

Course Syllabus

Course Information

<i>Course Number/Section</i>	BPS 4305.004 (CRN 83482)
<i>Course Title</i>	Strategic Management
<i>Term</i>	Fall 2015
<i>Days & Times</i>	Monday & Wednesday, 1:00pm – 2:15pm, JSOM 2.802

Professor Contact Information

<i>Professor</i>	Cristina Vlas
<i>Email Address</i>	cristina.vlas@utdallas.edu
<i>Office Location</i>	SOM 3.219
<i>Office Hours</i>	By appointment (please email me to schedule a meeting)
<i>Other Information</i>	Please check eLearning periodically for announcements and course content

Course Pre-requisites, Co-requisites, and/or Other Restrictions

(BCOM 3310 or BCOM 3311) and (FIN 3320 and ITSS 3300 and OPRE 3310 and OBHR 3310 and MKT 3300) and (STAT 3360 or OPRE 3360).

Course Description

The Strategic Management course has been designated a capstone course in business at the University of Texas at Dallas. The purpose of a capstone course is to integrate the learning achieved in individual business courses taken to earn a business degree. The knowledge acquired in finance, accounting, operations, MIS, marketing, and organizational behavior classes will be utilized to study the strategic management of the firm as well as the responsibilities of the general manager. Students will draw on their broadened awareness of various environmental influences (including social and political) to solve business problems. Management alternatives will be examined with an ethical perspective relating policy trends to the strategic planning mode.

We will use cases and readings to explore a wide range of strategic problems, focusing particularly on the sources of competitive advantage and the interaction between industry structure and organizational capabilities. We will analyze case histories of real businesses and how the management dealt with real challenges. This course asks that you take the risk of articulating your opinion on real business challenges. It asks that you to support those opinions with facts that would cause real businesspeople to accept your arguments. Doing so will help you to acquire the tools you will need to play key roles in existing organizations or to create worthwhile new ones.

Student Learning Objectives/Outcomes

Overall, the objective of the course is to:

- to sharpen students' abilities to think critically, logically and strategically, and
- to help them learn to diagnose situations from a strategic perspective

Specifically, students will be able to:

- complete an external analysis of a firm
- complete an internal analysis of a firm
- identify the strategic problems of a firm and develop ethical solutions to those problems
- integrate skills acquired in finance, accounting, marketing, operations management, and MIS courses to create a successful firm strategy

Required Textbook (further referred to as DLEM)

G.G. Dess, G.T. Lumpkin, A.B. Eisner, and G. McNamara. Strategic Management: Text and Cases. 2014. MCG 7th Edition, McGraw-Hill Irwin. ISBN: 9780077862527

eLearning and Other Suggested Materials

eLearning will be used throughout the semester. Class notes, PowerPoint slides, syllabus, and other relevant course-related materials will be posted on eLearning. You may download this material from the website (elearning.utdallas.edu). eLearning will be the method of communication regarding upcoming events and/or changes to the syllabus. eLearning will also allow you to receive information from instructor, submit most assignments electronically, and monitor your grades. Be sure that your grades have been recorded correctly if they are listed in eLearning or have been provided by handout by the Instructor. Report any discrepancies within TWO WEEKS of the day the grade was posted or provided to you.

General course format

The structure of this course will be a combination of lectures, discussions, short videos, case analysis, and exercises. The weekly class is generally designated either as a lecture and/or as discussions sessions according to the course assignments and academic calendar. The purpose of this format is to equip the student with models, frameworks, approaches and raise student awareness of the issues associated with each topic. Classes will be interactive, and drawing on each and everyone's experiences and perspectives as much as possible.

There will be two types of classes: on Mondays, a chapter will be lectured; on Wednesdays, we will have two group presentations and we will shortly cover the requirements for the upcoming Milestone. The best way to make participation points is to be active during the presentation. Read the case that will be presented before coming to class and be ready to ask questions. The group presenting will tackle the three assigned questions (that can be found in the syllabus) in their presentation and will also answer questions from class. Most general managers spend very little time reading, and even less time writing reports. The vast majority of their interactions with others are verbal. For this reason, the development of verbal skills is included in this class. Wednesday classes should be considered a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach.

