

## *Course Syllabus*

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### **Course Information**

BPS 6310--501

STRATEGIC MANAGEMENT

Thursday, 7-9:45 PM

Room 2.801

Fall 2014

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### **Professor Contact Information**

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### **Course Pre-requisites:**

OB 6301, MKT 6301, AIM 6201, AIM 6202, FIN 6301

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**Course Description:** *(NOTE: NO CELL PHONES OR LAPTOPS PERMITTED IN CLASS.)*

### **SUMMARY: HOW FINAL GRADES ARE DETERMINED**

The four activities in which you will be participating will be combined to determine your final course grade. Their respective weights are as follows:

1. Class Participation/Contribution	10%
2. Assignment #1: Strategy Concepts (written assignment due: October 16)	20%
3. Assignment #2: Case Analysis (written assignment. due: December 4)	40%
4. Final Examination: All Integrative Essay Questions (December 18)	<u>30%</u>
Total:	100%

Note: The two final case and final exam are due toward the end of the course, i.e., “backloaded” in order to maximize flexibility in your schedules. Plan accordingly!!

### **SOME QUOTATIONS TO THINK ABOUT...**

“You never know who is swimming naked until the tide rolls out.” Warren Buffett

“Excellence is a habit, not an act.” Author Unknown

“You won’t become a general unless you first become a good first lieutenant.” Colin Powell, former U.S. Secretary of State and Four Star General

“Life is a mystery to be lived, not a problem to be solved.” William Butler Yeats (Irish Poet)

**“One of the things about leadership is that you cannot be a moderate, balanced, thoughtful articulator of policy. You’ve got to be on the lunatic fringe.”** Jack Welch (former CEO, GE)

**“The more you sweat in training, the less you bleed in war.”** General George Patton, U.S. Army

**“Nobody ever got muscles by watching me lift weights.”** A. Schwarzenegger

**“He was born at third base and thought he hit a triple.”** Author Unknown

**“What have you done that’s so great? Do you create anything, or just criticize others’ work and belittle their motivations?”** Apple’s late Steve Jobs

**“Givers succeed in a way that creates a ripple effect, enhancing the success of people around them.”** Adam Grant, author of *Give and Take*

**“To a worm in horseradish, the world is horseradish!”** Howard Moskowitz (quoted in *What the Dog Saw*, by Malcolm Gladwell)

## OVERVIEW

The primary thrust of this course is general management. It will be different from most of the courses you have had in functional subject areas (e.g., accounting, marketing) in the MBA program because you are required to use a wide range of business knowledge and exhibit diverse skills. Therefore, it will be demanding and challenging because you must perform in topic areas where you have both strengths and weaknesses.

This course has historically been referred to as "Business Policy" and its sole purpose was to help the student "integrate" the knowledge he/she had developed in other courses in the business curriculum. Business policy traditionally had little content of its own. However, in recent years it has become increasingly apparent that general managers (including top executives) not only apply knowledge from a wide variety of functional areas (e.g., accounting, marketing, finance), but also perform activities that require knowledge and skills not addressed in those areas. Therefore, it has become acknowledged that there is a unique body of knowledge that is not taught in functional area business courses that should be taught in a course such as this. Topics such as the nature of managerial work, strategy formulation and implementation, and organization design are examples. Also, the development/refinement of skills in oral and written communication and enhancement of conceptual/integration skills is major course objectives.

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## Student Learning Objectives/Outcomes

### Course Objectives:

1. Develop an awareness of and conduct an analysis of a firm’s general and competitive (industry) environment.
2. Be able to conduct an internal analysis of the firm—including its resources and capabilities.
3. Analyze a firm’s current strategy in terms of whether or not it will enable it to attain competitive advantages that are sustainable.
4. Create a firm’s strategy and address how it may be implemented.

### Achieving the Objectives

You will be required to complete four activities in order to achieve the identified objectives:

1. **Contribute to in-class discussions** of chapters, readings, outside lecture material, and cases by exhibiting (a) an understanding and articulate analysis of the information presented and (b) skills in the prerequisite course areas required for registration. An important portion of the total effort in this course will be directed toward the preparation of readings and cases for class discussion. The case discussions are very important because they require both an understanding and application of strategic management concepts. Questions are included in the class syllabus to guide preparation.

