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## Course Syllabus

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### Course Information

BPS 6310-501/ENTP 6310-501  
STRATEGIC MANAGEMENT  
Monday, 7-9:45 PM  
Room: JSOM 2.714

**Spring 2026**

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### Professor Contact Information

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### Course Pre-requisites:

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

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***(NOTE: You are permitted to use a laptop, etc. in class—but do not use it for anything other than this course. I will ask you to close it at times during class sessions, e.g., guest speakers.)***

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### About the instructor:

Dr. Gregory G. Dess presently holds the Andrew R. Cecil Endowed Chair in the Jindal School of Management at the University of Texas at Dallas. Prior to that, he spent six years as the Gatton Endowed Chair at the University of Kentucky, and he had prior faculty (and visiting) positions at Florida State University, Dartmouth College (Tuck School), University of Texas at Arlington, and the University of South Carolina. During 1994, he also was a Fulbright Scholar in Portugal at the University of Oporto. He has conducted executive education programs or workshops in several countries, including Norway, Australia, Hong Kong, China (Xi'an, Beijing, Zhengzhou, ), Switzerland, South Africa, and Germany.

Dr. Dess has primary research interests in strategic management, entrepreneurship, and knowledge management. He has published over 50 articles in many leading academic and practitioner journals—as well as served on the editorial boards of several major journals. He also has coauthored several books, including *Strategic Management: Text and Cases* (2024, 11<sup>th</sup> edition, McGraw-Hill Irwin) as well as two books targeted at the practitioner market: *Beyond Productivity* (AMACOM) and *Mission Critical* (Irwin Business).

Dr. Dess received his Bachelor of Industrial Engineering from Georgia Tech (he was also an U.S. Army ROTC graduate in Air Defense Artillery), his M.B.A. from Georgia State University, and his Ph.D. in Business Administration from the University of Washington (Seattle). He also (December 2009) received an honorary doctorate from the University of Bern (Switzerland).

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## Course Description:

### SOME QUOTATIONS TO THINK ABOUT...

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

**“We are what we repeatedly do. Excellence, then, is a habit, not an act.”** Will Durant, Philosopher

**“There are no traffic jams on the extra mile.”** Roger Staubach, Hall of Fame Football Player and Entrepreneur.

**“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

**“In my whole life, I have known no wise people (over a broad range of subject matter area) who didn’t read all the time—none, zero. Rapid destruction of your ideas when the time is right is one of the most valuable qualities you can acquire.”** Charlie Munger, Vice Chairman of Berkshire Hathaway.

**“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

**“I wish upon you ample pain and suffering.”** Jensen Huang (CEO and Co-Founder of Nvidia) when asked how to be successful.

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

**“He was born at third base and thought he hit a triple.”** Barry Switzer, football coach

**“If you see a turtle on a fence post, you know someone put him there.”** Alex Huxley, Pulitzer Prize winning author

**“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)

**“Less than perfect execution against the right strategy will probably work. A 100% execution against the wrong strategy won’t.”** Meg Whitman, CEO Hewlett-Packard

**“I have seldom seen people hurt their careers by speaking up and appropriately articulating a well-thought out contrary position. However, I have seen many bitter and confused people who stalled their careers by playing it safe.”** Robert Kaplan, Harvard Business School

**“There is always a well-known solution to every human problem—neat, plausible, and wrong.”**  
H. L. Mencken, American journalist (1880-1956)

**“It is easier to harness the energy of one elephant than a million flies.”** William J. Dess, LTC,  
USAF

**“It ain’t what you don’t know that gets you in trouble. It’s what you know for sure that just ain’t so.”** Mark Twain, American Humorist

## 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." 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 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 are major course objectives.

## 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 sustainable competitive advantages.
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 articulating an analysis of the information presented and (b) skills in the prerequisite course areas required for registration for this course. 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, proactive, and engaged in all class discussions and activities.

The instructor will evaluate your performance (10% of course grade). In effect, impression management becomes an important element since the instructor cannot be expected to recall everything that takes place in each class.

