

Management 3280—Strategic Management

Section 007 #24058 Monday – Wednesday 4:00-5:15 pm
Spring 2019

Faculty: Dr. Karen Ford-Eickhoff (aka Dr. KFE)

Office: 342 Friday

Office Hours: All by appointment; Monday, Tuesday, and Wednesday 1:00-2:00 p.m.

Email: Karen.Ford-Eickhoff@uncc.edu (best way to reach me); please be sure to tell me in which course/section you are enrolled (i.e., time your class starts) in your e-mail. Please e-mail me at this address rather than communicating via Canvas because Canvas does not work well for me to reply.

Phone: 704-687-7624

Required Text: Dess, G. G., McNamara, G, and Eisner, A. B. *Strategic Management: Creating Competitive Advantages*, eighth edition, McGraw-Hill Irwin, 2014. ISBN-13: 978-1-259-303500. The text is a valuable resource, and you will want to bring your text to class each day.

Required Cases: You will need to purchase an electronic case package for our class from Harvard Business Publishing for Educators site at <https://hbsp.harvard.edu/import/598194> . If the link does not work, copy/paste this unique url into your browser. Click on the Register Now button and register as a student so you can access the coursepack I have set up for our course. For HBP technical support 24/7, call (800) 810-8858 or e-mail techhelp@hbsp.harvard.edu.

Recommended: *Wall Street Journal*. The *WSJ* will provide valuable information in your business careers. For this course, articles from the *WSJ* will be the basis of one assignment and will be useful as well in class discussions for the participation component. The *WSJ* is available through the UNC Charlotte library while you are a student. If you want to get your own subscription before you graduate at the greatly reduced student rate, you can subscribe at <http://r.wsj.net/hSlsp> .

Course Description:

MGMT 3280. Strategic Management. (3) Prerequisites: Senior standing; BLAW 3150, COMM 3160, ECON 3125, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100. (Accounting majors are required to take BLAW 3150, COMM 3160, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100 and earn a grade of C or above.) A capstone course that emphasizes the synthesis and application of concepts from the functional business courses so students develop an understanding of organizations from the perspective of top level executives. Focuses on the role of top management in leading, planning, and decision-making to form effective organizational strategies that integrate internal processes and the economic, technological, ethical, political, and social forces affecting the organization.

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.

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.

Course Objectives:

- To view the organization from the top management position;
- To apply a process of strategic thinking to solve organizational problems;
- To develop skills in strategic analysis;
- To increase awareness of ethical implications of decision making;
- To integrate knowledge gained from earlier prerequisite courses;
- To develop skills for integrating the functional areas such as management, marketing, finance, and production;
- To serve as a capstone course for the various business disciplines taught in the business core.

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.

The UNCC Code of Student Academic Integrity:

Students are reminded of the code of academic integrity stated in the college catalog and are expected to follow it. It 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.

Diversity:

The Belk College of Business strives to create an inclusive academic environment 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.

Disability and Impairment Accommodation:

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.

Method of evaluation:

Exams	35%
Term project	25%
Class participation	15%
Written assignments	15%
WSJ article(s) summary/presentation	10%

Grading scale:

A : 90-100
B: 80-89
C: 70-79
D: 60-69
F: < 60

Exams: The course includes two written exams and a comprehensive final exam. The comprehensive exam will be the only make-up exam opportunity if you miss an earlier exam. I will use the two highest exam grades to calculate the exam component of the course grade.

You should be in the classroom and ready to begin the exams at the beginning of our class. You will not be able to start an exam if you arrive more than five minutes after the beginning of our class. You must completely shut down and put away all electronic devices at the beginning of class. You should strictly abide by the UNCC Code of Student Academic Integrity in terms of preparing for and taking exams (and in all matters pertaining to this course). If your behavior raises suspicions that you are not abiding by the Code of Academic Integrity (including for example such behaviors as looking anywhere except at your own exam, placing your answers where a classmate can see them, covering your eyes with your hand or hat bill, completing a form of the exam other than the one I give you, etc.), I reserve the right to not grade your exam, resulting in a zero for that exam.

Term Project: A major component of the course will be a term project in which students will analyze an existing company. Students will research and analyze the current situation for your firms, develop and evaluate strategies for the future, and recommend and support a course of action. Students will also present your research and recommendations in class as well as submitting a full written report.

Your grade will be based on my assessment of your contribution to the project as an individual and as a team member. Much of the work you do for this project may be completed on your own, but the final presentation should be a team product in every sense. In addition to my assessment of your work, a portion of your grade will be based on your self-evaluation and peer evaluations by members of your team. Not completing the assigned peer evaluations will reduce your own peer evaluation score for each evaluation you do not complete.

So that everyone will have the same amount of time to prepare the term project, the term project papers will be due the same day for everyone. Everything included in your team presentation must also be included in a team member's individual paper. The remaining portion of the course will then be devoted to these major team presentations.

You must complete all three components of the term project (i.e., your paper, your part of the presentation, and your peer evaluations) to be eligible for any credit for the term project component of the course grade.

