

## BPS 4305 COURSE SYLLABUS

Jindal School of Management  
The University of Texas at Dallas

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### Course Information

<i>Course Number/Section</i>	BPS 4305.5E1.17U
<i>Course Title</i>	Strategic Management
<i>Term</i>	Summer 2017
<i>Days &amp; Times</i>	Wednesday: 6pm-10pm
<i>Class Location</i>	CHEC 222

### Instructor Contact Information

<i>Instructor</i>	Soo Jung Kim
<i>Email</i>	eLearning email, <a href="mailto:soojung.kim@utdallas.edu">soojung.kim@utdallas.edu</a>
<i>Office Location</i>	SOM 4.207
<i>Office Hours</i>	By appointment (Please send me an email to schedule a meeting)
<i>Other Information</i>	The quickest and easiest way to contact me is through email. Please check eLearning periodically for announcements and course content.

### Course pre-requisites, co-requisites, and/or other restrictions

Prerequisites: (BCOM 3310 or equivalent) and (FIN 3320 and ITSS 3300 and OPRE 3310 and OBHR 3310 and MKT 3300) and (STAT 3360 or OPRE 3360). (3-0) S

### Course Description

This is a capstone-level course requiring integration of all fields of business. Students will draw on their broadened awareness of various environmental influences (social and political) to solve business problems. Management alternatives will be examined with an ethical perspective relating policy trends to strategic planning methodologies.

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.

The approach of the class is practical and problem oriented. The major part of the course will involve applying concepts, analytic frameworks, and intuition to the strategic issues that real world companies face. These issues will be presented in case studies. For the class to work well – and for you to benefit from it – attendance and preparation for each class meeting is essential. **This is an extremely intense course, which requires a substantial time commitment.**

## Student Learning Objectives/Outcomes

By the end of this course, students must be able to do the following:

- 1) To complete an external analysis of a firm, including a detailed analysis of the competitive environment of the firm.
- 2) To complete an internal analysis of a firm, including the identification of the (sustainable) competitive advantages of the firm and the resources and capabilities that lead to these advantages.
- 3) To complete an assessment of the firm's current strategy, including the ability to identify the strategic problems of a firm and to develop solutions to a firm's strategic issues.
- 4) To integrate skills acquired in finance, accounting, marketing, and MIS courses to create a successful generic strategy to a firm.

## Required Textbook

The required text for this course is:

Gregory G. Dess, G.T. Lumpkin, Alan B. Eisner, & Gerry McNamara:

**Strategic Management: Text and Cases** (7th edition). McGraw-Hill Irwin. ISBN: 978-007-786252-7

## Course Requirements

**This course requires extensive readings, active discussions, and diligent attention to the exercises. Each student will be expected to spend at least 8-10 hours a week on this course in addition to class time. This is particularly true during the first weeks of the class.**

- If a student cannot commit this amount of time and effort on this course, he or she must realize that it may be very difficult to earn a good grade.
- Failure to fully prepare for class is also a detriment to one's fellow students. It is the student's responsibility to thoroughly read the syllabus, fully understand all the requirements, and keep track of all important dates in order to be successful.

## Suggested Course Materials

Following resources are helpful for group projects: Newspaper/magazines such as The Wall Street Journal, Bloomberg Business Week, The Economist, as well as business journals such as Harvard Business Review and California Management Review. All these resources are freely available to you using the UTD library electronic databases, where additional materials for your projects are also available. (<http://www.utdallas.edu/library/>) Hardcopies of most of these resources are also available in the library.

## eLearning and Communication

You will need to have access to eLearning for use during this class. Class notes, the syllabus, and other relevant course-related materials will be posted on eLearning. You may download this material from the website. In addition, you are advised to check your messages on eLearning regularly. This will be the main way of disseminating any messages or instructions related to the course. A university policy to protect student privacy directs that faculty are not required to answer student emails unless they are from a UTD account. So, it is advised that you use your UTD email to contact the instructor, especially concerning your grades.