Your peers will also evaluate your performance (10% of course grade). The highest and lowest 10% of your evaluations will be dropped. The instructor, of course, has the option to disregard peer evaluations that are overly lenient (or harsh) or indicate response bias, i.e., roughly the same evaluation for everyone. *Please keep in mind that such an evaluation is in the spirit, so to speak, of 360-degree evaluations that many organizations use as part of their evaluation system.*

There will be adjustments to your participation/contribution grade for attendance/absence—everybody starts with 1 “bonus point” and 1 point is deducted for each missed class. If you absolutely must miss class, as a professional courtesy, please contact the Teaching Assistant via email. To ensure fairness, the only excused absences are for UTD official business, e.g., case competitions representing UTD. Everyone will receive one “free absence” before any points are deducted. It is very important for everyone to attend every class and be on time. (of course, repeated tardiness will adversely impact one’s grade.)

WE WILL ALWAYS TAKE A 15 MINUTE BREAK AT THE MIDPOINT (APPROXIMATELY) OF THE CLASS SESSION.

1. **Complete a Book Critique Assignment** There will be three or four person groups (self-selected). **Due:** Oral presentation per syllabus dates on the class schedule. All written assignments are due on **March 30**.
2. **Complete a "GROUP CASE ANALYSIS" Assignment.** There will be three or four person groups (self-selected) in the class. **Due:** Written assignments due **on May 11**.
3. **“Reflecting on Career Implications...” Assignment.** At the end of each assigned chapter in the textbook are approximately four issues under the heading of “Reflecting on Career Implications.” Provide responses for one of these **sets of questions, i. e., each of the questions in a given set.** Be sure to “personalize it”, i.e., address it in terms of first person, not managers in general. Obviously, this is an individual assignment—do *not* discuss it with anyone inside or outside of the class. **You will hand in this assignment on the class period of April 20.** Be sure to complete the work for each chapter before the class session when the chapter is assigned in the syllabus. Thoughtful and detailed responses are expected—and address all of the questions in the set of questions that you select. **CHAPTER 1 WILL BE DUE ON THE SECOND CLASS PERIOD, February 2. Your lowest two weekly grades will be dropped.**

As a rough guide, plan on your responses for each question set to be about 3/4 to 1 page, single spaced. An example will be distributed to you during the first class session.

*Note: Please recognize that there is what might be called an “implicit honor code” for this class. First, do your fair share of work on both group assignments. Second, complete the individual “Reflecting...” assignment each week it is assigned before the*

*class begins for the chapter that is assigned, i.e., do not add to/modify your work after the start of the class session.*

4. **Final Examination (4 out of 5 Essay Questions)**

## 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 PRESENT BOTH OF THE TWO WRITTEN ASSIGNMENTS. For all oral presentations, please prepare two discussion questions to spur discussion. **Also, provide a one-page summary of the most important points of your analysis for your fellow classmates to be distributed in class.**

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

Please keep PowerPoints to a minimum, i.e., around 10 or so for both assignments.

All assignments are due at class on the due date. There will be a **ten-percent penalty** for 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.

Be sure to cite references in the body of your paper as: (author, year) and (author, year, page number(s)) if a direct quotation. **Do not recite authors/titles/journals in the body of the paper.** And include a Reference section at the end of your paper with complete citations consistent with how references are cited for the weekly assignments in the syllabus.

*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.* And, of course, hand in work you would be proud to give to an employer!

### Assignment 1: BOOK CRITIQUE ASSIGNMENT (Groups of 3 or 4)

Only one group will be able to critique a given book for this assignment. Notify the instructor of your choice of books and presentation date— at the beginning of class on February 9. **(if more than one group wants a book or date, “lots” will be drawn.)**

Suggestion: Go on amazon.com and read summaries/reviews of the books below in order to receive valuable information and aid you in making your selection.

**Dates for Oral Presentations:**

March 30 (4 presentations)

April 6 (T.B.A.)