Preparation for and discussion during class

Class discussion will take place against a background of conceptual material that is acquired through assigned textbook reading, selected case studies, and brief lectures which are listed in the course outline. The assignments for a class should be prepared in advance of that class. There is no right or wrong answer. Different people may have different points of view. Keep

an open mind and remember that sometimes, a little online search might help you give a more informed and insightful answer.

Do not be discouraged by some technicalities you may encounter in readings and cases. The Instructor will not hold you responsible for knowing the history of a particular industry, nor for having studied the research issues. So, skip the technicalities and simply ask yourself what the key insights and findings of each case are. Write these down. Try to relate them to the chapter covered earlier that week. But, more importantly, try to relate them to the key ideas of other chapters previously covered in the course.

The course may have a mixture of mostly new and a few "classic" cases. The latter ones offer the opportunity to discuss fundamental and timeless issues and challenges faced by companies. Please study them in that spirit and do not dismiss them out of hand simply because they seem "old." Ask yourself - as we will in class - What can I learn from this situation that is relevant to companies that I am interested in today?

This is a C3-certified course

C3-certified courses will help you strengthen your writing and speaking skills as you deepen your understanding of key material in your major. JSOM employers tell us that your ability to write clearly and speak well about topics in your field will strongly increase your chances of professional success. C3 courses will help you to develop as a professional communicator and demonstrate your abilities both to your instructor and to potential employers.

You will take 4 C3 courses before you graduate and will then be eligible to receive the UT-Dallas Certificate in Critical Communication Skills upon graduation. For more information about how to apply for the C3 certificate, visit <http://oue.utdallas.edu/c3/>.

Laptop & Mobile Device Policy

A mutually supportive learning environment depends on active attention, engagement, and provided materials' ease of use. For this reason, laptops and/or cell phones (or Internet connected devices – e.g., an iPad or iPhone) use is allowed during classroom sessions. However, you are expected to dedicate your entire attention to the class discussion for the entire class time. Do not allow your laptop/mobile to distract your attention or lower your engagement. Points will be given for class participation. The use of such devices is NOT allowed during examinations.

Assignments & Academic Calendar

The following course schedule provides a detailed checklist of topics and assignments by week. This course outline provides a general plan for the course. The Instructor reserves the right to make periodic changes to content, requirements, and schedule. Notice that there may be times when you have more than one assignment due on a particular day. You will need to plan ahead so that you do not fall behind or miss a grade. Readings and assignments are to be completed before class. All assignments are due at the beginning of the assigned class period, unless otherwise noted below.

Course Schedule

Topics, Reading Assignments, Due Dates, Exam Dates (all times are local Dallas time).

Unless otherwise noted, chapters and cases should be read BEFORE the class session for which they are assigned.

Dates	Topics	Readings / Assignments
Aug 24	Syllabus discussion, course overview	Form groups for the Group Case Analysis Assign cases to groups Establish Group Presentations dates
Part 1 - Strategic Analysis		
Aug 26	Ch. 1 Creating Competitive Advantage	Read: Chapter 1 in DLEM
Aug 31	Ch. 2 External Environment	Read: Chapter 2 in DLEM Individual Project Milestone 1 - Pick a company - Identify its closest 2 or 3 competitors
Sept 2	Group Presentations Milestone 2 discussion	Movie Exhibition Industry & Casino Industry
Sept 7	Labor Day – NO CLASS	
Sept 9	Ch. 3 Internal Environment	Read: Chapter 3 in DLEM Individual Project Milestone 2 - Obtain past 5 years of financial data for your company and its identified competitors - Obtain annual reports and financial statements for your company - Obtain analyst reports for your industry - Draft financial analysis section
Sept 14	Group Presentations Milestone 3 discussion	Weight Watchers & Campbell Soup
Sept 16	Ch. 4 Intellectual Assets	Read: Chapter 4 in DLEM Individual Project Milestone 3 - Draft general environment analysis section
Sept 21	Review for Exam #1 Milestone 4 discussion	
Sept 23	Exam #1	Review chapters 1,2,3,4
Part 2 – Strategic Formulation		
Sept 28	Ch. 5 Business-level strategy	Read: Chapter 5 in DLEM Individual Project Milestone 4 - Draft Porter's five forces model of competition
Sept 30	Group Presentations Milestones 5&6 discussion	WWE & Pixar
Oct 5	NO CLASS – work on group project	Individual Project Milestone 5 - Draft a value chain analysis

