

**University of North Carolina at Charlotte**  
**MGMT 3280-005 – Strategic Management**  
**Spring 2019**

**Professor:** Dr. Torsten M. Pieper

**Office:** Friday 244B

**Course:** MGMT 3280-005

**Time:** TTh 1.00–2.15 pm

**Room:** Fretwell 405

**Office Hours:** Please contact me in advance to schedule an appointment. I will be available before and after class.

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**Required Text:** Dess, G.G., McNamara, G., Eisner, A.B., & Lee, S.-H. *Strategic Management: Creating Competitive Advantages*. 9th edition, McGraw-Hill Irwin, 2019.

**Required Access Card:** You want to purchase this text through a McGraw-Hill (MGH) Connect access card, as we will be using the MGH Campus Connect Learning System associated with the above text. The access card comes with an e-book version of the text, as well as quizzes, interactive learning assessments, and other features that we will be using in this course. The exams will be based on this learning interface as well. McGraw-Hill also provides you an option to order a loose-leaf copy of the textbook for a small additional fee, should you desire one. The UNCC bookstore has the ordering information on file.

**Recommended Daily Readings:** Business Week, Financial Times, The Wall Street Journal, Forbes, or other reliable business journals/newsmagazines.

### **Course Objectives:**

MGMT 3280 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 a 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.

### **Learning Objectives:**

After completing MGMT 3280, students will:

- Understand how to analyze the internal and external environments of business organizations in order to identify opportunities, threats, strengths, and weaknesses;
- Be able to apply problem-solving processes to business situations;
- Be able to recognize, integrate, and synthesize frameworks from all business disciplines to solve problems;
- Understand the roles played by stakeholders in various business situations.

### **Purposes:**

The purposes of this course are: (1) to provide an integrative experience at the end of the bachelor's degree in business administration involving the key components of the business curriculum including such facets as accounting, finance, marketing, management, and management science; (2) to provide an opportunity for undergraduate students to place themselves in the role of chief executive officer and/or high level executives solving complex problems of major organizations in society – both private and public; (3) to analyze top corporate policy in different types of organizations; (4) to assume the role of business consultant; (5) to develop the student's capacity to think strategically about a company, its business position, and how it can gain sustainable competitive advantage; (6) to build students' skills in conducting strategic analysis in a variety of industries and to provide them with a stronger understanding of the competitive challenges of a global environment; and (7) to make students more conscious of the importance of ethical principles and corporate social responsibility. This course also attempts to encourage students to continue their study of top corporate policies, opportunities, and problems after leaving the university.

This capstone course is designed to transition students away from reliance on a professor lecturing to tell you what you need to know toward self-reliance and taking initiative – just

like it will be in your careers from now on. And just like your careers, this course to a great extent will be what *you* make it.

### **Instructional Method:**

This class is a seminar course involving a combination of lectures, assigned readings, learning exercises (administered through McGraw-Hill Connect), and class discussions. In general, a class will consist of four key components:

1. Class preparation involving reading and learning exercises in Connect.
2. Review and discussion of the basic/theoretical issues related to the day's topic.
3. An in-depth discussion of a case and/or readings.
4. Application of the key ideas to other companies/situations, often using recent examples and case insights.

A general schedule of the topics to be covered in each class is provided in the course outline at the end of the syllabus.

### **Assurance of Learning:**

Decision/Analytical. Students will demonstrate analytical, quantitative, and reflexive thinking skills in decision making. Students will apply problem solving processes to business and economic situations. Professional Competence/Synthesis. Students will acquire knowledge and analytical skills of the functional areas of business. Students will recognize, integrate, and synthesize frameworks from all functional areas of business to solve problems.

### **CATT Statement:**

All core courses in The Belk College of Business Administration are committed to fulfilling one or more of four major competency areas identified by the letters CATT: Communication and Technology Skills; Adaptability to Change, Globalization, and Diversity; Teamwork and Leadership; and Thinking and Problem Solving. In the Department of Management, MGMT 3280 is targeted at two of these learning outcomes: 1) Teamwork and Leadership and 2) Thinking and Problem Solving. The purpose of this course is to help students: function effectively as a team leader; to understand group dynamics; to think independently; to apply, articulate, and evaluate problem-solving processes; to recognize, employ, and integrate frameworks from all business disciplines in order to respond to opportunities and solve problems; and to cover ethical, global, and political issues in business.