Books to be selected from for this assignment are:

1. *Connected Strategy: Building Continuous Customer Relationships for Competitive Advantage* (N. Siggelkow & Terwiesch, Harvard Business Review, 2019)
2. *Balancing Green: When to Embrace Sustainability in a Business and When not to* (Y. Sheffi, The MIT Press, 2018)
3. *Inside the Competitor’s Mindset: How to Predict and Position Yourself for Success* (John Horn, MIT Press, 2023)
4. *A New Way to Think* (R. L. Martin, Harvard Business Review Press, 2022)
5. *Open Strategy: Mastering Disruption from Outside the C-Suite* (C. Stadler, et. al. MIT Press, 2023)
6. *Seeing Around Corners: How to Spot Inflection Points Before They Happen* (R. McGrath, Houghton-Mifflin, 2019)
7. *See Sooner Act Faster* (G. S. Day & P. S. Schoemaker, The MIT Press, 2019)

8. *Designed for Digital* (J. W. Ross, C. M. Beath, & Mocker, M., MIT Press, 2019)
9. *Workforce Ecosystems: Reaching Strategic Goals with People, Partners, and Technologies* (E. Altman et. al., MIT)
10. *What it Takes: Lessons in the Pursuit of Excellence* (S. A. Schwarzman, Avid Reader Press, 2019)
11. *Anthro-Vision: A New Way to See Business and Life* (G. Tett, Avid Reader Press, 2021)
12. *Better, Not Perfect: A Realist's Guide to Maximum Sustainable Goodness* (M. Bazerman, Harper Business, 2020)
13. *Making Great Strategy: Arguing for Organizational Advantage* (J. B. Sorensen & G. R. Carroll, Columbia University Press, 2021)
14. *Good Power: Leading Positive Change in Our Lives, Work, and World* (C. Ammerman, B. Groysberg, & G. Rometty, Cambridge: Harvard Business Review Press, 2023).
15. *The Nvidia Way: Jensen Huang and the making of a tech giant* (T. Kim, W. W. Norton & Co., New York: 2025)

This assignment's primary objective and grading procedures are based on the "Kolb Experiential Learning Model" (grading sheet is on page 18 of the syllabus). The critiques are to incorporate/synthesize/integrate course syllabus readings as well as "leading" outside journal sources—full-length articles (*Harvard Business Review, Academy of Management Perspectives, Organizational Dynamics, Sloan Management Review, California Management Review*--don't deviate from this list. **(Be sure to use a minimum of eight, e.g., 4 from HBR, 2 from CMR, 2 from MITSMR not in the syllabus.)** These are to be from the "print" editions—not from digital/blog editions of these journals—you are to include page numbers in your reference lists for each of these journal citations. You may use other sources but be sure to satisfy the "8" constraint above. The eight (minimum) articles cannot be any of those in the course syllabus—but you can use some of the sources in the syllabus, if you wish.

**Provide an "integrative analysis" of your paper—it is generally advised not to divide your paper into four sections (descriptive, evaluation, concept integration, and application) but rather divide it into logical subsections.**

Also, include a minimum of 6 sources from periodicals/newspapers (*Bloomberg BusinessWeek, Fortune, Fast Company, Forbes, Inc., New York Times, and Wall Street Journal*). Be sure to get a good "mix" of references, i.e., don't rely on only a few of the above for each type of reference. And don't rely extensively on only a few of your cited references. References are to be cited in the text of the paper (e.g., (Jones, 2023) or (Jones, 2023, page 34)—if it is a direct quotation) and a listing of the references is to follow at the end of the paper—consistent with how articles are cited in the weekly syllabus readings. As a guideline, the assignment is to be approximately **fifteen** double-spaced pages in length.

You can use other sources—but make sure that you have at least the minimum number of the above sources. And, of course, these are "**minimum**" requirements.

**NOTE: Obviously, do not refer to any sources which provide summaries/critiques (e.g., Amazon.com) of the book (this, of course, is considered cheating).**

## **Assignment 2: INDUSTRY & COMPANY ANALYSIS (Groups of 3 or 4)**

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. Make sure most of them are "value added" as opposed to simply restating material or "financials" from another source. The company analysis may be somewhat longer than the industry analysis. Also, include a list of references for each section.