Participation/contribution is obviously an important part of the learning process and a determinant of your final course grade. And, typically there is a **rather large distribution of participation/contribution grades**. Thus, you should look upon, in essence, each class session as an “oral examination” and be well prepared and engaged in all class discussions and activities. *In addition, the instructor can award up to five bonus points for excellent participation/contribution. There will be adjustments to your participation/contribution for attendance/absence — everybody starts with 2 “bonus points” and 1 point is deducted for each missed class.* If you absolutely must miss class, as a professional courtesy, please contact Ms. Canan Mutlu. To ensure fairness, the only excused absences are for UTD official business.

**NO “NO SHOWS” AND, PLEASE, DON’T “CUT OUT” AT “HALFTIME”! AND IF YOU MUST LEAVE THE ROOM DURING CLASS -- DO NOT RETURN UNTIL AFTER THE BREAK.**

2. **Complete the Strategy Concepts: Adding Value Beyond the DLEM Chapters.** There will be four or five person groups (determined by the MBA cohort office) in the class. **Due:** Oral presentation per syllabus dates on the class schedule. All written assignments are due on **October 16**.
3. **Complete a "GROUP CASE ANALYSIS" Assignment.** There will be four or five person groups (to be determined by the MBA cohort office) in the class. **Due:** written assignments due **December 4**.
4. **Complete an individual assignment: Reflecting on Career Implications...**  
**Due: December 4.**
5. **Complete a Final Examination.** Four out of five essay questions (everything is “fair game”). I will provide the paper. Examples of essay test questions will be distributed in class early in the term. **Date: December 18 (tentative date—will be confirmed).**

## **OVERVIEW OF THE TWO GROUP ASSIGNMENTS**

There will be two group assignments. Please make a copy of all written assignments for yourself. I will keep the original in my files. **ALL GROUPS WILL PREPARE AND PRESENT ORALLY ASSIGNMENT #1 OR ASSIGNMENT #2. For all oral presentations, please prepare two discussion questions to spur discussion.**

**FOR BOTH ASSIGNMENTS, PLEASE HAND IN A “HARD COPY” AS WELL AS LOAD YOUR ASSIGNMENT ON ELEARNING—TO BE RUN THROUGH TURNITIN.COM.**

Please keep powerpoints (or transparencies) to a minimum, i.e., around 10 or so. All assignments are due at class on the due date. There will be a **ten-percent penalty** from the total possible assignment grade for all late assignments. No exceptions, please. Plan accordingly. Please staple each assignment in the upper left corner—**no covers**, please.

The key “litmus test” is “added value” beyond your sources as well as to what extent your work involves integration, synthesis, etc.—as opposed to the summary and restatement of facts.

### **Assignment 1: STRATEGY CONCEPTS: ADDING VALUE BEYOND THE TEXT CHAPTERS (groups of three or four).**

The objective of this assignment is to search for and discuss a new and innovative strategic management concept/idea that extends and “adds value” beyond the subject matter in the DLEM chapters. Keep in mind that all of the chapter content is limited to about 30 pages and there are many good concepts and ideas that cannot be included due to space constraints (and/or, of course, errors of omission by the author team!). The presentation and discussion of such ideas to your cohort classmates should be a very helpful and important to the overall learning experience in BPS 6310.

You will be evaluated on the following seven criteria—with equal weighting:

1. Is the strategy concept/idea clearly described?
2. Are the strengths and limitations of the concept well articulated?
3. Is the concept/idea thoroughly related to other concepts/ideas in the chapter?
4. How can the concept be applied to enhance organizational performance?
5. What is the overall quality and quantity of outside references?
6. Mechanics and Organization, i.e., How well is the paper organized and written?
7. Overall quality of presentation?

