GLOBAL STRATEGIC MANAGEMENT
MBAD 6194
Spring Semester, 2012
Section U90 – Wednesday
5:30 – 8:15 pm, Center City Room 906

Professor: Dr. Tammy Beck
Office Location: Friday Building, Room 244D
Office Phone: 704-687-7013
Email: tammy.beck@uncc.edu (best way to reach me).
Office Hours: Monday (Main campus) 12:30-1:30; Wednesday (Center City) 4:30-5:30 pm. Please schedule an appointment.

COURSE CONTENT AND PURPOSE

Strategic management, which is the creation and realization of a firm’s value-creating activities, deals with the effectiveness of an organization and managing the competitive position and long-term development of the firm in order to ensure survival and success. Strategic management also provides leadership and direction for a firm. In this course we will discuss how to make decisions that have long-term effects, how to take steps to create competitive advantage, and how to provide value for a variety of important stakeholders. This course will equip you with the tools and concepts needed to analyze and understand the sources of superior firm performance. The course focuses squarely on two areas of analysis: the external and internal environments of the firm.

Students are placed in the position of key decision makers (or their advisors) and are asked to solve problems related to the development or maintenance of the competitive advantage(s) of the firm. Readings and cases by leading researchers and practitioners in the field as well as relevant current news articles are used to provide contextual familiarity and to practice using the tools and skills required for competitive analysis. This course is designed to help you review basic management theories and principles and become familiar with key management issues. Various cases provide you opportunities to make difficult decisions (if you feel some decisions are easy, you will likely miss something important). This course also emphasizes the execution of the strategic planning process.

In short, this course aims to provide you with a foundation upon which you can draw when you are confronted with situations in a business setting requiring you to formulate strategy and/or implement the policies and structures necessary to support it. Furthermore, as many of these principles are applicable on a personal level, these elements also allow you to explore your own style, strengths and weaknesses, and learn how to develop your own competitive advantages.

The course will draw from materials you have learned in previous courses such as economic value analysis, marketing strategy, operations management, financial analysis, approaches to leadership and motivation, and critical thinking. We will analyze both large and small organizations as well as manufacturing and service firms. Finally, we will examine firms with a local focus as well as those that compete in global markets. Note that the essences of the cases apply to firms of all sizes, types, and locations.
While it is important to become adept at separating effective recommendations from ineffective recommendations and those that are not feasible to implement, the focus of this course is not on trying to identify a single “right” solution to strategic issues. While there are clearly some beneficial responses and some ineffective responses, there are not fail-safe techniques for solving complex strategic problems. The intent of this course is to provide you with an opportunity to think through complex organizational issues and to diagnose financial and non-financial costs and benefits associated with choosing, and with not choosing, different ways to resolve those issues. Some effective responses are based on using or modifying various models and techniques developed through research. Other successful responses come from integrating knowledge learned in functional area courses. Some solutions require personal creativity and ingenuity. Few solutions are ideal. Most options create new problems and may provide important benefits for an organization.

COURSE GOALS/OBJECTIVES/LEARNING OUTCOMES

MBA Program Learning Goals Addressed
- To demonstrate an awareness of the global business environment.
- To demonstrate cross-disciplinary competence by integrating multiple business disciplines when presented with complex business problems.
- To demonstrate effective critical thinking and analytical decision-making skills.

Additional learning outcomes:
- To understand the scope of strategic management decisions and to apply course material/learning to improve thinking, problem solving, and decisions in the real world.
- To understand fundamental principles, theories, and ethical/leadership issues of strategic management to analyze the competitive forces, assess the attractiveness of the industry and identify potential sources of competitive advantage and disadvantage of a firm. Students will use the industry analysis framework to analyze the global business environment, and be able to identify and evaluate the sources of a firm’s competitive advantage.
- To develop a managerial point of view – a capacity for analyzing problems on a broad business and company-wide basis.
- To develop skills in information gathering and interpretation.
- To enhance your ability to communicate your ideas and analyses effectively, both in oral and written form, and to convince others of the value and reasonableness of your view.
- To provide you with opportunities to practice making decisions and present and defend those decisions based on complex, uncertain, and often, conflicting information.
- To gain an understanding of the point of view of the general manager of the firm and his/her long-range perspective as a strategist.
- To develop team building and team management skills.