**Key: rigorously analyze and synthesize and minimize description and restatement of facts. And don't rely on sources that analyze a company or industry—that is your job!** Note: Only a

maximum of two groups may analyze or given industry and only one group may analyze a given company.

**YOU MAY SELECT YOUR COMPANY AND INDUSTRY AT THE BEGINNING OF CLASS ON FEBRUARY 16. PLEASE DETERMINE YOUR SELECTION BY MARCH 2. PLEASE LET ME KNOW AND I WILL CONFIRM THAT YOUR CHOICE HAS NOT ALREADY BEEN TAKEN.**

### **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 probable 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 on which they focus
- 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 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 20–25-minute presentation plus two discussion questions. (Q+A will be 10-15 minutes). All group members must participate in the presentation. **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.

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

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

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### Required Textbooks and Materials

Text: Dess, G.G., McNamara, G. Eisner, A., & Sauerwald, S. 2024. *Strategic Management: Creating Competitive Advantages*, 11<sup>th</sup> Edition, McGraw-Hill Education.

Students can locate and purchase the book online by following these simple steps:

1. Go to <https://www.mheducation.com/highered/custom/product/9798219088223.html>
2. Add the book to your cart and pay using a credit card or access code. **COST: \$41.33.**
3. Follow on screen instructions to checkout.

**OR you can purchase a print copy of the above course material from the UTD bookstore for \$89.**

**The 7 “Minicases” and the TheoryBridge.com case will be posted on eLearning and distributed in class during the first class session.**

**NOTE: BASED ON STUDENT FEEDBACK, I HAVE PUT THE ASSIGNED READINGS ON ELEARNING FOR YOUR CONVENIENCE.**

**You can access and download the 3 HBS cases (Crown Cork & Seal; Silvio Napoli at Schindler India; and Automation Consulting) with the following link: (Cost is \$4.25 for each case.)**

<https://hbsp.harvard.edu/import/1352381>

### ASSIGNMENTS AND ACADEMIC CALENDAR:

**Note: The instructor reserves the right to change the dates for videos, exercises, and guest speakers (primarily due to schedule conflicts with guest speakers). However, there will be no schedule changes with regard to assignments, cases, readings, or text chapters.**

<u>WEEK</u>	<u>DATE</u>	<u>ACTIVITY/ASSIGNMENT</u>
	<b>Note:</b>	<b>Dess/McNamara/Eisner/Sauerwald– DMES, 11E (The author’s UTD royalties are donated to the Jindal School of Management)</b>
1	January 26	<b>COURSE OVERVIEW/RELEVANCE/REQUIREMENTS</b>  Strategic Management: Overview (PPT Presentation/Discussion) Chapter 1 and 13 (DMES), skim all assigned chapters. Brief Introductions

**PLEASE READ THE SYLLABUS VERY CAREFULLY.**

*What are the implications of the quotes on page 1 and 2 of the syllabus for strategic management? Your career?*

**PLEASE BEGIN GROUP FORMATION (DON'T BE SHY!)—THE EARLIER YOU DECIDE, OF COURSE, THE MORE OPTIONS YOU WILL HAVE. WE WILL FINALIZE GROUPS FOR THE BOOK CRITIQUE ASSIGNMENT ON FEBRUARY 9.**

