

## *Course Syllabus*

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### **Course Information**

BPS 6310-MBC  
 STRATEGIC MANAGEMENT  
 Tuesday, 1-3:45 PM  
 Room 2.116  
 Fall 2016

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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

**(NOTE: NO CELL PHONES, LAPTOPS, OR ANY OTHER ELECTRONIC DEVICES ARE PERMITTED IN THE CLASS—except during class activities in small groups and sessions when HBS cases and the Microfinance case are discussed.)**

### **Course Description:**

#### **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   | 20%  |
| 2. Assignment #1: Wall Street Journal Assignment                              |      |
| (Written assignment due: <b>October 18</b> )                                  | 20%  |
| 3. Assignment #2: Case Analysis (Written assignment due: <b>November 29</b> ) | 30%  |
| 4. Final Examination: All Integrative Essay Questions ( <b>December 13</b> )  | 30%  |
| Total:  | 100% |

Note: The final written case assignment 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." 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 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 articulating an 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, proactive, and engaged in all class discussions and activities. **FOR HALF THIS GRADE (10%):** Everyone will rate all students enrolled—including themselves--on a scale of 0-10 with the top 10% and bottom 10% of all scores dropped for a given student. The instructor reserves the right to omit any evaluations that, in his judgment, demonstrate excessive leniency, rigor, or response bias. Everyone is expected to be as fair, objective, and professional in making these evaluations.

**FOR HALF OF THIS GRADE (10%)** the instructor will evaluate your performance. Given the large class size, impression management becomes an important element since the instructor cannot be expected to recall everything that takes place in each class.

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 and promptness/tardiness—everybody starts with 2 “bonus points” and 1 point is deducted for each missed class and .5 point for lateness, i.e., not being in the room when the class begins. If you absolutely must miss class, as a professional courtesy, please contact the Teaching Assistant. 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.

NO “NO SHOWS” AND, PLEASE, DON’T “CUT OUT” AT “HALFTIME!” AND IF YOU ABSOLUTELY MUST LEAVE THE ROOM DURING CLASS -- DO NOT RETURN UNTIL AFTER THE BREAK. WE WILL ALWAYS TAKE A 15 MINUTE BREAK AROUND 2:15 PM.

Note: Attendance and lateness policies may sound excessively rigid and all that...but, in my many years of teaching, it always seems to be the same 10-15% who often drag in late or frequently skip class...

2. **Complete a Wall Street Journal Analysis Assignment** 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 18**.
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 **November 29**.
4. **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. KEEP UP WITH CLASS ASSIGNMENTS!

**Date: December 13.**

## 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 ONE OF THE TWO WRITTEN ASSIGNMENTS. For all oral presentations, please prepare two discussion questions to spur discussion. **FOUR** GROUPS WILL PRESENT THE SECOND ASSIGNMENT AND THE REMAINING GROUPS WILL PRESENT THE FIRST ASSIGNMENT.

FOR BOTH ASSIGNMENTS, PLEASE HAND IN A “HARD COPY” AS WELL AS FORWARD YOUR ASSIGNMENT TO THE TA TO BE UPLOADED 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.* And, of course, hand in work you would be proud to hand in to a potential (or current) employer!

### **Assignment 1: Wall Street Journal Assignment (Groups of 4 or 5)**

The purpose of this assignment is to critically analyze a recent article (dated within four months from the assignment due date) from the *Wall Street Journal* (or *Financial Times*) selected by the group. The assignment is to be done in groups of four or five. "Base articles" will be approved on a "first come/first served" basis. There will be only two groups permitted to use the same basic article. Approvals for base articles are to be obtained by **September 6** and the written assignment is due **October 18**.

**The oral presentations will begin on September 27.**

An illustrative list of issues that the *WSJ* may focus on are given below.

Innovation/Internal Development/Corporate Entrepreneurship  
 Joint Ventures/Strategic Alliances  
 Mergers and Acquisitions  
 Vertical Integration  
 Disinvestment  
 Retrenchment, Operating Efficiency  
 Turnaround  
 Divestiture/Liquidation  
 Internationalization

You should address issues such as the following:

1. What is the rationale (or lack thereof) for the action/decision?
2. Is the action/decision consistent with the organization's overall strategy?
3. What do you think will be the implications of the action/decision i.e., how should the action/decision improve or detract from the organization's performance?
4. How does your analysis incorporate strategic management concepts?

