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**Strategic Management MANA 40153: 615**

**Fellows Class – RJH 107**

**TTH 9:30-10:50am,**

**Spring Semester 2015**

**COURSE SYLLABUS**

**COURSE DESCRIPTION:** 3 hours. Prerequisite: Senior standing, Business major, MANA

30153, MARK 30153, FINA 30153, and INSC 30153 or INSC 30313. Students are strongly encouraged to enroll in this class during their final two semesters before graduation. This is the final integrating course for the senior business student. The policies and problems of management with respect to coordination of production, finance, marketing, human resources and accounting in a going concern under conditions of uncertainty.

**General Information.** A key element of strategic management is the adoption of an executive or holistic perspective in solving business problems. To this aim, we will often use the case method. The case method requires substantial class preparation in order to benefit and contribute to your learning experience. This method has the benefit of allowing you to assume the role of managers facing real problems and discuss in the classroom the types of issues that you will be faced with in the “real world.”

**Required Text: Essentials in Strategic Management Theory, 11th edition. Hill, Jones & Schilling, 2013. Cengage Learning ISBN-13-978-1-285-18449-4 ISBN-10:1-285-18449-1**

**Additional Materials: Case and Readings Packet available for download from Harvard Business website.** Other articles for discussion, powerpoint slides, support materials, and WSJ articles and assignments will be available online on eCollege.

Link to case and readings packet: <https://cb.hbsp.harvard.edu/cbmp/access/31090830>

Also required: **Expo White Board Pen** for use during class.

**Course Objectives.** Strategic Management is a capstone course that integrates the concepts, knowledge, and skills acquired from courses in each of the functional areas within the business curriculum. This course focuses on preparing the student to apply a multi-disciplinary perspective demanded of the typical general manager, and aims to cultivate creative thinking.

The course content is designed to build your understanding of the issues and challenges faced by the general manager. Particular emphasis is placed on strategy formulation and implementation. Additionally, critical thinking and communication skills are emphasized through application of knowledge to concrete situations presented in cases and current events.

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| **Key Objectives:** |
| Develop the students’ strategic thinking capabilities.  |
| Build the students’ understanding of analyzing the external and internal environment, and the importance of incorporating implementation decisions within a strategic management mindset. |
| Develop the students’ understanding of the strategy diamond and how it can contribute to a consistent and coherent set of strategic decisions. |
| Integrate the knowledge gained in earlier business core courses.  |
| Increase students’ awareness of the need to incorporate personal and professional values and ethical principles throughout the strategic decision making and implementation process. |
| Enhance and encourage active participation and learning in a relatively risk-free environment. |

**GRADING.** The grading system for this course has been designed to broadly evaluate the student’s improvement in problem solving abilities both orally and written.

 Class Contribution 20%

 WSJ Case 20%

 Exams (2 @ 20%) 40%

 8 Group Exercises (completion) 10%

Team Shared Value Presentation 10%

 Total: 100%

The grade distribution for final grades will be as follows:

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| --- | --- |
|  |  |
| AA- | 94-10090-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69  |
| D | 64-66 |
| D- | 60-63 |
| F | 0-59 |

**Class Contribution (20%).** This is a class participation course. Your presence is expected at each class session. **YOU MUST BE ACTIVELY INVOLVED IN THE DISCUSSION TO IMPROVE YOUR THINKING AND FULFILL THE COURSE OBJECTIVES.** **PLEASE COME TO CLASS PREPARED – THAT MEANS READING THE DAY’S ASSIGNMENT PRIOR TO CLASS.**