- 2 February 2 **STRATEGIC MANAGEMENT: CREATING COMPETITIVE ADVANTAGES**
- Chapters 1 and 13 (DMES) and “Issue for Debate”, Chapter 1 (“*Reflecting on Career Implications...*” is due before class, as it is for all chapter assignments.)
- Guest Speaker:** Mr. Douglas Ernest, President- Corvette Warehouse; and Captain, U. S. Army, retired
- Readings:**
- Rosen, L. & Samuel, A. 2015. Managing yourself: Conquering the digital distraction. *Harvard Business Review*, 93(6): 110-113.
- Yoffie, D. B. 2016. Mastering strategy. *Sloan Management Review*, 57(2): 67-71.
- Nonaka, I. & Takeuchi, H. 2021. Strategy as a way of life. *MIT Sloan Management Review*, 63(1): 56-63.
- Optional Reading:**
- Ingram, P. & Choi, Y. 2022. What does your company really stand for? *Harvard Business Review*, 100 (6): 40-47.
- 3 February 9 **EXTERNAL ANALYSIS**
- Chapter 2 (DMES) and “Issue for Debate”, Chapter 2
- Video:** “Start with Why—How Great Leaders Inspire Action” (Simon Sinek)
- Readings:**
- Camillus, J.C. 2008. Strategy as a wicked problem. *Harvard Business Review*, 86(5): 99-106.
- Ingram, P. 2021. The forgotten dimension of diversity. *Harvard Business Review*, 99(1): 58-67.
- Govindarajan, V. 2016. Planned opportunism: Using weak signals to spur innovation. *Harvard Business Review*, 94(5): 54-61.
- Minicase:** Greyhound (Minicase #1)
- Questions: Why do you think the Greyhound strategy failed? What mistakes were made? How could they have been avoided?
- FINALIZE GROUPS FOR THE BOOK CRITIQUE ASSIGNMENT**
- 4 February 16 **INTERNAL ANALYSIS I**

Chapter 3 (DMES) and “Issue for Debate”, Chapter 3.

**Guest Speaker:** Business Librarian

**Reading:**

Sudun, R. et. al. The C-suite skills that matter most. 2022. *Harvard Business Review*, 100 (4): 42-50.

**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? (5-forces analysis)
2. What strategy does Crown Cork have for competing in this industry? (value chain analysis)
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?

5 February 23 **INTERNAL ANALYSIS II**

**Guest Speaker, Video, or Experiential Exercise**

**Readings:**

Lubin, D. A. & Esty, D. C. 2010. The sustainability imperative. *Harvard Business Review*, 88(5): 42-50.

Chesbrough, H. 2011. Bringing open innovation to services. *MIT Sloan Management Review*, 52(2): 85-90.

Hamori, M. et. al. 2022. Women are stalling on the way to the top. *MIT Sloan Management Review*, 64 (1): 68-73.

Dess, G. G. & Shaw, J. 2001. Voluntary turnover, social capital and organizational performance. *Academy of Management Review*, 26(3): 446-456. (Published in an academic journal)

Lowe, N. J. 2021. The overlooked partners that can build your talent pipeline. *MIT Sloan Management Review*. 62(4): 84-90.

Cross, R. Oakes, K. & Cross, C. 2021. Cultivating an inclusive culture through personal networks. *MIT Sloan Management Review*, 62(4): 33-37.

6 March 2 **INTELLECTUAL CAPITAL: THE KEY TO VALUE CREATION**

Chapter 4 (DMES) and “Issue for Debate” for Chapter 4.

**PPT Presentation/Discussion** (Strategic Management: Career Implications)

**Readings:**

Zenger, J. H. et. al. 2011. Making yourself indispensable. *Harvard Business Review*, 89 (10): 84-92.

Cascaioro, T. Gino, F. & Kourchaki, M. 2016. Learn to love networking. *Harvard Business Review*, 94(5): 104-107.

Bowles, H.R. & Thomason, B. 2021. Negotiating your next job. *Harvard Business Review*, 99(1); 68-75.

Martin, R. L. 2022. The real secret of retaining talent. *Harvard Business Review*, 100(2): 127-133.

**Minicase:** PSS WorldMedical, Inc. (Minicase #2)

Question: What are the key benefits of the investments in technology that PSS WorldMedical has made?

7 March 9

### **BUSINESS LEVEL STRATEGY**

Chapter 5 (DMES) and “Issue for Debate” for Chapter 5

#### **Readings:**

Downes, L. & Nunes, P. L. 2013. Big bang disruption. *Harvard Business Review*, 91(3) 44-56.