### **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.

#### **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 is expected.

#### **Class Contribution:**

An important part of effective mastery of the subject matter is active involvement in class discussion of the assigned readings and case presentations. 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 contribution will be based on the quantity and quality of your participation. Please note that contributions are *not* equivalent to attending class. Not contributing to class discussions on a consistent basis and with quality insights will negatively affect your final grade.

#### **LearnSmart Exercises:**

The McGraw-Hill Connect learning platform includes LearnSmart, an adaptive learning system coupled with the SmartBook system. This appears on the screen as a highlighted

copy of the textbook coupled with a “flash card” quizzing approach to help you determine how well you understand and internalize the material. The MGH Connect system also provides links to explanatory materials and access to their support team. Students have commented positively in the past that the LearnSmart system has been effective in helping them learn the material in this course. Make sure you complete each exercise prior to the class in which the respective material is discussed. LearnSmart Exercises are due by 10 am the day a respective chapter is discussed (see schedule in the back of the syllabus).

### **Exams:**

Two exams will be given during the course. 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.**

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

#### **Group Formation**

Students are required to form groups of five people (up to 6 people depending on the class size) 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.

#### **Group Case Study Assignment**

On no less than 8 class days case studies will be discussed. For all but two 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 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. Depending on eventual class enrollment, some changes to the case schedule might be required.

### **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 (15 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 Contribution</b>	<b>10%</b>
<b>Learn Smart Exercises</b>	<b>15%</b>
<b>Exam 1</b>	<b>15%</b>
<b>Exam 2</b>	<b>15%</b>
<b>Case Study Leadership</b>	<b>15%</b>
<b>Final Case Study Presentation</b>	<b>30%</b>
<b>Total:</b>	<b>100%</b>

**Grades:**

The final grades will be based on the following breakdown:

- A:** 100-89.5%
- B:** 89-79.5%
- C:** 79-69.5%
- D:** 69-59.5%
- F:** 59 and below

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## Course 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.**

<b>Class</b>	<b>Day</b>	<b>Topics/Assignments Due</b>
1	1/10	Introductions & Course Overview
2	1/15	OIP International Speaker Series - Daniel Mulhall (SAC Salon A)
3	1/17	Uncertainty, Disruption, and Culture Needed for Rapid Action
4	1/22	OODA Loop Thinking and More on Rapid Action
5	1/24	Chapter 1 – Strategic Management and Strategic Competitiveness
6	1/29	Chapter 2 – External Environment Analysis
7	1/31	Chapter 3 – Internal Environment Analysis
8	2/05	<b>Case 1</b>
9	2/07	Chapter 4 – Intangible Resources
10	2/12	Chapter 5 – Business-Level Strategy Chapter 3 – cont'd
11	2/14	<b>Case 2</b>
12	2/19	Chapter 6 – Corporate-Level Strategy
13	2/21	<b>Case 3</b>
14	2/26	<b>EXAM 1</b>
15	2/28	Chapter 7 – International Strategy
16	3/05	Spring Break – No Classes
17	3/07	Spring Break – No Classes
18	3/12	<b>Case 4</b>
19	3/14	Chapter 8 – Entrepreneurial Strategy and Competitive Dynamics
20	3/19	<b>Case 5</b>
21	3/21	Chapter 9 – Strategic Control and Corporate Governance
22	3/26	Chapter 9 – cont'd
23	3/28	<b>Case 6</b>
24	4/02	Chapter 10 – Organizational Design
25	4/04	<b>Case 7</b>
26	4/09	Chapter 11 – Strategic Leadership
27	4/11	<b>Case 8</b>
28	4/16	Chapter 12 – Innovation and Corporate Entrepreneurship
29	4/18	<b>Case 9</b>
30	4/23	Team Presentations
31	4/25	Team Presentations
32	4/30	Team Presentations (Last Day of Class)
33	5/09	<b>EXAM 2</b> (May 9, 11:00 am - 1:30 pm)