## Course Schedule and Assignments *(\*changes to the schedule may be made as necessary)*

The following course schedule provides a detailed checklist of topics and assignments for each week. This course outline provides a general plan. The instructor reserves the right to make periodic changes to content, requirements, and schedule. All changes will be announced in class. You are responsible for all information given in class. This includes any changes to the syllabus, content and format of exams, and details given regarding assignments. To get the most out of the class, you need to read the chapters and be well prepared before coming to class. If you have to miss a class, it is your responsibility to acquire missed lecture notes, assignments, handouts, and announcements from classmates. Important announcements will also be posted on eLearning.

Wk	Date	Discussion & Lecture Topic	Case Discussion	Important Events
1	5/31	Syllabus & Course Overview		1. Pick a case
		CH. 1 What is Strategic Management?	Robin Hood (#1)	
		CH. 13 Case Analysis		
2	6/7	CH. 2 External Environment of the Firm	Nintendo (#25)	
		CH. 3 Internal Environment of the Firm ( <i>cont'd</i> )		
3	6/14	CH. 3 Internal Environment of the Firm	Jamba Juice (#8)	
		CH. 4 Firm's Intellectual Assets		
4	6/21	CH. 5 Business-Level Strategy	Ann Taylor (#9)	
		CH. 6 Corporate-Level Strategy		
5	6/28	MIDTERM EXAM		Bring Scantron(882E)
		CH. 6 Corporate-Level Strategy ( <i>cont'd</i> )		
6	7/5	CH. 7 International Strategy	eBay (#13)	
		CH. 8 Entrepreneurial Strategy		
7	7/12	CH. 8 Entrepreneurial Strategy ( <i>cont'd</i> )	KickStarter (#26)	
		CH. 9 Strategic Control		
8	7/19	CH. 10 Organizational Designs	Apple (#6)	
		CH. 11 Strategic Leadership		
9	7/26	CH. 11 Strategic Leadership ( <i>cont'd</i> )	Keurig (#34)	
		CH. 12 Managing Innovation		
10	8/2	FINAL EXAM		Bring Scantron(882E)

## COURSE REQUIREMENTS

<p><b>Two Exams (20% each; 40% total)</b></p>	<p>There will be two noncumulative exams (midterm and final), each worth 20% of the final grade. <b>There will be no make-up or replacement exams.</b> Exams may be a combination of multiple choice and/or True or False. Exams will be based on assigned readings (textbook).</p> <p>Preparing for an exam is an important part of the learning process – it takes weeks of preparations, not days or hours. Keeping up with readings, attending classes and working hard on the assignments are the best preparation for the exams. I will be highlighting information from the text as well as explaining some information that may need clarification or elaboration. I will NOT repeat everything in all chapters. HOWEVER, test questions can come from information in the text that we did not cover in class. If you do not understand something in your textbook, please ask questions about it so I can clarify for you.</p>
<p><b>Group Case Analysis (Analysis Report 15%; Presentation 10%):</b></p> <p><b>Due on the day of your group presentation</b></p>	<p>In the case analysis you will apply what you will have learned to analyze <b>a selected case study of your choice</b>. Your position is that of <b>a business consultant</b> to the chief executive officer of the company. You will assume that you have been hired to do <b>a strategic analysis</b> of a company. The goal is to determine what direction the company should take and to make specific recommendations about what the company should do next and why.</p> <p><b>The group case analysis is due on the day you are scheduled for your group presentation during class.</b> Please be sure to bring a hard copy of the analysis report to class and also to submit online through Turn-it-in. I will only grade reports that are submitted to Turn-it-in.</p> <p><b><u>ANALYSIS REPORT (15%):</u></b></p> <ul style="list-style-type: none"> <li>• Extension of the case your group presented to class is recommended, but it is at your discretion to depart from your case and to adopt totally new context.</li> <li>• Please note that your group should provide solutions and/or recommendations for the identified issues using the theories and concepts learned in class.</li> <li>• Your case analysis report should include the following sections:             <ul style="list-style-type: none"> <li>- <b>Executive summary</b> (1/2 page, as a title page)                 <ul style="list-style-type: none"> <li>▪ Summary of your analysis and recommendations.</li> </ul> </li> <li>- <b>Introduction</b> (1-2 pages)                 <ul style="list-style-type: none"> <li>▪ Overview of company background, context of analysis, and problems/issues of the case.</li> </ul> </li> <li>- <b>External Analysis</b> (at least 2-3 pages)                 <ul style="list-style-type: none"> <li>▪ Identify and thoroughly analyze the critical challenges or issues regarding external environments and constraints of the focal company of the case, using the concepts and theories learned in class.</li> <li>▪ Also, state why resolving such issues are critical to the company.</li> </ul> </li> <li>- <b>Internal Analysis</b> (at least 2-3 pages)                 <ul style="list-style-type: none"> <li>▪ Identify and thoroughly analyze the critical challenges or issues regarding internal resources and capabilities of the focal company of the case, using the concepts and theories learned in class.</li> <li>▪ Also, state why resolving such issues are critical to the company.</li> </ul> </li> <li>- <b>Recommendations</b> (at least 3-4 pages)                 <ul style="list-style-type: none"> <li>▪ Provide specific and feasible strategic solutions and/or recommendations, which may be answers and explanations to the following questions: What should the company have done? Why? What would be the challenges in applying those recommendations?</li> <li>▪ Please note that you should also consider the costs and benefits of your recommendations, as well as limitations.</li> </ul> </li> <li>- <b>Conclusion &amp; Learning outcomes</b> (1-2 pages)                 <ul style="list-style-type: none"> <li>▪ State what you have learned from the cases.</li> </ul> </li> </ul> </li> </ul>