Select the “concept or idea” from one of the following journals—*Harvard Business Review*, *Sloan Management Review*, and *California Management Review* (If you want to use a different journal, it must be approved by the instructor in advance). Be sure to incorporate other references from journals such as the aforementioned as well as sources that may be considered premier periodicals such as *Bloomberg BusinessWeek*, *Fortune*, *Forbes*, *Wall Street Journal*, *The Economist*, etc. **AVOID BLOGS, textbooks, Wikipedia, etc.!!!**

All groups will make their selection during the second class period. I will ask each group to provide their top three choices and then we will “draw straws” in case (which is very likely!) that multiple groups want the same chapter. Given that we have twelve groups and only eight chapters (Chapter 1 is an overview chapter and will not be included), there will be four chapters that will have two groups each presenting them. One of those groups will present on the assigned date—per the syllabus schedule—and the other group will present on **October 16** when all of the written assignments are due. (If both groups want to present on the same date, we will “draw straws”.) Per the syllabus, groups selecting Chapter 1 will present on September 18, Chapters 2 and 3 will present on September 25, the Chapter 4 group will present on October 2, etc.

The written assignments should be approximately *ten* double-spaced (12 font size) pages, (excluding references and Exhibits). Ensure that the paper has an Executive Summary and that it is divided into sections and subsections in a logical manner. **BE SURE TO INCLUDE A COPY OF THE BASE ARTICLE.**

Note: Oral presentations should be 15-20 minutes in length with approximately a 10 minute discussion period. **All group members must participate in the presentation—with a roughly equal amount of platform time (everybody needs practice!).**

## **Assignment 2: INDUSTRY AND COMPANY ANALYSIS (groups of three or four)**

Select a publicly-listed company and primary industry in which it competes. The following two sections, "Industry Analysis" and "Company Analysis" contain *suggested* topics. You should address and analyze what issues are most important for your organization and industry. **However, each analysis must include 1) a five forces analysis/general environment analysis; 2) value chain analysis/ resources and capabilities analysis; 3) the firm's current strategy and whether or not it can lead to sustainable advantages; 4) financial analysis (as a minimum, a ratio analysis); and, 5) recommendations for firm strategy/implementation issues.** Each part of this assignment (Industry and Company) should be approximately 12-15 double-spaced pages each--excluding tables, charts, figures, etc. which are considered an important part of the assignments (the company analysis may be somewhat longer than the industry analysis). Also, include a list of references for each section. Key: analyze and synthesize and *minimize* description and restatement of facts. Note: Only a maximum of two groups may analyze or given industry and only one group may analyze a given company.

### **INDUSTRY ANALYSIS**

The industry analysis includes two interrelated parts. The first part provides a broad overview of the industry, its boundaries, and its evolution over time, with particular emphasis on the key dimensions that have shaped its condition in the last ten years. It establishes the participants in the industry, the nature of the markets, key strategic issues for the industry, growth rates, profitability, market shares, the products, financial trends, takeovers, the uncertainties in the environment, the distribution channels, etc.

The second part of the report analyzes the current state of the industry in terms of the "five forces" framework proposed by Porter. In addition, the key points to be developed are the nature of competition, various segments in the industry, the general environmental trends that affect the industry, diversification efforts by participants and probably likely scenarios for the future.

To summarize, the industry analysis includes issues such as the following:

#### **1. DEFINITION OF THE TASK ENVIRONMENT**

- The boundaries of the industry
- The competitors, their market shares, and segments they focus on
- The products
- Other elements of the task environment
- The value-add chain and how individual firms vary
- Rivalry in the industry/Porter's five forces analysis

#### **2. KEY STRATEGIC FACTORS IN THE INDUSTRY**

- What are the ways to compete?
- Historically, which of these have been most successful?
- What distinctive competencies are required in the industry?

#### **3. KEY GENERAL ENVIRONMENTAL FACTORS**

- Demographics
- Technology

- Political, social, and economic trends
- Globalization

#### 4. STRATEGIC GROUPS WITHIN THE INDUSTRY

- Describe bases for clustering
- Identify “strategic groups”
- Name key firms or SBUs in each strategic group
- Indicate direction of movement

#### 5. KEY ISSUES & FUTURE SCENARIOS

- Key opportunities (in terms of products, vacant market niches, etc.)
- Key threats (in terms of new entrants, product life cycle, product obsolescence, substitute products, etc.)
- Key issues/choices facing the members of the industry

### COMPANY ANALYSIS

The company analysis, in keeping with the pattern that we followed for industry analysis, consists of two interrelated parts. The first part provides a broad overview of the firm, its evolution over time with particular emphasis on its strengths and weaknesses (along with value chain/resources and capabilities analysis), its financial performance, its product lines, its distinctive competencies, its structure, its culture, and key executives who have shaped the company's policies in the last ten years.