COURSE DESIGN, POLICIES & STRUCTURE

Required Materials:
1. Hoskisson, Hitt, Ireland, & Harrison (HHIH). Competing for Advantage, 2nd Ed.
3. HBR Select Cases (downloads available from Harvard Business School Publishing). A course packet containing the cases should be purchased online at
the HBSP web site: [http://cb.hbsp.harvard.edu/cb/access/11745808](http://cb.hbsp.harvard.edu/cb/access/11745808). The cost should be $18.24. You must register if you have not done so for another class.

4. Supplemental Readings listed in syllabus or referenced in emails.

**Optional Materials:**

1. Wall Street Journal and Businessweek. I will bring sign-up forms to class for a 15-week, discounted subscription to the [WSJ](http://cb.hbsp.harvard.edu/cb/access/11745808). Businessweek is available through the MBA Program office. I often use the [WSJ](http://cb.hbsp.harvard.edu/cb/access/11745808) and Businessweek as resources for applying course concepts to relevant current events, and for monitoring company/industry strategic activities.

**Prerequisites:** All courses in the primary and intermediate block of the Functional Component or permission of the Director of the MBA program.

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

1. Review and discussion of the basic issues of 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.

My teaching philosophy combines theory and practice with individual and team-based exercises and utilizes real-world examples to create an interactive and integrated learning environment. I draw from my almost 17 years of experience as a CPA in industry and public accounting in an effort to translate important management concepts to the real world. Teaching is an important part of my responsibilities as a faculty member within the Belk College of Business, and it requires an investment of time, effort, and energy to create a productive learning environment. I take my teaching responsibility very seriously. I will work hard to make the course current and useful to students; do my best to provide timely feedback; and promptly answer your emails.

A productive learning environment also requires comparable contributions of time, effort, and energy from the students. As such, I hope you take seriously your role as a student. I expect you to come to class prepared to learn and participate. Note that effective participation requires preparation. I expect you to thoroughly read and analyze all assigned materials (i.e., chapter materials, case assignments, articles, etc.) prior to coming to class. Discuss readings and cases with other class members to develop your understanding.

Be prepared to:

- Express your ideas and to evaluate recommendations that others provide.
- Ask questions about material that you do not understand.
- Find relevant experiences (perhaps from your workplace) and share these with the class.
- Develop responses to assigned case questions prior to coming to class.
- Actively participate during in-class group exercises.
- Take responsibility for your in-class performance…think critically…be creative.
- Behave in ways that create an effective and comfortable learning environment. This includes treating others with courtesy and respect, ensuring that cell phones are turned off or are on vibrate, arriving on time for class, and engaging in discussions that are direct but polite.
- Have fun.
One caution: While you are expected to make informed contribution to class activities, understand that quality, not quantity alone, is valued. Students who speak frequently but rarely have anything of importance to say make very little contribution and in some cases, hinder class development. Many types of contribution are valued – e.g., presenting your insight into the facts of a case, suggesting cause-and-effect relationships among various events, anticipating the results of various actions, generating alternatives, or providing support for recommendations. Emotional or empathetic responses are also valued; they help to humanize discussions. Asking questions can be very helpful. Sometimes it is as important to recognize what is not known as it is to have a “correct” answer.

GRADING/EVALUATION POLICIES

Grading and Assignments

The final class grade will be computed in the following manner:

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Individual Performance:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participation in class/case discussions</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>2. Case analysis reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Ford Case Study – 5%</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>b. Kraft Case Study – 10%</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>3. Exams/Quizzes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Quizzes (2 at 5% each)</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>b. Exams (2 at 10% each)</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Group Performance:</td>
<td></td>
<td></td>
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<tr>
<td>4. Group Project Paper/Presentation</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>5. Group Case Study</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>6. Group Current Event</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>1000</strong></td>
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**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.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>Below 70%</td>
<td>U</td>
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Important: I do not accept late assignments unless there is a University authorized excuse.
Note: The College of Business may use assessment tools in this course and other courses for curriculum evaluation. Educational Assessment is defined as the systematic collection, interpretation, and use of information about disaggregated student characteristics, educational environments, learning outcomes, and client satisfaction to improve program effectiveness, course curriculum, student performance, and professional success.