Oct 7	NO CLASS – work on group project	
Oct 12	Ch. 6 Corporate-level strategy	Read: Chapter 6 in DLEM Individual Project Milestone 6 - Draft internal analysis using a VRIN analysis
Oct 14	Group Presentations Milestone 7 discussion	Apple & McDonald's
Oct 19	Ch. 7 International Strategy	Read: Chapter 7 in DLEM Individual Project Milestone 7 - Draft your competitors' strategies - Discuss the pros and cons behind them
Oct 21	Group Presentations Milestone 8 discussion	eBay & Heineken
Oct 26	Ch. 8 Entrepreneurial Strategy	Read: Chapter 8 in DLEM Individual Project Milestone 8 - Draft your company's strategy - Discuss pros and cons - Propose a rationale for it
Oct 28	Group Presentations	Kickstarter & Johnson&Johnson
Nov 2	Review for Exam #2 Milestone 9 discussion	
Nov 4	Exam #2	Review chapters 5,6,7,8
Part 3 – Strategic Implementation		
Nov 9	Ch. 9 Corporate Governance	Read: Chapter 9 in DLEM Individual Project Milestone 9 - Draft your recommendations section
Nov 11	Ch. 10 Organizational Designs Milestone 10 discussion	Read: Chapter 10 in DLEM
Nov 16	Ch. 11 Strategic Leadership	Read: Chapter 11 in DLEM Individual Project Milestone 10 - Put all sections together in one document - Edit and polish your writing - Draft your Executive Summary section
Nov 18	Group Presentations	AIG & Zynga
Nov 23	Fall break – NO CLASS	
Nov 25	Fall break – NO CLASS	
Nov 30	Ch. 12 Managing Innovation	Read: Chapter 12 in DLEM Individual Project DUE at midnight
Dec 2	Group Presentations	Nintendo & Samsung
Dec 7	Review for Exam #3	Group peer evaluations DUE at midnight
Dec 9	Exam #3	Review chapters 9,10,11,12

Grading Policy

The list of assigned readings and class activity is contained in the course calendar above. The grading values are as follows:

Individual project	20%
Group case analysis (weighted with peer evaluation)	10%
Group case presentation	4%
Exam #1 (in class)	15%
Exam #2 (in class)	15%
Exam #3 (in class)	15%
Participation	15%
<u>Attendance</u>	<u>6%</u>
TOTAL	100%

You are expected to read each assigned chapter and case study. Exams will assume you have read the chapters, and quality of your class participation will depend on it. The Instructor will not cover all elements of a chapter during lectures. Grades will be assigned according to the following scale:

<u>Points</u>	<u>Grade</u>
97.00 – 100.00	A+
93.00 – 96.99	A
90.00 – 92.99	A-
87.00 – 89.99	B+
84.00 – 86.99	B
80.00 – 83.99	B-
77.00 – 79.99	C+
74.00 – 76.99	C
70.00 – 73.99	C-
67.00 – 69.99	D+
64.00 – 66.99	D
60.00 – 63.99	D-
Less than 60.00	F

Assignment Details

Exams (3 exams, 15 points each)

Three exams (45% of total) will be taken during class times. They will consist of a mix of true/false, multiple choice, short answer, and case-like questions. Exam #1 will include questions from the first part (Strategic Analysis) of the book (Chapters 1, 2, 3, and 4). Exam #2 will include questions from the second part (Strategic Formulation) of the book (Chapters 5, 6, 7, and 8). Exam #3 will include questions from the third part (Strategic Implementation) of the book (Chapters 9, 10, 11, and 12). Exams are scheduled on **September 23rd, November 4th, and December 9th**. They are open book, open notes. However, you are expected to read each chapter and case study that is discussed in class. Exams will assume that you have read the chapters and cases, and attended class for lectures and discussions. One review session is scheduled before each exam. During the Review, the Instructor will discuss the format of the exam and sample questions. Information from the readings, cases, exercises and class discussions may be covered on the exams. Please plan on the exam dates. There will be no make-up exams nor will they be given early. The quality of your class performance will depend on it.