The second part of the analysis identifies the current strategy at the corporate, business, and functional levels, labels these strategies, and identifies any changes in strategy in the 10-year period. Further, the report analyzes the company's performance in light of the strategy followed and your own evaluation of the current strategy. The report concludes with the key issues that the company is currently facing. The insights developed from the industry analysis should be of particular help in identifying the key issues/choices that the company is faced with, recommended actions, and implementation considerations.

To summarize, the company analysis includes issues such as the following:

#### 1. DESCRIPTION OF THE FIRM

- Product lines
- The scope of the firm (geographic, target customers, technologies, etc.)
- The size of the firm (sales, assets, personnel, etc.)
- The firm's distinctive competencies
- Key strategic managers
- The company's culture and philosophy

#### 2. STRENGTHS & WEAKNESSES

- In various functions (finance, marketing, production, R&D, etc.)
- In organization structure and design
- At various levels (top, middle & lower)
- Incorporation of value chain concepts/resources and capabilities

#### 3. OPPORTUNITIES & THREATS (Summarize)

- See 3 and 5 under INDUSTRY ANALYSIS.

#### 4. CURRENT STRATEGY

- At corporate, business, and functional levels
- Their descriptions and label
- Sources of competitive advantage(s) and sustainability

## 5. ISSUES FACING THE FIRM

- Match of strengths and weaknesses with opportunities and threats
- Product market choices
- Resource generation/allocation issues
- Personnel issues (including managerial succession)
- Stakeholder related issues

## 6. RECOMMENDED ACTIONS AND IMPLEMENTATION CONSIDERATIONS

Criteria to consider:

- Goal consistency
- Strategic relevance
- Organizational capability
- Political feasibility

Each group is to provide a 15-20 minute presentation plus two discussion questions. All group members must participate in the presentation. (The groups will also lead a 10 minute discussion period.) **Rather than attempt to "cover" the entire paper--focus on the most "interesting," "insightful," and "rigorous" aspects.** The oral presentation will count 20% of the assignment grade. Given that we only have class time for the presentation of 10 groups—two groups will present to the instructor outside of class at a pre-agreed time (everyone will be required but attendance will be strictly optional).

Note: The written assignment grade will be determined as follows:

- (1) Industry analysis – 30%
- (2) Company analysis – 60%
- (3) Mechanics and organization – 10%

## **OVERVIEW OF THE INDIVIDUAL ASSIGNMENT: REFLECTING ON CAREER IMPLICATIONS...**

At the end of each of the chapters in the text, there is a section entitled: “Reflecting on Career Implications...” As noted in the Preface, these questions are focused on three distinct issues faced by students: preparation for a job interview; assist with current employers or their career in general; or help to find potential employers and decide where to work. **APPLY THESE ISSUES TO YOURSELF—USE FIRST PERSON.**

You are to select some of the questions from approximately six different chapters in the text and address how incorporating chapter content provides valued input into addressing these issues. Papers are to be approximately ten-double spaced pages. Do not restate the questions; rather try to incorporate the essence of them in your responses.

Be sure, of course, to work on this assignment throughout the course as we cover the chapters in the text.

**Due: December 4.**

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## **Required Textbooks and Materials**

Text: Dess, G.G., Lumpkin, G.T., Eisner, A. & McNamara, G. 2014, *Strategic Management: Creating Competitive Advantages*, 7<sup>th</sup> Edition, McGraw-Hill/Irwin.

**NOTE: MAKE SURE YOU GET THE CREATE EDITION, 7<sup>th</sup> edition (CUSTOM PUBLISHING) FOR THIS CLASS, IT INCLUDES ALL CHAPTERS EXCEPT 7, 8 AND 12—and is much less expensive than the text-only paperback.**

The “Microfinance: Going Global...and Going Public” Case (November 6 session) and the 7 “Minicases” can be found on eLearning.