**Individual class participation (15%)**

Active and meaningful class participation is an essential part of the learning experience in this course. I expect every student to make a strong contribution to the learning experience; your learning opportunities are maximized when you actively engage in class discussion. One of your more important responsibilities as a student is to ask questions and contribute your ideas during class. You should also listen carefully to the comments of your peers and seek opportunities to make comments that move the class discussion forward. Students who were formerly, or are currently working are encouraged to share your personal work experiences with your classmates. Discussing hands-on experience is an important way to integrate the classroom learning with real world situations.

Be respectful, but make your opinions known and/or ask questions where appropriate. In business settings, one must be prepared to present his/her opinions and to defend them. Participation in this class is no different. I may call on students at random if participation is lacking. In addition, while there may be students for whom English is not a native language and they may perceive some difficulties in communicating their ideas, they should also have advantages of international experience that are valuable to other students. Thus, I would recommend that those students use their background not as an excuse but as an advantage in terms of class contribution. Please see me for assistance if you experience difficulty contributing to class discussion.

To make this part of the evaluation as objective as possible (given its generally subjective nature), participation scores will be assigned at the end of each class period based upon the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>Absent</td>
</tr>
<tr>
<td>0</td>
<td>Disruptive attendance</td>
</tr>
<tr>
<td>5</td>
<td>Partial (absent &gt; 30 minutes) or inattentive attendance</td>
</tr>
<tr>
<td>7</td>
<td>Full attentive attendance (FAA)</td>
</tr>
<tr>
<td>8-9</td>
<td>FAA with meaningful contribution</td>
</tr>
<tr>
<td>10</td>
<td>FAA with contribution demonstrating comprehension and mastery</td>
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</table>

Absent – if you are not able to attend a class for whatever reason, your participation for that class is clearly 0—no other evaluation can be made in such a case and still be equitable. However, emergencies and unexpected events do arise, and thus missing a class may be unavoidable. To allow for this reality, each student is allowed to drop their one (1) lowest participation score (i.e., one class session).

Disruptive attendance – An extreme example of disruptive attendance would be assaulting me or a fellow classmate (verbally or physically). A less extreme (and more likely) example would be repeatedly interrupting class with personal business (i.e., cell phones, pagers, etc.)
or unprofessional behavior (i.e., sleeping in class, acting/speaking/writing in manners that violate University policy and/or make others feel uncomfortable).

Inattentive attendance – taking care of some other business (i.e., working on other class assignments, attending to personal or work matters, etc.) during class time; having side discussions with fellow classmates while I am, or fellow classmates are, speaking also may be regarded as inattentive, or even disruptive attendance, depending on the length and nature of the side discussion.

Full attentive attendance involves being there, following the discussion, but contributing little to nothing to it, other than your attention.

Contributions consist of meaningful additions to the discussion.

Some of the key characteristics of valuable (i.e., highly rated) contributions are as follows:

- Relevance: Do your comments clearly relate to the topic and to the comments of others? Do you offer real-world examples that help clarify or contradict discussion points, topics, etc.?
- Advancement: Does your comment move the class discussion forward? Does it take the discussion farther and deeper than the previous comments or does it merely reiterate past comments?
- Fact-based: Have you used facts from readings, your research, or personal experience to support your comments? Do the facts support your conclusion or do they leave open other interpretations?
- Logical: Is your reasoning consistent and logical or are there gaps in your logic? Do you use concepts from the readings and lectures correctly?

Beyond the steps outlined above, this also inherently requires listening to and respecting other people’s points of view (but by no means does this mean that you must agree with them. Indeed, debate is much appreciated and welcomed). Also, it does not mean that you should withhold questions for risk of looking stupid. Relevant questions are a contribution. Quantity also plays a role here; your contributing to the discussion to help it move along is also recognized (and appreciated).

Successfully contributing will generally involve the following steps:

1. Complete the assigned readings prior to class and be able to discuss them.
2. Read the assigned materials with a purpose. What are the key principles and concepts being presented? Case studies, by their very nature, are a presentation of an abundance of information, much of which may not be pertinent to the particular concepts and models being focused upon. Their purpose in the current course, however, is to exemplify the particular content they are assigned with. Thus, work to figure out how the specific concepts/models for the week are played out in the case.
3. Participate in all types of class discussion – text material, cases, ad-hoc exercises.