Individual Project (20 points, DUE November 30 at midnight)

You will analyze a publically traded company and how it competes in its industry. The project requires that you choose a publically traded company so that information about the firm is easily accessible. The objective of the project is to help you prepare for your career upon graduation. The industry you study is one that you want to learn more about and/or a company you want to work for. The more you put into the project, the more rewarding the experience will be for you.

When analyzing your company, you should adopt the role of an outside analyst from a consulting firm who is evaluating the current and future potential of the strategies being pursued by the company. Please note that extensive outside research will be required to complete the assignment. A complete analysis will contain the following main parts:

1. An executive summary (Milestone 10)
2. A financial analysis to assess the company's health (Milestone 2)
3. An external analysis of the firm
 - a. General environment analysis (Milestone 3)
 - b. Porter's five forces model of competition (Milestone 4)
4. An internal analysis of the firm
 - a. A value chain analysis (Milestone 5)
 - b. A VRIN analysis (Milestone 6)
5. The identification of the strategies of your firm's competitors and a discussion of the pros and cons behind these strategies (Milestone 7)
6. The identification of your firm's strategy followed by detailing the rationale behind (discussion about the potential implementation constraints for your company's strategy and alternatives to address these constraints) (Milestone 8)
7. A set of strategic recommendations for the focal firm based on your analysis (Milestone 9)

This is a complex project. Be sure you are moving along with the assignment. The Milestones are designed to help you achieve that. I encourage you to turn in portions of your project during the course of the semester by meeting Milestones' due dates. Each Milestone submitted on time will bring you 1 point (10 points for 10 Milestones). A guideline that you can use as you work on your project will be posted on eLearning. Also, one week before a specific Milestone is due, the Instructor will discuss in class about the requirements of that specific Milestone. The remaining 10 points of the assignment will be given to your final, complete, and polished project paper which is due by **November 30 at 11:59PM**. An electronic copy of the final paper needs to be submitted via eLearning. Late papers will receive a penalty of 5 points per day. This paper should be 14 to 16 double-spaced pages in 12-point Times New Roman font. Figures, financials, and other exhibits are not included in the page limit.

Group Case Analysis (10 points) and Presentation (4 points)

There will be 16 cases discussed during the semester. Each student will be given the choice to pick the case he/she likes. Students who chose the same case will be grouped together. Groups of 2 or 3 members will discuss the cases and jointly write the case analysis. Each group will submit a 2 to 4-page analysis and recommendations. Cases can be found in the book and usually have around 5 pages. Under the Case Questions section of the syllabus you can find the questions that you must be prepared to answer. **Only the question in bold must be answered in the Group Case Analysis paper** and all questions must be tackled in the Group Presentation. Students are required to first read the case and then attempt to answer the questions assigned to that case in the syllabus. A 2 to 4 page, double spaced, typed, Times New Roman 12 point font with one-inch margins paper must be submitted. The work should reflect the thinking of everyone on the team. Everyone should be prepared to defend his or her answer in class. The 2 to 4-page limit is for text only. You may attach as many numerical calculations, diagrams, or references as you wish. **Group Case Analysis should be uploaded to the homework folder for your group by 12:00 noon on the day of the class in which it will be discussed.** A group case analysis paper is worth 10 points and it will be weighted with your peers' evaluation. Also, it will be given full credit if it is handed in on time and no credit if it is not.