To address the above issues, the group should use a minimum of seven (7) outside sources of information from the “business press.” Suggested references include *Business Week*, *Wall Street Journal*, *Forbes*, and *Fortune*. Do not rely on too many of the same references--select a variety. You are also required to synthesize/integrate (not merely cite) into your analysis a minimum of 5 full-length articles from the following sources: *Harvard Business Review*, *California Management Review*, *Sloan Management Review*, and *Academy of Management Executive*—these references are to be from the **print** editions of the journal—not the online editions of the journals—include page numbers in your references (sources that are **not** in the course syllabus). **Do not deviate from this list of references—the idea is to provide you some exposure to the leading practitioner journals that also typically have a strong theoretical/empirical basis and address key strategic management concepts. Use a good mix of these references, e.g., don’t have all five references from *Harvard Business Review*.** (You can use some other references—such as Annual Reports--but be sure to have a minimum from the ones listed above.) And, please don’t use blogs, textbooks, or Wikipedia as references.

The written assignments should be approximately *ten* double-spaced (12 CPI) 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.

Note: Oral presentations should be 12-15 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!).** The dates for the presentations are listed on the syllabus and vary across the term.

## **Assignment 2: INDUSTRY AND COMPANY ANALYSIS (Groups of four or five)**

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.** 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 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

## 5. 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 in the group will be required but attendance by others in the class 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%

## **Extra Credit Assignment (maximum of five points added to your final point total)**

At the end of each chapter in the textbook are approximately four issues under the heading of “Reflecting on Career Implications.” For all assigned chapters, provide responses for two of these questions. 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 November 29.** Please complete the

work for each chapter during the week the chapter is assigned--and prior to the class session. Chapter 1 can be completed prior to August 30).

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### Required Textbooks and Materials

Text: Dess, G.G., McNamara, G. & Eisner, A. *Strategic Management: Creating Competitive Advantages*, 8<sup>th</sup> Edition, McGraw-Hill Education.

**NOTE: MAKE SURE YOU GET THE CREATE EDITION, 8<sup>th</sup> edition (CUSTOM PUBLISHING) FOR THIS CLASS, IT INCLUDES ALL CHAPTERS EXCEPT 7 and 8—and is much less expensive than the text-only paperback. The cost is about \$100.**

The “Microfinance: Going Global...and Going Public?” Case (November 1 session) and the 7 “Minicases” can be found on eLearning.

**NOTE: BASED ON STUDENT FEEDBACK, I HAVE PUT INTERNET LINKS FOR THE HBR ARTICLES (next to the article listing below in the class schedule) TO REDUCE THE PRINTING/PERMISSION COST TO YOU.**

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 \$3.95 for each case.)

<https://cb.hbsp.harvard.edu/cbmp/access/49796398>

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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.**

| <u>WEEK</u> | <u>DATE</u> | <u>ACTIVITY/ASSIGNMENT</u>  |
|-------------|-------------|---|
|             |             | <b>Note: Dess/McNamara/Eisner – DME, 8E (The author’s UTD royalties are donated to the Jindal School of Management)</b>   |
| 1           | August 23   | <b>COURSE OVERVIEW/RELEVANCE/REQUIREMENTS</b><br>Strategic Management: Career Implications (PPT Presentation)<br>Chapter 1, 13 (DME)<br><b><u>PLEASE READ THE SYLLABUS VERY CAREFULLY.</u></b><br><i>What are the implications of the quotes on page 1 and 2 of the syllabus for strategic management? Your career?</i><br><b>PLEASE DECIDE WHAT YOUR GROUP’S PREFERENCE FOR PRESENTING DATES—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> |
| 2           | August 30   | <b>EXPERIENTIAL EXERCISE—THE LAYOFF CASE</b><br>DETERMINE WHAT ASSIGNMENT EACH GROUP PRESENTS AND DECIDE THE DATES FOR  |



Reading: Downes, L. & Nunes, P. L. 2013. Big bang disruption. *Harvard Business Review*, 91(3) 44-56. ([LINK](#))  
 ISSUE FOR DEBATE: CHAPTER 5  
 Wall Street Journal Assignment Presentation (1 group)