Format guidelines:

- Double spaced, font size 12, 1-inch standard margin on four sides of the paper.
- Sub-titles are required.
- Executive Summary (1/2 page): If you submit projects without this section, your grade will be negatively affected.
- For each part, minimum of 3 pages and maximum of 5 pages, for a total of 10 to 15 pages excluding the title page and any attachments, such as figures, tables, references and appendix.
- Please follow the APA style for the citation format, as illustrated in the following website:  
<http://www2.liu.edu/cwis/cwp/library/workshop/citation.htm>

Other requirements are:

- **I take plagiarism very seriously. If you plagiarize others' work in any way, you will get an automatic zero for your paper.** Use the website <http://www.umuc.edu/ewc/tutorial/start.shtml> to complete your plagiarism tutorial and quiz as needed. Review the tutorial and retake the quiz as many times as necessary.
- **Late submission will not be accepted.**

**Your paper will be graded based on:**

- Use of concepts learned in class
- Reasonableness of analysis
- Appropriateness of recommendations/conclusions
- Storyline and professionalism of manuscript

In general, the *best* papers will show evidence of analysis of the given information to first identify the key issue in hand. They will also be insightful, going beyond the most obvious lessons to draw out the story behind the story.

<b>Strengthening aspects in your papers</b>	<b>Detrimental aspects in your papers</b>
<ul style="list-style-type: none"> <li>✓ Evidence of thorough company study.</li> <li>✓ Judgments supported by evidence from the case.</li> <li>✓ Clear articulation of the issues you are addressing.</li> <li>✓ Use of professional tools and concepts from the text and lectures.</li> <li>✓ Justification for the recommendation that is consistent with company strategy and its resources.</li> </ul>	<ul style="list-style-type: none"> <li>× Failure to ANALYZE. Don't just give facts, please perform analyses! What do those facts suggest?</li> <li>× Failure to support opinions by evidence or logical explanation.</li> <li>× Poorly edited or not organized or presented clearly (i.e. failure to proofread any written material and correct obvious misspellings, errors, and sloppy grammar).</li> <li>× Exhibits that are irrelevant to the analysis (i.e. the reader or viewer is left to draw his/her own conclusions and wonder why the exhibit is there).</li> </ul>

*Detailed requirements and expectations for the analysis will be discussed in class and posted on eLearning. I recommend you to schedule meetings with me to discuss your progress throughout the semester when needed.*

**PRESENTATION (10%):**

Each group will present their analysis reports during class on the day the group is scheduled to present, in a **25-minute presentation** followed by a **15-minute discussion session**.