The Group Case Analysis must be accompanied by a Group presentation. The presentation is worth 4 points and it will be weighed with your peers' evaluation. The group will have to prepare and deliver a 20-minute presentation about the case and their proposed answers to the questions assigned to their case. The presentation should have a minimum of 12 slides. The presentation should start with a title slide, continue with 5 to 10 slides summarizing the main points of the case, and one slide for each question proposed for discussion. **All questions listed under your case in the Case Questions section of the syllabus must be answered in the Group Presentation.** One slide per question should suffice. Each group will have 20 minutes for the presentation and 10 minutes to address questions from the class. Two groups are scheduled to present each Wednesday so please plan on staying within the 30 minute limit assigned. **Group Presentation should be uploaded together with the Group Case Analysis to the Homework folder for your group by 12:00 noon on the day of the class in which it will be discussed.**

You will also have the opportunity to evaluate the relative contributions of your teammates (and yourself) at the end of the semester. Relatively lower peer evaluations will decrease your

individual grade both on the Group Case Analysis and on the Group Presentation. The evaluations will be due on **December 7 at 11:59PM** in eLearning.

Participation (15 points)

Your participation grade is based on active participation. Quality of class contributions will be weighted more heavily than quantity. You are expected to attend every class on time, stay to the end of the period, and participate in group project/presentation and in-class discussions. The goal of class discussion is to arrive at a collective analysis of the issues presented by the day's materials. Strategic analysis is not accomplished through the routine application of formulas, but rather through reasoned analysis under conditions of limited information and uncertainty. One of the primary goals of this course is to help you develop the ability both to clarify your own position on a strategic question and to be able to articulate and defend it clearly. Hence, this course depends on the active participation of students in class discussion. In addition, since every student is a co-producer of the class discussion, it is important that every class member listens carefully to one another and attempts to build on or constructively critique prior comments.

Accordingly, you must come to class prepared, having read the assigned reading before hand, analyzed the discussion questions for the assigned cases, and kept abreast of current business news. Just as businesspeople are evaluated to a significant extent based on the contributions they make to discussions within their organizations, you will be evaluated to a significant extent based on class participation. Frequent and valuable participants are those students who attend the class, participate regularly, and make significant contributions in each class attended.

The instructor has the sole authority in assigning participation grades. Use of cell phones, texting, emailing, and surfing the internet are forbidden during class hours. The following criteria are a guideline for your participation grade.

13-15 out of 15 points (excellent participation):	participates regularly in every class attended, and makes at least one significant contribution in each class attended
10-12 out of 15 points (good participation):	participates regularly in every class attended, and makes significant contributions in most of the classes attended
7-9 out of 15 points (fair participation):	participates regularly in most classes attended, and makes significant contributions in a couple classes
4-6 out of 15 points (poor participation):	participates in some of the classes attended, and makes significant contributions in one or two classes only
1-3 out of 15 points (very poor participation):	participates in some of the classes attended, but makes no significant or insightful comments and contributions
0 points out of 15 points (no participation):	does not participate in any classes.

Attendance (6 points)

You are required to attend class. This course is your course – your input will determine your outcomes. There will be a sign-in sheet in each class period. It will be distributed randomly during each class period. If you missed the sign-in sheet because you either came late or left early, you may forfeit the attendance grade for that period. We will meet in-class 24 times for lecture, group presentations, or exam review. Holidays and examination days do not count toward attendance. The most points you can receive for attendance is 6, and the minimum points you can receive is 0. Each time we meet in-class (either for lecture, presentations, or examination reviews), the sign-in sheet will be passed around and you will be asked to sign your name (not type it). Your signature will count as 0.25 points out of 6. 24 signatures will bring you the maximum attendance points. You are allowed 1 excused absence. Obviously, you are fully and personally responsible for anything you miss. However, from time to time, it may be necessary to miss a class due to illness or personal business. I will excuse absences only in the case of documented serious illness, family emergency, religious observance, or civic obligation. If you will miss class for religious observance or civic obligation, you must inform me with at least one week in advance.

Case Questions

Be prepared to answer the following questions for each case during your Group Presentation. The questions in bold should be answered for the Group Case Analysis. Group Case Analysis Papers and Presentations are due by 12 noon on the day of the class in which the case will be discussed. There are two cases tailored to each chapter. Chapters are lectured on Mondays and Group Presentations are scheduled for Wednesdays. When your presentation day approaches, I recommend that you meet with your group after the chapter is lectured. Also, I strongly encourage you to meet regularly with your group to discuss each case and all the questions (even if it is not assigned to you) before that case is presented in class. This will give you a background for that respective case so that you can better understand your colleagues' presentation and ask them questions. Working in groups will give you a chance to learn from your colleagues. It also provides an opportunity to discuss your ideas in a setting approximating the management teams typically charged with these issues.