We will frequently discuss issues and events not found in the textbook, thus you limit your opportunities for learning by missing class. **If you must miss class for any reason, including OFFICIAL UNIVERSITY ABSENCES please notify me IN WRITING in advance** **(Please email me).** I accept official university absences, illness, accidents and family emergencies for the purposes of attendance, but written documentation of the reason for your absence must be presented to me and notification given to me ASAP before/after the class missed. Unexcused absences due to other reasons will reflect greatly on your contribution grade. I judge participation by contributions to class discussions. A significant portion of your education will transpire in class through challenging each other (including the instructor) and searching for alternative solutions. You must be actively involved in the discussion to improve your analytical and creative thinking. The point of our class is not to formulate a consensus for any given concern. Rather, we will learn about the dynamics of strategic management through the process of grappling with difficult problems. In particular, I am concerned with the quality of your input and your ability to:

 contribute to the advancement of the discussion

 articulate an in-depth understanding of the course material

 persuasively convey your thoughts

 willingly test “new” ideas, rather than “playing it safe”

 illuminate difficult concepts

 substantiate comments with facts and examples.

**You may find that we do not have ample time to address issues that you feel are relevant to the discussion. Please, in these circumstances you may use the threaded discussion section in ecollege to continue the conversations. I will be glad to have a dialogue in this manner in conjunction with in-class contribution. This will be taken into account in my grading evaluation.**

I grade class contribution on a scale of 0-4 for each class period, where 0 is absent, 1 is present (or excused absence), 2 contributes something of minor benefit to the discussion, 3 contributes a key insight to the class, and 4 makes an exceptional contribution to the class discussion. At semester end, I then sum those points and force a distribution that typically ranges from 70 to 100. Typically a student who misses no classes but adds nothing to the class in the way of substantive contribution will make a 75 in class contribution. **You are allowed two unexcused absences. Any absence beyond that will negatively impact your contribution grade (in 10 point increments for each unexcused absence after the first two). Thus, if you have a 90 in unadjusted class contribution but have three unexcused absences, your contribution grade would be a 60.**

Students should be willing to experiment and have some fun. Although the course has a lot of work, the material is the kind in which honest disagreement is normal and should be valiantly fought for - there are very few wrong answers, and if you think about the material, you will do just fine in this class. In sum, please come to class on time, please be prepared to discuss the topic of the day - and above all please have fun!

**Exams (40%).** There will be two exams (each worth 20%) given during the semester. These exams will be essay type questions and will be conducted within class. The exams are used to demonstrate your ability to understand the key concepts illustrated in the textbook and other readings and class discussions as well as to show an ability to integrate knowledge gained through case analyses into current strategic issues. Any material discussed in class or in the readings is fair game for the tests. Exams are closed book and closed notes.

**WSJ Case (20%).** A short case that is taken from a recent *Wall Street Journal* article will be required. You will write a short analysis of the situation and address the questions assigned to the case. You should analyze the situation using the appropriate tools and strategic decision making processes that have been assigned through readings or in class discussions. You should clearly state your answers and support those with the critical facts from the article and information drawn from class discussions and material. The WSJ case analysis will be an in class assignment. You will have the entire class time devoted to analyzing the case and will turn in these assignments at the end of the class period.

**Lectures.** Our in class time will be devoted to discussing the readings that were assigned. I will not lecture directly from the book but will instead expect you to have read the material and ask relevant questions for our discussion. There will not be adequate class time to cover all concepts and techniques discussed in the book, however, you are expected to read and be familiar with all assigned readings.

**In Class Exercises (10%).** These exercises will be conducted with your assigned groups and will be checked for completion on a regular basis. A random check of five of these exercises will be conducted. Each exercise completed is worth 2% of your overall in class exercise grade and will be graded CR/NC.

**Team Shared Value Presentation (10%).** This assignment will be done in groups of four or five. Each team will conduct exercises over the course of the semester that will help the team to understand the strategic direction and activity of a well-known organization. This final assignment will allow you, as a team, to reconsider that strategy by developing feasible recommendations to the organization which allow that company to be more socially conscious and yet continue to benefit the bottom line – in other words – create shared value. You will, as a team, conduct research on all relevant aspects of the situation throughout the semester (e.g., organizational structure, stakeholders, industry analysis, etc.), then, at semester end, you will spend time developing a presentation to the board of directors that clearly articulates the parameters of the situation that you would like to address, recommend a plausible solution to creating shared value, and fully support the team’s conclusion (i.e., via financial analysis and/or well-formulated logic).