- 8            October 11    **CORPORATE-LEVEL STRATEGY**  
 Chapter 6 (DME)  
 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  
 Wall Street Journal Assignment Presentation (1 group)  
 (Written Assignments Due-Assignment #1)
- 9            October 18    **WSJ ASSIGNMENT PRESENTATION** (4 groups)  
 Written Assignments Due
- 10           October 25    **STRATEGY IMPLEMENTATION: STRATEGIC CONTROL AND ORGANIZATIONAL DESIGN**  
 Chapters 9 & 10 (DME)  
 Wall Street Journal Presentation (1 group)  
 Readings: Grant, A. 2013. In the company of givers and takers. *Harvard Business Review*, 91 (4): 90-97. ([LINK](#))  
 Bourdreaux, K.J. 2013. Using the crowd as an innovation partner. *Harvard Business Review*, 91(4): 61-69. ([LINK](#))
- 11           November 1    **MICROFINANCE CASE**  
 Questions:  
 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?  
 2. Prioritize the stakeholders. Discuss why you think one stakeholder is more important than others?  
 3. Identify the reason(s) to go public from the perspective of the bank.  
 4. From the perspective of the poor bank members, what is an argument against going public?  
 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.  
**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?  
**Handouts:** Functions and Dysfunctions of Bureaucracy  
 ISSUE FOR DEBATE: CHAPTERS 9 AND 10

- 12      November 8    **STRATEGY IMPLEMENTATION: STRATEGIC LEADERSHIP**  
 Chapter 11 (DME)  
 Wall Street Journal Assignment Presentation (1 group)  
**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.
- 13      November 15    **STRATEGIC LEADERSHIP**  
**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 LCS's decision affect various stakeholders?
- 14      November 22    **THANKSGIVING WEEK—NO CLASS**
- 15      November 29    **MANAGING INNOVATION & CORPORATE E'SHIP**  
 Chapter 12 (DME)  
**WRITTEN CASE ASSIGNMENTS DUE—ASSGT #2**  
**ISSUE FOR DEBATE: CHAPTER 12**  
**ASSGT #1 PRESENTING GROUP: CHAPTER 12**  
**Hand in Extra Credit Assignment (Strategy and Careers)**
- 16      December 6      **FINAL CASE—PRESENTATIONS (FOUR OR FIVE)**  
 Peer Evaluations for Both Assignments (I WILL HAND OUR PEER EVALUTION FORMS FOR BOTH ASSIGNMENTS AND PARTICIPATION/CONTRIBUION—BRING THEM TO CLASS AND HAND THEM IN BEFORE YOU TAKE THE FINAL EXAMINATION ON THE LAST CLASS SESSION)  
 Final Examination Review
- 17      December 13    **FINAL EXAMINATION**—All integrative essay questions (Four out of five) It is critical 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  | 20%         |
| 2. Assignment 1-- <i>WSJ</i> (written assignment due: <b>October 18</b> )*   | 20%         |
| 3. Case Analysis (written assignment due: <b>November 29</b> )*              | 30%         |
| 4. Final Examination: All Integrative Essay Questions ( <b>December 13</b> ) | <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) and the Microfinance case. Your notes will not be collected and graded; however, the cases will be an important part of the questions in the final examination.

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—prior to the final examination--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 X 1.1 = 88  
 Student B - total peer ratings = 450  
     Individual Grade = 80 X .9 = 72  
 Students C, D and E - total peer ratings = 500  
     Individual Grade = 80 X 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," 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.**

**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/Business Affairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm))

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

## Assignment 1: Wall Street Journal Assignment (Groups of 5)

### BPS 6310 – Strategic Management (Fall 2016)

**Presentation**  
(12-15 min.)

**Question & Answer**  
(10 min.)

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

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

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

(Last, First, M.I.)

You should address issues such as the following:

1. What is the rationale (or lack thereof) for the action(s)/decision(s)?
2. Is the action(s)/decision(s) consistent with the organization's overall strategy?
3. What do you think will be the implications of the action(s)/decision(s), i.e., how should the action/decision improve or detract from the organization's performance?
4. How does your analysis incorporate strategic management concepts?

/70 CONTENT (COMMENTS AND SUGGESTIONS)

/10 MECHANICS AND ORGANIZATION (WRITTEN ASSIGNMENT)

/20 ORAL PRESENTATION

/10 (DELIVERY)

/10 (CONTENT)

/100

**Assignment 2: Case Analysis Assignment (Groups of 4 or 5)**  
**BPS 6310 – Strategic Management (Fall 2013)**

|                                 |                                   |       |
|---------------------------------|-----------------------------------|-------|
| Presentation<br>(15-20 minutes) | Question & Answer<br>(10 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)**