Participation in class discussions helps to achieve the stated objectives in several ways. It serves as a point of application of the learned concepts. Moreover, having to articulate what we think furthers our understanding of what we know (and don’t know) – your participation grade seeks to evaluate your comprehension and grasp of the material. It also helps to improve one’s verbal communication capabilities.
Case Analyses (15%)
There are two (2) case analysis reports that need to be submitted by each student. The analysis should be a maximum of two (2) pages each, typed, single-spaced, on 8.5 by 11 inch paper with 1 inch margins on all sides using 12-point font size. Violations of these rules may lead to a grade reduction. These are individual assignments, thus working with others is strictly prohibited. The specific, assigned questions for each case are included within the course outline/schedule. Analyze the case utilizing the information provided within the case and/or with any extra information specifically provided by Dr. Beck. The second case analysis will receive greater weight for grading purposes to allow for student understanding of Dr. Beck’s expectations and standards.

Analysis 1 – (February 1) Ford and the World Automobile Industry in 2009 (Questions 1-3)
Analysis 2 – (March 28) Kraft General Foods: The Merger (A) (Questions 1-2)

Exams/Quizzes (30%)
There will be two (2) individual quizzes and two (2) individual exams in this course. The quizzes will take place at the start of the class for that day, will consist of multiple choice questions, and will cover the concrete concepts covered in assigned readings up to that point in time. The content of the exams may include the discussion of past classes, case assignments and/or any readings from the course up to that point in time. The exams will consist of essay questions. The exams will emphasize your ability to apply course materials and course concepts, and critically analyze strategic management issues. There may be material on the exams that we discussed during class, but that was not directly covered in course readings. In addition, there may also be material on the exams that was covered in course readings, but that we did not discuss during class. Prepare yourself accordingly. Makeup exams will only be given for students with a University-approved and documented excuse that is provided to me before the date of the exam.

Quiz #1 – February 8
Quiz #2 – March 14
Exam #1 – February 22
Exam #2 – April 11

Group Formation
Students are required to form groups of four to five (4-5; depending on the total number of students enrolled) people for the group projects and other ad-hoc group assignments. I prefer that students form groups during the first week of class, but require that the formal groups be finalized by the end of the second class. Periodic ad-hoc, in-class assignments may also require group activity and informal presentations of group discussions. All members of a group will initially receive the same grade earned for their collective outputs. Individual member final grades on these collective efforts are subject, however, to any adjustments deemed necessary based on team members’ evaluations of your contribution. Each student will submit end-of-semester evaluations of his or her fellow group members to the instructor. Evaluations are confidential and will be used as a check on team member participation. Each group may utilize a “pbwiki” site or Google Groups to coordinate their group project and activity if desired. Please invite Dr. Beck to join the group if you use this option.
Group Project – Strategic Audit Research Report and Presentation (25%)

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 written case of the strategic situation. Your assignment then is to perform a strategic audit, and essentially develop a case like the ones you will analyze during the semester. This group project includes a case writing report and brief summary presentation of the report during an in-class 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), and prepare a written report up to 15 pages of single-spaced text. See acceptable formats used for the cases covered during this class as examples. Any tables, graphs, financial statements, etc., are in addition to the text and should be included within an appendix. The case report must include at least two pages of financial information relevant to the case and a one-page Executive Summary.

The key idea here is that you explore:

1) current industry environment, including profitability assessment,
2) competitor analysis,
3) resources and capabilities of the chosen firm,
4) business and corporate level strategies employed by the chosen firm,
5) international strategies used by the chosen firm,
6) cooperative strategies used,
7) identify important management issues that appear critically relevant within the industry and to the firm’s managers (and MBA students – current/future managers), and
8) include 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 Dr. Beck by week 3 of class. Do not select companies that are included within the cases used for this course. Industry and company choices will be allowed on a first come, first served basis, are subject to approval by Dr. Beck, and no two groups may report on the same firm. However, I do encourage groups (2 or more) to select firms from the same industry or firms that are suppliers/buyers in an industry.