I expect all work to be original and neatly presented. Good presentations require a time-consuming, iterative process of editing, so start your rehearsals early. It is essential that the project be edited after it is assimilated by the group. Different formatting, different styles and most importantly, conflicting recommendations on the issues will result in an inconsistency in the presentation that will most assuredly impact the grade of the project negatively.

I am particularly interested in your ability to identify the relevant issues, apply the integrative tools discussed in this course, and persuasively articulate innovative, but realistic recommendations. Attempts to be creative will be rewarded, however, they must be reasonable, logical, fully-supported (i.e., don’t assume that I know what you mean) and well-developed (be sure you have thought through the implications of your recommendations).

Be very careful to focus on variables that managers can control, not on those beyond their control. I am particularly impressed with innovative plans that demonstrate your ability to think through a messy problem. Such plans should be anchored in reality (e.g. What has prevented management from trying your plan?) and should address the process of how these plans are to be achieved. Your identification of the key issues and recommendations should be clearly stated, and comments as to why you think your plan would be more successful than other obvious alternatives or previous plans should be presented.

A draft of the group powerpoint is due before the end of classes; however, the **actual presentations** will be conducted during the final exam period. You will assume the role of consultants presenting to the Board of Directors of the company in question. Proper attire is expected. Concentrate your efforts on recommendations and why you chose a particular course of action over other alternatives. Each team member must participate in the presentation and responsibilities should be evenly distributed across the group.

**Other concerns and reminders.**

 Please advise me in advance of any anticipated absences from class.

 Do not wait until the end of the semester to see me regarding problems with the course material or your performance (it will be too late to address any deficiencies!).

 I may amend the course syllabus slightly as the semester progresses.

* As managers, you will not be afforded the luxury of missing deadlines. In the interest of avoiding the creation of bad habits now, **unexcused late assignments will be penalized 20% initially, and 10% thereafter for each calendar day past the deadline**.

**TURNITIN** The WSJ cases and the exams are automatically submitted to TURNITIN through ecollege. A score of 30% or lower is required.

# STUDENT SERVICES:

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

**eCOLLEGE INFORMATION:** This course will be using a web component (eCollege). If you have not used eCollege in a previous course or have not yet taken the Student Tutorial, please do so as soon as possible.  The Student tutorial is listed on your personal student homepage.  If you experience technical problems during your usage of eCollege, help is available as follows.

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| eCollege HELP | TCU eLearning HELP |
| email: helpdesk@tcuglobal.com  | http://www.elearning.tcu.edu/helpdesk/default.asp |
| phone: 1-800-826-1665  |  |

**ACADEMIC HONESTY:** Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details; <http://catalog.tcu.edu/undergraduate/>). Specific examples include, but are not limited to:

* Cheating: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
* Plagiarism: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit.

# Collusion: The unauthorized collaboration with another in preparing work offered for credit.

# GRADE APPEALS: Students should immediately bring to my attention any obvious errors, such as math errors, in the grading and/or scoring of exams. Any appeal of an individual grade must be made within three days of the posting of the grade on eCollege. Students wishing to appeal their grade in the course should follow the procedures outlined in the TCU Official Student Handbook.\

# Netiquette: Communication Courtesy Code: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.  If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person.  Be respectful of other students.  Foul discourse will not be tolerated.  Please take a moment and read the following link concerning "netiquette". <http://www.albion.com/netiquette/>

TCU Campus Resources for Students: Many resources exist on the TCU campus that may be helpful to students: Mary Couts Burnet Library (257-7117); Center for Academic Services (257-7486, Sadler Hall. 1022); the William L. Adams Writing Center (257-7221, Reed Hall 419); Student Development Services (257-7855, BLUU 2003); and Office of Religious & Spiritual Life (257-7830, Jarvis Hall), Campus Life (257-7926, Sadler Hall 2006),  and the Counseling, Testing, and Mental Health Center (257-7863, Brown Lupton Health Center).