When you are the audience for your classmates' team presentations, you should analyze what they present from the perspective of a business executive and offer substantive comments and suggestions. All students are expected to be conscientious organizational citizens and attend all team term project presentations. **Your overall grade will be reduced one percent for each presentation missed during these major presentations at the end of the semester.**

Class Participation: Your organizations will expect you to make valuable contributions as you perform your jobs. If graduate school is next for you, you will be expected to be prepared and engaged in class. Similarly, class participation is essential in this course. To participate fully, you should read all assigned textbook chapters and be well prepared to discuss them in class. You should be aware of the major stories in the *Wall Street Journal* to apply these current events to topics discussed in class. The primary focus of class will be for you to apply and integrate concepts you have learned about throughout your undergraduate degree program.

When you are the audience for classmates doing individual or team term project presentations, you will earn credit by participating in discussions with the presenters and the rest of the class.

Participation of course begins with being in class so absences mean you miss the opportunity to earn participation points that day. I will give everyone a base of points equivalent to one week “off” during the semester, similar to annual leave or sick leave in organizations, so there are no “excused” absences beyond this and no need to provide documentation about the reason for your absence. Because of the distraction it causes, arriving late for class, leaving before class is dismissed, and leaving the classroom during our class will reduce the participation points you earned that day by one category. Both the quantity and quality of your participation is important for earning participation points each day on the following scale:

Exceptional (8 points)—contributions show exceptional preparation. Ideas are exceptionally substantive and provide major insights. Positions are persuasively presented while respecting others’ positions as well. Superior contribution to the quality of the discussion.

Full participation (4 points)—contributions show good preparation. Ideas are substantive and provide generally useful insights that offer direction to the class. Positions are satisfactorily persuasive while respecting others’ positions as well. Significant contribution to the quality of the discussion as expected in a senior level, capstone course.

OK (2 points)—contributions show some preparation but not good preparation. Ideas are less substantive and provide few insights that add to the class. Positions are adequately persuasive while respecting others’ positions. Some contribution to the quality of the discussion.

Present but no contribution (1 point)—present in class but no contributions or contributions show no preparation. Ideas are not substantive and provide no benefit to the class. Positions are not persuasive or are presented in a manner that is not respectful of others’ positions. No contribution to the quality of the discussion.

Absent (0 points)—absent from class

You will have many opportunities to earn participation points over the semester since nearly every class meeting will involve an opportunity to participate. I use four points (full participation) as the total points available. At the end of the semester, the proportion of 100 total points that you have earned will be used to calculate the participation component of the course grade. Note that because of this base of “free” points I give everyone, it is possible to earn more than 100 points on the participation component with high quality participation every day. Your strong participation in the class discussions has a positive impact on your overall course grade as well as on the quality of class discussions.

Written Assignments: Written assignments will give students the opportunity to individually reflect on a variety of issues and develop written communication skills. **Late assignments will not be accepted.** Be sure to submit all assignments to Canvas well before the deadline and check that your submission is the file you intended to submit. Please do not ask me to make an exception for you. I cannot make an exception for you and be fair to all those students who submitted their assignments correctly and on time.

Your written work will be assessed on the following scale:

Exceptional (8 points)—exceptionally thorough and well written (choice of words, grammar, punctuation, organization, etc.). Ideas are exceptionally substantive and provide major insights. Positions are presented in an exceptionally persuasive manner. Superior quality of written expression.

Meeting expectations (4 points)—thorough, well-written, and shows good preparation and organization. Ideas are substantive and provide substantial insights. Positions are presented in a persuasive manner. Meets expectations in terms of the quality of written expression in a senior level, capstone course.

OK (2 points)—less thorough and shows less adequate preparation. Ideas are less substantive and provide few insights. Positions are less persuasive. Does not meet expectations in terms of the quality of written expression in a senior level, capstone course.

Unsatisfactory (0 points)—not submitted or not submitted before the due date and time.

I use four points (meeting expectations) as the total points available for each written assignment. Again, note that with exceptional quality work on written assignments it is possible to earn more than 100% on the written component of the course grade.

Wall Street Journal Article(s) Summary: Summarizing articles from the *Wall Street Journal* on topics related to strategic concepts in business will emphasize current events and applications of textbook concepts in the real world. Individually, students will present your summaries of the articles in order to share the information with classmates and develop your oral communication skills. These presentations give all students the opportunity to lead the class discussion on topics you find interesting and also to speak in front of the class once before the major term project presentations later in the semester.

You will submit your written summary and the full-text original article(s) to Canvas to be eligible to do your presentation. No points will be available on this component of the course unless you both submit the written summary and full-text articles by the due date/time and present your summary.

Electronic devices: All students must turn off and put away all electronic devices such as cell phones and laptops while in the classroom during class. Your participation component for the course will be reduced if it appears you have electronic devices on during class (for example, your pocket is ringing, you are looking down at your desk or lap during a colleague's presentation rather than maintaining eye contact with the speaker, etc.). **Talk with me if you would like to use a laptop/tablet to view the electronic version of the text during class.**

Schedule: Note that this schedule is subject to change. If the due date/time differs on Canvas, this schedule takes precedence.