Group Case Study / Written Executive Report, Presentation, and Evaluation (10%)

Each team will develop a written Executive report on a case identified by Dr. Beck. Papers must not exceed 2 single-spaced pages in length. In addition to the text, include references, tables, figures and other items as needed. The Executive report should present your findings and recommendations to the questions provided in the case analysis. Papers should use the concepts and techniques described in the course to analyze the company’s situation and strategy, and make appropriate recommendations. Topics from other MBA courses should be included where relevant. The paper should be professional in its appearance, and you should know that the intended recipient of this report is the firm’s owner. This semester we will be using a case study researched, developed, and written by three of my PhD students. In addition, we are fortunate to have the President/Owner of the case study organization willing to attend class when the case is discussed and groups make their recommendations. Each team will present its analysis and
recommendations to the firm’s President/Owner. Each team will also provide comments/feedback about the case content/format/structure/etc. to the case writers. The group case-study presentation will demonstrate understanding of strategic issues and strategic analysis communication skills. More specific details regarding this specific case study will be provided near the end of the semester.

**Group Current Event (5%)**
Each group will identify, research, and informally present one (1) current event topic associated with two or more course concepts. An event that is covered by a variety of sources such as the Wall Street Journal, Fortune, Business Week, as well as newspapers and news magazines is a wise choice since you will have a greater range of information to draw from in conducting your analysis. A clear, precise, and well-documented description of the crucial events, actions, decisions and outcomes in the story is necessary. This activity will promote evaluation of actual strategic issues/decisions by applying what you have learned about strategic management to real-world current business situations. Dates for the current events presentations will be spread out over the course of the semester, with no two groups presenting on the same day.

**WRITING REQUIREMENTS/LATE POLICY**
All writing assignments prepared outside of class should be typed, single-spaced, on 8.5 by 11 inch paper with 1 inch margins on all sides, unless instructed otherwise. Font should be 12-point Times New Roman. References for the citations should be annotated using APA or MLA and be included at the end of your document. Tables and figures should be included in the document appendix, which should be the last section of your document. Violations of these rules will lead to grade reduction. All assignments are due by the start of class on the date due. Any paper (individual or group) submitted after the deadline will be penalized 25% of the grade for each day (24-hour period or fraction thereof) it is late.

**STUDENTS WITH DISABILITIES**
Any student, who will require special accommodations under the Americans with Disability Act, Section 504, or other state or federal law, should please contact the Office of Disability Services, at 704-687-4355 or stop by their office in 230 Fretwell. If you have a disability that qualifies you for academic accommodations, please provide me a letter of accommodation from Disability Services at the beginning of the semester. For more information regarding accommodations, please contact the Office of Disability Services.

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.

**STUDENT RESPONSIBILITY POLICIES**
The UNC Charlotte Code of Student Responsibility sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. The complete policies and procedures can be found at [www.legal.uncc.edu/policies/ps-104.html](http://www.legal.uncc.edu/policies/ps-104.html).
ACADEMIC HONESTY
I expect complete academic honesty from every student. This means that appropriate citations are given for any work that is not entirely your own (including work retrieved from the internet) and that individual assignments are completed entirely on your own. It also means that if your name is listed as a contributor on a team project that you have made a substantial and appropriate contribution to the work. Further, academic honesty means that the peer assessment scores you submit for yourself and your classmates reflect your honest professional judgment regarding contributions and behaviors. Any behavior that does not comply with this standard is unacceptable and the full consequences allowed by university policy will be applied.

The UNC Charlotte Code of Student Academic Integrity states:

“Academic honesty and integrity are essential to the existence and growth of an academic community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty; and this responsibility is shared by all members of the academic community.”

“As responsible members of the University, students are obligated not to violate the basic standards of integrity, and they are expected to take an active role in encouraging other members to respect those standards.”

Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of “U” in this course and be recommended for suspension from the University.

It is your responsibility to maintain complete honesty and integrity in all academic work.
COURSE OUTLINE/SCHEDULE

Note: This is a flexible course schedule. Dr. Beck reserves the right to change this schedule and/or syllabus to accommodate unanticipated events and maximize student learning.

Session 1

Topic: Concept of Strategic Management

Readings: Text (HHIH): Chapter 1

Discussion: Class administrative details.
Group Formations

Discussion Questions:
2. Discuss competing perspectives and approaches to the instruction of strategic management (i.e., a separate field of inquiry versus the combination of other functional disciplines).
3. Review the history of strategic management and the strategic management process.