Case: The Movie Exhibition Industry 2013

1. What trends in the general external environment might make the movie theater business a “study in contradictions”?
2. ***What does the structure of this industry say about the potential for profits?***
3. Is there any way to achieve a competitive advantage in this industry?

Case: The Casino Industry

1. ***Examine the structure of the casino industry. What are the strategic groups in the casino industry?***
2. How are gambling companies in Las Vegas responding to the changes in the industry?
3. What has been the effect of the changing industry structure on casinos in Atlantic City?

Case: Weight Watchers International Inc.

1. *What internal resources and assets does Weight Watchers have that may give it a competitive advantage?*
2. How would you assess the intellectual/human capital (intangible assets) that affects Weight Watcher's choice of strategy?
3. How would you evaluate Weight Watchers' performance?

Case: Campbell: Is the Soup Still Simmering?

1. What are key forces in the general and industry environment that affect Campbell's choice of strategy?
2. *What internal resources does Campbell have that may give it a competitive advantage?*
3. What do you think Campbell should do to counter the competition and remain in the top of the soup business?

Case: World Wrestling Entertainment

1. What tangible and intangible resources does WWE have and how valuable are they?
2. *How are dynamic capabilities defined and how does WWE's ability to innovate relate to WWE's dynamic capabilities?*
3. Evaluate WWE's diversification efforts. What are the future prospects for WWE? What should be done to expand or grow the business?

Case: Pixar

1. How does Pixar use its value chain to create value for the customer?
2. *Remember the three types of competitive strategies. What is Pixar's competitive strategy, and what is the basis of Pixar's competitive advantage?*
3. Which life-cycle stage is the movie industry passing through? How does it help/impede Pixar in sustaining its competitive edge? What challenges remain for Catmull and Lasseter?

Case: Apple

1. How does Apple use strategic management, and what are key forces in the general and industry environments that affect Apple's choice of strategy?
2. What trade-offs did Apple make, and were those decisions profitable?
3. *How did Apple diversify? Do you think acquisitions of other software companies would help the company sustain its competitive advantage?*

Case: McDonald's

1. In 2011, analysts recommended McDonald's as "a solid defensive stock. It's a lean, mean competitive machine, focusing entirely on its core strengths." Do you agree?
2. *What other strategies did McDonald's formulate to achieve a competitive advantage? What steps did Skinner take to fix the problems that McDonalds faced? What should Thompson do now to perhaps build on Skinner's accomplishments?*
3. What type of diversification did McDonald's pursue in its relationships with franchisees? Do McDonald's acquisitions add value?

Case: Heineken

1. What strategy does Heineken follow in the global beer market? What is the structure of the global beer industry?
2. What changes has Heineken made that will help it deal with its challenges?
3. *Do you agree with Alan Rugman's argument that most multinationals are still more regional than global? What factors lead Heineken to lose its leading position to Corona in US market? Would acquiring Asian Pacific Breweries help it in Asia?*

Case: eBay: Expanding into China

1. *How did eBay pursue international growth? Discuss company's management risks in Asia Pacific and identify the international strategy chosen.*
2. What source of competitive advantage does eBay have, and is that position supported by its resources and assets?
3. Does eBay deal effectively with its external environment in Asia? What did eBay's entry mode choices for international expansion include?

Case: Backers Beware: Kickstarter Is Not a Store

1. What are company's vision, mission, and objectives? Are they a good fit to the three necessary characteristics of entrepreneurial leadership (vision, dedication and drive, and commitment to excellence)?
2. *How might the external environment affect Kickstarter's entrepreneurial strategy? Apply Porter's Five Forces of Competition to the crowdfunding industry and describe the competitive dynamics that Kickstarter faced.*
3. Now that more competition was entering the crowdfunding space, and able to provide options for purchasing equity in new startups, could Kickstarter continue to attract new "investors" by offering these investors a chance to participate in the creative process as the only "return" on their investment?