1	Wed 1/9	Introduction: Syllabus overview
2	Mon 1/14	<i>Wall Street Journal</i> Article Summary assignment discussed in class; draw your topic
3	Wed 1/16	Discuss material included in text chapter 1 Discuss material included in text chapter 2
	Mon 1/21	Holiday
4	Wed 1/23	<i>WSJ</i> Article summary presentations topic 1 Organizational Vision or Mission Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 1 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.
5	Mon 1/28	Article summary presentations topic 2 Social Responsibility or Environmental Sustainability Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 2 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment. Strategic Leadership Memo due at 9:00 a.m. (all students; submit to Canvas) CATME Online Team Formation Survey due at 9:00 a.m. (all students)
6	Wed 1/30	Team term project assignment Team meetings

7	Mon 2/4	Discuss material included in text chapter 3
8	Wed 2/6	<p>Article summary presentations topic 3 Organizational Opportunities or Threats</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 3 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>
9	Mon 2/11	<p>Article summary presentations topic 4 Organizational Strengths or Weaknesses</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 4 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>Case: Sugar Bowl (purchase from Harvard Business Publishing; use as basis for the Small Business memo; no class discussion)</p> <p>Small Business Memo due at 9:00 a.m. (all students; submit to Canvas)</p>
10	Wed 2/13	<p>Exam I (chapters 1, 2, 3) Bring name tent card, ID, & #2 pencils</p> <p>Note that you cannot start the exam if you arrive more than five minutes after the beginning of our class time.</p>
11	Mon 2/18	Flex Day: We will use today as needed for purposes to be determined by Dr. KFE.
12	Wed 2/20	Discuss material included in chapter 5

13	Mon 2/25	<p>Article summary presentations topic 5 Competitive Advantage</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 5 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>Case: Spotify (purchase from Harvard Business Publishing; use as basis for the Spotify memo; no class discussion)</p> <p>Spotify Memo due at 9:00 a.m. (all students; submit to Canvas)</p> <p>CATME Online Term Project Peer Evaluation 1 due at 9:00 a.m. (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation.</p>
14	Wed 2/27	<p>Article summary presentations topic 6 Cost-Leadership or Differentiation Strategies</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 6 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>
	March 4 & 6	Spring Break
15	Mon 3/11	Discuss material included in chapter 6 and 7
16	Wed 3/13	<p>Article summary presentations topic 7 Related or Unrelated Diversification Strategies</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 7 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>

17	Mon 3/18	<p>Article summary presentations topic 8 Business in a Global Context</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 8 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>CATME Online Term Project Peer Evaluation 2 due at 9:00 a.m. (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation.</p> <p>Case: Trader Joe's (purchase from Harvard Business Publishing; use as basis for the Trader Joe's memo; no class discussion)</p> <p>Trader Joe's Memo due at 9:00 am (all students; submit to Canvas)</p>
18	Wed 3/20	<p>Exam 2 (chapters 5, 6, 7) Bring name tent card, ID, & #2 pencils</p> <p>Note that you cannot start the exam if you arrive more than five minutes after the beginning of our class time.</p>
19	Mon 3/25	<p>Team meetings to wrap up the term project papers (meet where you want; you do not have to come to our classroom)</p>
20	Wed 3/27	<p>Team meetings to plan the team presentations (meet in our classroom)</p> <p>Individual "chapters" (i.e., each team member's section of the Term Project paper) due at 9:00 a.m. (all students must submit your individual papers to Canvas before the deadline to receive any credit for the term project; EVERYTHING that you include in the team presentation must be in a team member's individual paper somewhere).</p>

21	Mon 4/1	<p>Team term project presentation 1</p> <p>CATME Online Term Project Peer Evaluation 3 due at 9:00 a.m. (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation.</p>
22	Wed 4/3	<p>Team term project presentation 2</p> <p>Reflection Memo due at 9:00 a.m. (all students; submit to Canvas)</p>
23	Mon 4/8	Team term project presentation 3
24	Wed 4/10	Team term project presentation 4
25	Mon 4/15	<p>Team term project presentation 5</p> <p>Extra Credit Assignment due at 9:00 am (all students who chose to take advantage of the extra credit assignment; submit to Canvas)</p>
26	Wed 4/17	Team term project presentation 6
27	Mon 4/22	Team term project presentation 7
28	Wed 4/24	Team term project presentation 8
29	Mon 4/29	<p>Wrap up</p> <p>Dr. KFE will hand out Team Term Project grades in class (all students)</p>
	May 8 5:00-6:15 pm	<p>Final Exam (chapters 1,2,3,5,6,7) (Bring name tent card, ID, & #2 pencils)</p> <p>Note that you cannot start the exam if you arrive more than five minutes after the beginning of the final exam time.</p>