**NOTE: BASED ON STUDENT FEEDBACK, I HAVE PUT INTERNET LINKS FOR THE HARVARD BUSINESS REVIEW ARTICLES (next to the article listing below in the class schedule) TO REDUCE THE PRINTING/PERMISSION COST TO YOU. Based on student feedback, cost trumps convenience!**

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## Assignments & Academic Calendar

**Note: The instructor reserves the right to change videos, exercises, and guest speakers as well as move back a reading, chapter, or case assignment one class session. However, there will be no changes to assignments, cases, readings, or text chapters.**

<b><u>WEEK</u></b>	<b><u>DATE</u></b>	<b><u>ACTIVITY/ASSIGNMENT</u></b>
	<b>Note:</b>	<b>Dess/Lumpkin/Eisner/McNamara – DLEM, 7E (The author’s UTD royalties are donated to the School of Management)</b>
1	August 28	<b>COURSE OVERVIEW/RELEVANCE/REQUIREMENTS</b> Strategic Management: Career Implications (PPT Presentation) Chapter 1, 13 (DLEM) <b><u>PLEASE READ THE SYLLABUS VERY CAREFULLY.</u></b> <i>What are the implications of the quotes on the 1st page of the syllabus for strategic management? Your career?</i>
<p><i>PLEASE DECIDE WHAT YOUR GROUP’S PREFERENCE (TOP 3 IN ORDER) IS FOR THE CHAPTER TO BE ASSIGNED FOR THE FIRST ASSIGNMENT—THIS WILL BE DECIDED AFTER BREAK DURING THE SECOND CLASS PERIOD—WE WILL “DRAW STRAWS” TO DECIDE WHAT GROUP GETS THEIR PRIMARY PREFERENCE IF MULTIPLE GROUPS HAVE SIMILAR PREFERENCES. <b>SKIM THE ENTIRE TEXTBOOK SO THAT YOU WILL BE ABLE TO MAKE A MORE INFORMED CHOICE FOR ASSIGNMENT #1.</b></i></p>		
2	September 4	<b>EXPERIENTIAL EXERCISE—THE LAYOFF CASE</b> DETERMINE GROUP ASSIGNMENTS FOR THE FIRST ASSIGNMENT: “STRATEGY CONCEPTS: . . .” ISSUE FOR DEBATE: CHAPTER 1
3	September 11	<b>EXTERNAL ANALYSIS</b> Chapters 2 (DLEM) Reading: Camillus, J.C. 2008. Strategy as a wicked problem. <i>Harvard Business Review</i> , 86(5): 99-106 ( <a href="#">LINK</a> ) Minicase: Greyhound (Minicase #1) Questions: Why do you think the Greyhound strategy



failed? What mistakes were made? How could they have been avoided?

ISSUE FOR DEBATE: CHAPTER 2

- 4      September 18    **INTERNAL ANALYSIS**  
Chapter 3 (DLEM)  
Case: Crown Cork and Seal in 1989 # 9-793-035  
(25 pages) Issues for Analysis:
1. What are the most significant factors affecting competition in the metal container industry?
  2. What strategy does Crown Cork have for competing in this industry?
  3. What advantages, if any, does a firm the size of Crown Cork have over American Can and Continental Can? How do you explain the comparison shown in Exhibit 5 in the case?
  4. What recommendations would you make to management?
- ISSUE FOR DEBATE: CHAPTER 3  
**ASSGT #1: PRESENTING GROUP-CH. 1**
- 5      September 25    **ASSGT. #1: PRESENTING GROUPS—CH. 2 + 3**  
Reading: Lubin, D. A. & Esty, D. C. 2010. The sustainability imperative. *Harvard Business Review*, 88(5): 42-50. ([LINK](#))  
Video: R. Sutton: “The Knowing-Doing Gap”
- 6      October 2      **INTELLECTUAL CAPITAL: THE KEY TO VALUE CREATION**  
Chapter 4 (DLEM)  
Reading: Zenger, J. H. et. al. 2011. Making yourself indispensable. *Harvard Business Review*, 89 (10): 84-90. ([LINK](#))  
Minicase:  
PSS WorldMedical, Inc. (Minicase #2)  
Question: What are the key benefits of the investments in technology that PSS WorldMedical has made?  
ISSUE FOR DEBATE: CHAPTER 4  
**ASSGT #1: PRESENTING GROUP—CHAPTER 4**
- 7      October 9      **BUSINESS LEVEL STRATEGY**  
Chapter 5 (DLEM)  
Reading: Raynor, M. E. & Ahmed, M. 2013. Three rules for making a company truly great. *Harvard Business Review*, 91(4): 108-117. ([LINK](#))  
ISSUE FOR DEBATE: CHAPTER 5  
**ASSGT #1: PRESENTING GROUP—CHAPTER 5**
- 8      October 16    **CORPORATE-LEVEL STRATEGY**  
Chapter 6 (DLEM)  
Case: Silvio Napoli at Schindler India (A) #9-303-086  
Questions:
1. Should Schindler have hired Silvio as India GM?
  2. As Luc Bonnard, evaluate first 7 months; what advice would you give?
  3. What should Silvio do about the glass-walled elevators?