Bradenburger, A. 2019. Strategy needs creativity: An analytic framework alone won’t reinvent your business. *Harvard Business Review*, 97(2): 59-65.

#### **Guest Speaker/Video/Experiential Exercise**

8 March 16

### **NO CLASS—SPRING BREAK**

9 March 23

### **CORPORATE-LEVEL STRATEGY**

Chapter 6 (DMES) and “Issue for Debate” for Chapter 6

#### **Reading:**

Stalk, G. Jr. & Iyer, A. 2016. How to hedge your strategic bets. *Harvard Business Review*. 94(5): 81-86.

**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?

10 March 30

### **BOOK CRITIQUE PRESENTATIONS (4 groups)**

Written Assignments Due

11 April 6

### **STRATEGY IMPLEMENTATION: STRATEGIC CONTROL**

Chapters 9 (DMES) and “Issue for Debate” for Chapter 9.

#### **Readings:**

Detert, J. et. al. 2022. Saving management from our obsession with leadership. *MIT Sloan Management Review*, 64 (1): 74-81.

Grant, A. 2013. In the company of givers and takers. *Harvard Business Review*, 91 (4): 90-97.

Pisano, G. P. 2019. The hard truth about innovative cultures. *Harvard Business Review*, 97(1): 62-71.

### Book Critique Presentations (T.B.A.)

- 12            April 13    **STRATEGY IMPLEMENTATION: ORGANIZATIONAL DESIGN**
- Chapter 10 (DMES) and “Issue for Debate’ for Chapter 10.  
**Reading:** Ferrazzi, K. 2022. A new social contract for teams. *Harvard Business Review*, 100(5): 88-97.
- Case:** Theorybridge.com. Questions to prepare are at the end of the case (handed out the first class session).
- Minicases:**  
 Bausch & Lomb (#3) and ADP, Inc. (#4)  
 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?
- 13            April 20    **STRATEGIC LEADERSHIP**
- Chapter 11 (DMES) and “Issue for Debate” for Chapter 11
- Readings:**  
 Quinn, R. E. & Taylor, A. V. 2018. Creating a purpose-driven organization: How to get employees to bring their smarts and energy to work. *Harvard Business Review*. 96(4): 78-85.  
 Furr, N. & Furr, S. H. 2022. How to overcome fear of the unknown. *Harvard Business Review*, 100(4): 135-139.
- Case:** Automation Consulting Services # 9-190-053 (11 pages)  
 Issues for Analysis:  
 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.
- Hand in “Reflecting on Career Implications...” Assignment**
- 14            April 27    **STRATEGIC LEADERSHIP II**
- Readings:**  
 Cunha, P. E. et. al. 2024. Drawing on the dark triad to teach effective leadership is dangerous, irresponsible, and bad theory. *Academy of Management Learning & Education*, 32 (4): 626-651  
 Christensen, C. M. 2010. How will you measure your life? *Harvard Business Review*, 88(7/8): 46-51.  
 Groysberg, B. & Abrahams, R. 2014. Manage your work, manage your life. *Harvard Business Review*, 92:58-66.  
 Setiya, K. 2019. Facing your mid-career crisis: Should you cope or quit? *Harvard Business Review*. 79 (2): 135-139.
- Optional Reading:**  
 “The ideas that inspire us”, *Harvard Business Review*, 100 (6): 59-69. (Brief articles by 8 well-known CEOs.)

### Industry and Company Analysis Presentation (T.B.A)

#### 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?

#### Guest Speaker/Video, Experiential Exercise

- |    |        |   |
|----|--------|---|
| 15 | May 4  | <p><b>Company and Industry Analysis (4 OR 5 PRESENTATIONS)</b></p> <p>(I WILL HAND OUT PEER EVALUATION FORMS FOR BOTH ASSIGNMENTS AND PARTICIPAION/CONTRIBUTION— COMPLETE THEM AND BRING THEM TO CLASS ON MAY 11.)</p>    |
| 16 | May 11 | <p><b>FINAL EXAMINATION (4 OUT OF 5 ESSAY QUESTIONS)</b><br/> <b>Written Company/Industry Case Assignments Due</b><br/> <b>Bring all peer ratings to class (two group assignments and participation/contribution)</b></p> |

