

**University of North Carolina at Charlotte**  
**MBAD 6194-U90 – Global Strategic Management**  
**Spring 2019**

**Professor:** Dr. Torsten M. Pieper    **Office:** Friday 244B

**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) 687-7575

**Email:** [tpieper@uncc.edu](mailto:tpieper@uncc.edu)

**Required Text:** Hoskisson, Hitt, Ireland & Harrison. *Competing for Advantage* (3<sup>rd</sup> ed.). Cengage.

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

**Required Daily Readings:** *Business Week*, *Financial Times*, *Fortune*, *The Wall Street Journal*, or *Forbes*

### **Course Objectives:**

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 at a top management level.

Some fields present well-defined problems with “right” or “wrong” answers. This is not so much the case for strategic management, particularly not in the global context. Strategic decision makers generally deal with complex situations characterized by considerable amounts of ambiguity and uncertainty. The “problem” or “opportunity” is rarely obvious. Many interrelated problems and opportunities are usually involved. Furthermore, organizations face ever-increasing levels of turbulence and disruption in today’s marketplace, adding further pressure on decision makers to maintain their firms’ competitive positions.

By synthesizing the latest insights from strategic management science with strategies of military/warfare and other related domains, 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 enabling individuals, groups and organizations to respond decisively to rapid shifts in the environment, quickly recognize emerging opportunities, and effectively outmaneuver the competition.

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. (Hence, the need to stay current with ongoing events in global business and international policy.)

I expect to incorporate in-class, group exercises on an ad-hoc basis. A general schedule of the topics to be covered in each class is provided in the course outline at the end of this syllabus. 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.

### **Policies:**

#### **Course Policies:**

1. **Class Attendance and Contribution.** 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 materials posted by your fellow students. Your opportunity to demonstrate engagement and preparation is through your attendance and, even more importantly, your contribution. No student should expect to get full credit for contribution if more than two seventy-five minute classes are missed unexcused. Students missing more than four periods may lose all credit toward contribution at the discretion of the instructor. At the same time, contribution grades consist of more than mere attendance.
2. **Orderly and Productive Classroom Conduct.** This class will be conducted in an atmosphere of mutual respect. Your active participation in class discussions as well as online is highly encouraged. The orderly questioning of the ideas of others, including the instructor, is welcome. However, the instructor will exercise her/his responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.

3. **Classroom Expectations.** This syllabus contains the policies and expectations that I have established for this course. 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. The standards and requirements set forth in this syllabus may be modified at any time by the instructors. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course Canvas website.
4. **Materials.** All materials submitted as part of course requirements or assignments become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.
5. **Electronic Devices in Classroom.** Use of computing, communication, or other devices during the class time **for purposes other than those required for the class** is prohibited and may result in being asked to leave the classroom for the remainder of the class period. This includes the use of laptops, lab computers, phones or other devices for Internet browsing, game playing, reading news, emailing, texting, chatting, IM, Facebook, or other activities not required for the class. Students using their electronic devices for note taking and class-related purposes should be prepared to share their notes and records with the instructor upon request. **Cellular phones and other communication devices must be silenced AND stored away during class.**
6. **Under no circumstances** will students be permitted to spend their class time working on assignments for other classes, checking e-mail, surfing the Web, texting, or engaging in activities not related to the class. Attempts to engage in such behavior will be reflected in lower grades and may lead to removal from the course.
7. **Grade Appeals.** If a student believes that the grade that they received on an assignment or an exam was in error or unfair, the student can appeal to the professor in writing within seven (7) calendar days after the grades are posted. The appeal should clearly state the reasons why the grade is believed to be unfair or the nature of the error. Overdue appeals will not be considered.
8. **Use of Tobacco and e-Vapor Products in Class.** The use of tobacco and e-Vapor products in class is prohibited. If a student uses any form of tobacco or e-Vapor product during class, the student may be asked to leave the class.

#### **University Policies:**

##### **9. Academic Integrity**

University regulations will be strictly enforced in all cases of **academic irregularities, cheating or plagiarism** or any variations thereof. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of the student's own work.

All UNCC students have the responsibility to be familiar with and to observe the requirements of **The UNCC Code of Student Academic Integrity** (see the Catalog and also <http://integrity.uncc.edu>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism of written materials and software projects, abuse of academic materials (such as Library

books on reserve), and **complicity in academic dishonesty** (helping others to violate the code). The Code 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.*

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> (also see <http://integrity.uncc.edu/>). 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 "Fail" (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.

Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course.

Students are expected to **report cases of academic dishonesty** they become aware of to the course instructor who is responsible for dealing with them.

10. **Disability and Impairment Accommodations.** UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please send me your accommodation letter as early as possible. You are encouraged to meet with me to discuss the accommodations outlined in your letter. Students are responsible for notifying me of any conditions that may impair their academic

performance for which reasonable accommodation can be made. For more information on accommodations, contact the [Office of Disability Services](#) at 704-687-0040 (Fretwell 230).

11. **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.
12. **Incomplete Grades.** Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. In any case, for a student to receive an Incomplete, he or she must be passing the course and must have completed a significant portion of the course.
13. **Course Changes.** The instructor reserves the right to make any necessary changes to the course content, schedule, and policies. Changes will be announced in class and will also be posted online and communicated via email.
14. **Religious Accommodations.** The instructor will observe University Policy 409 (<https://legal.uncc.edu/policies/up-409>) on matters of religious accommodation. Please note that the procedure prescribed by this policy requires a notice to the instructor prior to the census date of the semester (typically the tenth day of instruction).
15. **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.

#### **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:

<b>A:</b>	100-89.5%
<b>B:</b>	89-79.5%
<b>C:</b>	79-69.5%
<b>D:</b>	69-59.5%
<b>F:</b>	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.

### **Group Formation and Assignment:**

#### **Group Formation**

Students are required to form groups of four to five people for the group projects and other ad-hoc group assignments. **Groups need to be confirmed to me by week 4 (1/31/2019) of class, at the latest.** Generally, group composition will remain stable during the entire semester. Periodic ad-hoc, in-class assignments may also require group activity and informal presentations of group discussions.

#### **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.

#### **Case Study Leadership**

On no less than 5 class days case studies will be discussed. For all but one of these classes, a group will be responsible for guiding the discussion of the case. For each of the cases, sample discussion questions are provided (see back of the syllabus). Note, the groups moderating the discussion are not supposed to present the solution, but to guide the class toward a solution. Doing so, however, implies that you have of good understanding of what an effective solution might look like. At a minimum, the provided questions should be answered by the class, and insights above and beyond what can be drawn from the case are desirable outcomes of the discussion.

In addition to facilitating the case study discussion, the leading group should also deliver a 5-6 page strategic analysis of the case. The facilitation (moderation) and deliverable (strategic analysis) will each account for half of the overall score on this assignment.

### **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 an executive summary 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).

Discussion questions are provided below to guide you in your case selection and subsequent analysis (these questions should be addressed, at a minimum, in your class presentation). Whenever possible, you should provide logical, evidence-based arguments to support your claims (i.e., explain *why* and *how* you reach a certain conclusion).

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 (very 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 8 (2/28/2019) 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 that 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:

<b>Assessment</b>	<b>Quality of Work</b>
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 Composition:**

<b>Class Participation</b>	<b>20%</b>
<b>Exam 1</b>	<b>15%</b>
<b>Exam 2</b>	<b>20%</b>
<b>Case Study Leadership</b>	<b>10%</b>
<b>Final Case Study Presentation</b>	<b>35%</b>
<b>Total:</b>	<b>100%</b>

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## 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	01/10	Introductions, Course Overview and Strategic Management Approaches
2	01/17	Chapter 1 – More on Strategic Management Approaches Introduction to Boydian Thinking and OODA Loop
3	01/24	Chapter 3 – External Environment Chapter 4 – Internal Environment
4	01/31	Risk, Uncertainty and more OODA Looping Chapter 5 – Business-Level Strategy
5	02/07	Chapter 8 – Corporate-Level Strategy <b>Case: Whole Foods (please see pdf on Canvas)</b> Questions: Evaluate Whole Foods' value chain. Does Whole Foods have a source of competitive advantage? If so, what is it? What are the major strategic risks facing Whole Foods? What strategic options are available for Whole Foods going forward?
6	02/14	Chapter 6 – Competitive Rivalry and Competitive Dynamics <b>Case: Varicut's Strategic Choice</b> 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? Why not?
7	02/21	<b>Exam 1</b> (first half of class) Chapter 7 – Cooperative Strategy (second half of class)
8	02/28	Chapter 7 – Cooperative Strategy (cont'd) Chapter 9 – Acquisition and Restructuring
9	03/07	Spring Break – No class
10	03/14	Chapter 10 – International Strategy <b>Case: Wil-Mor Technologies: Is there a crisis?</b> Questions: JV strategies – Why are JVs formed and what are some of the pre-requisites for a successful JV? Do Japanese Firms not care about profit? Do North American firms not

