imported? What was the average annual growth rate of each in recent years? Be sure to keep track of the sources of your information.

<table>
<thead>
<tr>
<th>Most recent</th>
<th>Past Growth</th>
<th>Expected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldwide sales:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. sales:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amt. imported into U.S.:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major sources (countries) of imports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount exported from U.S.:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major targets (countries) of U. S. exports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONTEXTUAL OVERVIEW:**

A good place to begin your research is with an evolutionary perspective on the industry. What are the major events that have shaped the development of the industry?
1.

2.

3.

4.

5.

6.

**Future Trends.** What are the four major issues of concern to this industry that are likely to affect the outlook for the foreseeable future?

1.

2.

3.

4.
MAJOR COMPETITORS

List the top four companies in the industry (or regional/local market as appropriate), their sales revenues, and the type of company they are (private, public, subsidiary, division, joint venture or affiliate). You may want to consult the local industrial directories to get this information. What will you need to know about these companies to complete your evaluation? Where will you find the information you need?

1.

2.

3.

4.

DATA GATHERING

For each issue you listed above and for each of the supply/demand drivers you identified previously, identify (list) the source(s) where you are most likely to find the information needed to provide a thorough evaluation.
Peter Davis

Professor of Management

A dedicated teacher. Professor Davis joined the Belk College of Business as Professor and Chair of the Department of Management in 2007. A graduate of the University of South Carolina, Dr. Davis previously was a member of the faculties of the Universities of Oregon and Memphis. While at Memphis, he was the Sparks Family Chair of Excellence in International Business, Associate Director of the International MBA program, Chair of the Department of Management, and Coordinator of the Ph.D. program in Management.

An experienced manager. Before earning his Ph.D., Dr. Davis gained extensive managerial and professional experience as the Chief Operating Officer for a multi-state operator of wholesale and retail food service businesses and as Project Coordinator and Government Technical Representative with the Federal Emergency Management Agency, where he supervised implementation of temporary housing programs during disaster relief operations. Previously, Dr. Davis served with the U.S. Army Intelligence Command and with the 101st Airborne Division in Vietnam. He has advised top management and served on the Boards of Directors of public and not-for-profit firms.

A distinguished researcher. Professor Davis’s research and consulting address strategic management issues at the corporate and business level as well as among start-up and family firms. His research on these topics has appeared in leading academic and professional journals, including the Academy of Management Journal, Strategic Management Journal, Journal of International Business Studies, Management International Review, Journal of Business Research, Industrial Marketing Management, Entrepreneurship Theory and Practice, the Journal of Small Business Management, and Family Business Review. Dr. Davis has received numerous research awards and has served on the editorial boards of leading academic journals. In 2008, Dr. Davis was recognized as one of the most influential authors in Management over the past 25 years.

Contact Information
Friday 257A
phone 704-687-7555
peter.davis@uncc.edu