4. What do you recommend about:
  - a) transfer pricing problem?
  - b) Sourcing problems?
5. Should Silvio change Schindler India's strategy that he developed in the company HQ?

ISSUE FOR DEBATE: CHAPTER 6

**ASSGT #1: PRESENTING GROUP—CHAPTER 6**

(Written Assignments Due-Assignment #1)

- |    |             |  |
|----|-------------|--|
| 9  | October 23  | <b>STRATEGY CONCEPTS: ADDING VALUE</b> (4 Presentations)<br>Given the tight time constraints (15-20 min), be sure to focus on the most important and insightful issues.  |
| 10 | October 30  | <b>STRATEGY IMPLEMENTATION: STRATEGIC CONTROL AND ORGANIZATIONAL DESIGN</b><br>Chapters 9 & 10 (DLEM)<br><b>ASSGT#1: PRESENTING GROUPS—CHAPTERS 9 AND 10</b><br>Reading: Grant, A. 2013. In the company of givers and takers. <i>Harvard Business Review</i> , 91 (4): 90-97. ( <a href="#">LINK</a> )   |
| 11 | November 6  | <b>MICROFINANCE CASE (Ms. Mutlu leading discussion)</b><br>Questions: <ol style="list-style-type: none"> <li>1. Who are the major stakeholders in the Microfinance Case? For the perspective of different stakeholders, can you identify two of their main concerns in the situation?</li> <li>2. Prioritize the stakeholders. Discuss why you think one stakeholder is more important than others?</li> <li>3. Identify the reason(s) to go public from the perspective of the bank.</li> <li>4. From the perspective of the poor bank members, what is an argument against going public?</li> <li>5. Is there any way to reconcile the reasoning behind going public or not? Consider if you had complete control over a proposal to go public. Draft a plan integrating the best points of the different perspectives.</li> </ol> <b>Minicases:</b><br>Bausch & Lomb (#3) and ADP, Inc. (#4)<br>Questions: What are some of the key contrasts between these two companies? How do the cases relate to the material in Chapter 9? What are the managerial implications?<br><b>Handouts:</b> Functions and Dysfunctions of Bureaucracy<br>ISSUE FOR DEBATE: CHAPTERS 9 AND 10 |
| 12 | November 13 | <b>STRATEGY IMPLEMENTATION: STRATEGIC LEADERSHIP</b><br><b>Case:</b> Automation Consulting Services # 9-190-053 (11 pages)<br><b>(Ms. Mutlu leading discussion)</b><br>Issues for Analysis: <ol style="list-style-type: none"> <li>1. How should the ACS founders deal with the problems they have identified? Be as specific as possible in making recommendations for each of the four offices as well as any recommendations for the “corporate office.” Be sure to address implementation considerations.</li> </ol>   |
| 13 | November 20 | <b>STRATEGIC LEADERSHIP</b><br>Chapter 11 (DLEM)   |

### **ASSGT #1: PRESENTING GROUP—CHAPTER 11**

#### **ISSUE FOR DEBATE: CHAPTER 11**

Readings: Christensen, C. M. 2010. How will you measure your life? *Harvard Business Review*, 88(7/8): 46-51. ([LINK](#))

Grosberg, B. & Abrahams, R. 2014. Manage your work, manage your life. *Harvard Business Review*, 92:58-66

([LINK](#))

#### **Minicases:**

AMT International Industries, Inc. (Minicase #5)

Question: What are the key leadership implications of this case? What would you recommend as a consultant?

Pepsi-Cola Company (Minicase #6)

Question: What are the key elements of Craig Weatherup's transformation? Would it work in other organizations? Why? Why not?

