

**University of North Carolina Charlotte**  
**MBAD 6194-U90 – Global Strategic Management**  
**Spring 2020**

**Professor:** Dr. Justin Webb

**Course:** MBAD 6194-U90      **Time:** 5:30PM – 8:15PM      **Room:** Center City 602

**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 as well.

**Tel:** (704) 687-6182

**Email:** Justin.w.webb@uncc.edu

**Required Text:** Hoskission, 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 be less than \$50). All students will be required to purchase the case coursepack.

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

**Course Objectives:**

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

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 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.

### **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 or only presenting on case days.

## **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. One missed classed is allowed.

## **Group Assignment and Formation**

### **Group Formation**

Students are required to form groups of four to five people for the group projects and other ad-hoc group assignments (up to 6 people depending on the class size). 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 a 0 on the present and all remaining assignments 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, discussion questions are provided (see back of the syllabus). Note, the groups are not supposed to present a solution, but to guide the class to a solution, doing so, however implies that you know an effective 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.

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

### **Live Case Analyses:**

On approximately 2 class days, we will have live case analyses. Key firm decision makers will come to class to speak about their specific case. They will provide a brief discussion of their case and then allow the class time to ask relevant questions in fully diagnosing the case and the specific firm’s situation. Depending on the complexity of the case, students will either deliver a solution to the decision makers that evening or on a later date. Additional research outside of the class period might be required to present an

effective solution. Each team's solution must be well reasoned and supported by the case evidence/research.

### **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 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 (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).

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.

You need to select a **firm** in the **5G chip industry** by week 3 (01/23/2020) of class. Do not select companies that you work for. Company choices will be allowed on a first come, first served basis.

**Grading of assignments:** 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 Compositions:**

<b>Class Participation</b>	<b>20%</b>
<b>Live Case Analyses</b>	<b>35%</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, scheduling of live case analyses, or other unanticipated events, and specific topic assignments may change due to class progress. An updated schedule will be posted to Canvas. We will attempt to complete all class assignments during the regular semester. However, if the class does get behind during the regular semester, then final group presentations might be scheduled during final exam week.**

Class	Date	Assignment Due
1	01/09	Chapter 1 – Introduction; Chapter 3 – External Environment; Chapter 4 – Internal Environment
2	01/16	Chapter 5 – Business-Level Strategy; Chapter 8 – Corporate-Level Strategy
3	01/23	Chapter 6 – Rivalry; Chapter 7 – Cooperative Strategy; <b>Case: Whole Foods (please see pdf on Moodle)</b> Questions: Evaluate Whole Foods’ value chain. Does Whole Foods have a source of competitive advantage? What are the major strategic risks facing Whole Foods? What strategic options are available for Whole Foods going forward?
4	01/30	Chapter 9 – Acquisition and Restructuring; Chapter 10 – International Strategy <b>Case: Wil-Mor Technologies: Is there is crisis?</b> Question: 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 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?
5	02/06	Live Case Analysis
6	02/13	Chapter 11 – Corporate governance <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 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?
7	02/20	Speaker Event – Managing Growth
8	02/27	<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?</p> <ul style="list-style-type: none"> <li>- Further acquisition and consolidation of Australian coal assets</li> <li>- Acquisition of Saskatchewan potash rights</li> </ul> <p>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>
9	03/05	Spring Break – No class
10	03/12	<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: 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>
11	03/19	Live Case Analysis
12	03/26	<b>Case: Luchetti</b>



		<p>Questions:          What is Lucchetti's international strategy?          Why has Lucchetti sought to establish a market in Peru?          What is the strategic importance of Peru to Lucchetti's international strategy?          Can Lucchetti gain a source of competitive advantage in Peru?          What options exist for Lucchetti? What are the pros and cons of each?</p> <p><b>Case: Varicut's Strategic Choice</b></p> <p>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?</p>
13	04/02	Group Presentations
13	04/09	Group Presentations
14	04/16	Speaker Event – Opportunities and Solutions
15	04/23	Out of town
16	04/30	<b>Day of Remembrance</b>