- Please email your presentation material to your instructor by 5:00 pm of the day of your presentation (You do not need to post the slides to the turn-it-in link in eLearning).
- You can use visual aids or videos during your presentation.
- The presenting group will play a leading role in class discussion by outlining what they think are the

	<p>central issues confronting the company, analyzing these issues, and presenting the results of their analysis to the class.</p> <ul style="list-style-type: none"> <li>- The central part of this exercise is that the presenting team will need to prepare <b>one or two discussion/debate questions</b> for the rest of the class after presenting the case material and their analysis. The debate questions may involve conflicting ideas or propositions about the case. Furthermore, the team members may also support different and even opposing sides on the debate. Your team's responsibility is to lead the class discussion/debate on the case material. In the end, each team will need to sum up all the key points of the debate and the key assumptions and propositions of the different opinions. You may also want to add how your group came to your own conclusions concerning these conflicting issues.</li> <li>- Each group member should have an active role in the presentation.</li> <li>- After you have presented, be prepared to receive questions regarding your presentation.</li> </ul>
<p><b>Group Presentation – Relating to the Real World (15%)</b></p>	<p>As much as it is important to understand the fundamental theories and concepts of Strategic Management, this class also focuses on applying the theoretical perspective to understanding real world phenomena. By introducing a real world case to the class on one of the topics that are covered during that week's lecture, we will bring textbook material to greater relevance in the business world we are in.</p> <ol style="list-style-type: none"> <li>1. Your group will be determined according to the case analysis you picked and the instructor will assign which week each group will present their 'Relating to the Real World' article. Refer to the class schedule for which chapter of the textbook your group needs to present on.</li> <li>2. Pick an event or a case that is a good demonstration of the concepts or theories that are discussed in the pertinent textbook chapter. You may want to begin by looking at the chapter's core concepts in bold print letters or some of the key theories introduced in the designated chapter. Articles in business magazines such as the Bloomberg Businessweek, Financial Times, Forbes, The Economist or others may be used. Make sure the event or case you choose to introduce is less than 2 years old in order to keep yourselves and the class more up to date on business affairs. If needed, you may reference several articles that are covering the same event/issue to obtain a more complete picture.</li> <li>3. Present the event/case to the class in 15 minutes. Explain and review the core concepts or theories which the case demonstrates (You do not need to review the entire chapter. Just touch on which concepts or theories your article is relating to). Show how the case chosen is a relevant example of the concepts or theories we learned in class. Provide the necessary background information concerning the event, the firm, etc., in order to help the class understand the article(s) better.</li> <li>4. Send a copy of the article(s) and any powerpoint slides used to the instructor for a full grade.</li> </ol>
<p><b>Class Participation &amp; Quizzes (20%)</b></p>	<p>There will be a <b>sign-in sheet</b> for each class period. Punctual class attendance is expected.</p> <p>The instructor has the sole authority in assigning participation grades. <b>Use of cell phones, texting, emailing, and surfing the internet are forbidden during class hours.</b> Quality of class contributions will be weighted more heavily than quantity. Frequent and valuable participants are those who attend all of the lectures, and participate regularly.</p> <ul style="list-style-type: none"> <li>• <b>Excellent class participation</b> is characterized by a student consistently attending class, making an insightful contribution to discussions and exercises, being well-prepared by having notes and demonstrating a superior understanding of the material.</li> <li>• <b>Good class participation</b> is characterized by students consistently attending class and contributing to discussions and exercises as well as being reasonably prepared with notes from the reading, while only occasionally demonstrating a good understanding of the material.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Poor class participation</b> is characterized by a student inconsistently attending class, rarely contributing to class discussion and exercise, and having no notes prepared for the readings.</li></ul> <p>Occasionally the instructor may give <b>quizzes</b> from the assigned readings of the class and/or the in-class discussion at the end of the class.</p> <ul style="list-style-type: none"><li>• Not all the quizzes will be graded.</li><li>• However, some of them will be graded and will count toward the course grades.</li></ul> <p>*To help the instructor learn each student’s name and grade participation/contribution as fairly as possible, <b>please prepare and bring a nameplate to each class.</b></p>																																																								
<b>Peer Evaluation</b>	<p>Part of your learning experience is managing the coordination of tasks required among group members to create a good product. Your grade will also be based on each individual's assessment of the relative contribution of each group member (peer evaluation).</p> <p>Each group member will evaluate all the members for their contribution to group work on a scale from 1 to 5. Then the participation score will be multiplied to the score the group gets from the group project (both written and oral presentations) :</p> <p>60% for 1 (extremely unsatisfactory) 70% for 2 (very unsatisfactory) 80% for 3 (unsatisfactory) 85% for 3.5 (neither satisfactory nor unsatisfactory) 90% for 4 (satisfactory) 95% for 4.5 (very satisfactory) 100% for 5 (extremely satisfactory)</p> <p>For example, if a group gets 16/20 for the two case presentations/debate and an individual in that group gets an average of 3 from the peer evaluation, then the actual grade for that person in group case presentation will be 20/25*80% = 16/25, not 20/25.</p> <ul style="list-style-type: none"><li>▪ Be objective in evaluating other members in your group and specify reasons.</li><li>▪ The evaluation should be turned in with the final exam. Peer evaluation sheet will be provided along with the exam booklet.</li><li>▪ If one fails to turn in the peer evaluation sheet, then everybody in the team gets 3 (80%).</li></ul>																																																								
<b>Grading Criteria</b>	<p>The following aspects of the course determine your grade.</p> <table><tr><td></td><td></td><td>97-100</td><td>A+</td></tr><tr><td><b>Component</b></td><td><b>Weighting</b></td><td>93-96</td><td>A</td></tr><tr><td></td><td></td><td>90-92</td><td>A-</td></tr><tr><td>Midterm Exam</td><td>20%</td><td>87-89</td><td>B+</td></tr><tr><td></td><td></td><td>83-86</td><td>B</td></tr><tr><td>Final Exam</td><td>20%</td><td>80-82</td><td>B-</td></tr><tr><td></td><td></td><td>77-79</td><td>C+</td></tr><tr><td>Group Case Analysis &amp; Presentation</td><td>25%</td><td>73-76</td><td>C</td></tr><tr><td></td><td></td><td>70-72</td><td>C-</td></tr><tr><td>Relating to the Real World</td><td>15%</td><td>67-69</td><td>D+</td></tr><tr><td></td><td></td><td>64-66</td><td>D</td></tr><tr><td>Participation &amp; Quizzes</td><td>20%</td><td>60-63</td><td>D-</td></tr><tr><td></td><td></td><td>59 and below</td><td>F</td></tr><tr><td>Total</td><td>100%</td><td></td><td></td></tr></table>			97-100	A+	<b>Component</b>	<b>Weighting</b>	93-96	A			90-92	A-	Midterm Exam	20%	87-89	B+			83-86	B	Final Exam	20%	80-82	B-			77-79	C+	Group Case Analysis & Presentation	25%	73-76	C			70-72	C-	Relating to the Real World	15%	67-69	D+			64-66	D	Participation & Quizzes	20%	60-63	D-			59 and below	F	Total	100%		
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<b>Make-up</b>	NO make-up exams. If it is necessary to miss an exam (e.g. for emergencies), we may double the score																																																								