Levi Strauss & Company's (LSC) Global Sourcing Guidelines (Minicase #7)

Question: What should LSC do? How will LSC's decision affect various stakeholders?

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|----|-------------|---|
| 14 | November 27 | <b>THANKSGIVING WEEK—NO CLASS</b>   |
| 15 | December 4  | <b>FINAL CASE—PRESENTATIONS (FIVE)</b><br>(Written Case Assignments DUE) (Reflecting on Career Implications Assignment Due)<br>Note: If there are more than five presenting groups for Assignment #2, I will request that the “additional groups” present their assignment to me (and students in the class on a volunteer basis) outside of class at a mutually agreeable time.<br>Peer Evaluations for Both Assignments ( <u><i>please determine point allocations before class to conserve class time—you have the option of doing individual evaluations or group consensus</i></u> )<br>Final Examination Review |
| 17 | December 16 | <b>FINAL EXAMINATION</b> —All integrative essay questions (Four out of five) It is critical that you keep up with the course material and make notes in preparation for the exam.   |

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### **Grading Policy**

The three activities in which you will be participating will be combined to determine your final course grade. Their respective weights are as follows:

1. Class Participation/Contribution	10%
2. Assignment 1 (written assignment due: October 16)*	20%
3. Case Analysis (written assignment due: December 4)*	30%
4. Reflecting on Career Implications... (due: December 4)	10%
4. Final Examination: All Integrative Essay Questions (December 18)	<u>30%</u>
Total:	100%

**Note:** You are required to bring written notes (no need for complete sentences) to class for your **detailed analysis** of all of the three Harvard Business School cases (Crown Cork and Seal; Silvio Napoli at Schindler India; Automation Consulting Services). Your notes will not be collected and graded; however, the HBR cases will form a key part of the final examination. PLEASE DO **NOT** COLLABORATE ON YOUR PREPARATION OF THESE THREE CASES PRIOR TO CLASS.

NOTE: STUDENTS MAY ALSO EARN A MAXIMUM OF 5 BONUS POINTS FOR SUPERB PARTICIPATION AND CONTRIBUTION.

Final Grades will be determined as follows: 89.5-100=A; 79.5-89.4=B; 69.5-79.4=C; <69.5=F (There will be no curve and no plus or minus final grades.)

*\*Peer Evaluations* (to be completed at the end of the final class meeting for both group assignments)

All group members are expected to do their *fair share* of work on the two assignments. Fortunately, in about 85 to 90 percent of the groups—based on my experience in the United States—this is the case. Unfortunately, that leaves (historically) approximately 10-15 percent of the groups in which inequities occur. Since I do not know which groups have such a problem, I will use peer evaluations for all groups. For such a system to work, everyone must be honest and fair. *First*, if a group member(s) is making only a nominal contribution and/or is overly difficult to work with, the other groups member(s) may expel them/her/him from the groups and this individual must complete the written assignment individually within two weeks of the due date (It will be graded without bias—to the same standards as the group assignments.). *Second*, all groups will multiply the number of people in their group by 100 points and assign the total points among the members. All members must receive between 80 and 120 (per evaluator) points. Each member's individual grade on the assignment will be determined by multiplying the group grade on the assignment by their total peer points (including their own rating) divided by 100 times the number of people in their group. **The instructor reserves the right to assign students to a group—or form another group—to even out group sizes, if necessary.**

EXAMPLE:

Grade=80/100, five students  
Student A - total peer ratings = 550  
Individual Grade =  $80 \times 1.1 = 88$   
Student B - total peer ratings = 450  
Individual Grade =  $80 \times .9 = 72$   
Students C, D and E - total peer ratings = 500  
Individual Grade =  $80 \times 1.0 = 80$

The instructor maintains the right to *disregard* self-ratings that are substantially higher than peer ratings.

Everybody pull their fair share and let's minimize hard feelings and surprises!! Do not "award additional points" for *promises* of "increased output on the next assignment"; please look at each assignment individually.

## Course & Instructor Policies

**Note:** As a courtesy to your colleagues and to maximize the class learning environment, turn off all cell phones, do not engage in side discussions during class, and do not leave the room during class sessions. If you absolutely must leave the room, do not return until after the break period. Class will begin on time, so please plan to get to class a few minutes early to avoid disruptions to the learning process.