Session 2

Topic: Strategic Leadership, Company Values, and Firm Performance

Readings: HHIH: Chapter 2; Chapter 4 (pp. 114-121)
Case: Starbucks in 2009: The Coffee Goes Cold

Discussion Questions:
1. How is Starbucks performing? Is Starbucks in dire straits?
2. What are the sources of Starbucks’ declining performance? How much are Starbucks’ problems in February 2009 the inevitable consequences of the economic recession and to what extent are there other reasons for Starbucks’ declining performance?
3. What is Schultz’s strategy for restoring Starbucks’ financial performance? Do you agree with the measures that Schultz is taking? What should Schultz be doing differently?

(Note: Last day to file candidacy forms for May degree and apply for May graduation – January 19, 2012)
Session 3

Topic: The External Environment and Industry Analysis

Readings:  HHIH: Chapter 3 (pp. 66-86)

Case: The US Airline Industry in 2009

Discussion Questions:
1. Assess the overall financial performance of the US airline industry during the past 20 years.
2. To what extent can the industry’s low average profitability during this period be attributed to the structure of the industry? Which of Porter’s five forces has had the biggest impact in depressing industry profitability?
3. What is the outlook for industry profitability during the next five years (given the time of case this would be 2011-2015)?
4. Are there any strategies that the airlines have deployed which have influenced industry structure and moderated the intensity of price competition? Are there strategies that the airlines could use to improve future industry profitability?

Session 4

Topic: Further Topics in Industry Analysis and Competitive Analysis

Readings:  HHIH: Chapters 3 (pp. 87-91) and Chapter 6

Case: Ford and the World Automobile Industry in 2009

Discussion Questions:
1. The world automobile industry has experienced a downward trend in profitability since the 1960s. What changes in the structure of the world auto industry have caused competition to intensify and profitability to decline?
2. How is the structure of the world automobile industry likely to change over the next five years (2011-15)? What effect will these changes have on competition and profitability in the industry?
3. What will be the Key Success Factors in the world automobile during the next five years?
4. Are there any segments of the world automobile market that you think will offer superior profitability over the next five years?
Session 5

Topic: The Internal Organization: Resources, Capabilities, and Core Competencies

Reading: HHIH, Chapter 4
Case: Wal-Mart Stores, Inc., 2009


Discussion Questions:

1. To what extent is Wal-Mart’s performance attributable to industry attractiveness and to what extent to competitive advantage?
2. In which of Wal-Mart’s principal functions and activities (namely: purchasing, distribution and warehousing, in-store operations, marketing, IT, HRM, and organization and management systems/style) do WM’s main competitive advantages lie? Identify the distinctive resources and capabilities in each of these functions/activities.
3. To what extent is WM’s competitive advantage sustainable? Why have other retailers had limited success in imitating WM’s strategy and duplicating its competitive advantage?
4. Looking ahead, what measures does WM need to take to sustain its recent performance and defend against competitive (and other) threats?
5. (Extra research may be required to answer) To what extent has WM been able to transfer the competitive advantage it established in discount retailing in the US (a) to other countries, (b) to other retail sectors and formats? Why has WM’s overseas performance to date been so patchy?

Session 6

Topic: Creating Competitive Advantage: Business-Level Strategy

Reading: HHIH, Chapter 5
Case: Harley Davidson Inc., July 2008
(We will also refer again to Wal-Mart Stores Inc., 2009)

Discussion questions:

1. Identify Harley-Davidson’s business-level strategy and explain its rationale.
2. Compare Harley-Davidson’s resources and capabilities with those of Honda. What does your analysis imply for Harley’s potential to establish cost and differentiation advantage over Honda?
3. What threats to continued success does Harley-Davidson face?
4. How can Harley-Davidson sustain and enhance its competitive position?
Session 7

Exam #1

Following Exam #1 Dr. Beck will meet with each group separately to discuss progress on Strategic Audit assignment.

Session 8

Topic: Creating Competitive Advantage – Corporate-Level Strategy

Reading: HHIH, Chapter 8

Case: Cooper Industries’ Corporate Strategy (A) and (B)

Discussion questions:
1. What is Cooper’s corporate strategy? How does it create value? What are its key resources?
2. Should Cooper Industries acquire Champion Spark Plugs?
3. What are the limits to Cooper’s corporate strategy?