		<p>care about quality and customer satisfaction?  Do Japanese firms operate with different time horizons than North American firms?  What are the implications of keiretsus for American firms?  What are the implications of terminating a JV?</p>
11	03/21	<p><b>Case: IMAX Expansion in BRIC Economies</b>  Questions:  What competitive advantages underlie IMAX’s success? Are they sustainable?  What motivates IMAX to expand internationally into emerging economies, such as the BRIC countries?  How would you evaluate IMAX’s international expansion efforts to date?  If a third (i.e., 400) of the 1200 screens to be added to markets outside of North America are to be allocated to the BRIC economies, how would you distribute them by country? Within each country, how would you distribute them among cities?  Identify key business risks in international expansion to the BRIC economies. How should IMAX address these business risks?</p> <p><b>Case: Hisense’s Internationalization Dilemma: Cooperation with Loewe</b>  Questions:  In early 2013, what is the status of Loewe’s operating situation? Who is Loewe’s ideal new investor? Are there many options for Loewe to select from?  What was the status of Hisense’s operating situation in Europe before 2013? What are Hisense’s main considerations for cooperation with Loewe? Would cooperating with Loewe provide Hisense with a source of competitive advantage? What are the pros and cons of cooperation with Loewe?  Why was the cooperation proposal presented by Hisense’s German subsidiary turned down?  If Hisense and Loewe adopt a product line extension strategy, what are their respective possible benefits and risks from this cooperation?  What challenges might Hisense face after cooperation with Loewe? If Hisense does not cooperate with Loewe, how should Hisense expand its European business in the future?</p>
12	03/28	<p>Chapter 11 – Corporate Governance  <b>Case: Research in Motion: Managing Explosive Growth</b>  How important is it for RIM to grow its pool of software developers?  What are the different options for substantially increasing the number of software developers?  Which option(s) should RIM pursue? Why?  How would you recommend Yach begin to implement the option you recommend? (Be as detailed and specific as possible?)</p>

13	04/04	<p><b>Case: Sher-Wood Hockey Sticks: Global Sourcing</b>  Questions:  What motivated Sher-Wood to outsource its manufacturing to suppliers inside or outside Canada in 2007 and 2011?  What decision factors changed between 2007 and 2011?  Which firm activities would be impacted by offshore outsourcing? How different were these influences between 2007 and 2011?  Should Sher-Wood outsource its remaining manufacturing to China?  What alternatives exist? What are the pros and cons of each?</p> <p><b>Case: Yancoal: The Saskatchewan Potash Question</b>  Questions:  Should Yancoal enter the potash market?  Which of the following two diversification options should the company pursue? Is it feasible to pursue both options? Are there any other options?  <ul style="list-style-type: none"> <li>- Further acquisition and consolidation of Australian coal assets</li> <li>- Acquisition of Saskatchewan potash rights</li> </ul> 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?  Is the pace of diversification too great? How has Yancoal managed its growth?</p>
14	04/11	<p><b>Case: Pursuing Cadbury</b>  Questions:  From a manufacturer’s perspective, how attractive is the global market for confectionary?  Why has Cadbury become a takeover target?  Why does Kraft want to purchase Cadbury? Does the proposed deal make sense for Kraft? How about for Cadbury?  What is Cadbury’s value to Kraft? In other words, what should Cadbury’s purchase price be?</p> <p><b>Case: If needed – Tata Communications’ Acquisition of Tyco Global Network</b>  Questions:  What recommendation would you make to TCL’s committee?  What are TCL’s current position and aspirations? Considering the submarine cable industry, would the expansion beyond India of TCL via the acquisition of the TGN make strategic sense? Why or why not?  What is the industry structure of the submarine cable industry? Given TCL’s plans for global expansion, what method should be used to value the TGN: replacement cost, build cost, DCF, or prior deal benchmarks?  What are the risks and challenges to this acquisition? Considering these risks and challenges, alongside the valuation, determine a maximum</p>

		value for the acquisition. Are there any deal-breakers, which if not satisfied, mean that TCL should walk away from the deal?
15	04/18	Group Presentations
16	04/25	Group Presentations
17	05/02	<b>Final Exam Week Begins</b>