Case: Johnson & Johnson

1. What corporate strategy does Johnson & Johnson pursue? Is J&J's diversification strategy effective?
2. How did Johnson & Johnson create new value? How did Weldon use firm's resources and the entrepreneurial opportunities available in the environment?
3. *Why is synergy important for Johnson & Johnson, and what had CEO Weldon done to foster synergy? What was the major challenge he faced?*

Case: AIG

1. Ethics comes from the top of the organization. How did AIG's leadership handle the situation?
2. What controls did AIG have in place and how did they affect its corporate behavior?
3. *Provide a stakeholder analysis of those affected by the bonus issue. What alternatives are present to prevent or lessen these sorts of events? How effective are external regulations in encouraging ethical behavior?*

Case: Zynga

1. What internal resources/assets does Zynga have that offer a competitive advantage?

2. How did Zynga choose to compete, and what issues did Zynga face in formulating its initial strategy?
3. *What challenges did Zynga face as it implemented strategy, and what choices does leadership have to make now in order to attain and sustain a competitive advantage?*

Case: Nintendo

1. Explain how the Wii innovation allowed Nintendo to learn a lot about its original target market. What were the main challenges of innovation?
2. What are differences between incremental and radical innovation? What type of innovation did Nintendo pursue?
3. *How did Nintendo compete? Could Nintendo continue to sustain a competitive advantage through more innovation? Do you think Nintendo has been lucky, or has it operated successfully by using a clear strategy?*

Case: Samsung

1. *How did Jong Yong Yun use innovation to revitalize Samsung from 1996-1998? Which dimensions of entrepreneurial orientation did he incorporate into the reorganization process?*
2. What competitive strategies did Jong Yong Yun adopt to turn Samsung around? Explain why they were appropriate.
3. What challenges does Samsung face in the future? Would Samsung benefit from a renewed focus?

General Course Policies

Plagiarism

Cheating in any form will be prosecuted to the fullest extent permitted by the university. Plagiarism occurs when you use another's intellectual property (words or ideas) and do not acknowledge that you have done so. Plagiarism is a very serious offense. If it is found that you have plagiarized—deliberately or inadvertently—you will face serious consequences.

The best way to avoid plagiarism is to cite your sources, both within the body of your assignment and in a bibliography of sources you used at the end of your document. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Internet Research: Materials gathered through research via the Internet must be cited in the same manner as more traditionally published material. Lack of such citation constitutes plagiarism.

Missed classes

It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member and/or eLearning – not the Instructor. Each student is

responsible for ALL information given in class. This includes any changes to the syllabus, content and format of exams, in-class exercises, and details given regarding assignments.

Make-up exams

There will be no makeup quizzes or exams.

Extra credit

There will be no extra credit.

Grade appeal

To appeal a grade, submit a typewritten request explaining your position (along with the original assignment) within 7 calendar days of receiving your grade. Document your points with the appropriate course material. After reviewing your explanation I will either award you additional points or schedule a meeting with you to discuss the disputed issue(s). I reserve the right to re-grade the entire assignment when an appeal is submitted. This can result in a lower grade.

Late work

All assignments must be turned in by 12:00PM noon in eLearning on the date they are due or otherwise specified. Late assignments will be penalized by 5 points for each calendar day they are late. Due dates and times are specifically posted in this syllabus under the course schedule.

Classroom citizenship

Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. Remember:

- Silence all cell phones and pagers
- No talking amongst yourselves
- Avoid text messaging or laptop email in class; none will be allowed during exams
- Take good notes
- Arrive on time, and don't leave early
- Respect all opinions and cultures in class. You are expected to be open minded and willing to learn and experience. The class will not be a forum for any student to personally advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's overall policies and procedures segment of the course syllabus, which for course purposes may be added to in the information above. Please go to <http://coursebook.utdallas.edu/syllabus-policies/> for these policies.

These descriptions, assignments and timelines are subject to change at the discretion of the Instructor.