THE UNIVERSITY OF NORTH CAROLINA at CHARLOTTE
BELK COLLEGE OF BUSINESS ADMINISTRATION
Spring 2013

Course Number: MBAD 6194-U90
Course Title: Global Strategic Management
Times: T from 5:30 to 8:15
Location: Center City 502
Faculty: Dr. Peter S. Davis
Office Number: Friday 257A
Office Phone: 687-7555
E-mail Address: Peter.Davis@UNCC.edu
Office Hours: I am happy to meet with students at the Center City Building as well as on
the main campus. However, as there are no faculty offices in the CCB,
appointments are required.
Required Text: Strategic Management: Concepts, 1st Edition Frank T. Rothaermel,
Georgia Institute of Technology Softcover, (c)2013. The soft cover ISBN
is 9780077324452. Be sure to get the text alone version (without cases)
rentals are for the Concepts only. Other materials as may be assigned from
time to time by the instructor.

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**

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 reflects their career aspirations, whether as entrepreneurs, managers, or consultants.

(a) As **Venture Entrepreneurs**, student 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/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 (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 3-5 members. Detailed instructions for the project will be provided later in the course, along with examples of previously completed projects.

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 topics (not in order) include: segmentation, strategic groups, industry gaps, competitive advantage, position versus resource-based views of corporate strategy, core competencies, dominant logic, strategic metaphors and analogies, value (activity-cost) chains, vertical integration and centers of focus, portfolios, relatedness, strategic alliances, joint ventures; globalization, and (time permitting) organizational design & governance.

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.

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.

* by Examination, and quizzes.................40%
* Team Project............................................50%
* Class attendance, preparation, participation, pop quizzes, and other activities.......................10%
Course policies and notes
Dr. Peter Davis

1. **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.

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://www.provost.uncc.edu/Catalogs/2007-2009/acadregs.htm#GRADING_POLICIES](http://www.provost.uncc.edu/Catalogs/2007-2009/acadregs.htm#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://www.uncc.edu/writing/wrc.html](http://www.uncc.edu/writing/wrc.html).

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://www.legal.uncc.edu/policies/ps-105.html](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.

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://www.legal.uncc.edu/policies/ps-61.html](http://www.legal.uncc.edu/policies/ps-61.html)) and the policy on Responsible Use of University Computing and Electronic Communication Resources ([http://www.legal.uncc.edu/policies/ps-66.html](http://www.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.
Class Schedule for Management 6194-U90—Spring 2013

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. The class syllabus and schedule may be altered by the faculty as circumstances and progress may dictate. All such changes will be announced in class. Students not attending class will be held responsible for obtaining this information.

**Date** | **Assignment**
--- | ---
**January**
15 | Course introduction and overview. Preview of assignments. Students provide background and contact information. What we think we know about strategy and competitive advantage. Assigned reading: Ch. 1.
22 | Strategic leadership: Missions, values, goals, and performance assessment. Assigned: Ch. 2. Your assignment is to (1) Perform a personal SWOT Analysis and (2) prepare a personal mission statement, choose the type of project consistent with your mission. Assigned reading: Ch. 3.
29 | Group formation. Student teams will meet in class with Dr. Davis to decide upon a suitable project and to discuss and complete the assigned “Cookbook for Competitive Analysis” attached as an appendix to the course syllabus.

**February**
12 | Competitor Analysis. Student teams will meet in class with Dr. Davis to discuss their progress on the proposed project and to provide the assigned “Cookbook for Competitive Analysis” attached as an appendix to the course syllabus. Class discussion will center on strategic groups and industry analysis: Assigned: Ch. 5.
26 | Multiple choice quiz on the first six chapters of the text. Expect about 15 questions per chapter.

**March**
4-9 | Student recess—no classes
12 | Creating Competitive Advantage at the corporate-level. Experience curves & life cycles - experiencing experience. Readings: Ch. 7.
19 | Relatedness and Corporate-level strategies among Diversified Companies. Matrix approaches to corporate diversification. Alliances & joint ventures. National Competitive Advantage. Readings Ch. 8, 9 and 10
26 | Organizational skeletons: Design and Culture using strategic metaphors of competition as warfare. Assigned readings: Control. Readings: Ch. 11.

**April**
2 | Corporate Governance: Are organizations more ethical than managers? Reading: Ch.12.
9 | Catch-up and wrap-up part 2 of our course. Trends in strategy.
16 | Multiple choice quiz on Chapters 7-12. Expect about 15-20 questions per chapter.
23 | Final exam review. A study copy of final exam essay questions will be presented and discussed.
30 | Last day of class. Project presentations and submission of final report.

**May**
1 | Reading day.
7 | Essay Exam (5:30 to 8:00).
11 | Commencement
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>
<tbody>
<tr>
<td>1. ______________ (yourself)</td>
<td>______</td>
</tr>
<tr>
<td>2. ______________</td>
<td>______</td>
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<td>3. ______________</td>
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<tr>
<td>4. ______________</td>
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<td>5. ______________</td>
<td>______</td>
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A COOKBOOK FOR BEGINNING COMPETITIVE ANALYSIS

The purpose of this guide 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.

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 North Carolina at Charlotte 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>
Now that you've 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.

 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></th>
<th>Most recent</th>
<th>Past Growth</th>
<th>Expected Growth</th>
</tr>
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</table>

Worldwide sales:

U.S. sales:

Amt. imported into U.S.:

Major sources (countries) of imports:

1.

2.

3.
Amount exported from U.S.:

Major targets (countries) of U. S. exports:
1. 
2. 
3. 

HISTORICAL OVERVIEW:
A good place to begin your research is with an historical perspective on the industry. What are the major historical 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 coming years?

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 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.