<b>Exams</b>	of the other exam and subtract a penalty.
<b>Extra Credit</b>	NO extra credit
<b>Late Work</b>	Late submissions are not accepted

## General Class Policies

Learning is an active process. Be at each class on time and prepared. Classes will be a combination of lecture, discussion, and exercises – you should actively participate in each part. You are responsible for the assigned readings and what is covered in class.

**Common Courtesy:** You are expected to be courteous during class time. Please respect your fellow students by turning off cell phones before class, refraining from talking to others when someone is speaking, and arriving punctually to class.

**Absences/Make-ups:** There are no excused absences from the exams without a written excuse from a doctor or the academic dean. If there is a serious scheduling conflict or religious needs, it is your responsibility to let the instructor know well in advance in writing. **No work (group projects, individual assignments) will be accepted after the due date.**

**Academic Honesty:** 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.

## Policies and Procedures for Students (Please refer to the below websites)

The University of Texas at Dallas provides a number of policies and procedures designed to provide students with a safe and supportive learning environment. Brief summaries of the policies and procedures are provided for you at <http://provost.utdallas.edu/home/index.php/syllabus-policies-and-procedures-text> and include information about technical support, field trip policies, off-campus activities, student conduct and discipline, academic integrity, copyright infringement, email use, withdrawal from class, student grievance procedures, incomplete grades, access to Disability Services, and religious holy days. You may also seek further information at these websites:

- [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)
- <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>
- <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>
- <http://www.utdallas.edu/disability/documentation/index.html>

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*NOTE: These descriptions and timelines are subject to change at the discretion of the instructor.*