### 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% instructor/10% peer evaluation)	20%
2. Assignment #1: Book Critique Assignment ( <b>Written assignment due: March 30</b> )	20%
3. Assignment #2: Case Analysis ( <b>Written assignment due: May 11</b> )	25%
4. "Reflecting on Career Implications..." ( <b>Due: April 20</b> )	10%
5. Final Examination ( <b>May 11</b> )	<u>25%</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) and the Theorybridge.com case. Your notes will not be collected and graded; however, the cases will be an important part of the overall learning objectives for the course.

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 group member(s) may expel them/her/him from the groups and this individual must complete the written assignment individually within one week of the due date, otherwise the late penalty will apply (It will be graded without bias—to the same standards as the other group assignments that are graded.). *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:

Assignment Grade=80/100, four students

Student A - total peer ratings = 440

Individual Grade =  $80 \times 1.1 = 88$

Student B - total peer ratings = 360

Individual Grade =  $80 \times .9 = 72$

Students C, D and E - total peer ratings = 400

Individual Grade =  $80 \times 1.0 = 80$

The instructor maintains the right to *disregard* self-ratings that are substantially higher than peer ratings and/or any individual peer rating that is significantly inconsistent with the other peer ratings within a group.

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," and 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.**

## 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.*

**Book Critique Group Assignment (Groups of 3 or 4)****PRESENTATION DATE:** \_\_\_\_\_**Title of Book Selected:** \_\_\_\_\_  
\_\_\_\_\_**(Last, First, MI.)** \_\_\_\_\_Start: \_\_\_\_\_ End: \_\_\_\_\_, \_\_\_\_\_ Minutes  
(Length to be 20 to 25 minutes plus Q+A)**RATINGS/WEIGHT:****CRITERIA**

\_\_\_\_\_/20

1. DESCRIPTION:What is the book about?  
Author's objectives?  
Key points?

\_\_\_\_\_/20

2. EVALUATION:Was the author successful?  
Positive aspects? Negative aspects?  
Are the author's assumptions, reasoning  
and conclusions well supported? Why? Why not?  
Are the ideas "interesting"? (Davis, 1971)

\_\_\_\_\_/20

3. CONCEPTUAL INTEGRATION:How are the concepts and ideas consistent or  
inconsistent with other articles/readings? (Cite specific  
Examples from your literature review-per syllabus  
instructions)  
Provide examples from actual managerial practice from  
your readings to support your arguments.

\_\_\_\_\_/20

4. APPLICATION:What did YOU learn?  
How would YOU apply it?

\_\_\_\_\_/20

5. MECHANICS/ORGANIZATION:

\_\_\_\_\_/20

6. PRESENTATION:

\_\_\_\_\_/10 (delivery) and \_\_\_\_/10 (content)

\_\_\_\_\_/120

## COMMENTS:

\_\_\_\_\_/100

***(Note: Be sure to devote an approximate equal number of pages to the following criteria: description, evaluation, conceptual integration, and application--for both the written and oral presentation.)***

## Assignment 2: Case Analysis Assignment (Groups of 3 or 4)

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

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

\_\_\_\_\_ **/30 Industry Analysis (5 Forces) /General Environment Analysis -**  
**(Reference: Chapter 2, pp. 43-61—Ex. 2.2; 2.4, 2.5)**

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

\_\_\_\_\_ **15/Value chain analysis/resources and capabilities analysis -**  
**(Reference: Chapter 3, pp. 72-86—Ex. 3.2; 3.3; Chapter 5, Ex. 5.3; 5.4)**

\_\_\_\_\_ **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 MECHANICS AND ORGANIZATION (WRITTEN ASSIGNMENT)**

\_\_\_\_\_ **/20 ORAL PRESENTATION**

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

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

\_\_\_\_\_ **/100**