

**University of North Carolina Charlotte**  
**MBAD 6194 – Global Strategic Management**  
**Fall 2019**

**Professor:** Dr. Franz W. Kellermanns

**Course:** MBAD 6194

**Time:** On face to face days: 5:30pm to 8:15pm in TBD City Center. See schedule for meetign days.

**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 and via skype

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

**Required Cases:** Please access study.net.com to download the cases for this class.  
<https://hbsp.harvard.edu/import/622931>

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

**Course Objectives:**

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

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

*George Eliot, Felix Holt, The Radical*

MGT 6194 is designed to help you acquire basic strategic management concepts as well as to expose you to state-of-the-art strategic management research. This course will help you broaden your perspective so that you consider business functions from the perspective of the overall organization. Emphasis is on an integrated approach. You will be required to analyze and integrate across functional areas of management (i.e., accounting, finance, marketing, MIS, international business, operations management, etc.) in order to analyze problems, develop plans and propose recommendations on a top management perspective.

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

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

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

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

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.

### **III. Course Information Guidelines**

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

4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this section of MBAD 6194. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
6. **Group Evaluation and Dismissal.** Every group member will have to rank the participation of the other group members. Unless the participation deviates significantly between group members, every member in the group will receive the same grade. If group members unanimously agree on a lower grade for an individual, I will drop the grade by at least two letter grades. If the group unanimously agrees to “fire” an individual for lack of participation, the individual will receive an F with no opportunity to make up the work in an individual or other group project. Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member.
7. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.
8. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.
9. **Faculty absence or tardiness.** If I am late in arriving to class, you must wait a full 15 minutes after the start of class before you may leave without being counted absent.
10. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.
11. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers

during class for work not related to that class must leave the classroom for the remainder of the class period and will be counted as absent for the class.

### **Exams:**

Three 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. The best two out of three exams count toward the final grade.

Go to a proctoring center (within 4 days around the scheduled exam day) and follow the procedure outlined below:

#### **Procedure for Student:**

- Search for a proctor at <http://online.northcarolina.edu/exams/find.php>
- Email the proctor to request an appointment (include your instructor on the message)
- Complete any additional paperwork required by the proctor
- Two business day prior to the appointment, call or email the proctor to confirm that he or she has received your exam materials from the faculty member

I am currently working on providing a free alternative the night of the exam at center city. I will update you as information become available.

**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 two exams results in a failing grade.**

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

**90% and above = A**  
**80 – 89% = B**  
**70 – 79% = C**  
**Below 70% = U**

**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 (includes face to face as well as discussion boards) of the assigned cases, exercises and readings. 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

(and the online participation). If more than 15 minutes of the class are missed, the day will be counted as absent. All online participation is due the week they are posted/asked. No late participation will be counted. 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. **Failure to attend a face to face class will cause a loss of 5% toward the final grade for every class missed.**

### **Group Assignment and Formation**

#### **Group Formation**

Students are required to form groups of about six (depending on the total number of students enrolled) people for the group projects and other ad-hoc group assignments. Periodic ad-hoc, in-class assignments may also require group activity and informal presentations of group discussions. **Every group member will have to rank the participation of the other group members. Unless the participation deviates significantly between group members, every member in the group will receive the same grade. If group members unanimously agree on a lower grade for an individual, I will drop the grade by at least two letter grades.**

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

### **Graded Assignments:**

#### **Case Study Discussion**

Group Activity: On select class days case studies will be discussed. Each day, one or two groups will be responsible for guiding the discussion of the case. For each of the cases discussion questions are provided (see back of the syllabus). Note, the groups are not supposed to present the solution, but to guide the class to the solution, doing so, however implies that you know the solution! At a minimum, the provided questions should be answered by the class, and insights above and beyond that can be drawn from the case are desirable outcomes of the discussion.

#### **Group Project – Research Report and Presentations**

Group Activity: One of the limitations of the case method of instruction is that the case writers already do much of the data collection that is an important part of strategic analysis. To help students have a more realistic experience about how strategic analyses

are really done, student groups are required to isolate a strategic or competitive problem facing a real organization, gather information about this problem and develop a solution for this strategic situation. Your assignment is to perform a strategic audit, and essentially develop a course of action for the identified problem. This group project includes a 2 page, double spaced 12 Times New Roman font, written report and a (PowerPoint) presentation outlining the problem to the class and presenting your solution to the problem. The presentation will be posted online for other students to view. As a group, you will: select an industry and one publicly-traded company within that industry, collect information and data on the chosen industry/firm (through methods such as use of the internet, business journals, and/or the library data base).

Your PowerPoint presentation should include:

- 1) History of the company, its management team, mission/vision of the firm, and the company's business model.
- 2) Current industry environment, including profitability assessment.
- 3) Competitor analysis.
- 4) Resources and capabilities of the chosen firm.
- 5) Business and corporate level strategies employed by the chosen firm.
- 6) International strategies used by the chosen firm (if applicable).
- 7) Cooperative strategies used (if applicable).
- 8) Identify important management issues that appear critically relevant within the industry or to the firm's managers.
- 9) Provide a SWOT analysis.
- 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 session 4 of class.**

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

### **Manager/TMT/CEO interview**

Individual Activity: This activity will take place at two online section of the class. You will be assigned to one of the sections at the beginning of the class and you will have to post your work-product on the assigned day. Interview a Manager/TMT member/CEO. Pick an individual that can meaningful describe a strategic decision (that worked, failed or is ongoing). Please let him/her describe this strategic decision. The insights of the interview will have to be shared with the class and will be posted online. How you share your insights is up to you (PowerPoint, Word document, video, combination of media). The work-product will be posted by you no later than indicated on the syllabus and everybody is invited to comment. The report could include, but is not limited to describing the strategic decision, things that worked as plans, things that did not work out as planned, adaptation, issues in the implementation process, the challenges faced and how they were overcome or are still being addresses.