Session 9

Topic: Creating Competitive Advantage – International Strategy

Reading: HHIH, Chapter 10

Case: Euro Disney: From Dream to Nightmare

Discussion questions:
1. Evaluate Disney’s decision to build a theme park in Europe.
2. Explain why Disney chose to enter Europe through a combination of equity ownership, a licensing contract, and a management contract, as compared with the relationship with its US theme parks (100% ownership) or with Tokyo Disneyland (pure licensing)?
3. In what ways did Disney adapt to a French and European context? How effective was this adaptation? Should Disney have adapted more or less?
4. Advise (a) Philippe Bourguignon on what further actions he should take to improve the financial viability of Euro Disney and realize its potential for shareholder return, and (b) Michael Eisner on how Disney’s interests in Euro Disney can best be protected and furthered.

Note: Last Day to Drop/Withdraw from a course with a “W” grade – March 19, 2012
Session 10

Topic: Creating Competitive Advantage – Cooperative Strategy

Reading: HHIH, Chapter 7

Case: The HP-Cisco Alliance (A)


Discussion questions:
1. What are the challenges facing Jim Heal and Mike Thomas?
2. If you were appointed to an alliance manager position at HP or Cisco, what would your action plan be? How would you prioritize your actions?
3. If you were Steinhilber or Russell, what kinds of structural interventions would you pursue to enable your alliance organization to function effectively?

Session 11

Topic: Creating Competitive Advantage – Acquisition and Restructuring Strategies

Reading: HHIH, Chapter 9

Case: Kraft General Foods: The Merger (A)

Discussion questions:
1. Why was the Kraft General Foods merger so successful?
2. What are the lessons for how to merge two companies? What are the lessons for how to coordinate across business units?
3. Should Kraft General Foods now consolidate its sales forces and distribution systems?

Session 12

Topic: Strategy Implementation


Other readings TBD

Cases: Silvio Napoli at Schindler India (A)

Discussion questions:
1. Was Silvio the right choice for general manager of Schindler’s India operations?
2. As Luc Bonnard how would you evaluate Silvio’s first seven months as general manager of the Indian company? What advice would you offer?
3. What advice would you give to Silvio regarding his decision on the nonstandard glass wall elevator that has been ordered?
4. How should he deal with the challenges he is facing over transfer prices and limited technical cooperation from the European plants?
Session 13

Exam #2

Following Exam #2, the class will have the opportunity to meet with authors of the Case Study – Dixie Seating Company. Each group will perform an analysis and write-up of this case as outlined in the syllabus. Group presentations of this case study will be made on April 25th.

Session 14

Topic: Current Topics in Strategic Management

Readings: HHIH, Chapter 12
Other readings TBD.

Discussion Questions:
- What is changing in the business environment?
- What are the principal challenges companies are facing today?
- What ideas, theories, and concepts are shaping current thinking about business strategy and the nature of the firm?
- Why is it hard for some managers to do what is ‘right’?
- What have you learned or discovered in this course about strategically leading organizations?
- What questions/issues remain to make your business future successful?

Session 15

Group case study Executive Report due at beginning of class.

Topic: Group Case Study

Case: Dixie Seating Company: A Case Study (Case material to be provided in early April).

Discussion: Each group will present their case research, analysis, and recommendations. Group analysis and recommendations will be judged by Dr. Beck, the CEO/Owner of Dixie Seating Company, and the three authors of the case study. Evaluations will be based on each group’s visual presentation, the oral presentation of the material, and the group’s ability to address and answer questions, and support their recommendations.
Session 16 (Finals Week)

Group Strategic Audit case report due by 8:00 am on May 7th.

Topic: In-Class Group Presentations (Short Presentation on Company Strategic Audit Research Report; specific time guidelines will depend on the number of groups presenting)

Readings: None.

Discussion: Each group will present their Company Strategic Audit Research and analysis. Student-peer evaluations will include review of the visual presentation, the oral presentation of the material, and the group’s ability to address and answer questions.
**TENTATIVE COURSE OUTLINE/SCHEDULE**

*Note: This is a flexible course schedule. Dr. Beck reserves the right to change this schedule and/or syllabus to accommodate unanticipated events and maximize student learning.*

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<td>Getting Organized -- Class Introduction &amp; Group Formation Concept of Strategic Management</td>
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<td>Strategic Leadership, Company Values, and Firm Performance</td>
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<td>January 25</td>
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<td>The External Environment and Industry Analysis</td>
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<td>Group Strategic Audit Presentations [NOTE: Group Strategic Audit Report due to Dr. Beck by 8:00 am on May 7th]</td>
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