**Always display your nameplate in front of you so that the participation/contribution evaluations can be as fair and accurate as possible.**

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## **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

*Consistent with the Cohort MBA office:*

No cheating will be tolerated in this class. And, on group projects, everyone is responsible (and is liable) to ensure that cheating has not occurred. Cheating includes plagiarism from others or plagiarism from our own papers, sharing information, talking during a test, taking additional time than allowed, falsifying documents or any other way of getting information from a source that is not allowed or is not cited or any other form of cheating listed under the University Policy (<http://www.utdallas.edu/judicialaffairs/index.html>). This course will use the resource turnitin.com which searches the web for possible plagiarism and is over 90% effective. Any suspicion of cheating will be reported to Judicial Affairs and if you are found responsible, the recommendation will be to follow these guidelines:

- An infraction that a student is found responsible for but is minor AND was unintentional, the recommendation is one letter grade adjustment to the paper/exam.
- A moderate infraction will result in an F in the exam or project.
- Any student found responsible for a major infraction or a second infraction of any severity, will be disciplined with an F in the course.

Please note that if you are suspected of cheating and your case is in Judicial Affairs at the time of reporting grades, your grade will be an "NR." If an employer requires this course or the

completion of a degree, this could delay the finalization of the grade by an undetermined amount of time and threaten that employment. In the case of an NR, the student will be responsible for ensuring that the grade change is submitted.

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual correspondence and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student to first make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the Dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolling students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

## **Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information

regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. ([http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm))

***These descriptions and timelines are subject to change at the discretion of the Professor.***



**Assignment 1: STRATEGY CONCEPTS: ADDING VALUE... (Groups of 4 or 5)**  
**(20% of the final course grade)**  
**BPS 6310 – Strategic Management (Fall 2014)**

**Presentation**  
 (15-20 min.)

**Question & Answer**  
 (10 minutes)

Start: \_\_\_\_\_  
 End: \_\_\_\_\_

Start: \_\_\_\_\_  
 End: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**(Last, First, M.I.)**

**/120 CONTENT (CRITERIA FOR EVALUATION)**

- /20      1. Is the strategy concept/idea clearly described?
  
- /20      2. Are the strengths and limitations of the concept well articulated?
  
- /20      3. Is the concept/idea thoroughly related to other concepts/ideas in the chapter?
  
- /20      4. How can the concept/idea be applied to enhance organizational performance?
  
- /20      5. What is the overall quality and quantity of outside references that are integrated into the paper (not merely cited)?

**/20 MECHANICS AND ORGANIZATION (WRITTEN ASSIGNMENT)**

**/20 ORAL PRESENTATION**

/10 (DELIVERY)

/10 (CONTENT)

**TOTAL OUT OF 20 POINTS: \_\_\_\_\_/20**

## Assignment 2: Case Analysis Assignment (Groups of 4 or 5)

### BPS 6310 – Strategic Management (Fall 2013)

Presentation (20-25 minutes)	Question & Answer (10-15 minutes)	
Start: _____	Start: _____	_____
End: _____	End: _____	_____
Time: _____	Time: _____	_____
(Last, First, M.I.)		

#### \_\_\_\_\_ /90 CONTENT (COMMENTS AND SUGGESTIONS)

\_\_\_\_\_ /30 Industry Analysis /General Environment Analysis -

\_\_\_\_\_ +/- 5 points (other)

\_\_\_\_\_ /60 Company Analysis -

\_\_\_\_\_ 15/Value chain analysis/resources and capabilities analysis -

\_\_\_\_\_ 15/The firm's current strategy and whether or not it can lead to sustainable advantages

—

\_\_\_\_\_ 15/Financial analysis (as a minimum, a ratio analysis) -

\_\_\_\_\_ 15/Recommendations for firm strategy/implementation issues -

\_\_\_\_\_ +/- 10 points (other) -

#### \_\_\_\_\_ /10 MECHANICS AND ORGANIZATION (WRITTEN ASSIGNMENT)

#### \_\_\_\_\_ /20 ORAL PRESENTATION

\_\_\_\_\_ /10 (DELIVERY)

\_\_\_\_\_ /10 (CONTENT)

\_\_\_\_\_ /100 (Assignment is 40% of final course grade)