**Grading of case discussion, the individual and the group assignment:**

<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>25%</b>
<b>Best two out of three exams.</b>	
<b>Each exam is worth 25%, total:</b>	<b>50%</b>
<b>In Class Case Study</b>	<b>10%</b>
<b>Interview</b>	<b>5%</b>
<b>Final Case Study Presentation</b>	<b>10%</b>
<b>Total:</b>	<b>100%</b>

**Final Course Grades:**

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

**90% and above = A**  
**80% and above = B**  
**70% and above = C**  
**Below 70% = U**

## Schedule

**Please note that this schedule may change due to adverse weather or other unanticipated events, and specific topic assignments may change due to class progress at the discretion of the instructor.**

Session	Date	Theme(s)	Face to Face
1	08/24	Course Introduction, Credit announcement (7:00 to 8:15 PM)	YES
2	08/29	Chapter 1 – Introduction	YES
3	09/05	Chapter 3 – External Environment	NO
4	09/12	Chapter 4 – Internal Environment  <b>Case: Aldi</b> Question (Note: Information about Lidl not provided in case): Should Wal-Mart be worried about Aldi? Should Aldi be worried about Wal-Mart? Should both be worried about Lidl? Do you believe Ali to be at a competitive advantage or disadvantage relative to Wal-Mart? Do you believe Ali to be at a competitive advantage or disadvantage relative to Lidl? What is Aldi’s strategy? In locating stores, should Aldi avoid locating close to a Wal-Mart store?	YES
5	09/19	Exam 1	NO
6	09/26	Chapter 5 – Business Level Strategies and Chapter 6 – Rivalry  <b>Case: LEGO</b> Questions: What let the LEGO Group to the edge of bankruptcy (by 2014)? Please focus on the management moves during the “growth period that wasn’t” (1993-1998) and “the fix that wasn’t” (1999-2004). Why did Knudstorp’s turnaround strategy work? In your opinion, which actions were the most effective? What actions were the least effective? Looking at today, does history repeat itself? Should LEGO launch the new line of board games?	YES

		<p><b>Case: Southwest Airlines</b></p> <p>Questions:</p> <p>Is the U.S. airline industry attractive?</p> <p>Describe SW strategy. What are the most important choices?</p> <p>What is unique about this strategy?</p> <p>How easy is it to imitate this strategy? Is it sustainable?</p> <p>What threats are on the horizon? Should SW become an international airline?</p>	
7	10/03	Interviews Posted – Discussion	NO
8	10/10	<p>Chapter 7 – Cooperative Strategy</p> <p>Chapter 8 –Corporate Level Strategy</p> <p><b>Case: McDonald’s</b></p> <p>Question:</p> <p>Which trends in McDonald’s external environment are likely to have the greatest impact on the company’s ability to sustain a competitive advantage?</p> <p>How is McDonald’s positioned vis-à-vis its major competitors?</p> <p>Which business level strategy does McDonald’s employ? Is it effective? How so?</p> <p>Which international strategy does McDonald’s employ? Is it effective? How so?</p> <p>How should Easterbrook adapt the organizational structure of McDonald’s to achieve his strategic plan?</p> <p>Among all the roles played by strategic leaders, which one(s) will be most important as Easterbrook implements his strategic plan.?</p> <p><b>Case: Best Buy</b></p> <p>Questions:</p> <p>What were the strategic challenges facing Best Buy in 2012? Why was the company finding them hard to respond to?</p> <p>What did Joly see at Best Buy’s key strengths and weaknesses? Do you agree with Joly’s initial diagnosis?</p> <p>Do the Renew Blue goals address the issues? Which initiatives in Renew Blue made a strategic difference?</p>	YES

		What advantage does “multi-channel” retailing offer Best Buy? Has Joly done enough? How well is Best Buy doing compared to Amazon in 2017? Is building the New Blue a game-changer?	
9	10/17	Interviews Posted - Discussion	NO
10	10/24	Exam 2	YES
11	10/31	Special topics	NO
12	11/07	Chapter 9 – Acquisition and Restructuring Chapter 10 – International Strategy  <b>Case: Danaher Corporation</b> Question: What accounts for the success of Danaher? How far can DBS travel? Is there a limit to the range of businesses in which Danaher can create value? What are the biggest challenges facing Danaher in 2010? What can Larry Culp do to prepare the organization for these challenges? Can firms themselves and/or private equity replicate the success of Danaher? What in your experience prevent any company putting in place a similar set of processes to drive operational performance?  <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?	YES
13	11/14	Chapter 11 - Corporate Governance	NO
14	11/21	Final Presentation	YES
15	11/28	<b>Thanksgiving – No Class</b>	NO

16	12/05	<b>Reading Day – No Class</b>	NO
17	12/12	<b>Final Exam: 7:00 to 8:15</b>	YES