**TCU Mission:** *To educate individuals to think and act as ethical leaders and responsible citizens in the global community.*

APPENDIX: THE USE OF CASES IN STRATEGIC MANAGEMENT

WHY WE USE THE CASE METHOD[[1]](#footnote-1)

 The case method is one of the most effective means of management education. It is widely used in schools of business throughout the world, and this use is predicated upon the belief that tackling real business problems is the best way to develop practitioners. Real problems are messy, complex, and very interesting.

 Unlike other pedagogical techniques, many of which make you the recipient of large amounts of information but do not require its use, the case method requires you to be an active participant in the closest thing to the real situation. It is a way of gaining a great deal of experience without spending a lot of time. It is also a way to learn a great deal about how certain businesses operate, and how managers manage. There are few programmable, textbook solutions to the kinds of problems faced by real general managers. When a problem becomes programmable, the general manager gives it to someone else to solve on a repeated basis using the guidelines he or she has set down. Thus, the case situations that you will face will require the use of analytical tools and the application of your personal judgment.

##### Sources of Cases

 All the cases in this course are about real companies. You will recognize many of the names of the companies although some of them may be new to you. These cases were developed in several different ways. Occasionally, a company will come to a business school professor and request that a case be written on that company. In other situations, a professor will seek out a company because he or she knows that the company is in an interesting or difficult situation. Often, the company will agree to allow a case to be written.

 Occasionally, cases will be written solely from public sources. This is perhaps the most difficult type of case writing because of the lack of primary data sources.

 In those situations where a company has agreed to have a case written, the company must “release” the case. This means that they have final approval of the content of a given case. The company and the case writer are thus protected from any possibility of releasing data that might be competitively or personally sensitive. Public source cases, obviously, do not need a release. Given the requirement for release, however, it is amazing the amount of information that companies will allow to be placed in a case. Many companies do this because of their belief in the effectiveness of the case method.

##### Preparing for Class

 When you prepare for class, it is recommended that you plan to read the case at least three times. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data that are contained in the case. For example, you will want to differentiate between facts and opinions that may be expressed. In every industry, there is a certain amount of “conventional wisdom” that may or may not reflect the truth. On your second reading, you should read in more depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. Your major effort on a second reading should be to understand the business and the situation. You should ask yourself questions like: (1) Why has this company survived? (2) How does this business work? (3) What are the economics of this business?

 On your second reading, you should carefully examine the exhibits in the case. It is generally true that the case writer has put the exhibit there for a purpose. It contains some information that will be useful to you in analyzing the situation. Ask yourself what the information is when you study each exhibit. You will often find that you will need to apply some analytical technique (for example, ratio analysis, growth rate analysis, etc.) to the exhibit in order to benefit from the information in the raw data.

 On your third reading, you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. Before the third reading, you may want to review the assignment questions in the course description. It is during and after the third reading that you should be able to prepare your outlined answers to the assignment questions.

 There is only one secret to good case teaching and that is good preparation on the part of the participants. Since the course has been designed to “build” as it progresses, class attendance is also very important.

##### Class Discussions

 In each class, I will ask one or several people to lead off the discussion. If you have prepared the case, and are capable of answering the assignment question, you should have no difficulty with this leadoff assignment. An effective leadoff can do a great deal to enhance a class discussion. It sets a tone for the class that allows that class to probe more deeply into the issues of the case.

 The instructor’s role in the class discussion is to help, through intensive questioning, to develop your ideas. This use of the Socratic Method has proved to be an effective way to develop thinking capability in individuals. The instructor’s primary role is to manage the class process and to insure that the class achieves an understanding of the case situation. There is no single correct solution to any of these problems. There are, however, a lot of wrong solutions. Therefore, I will try to come up with a solution that will enable us to deal effectively with the problems presented in the case.

 After the individual leadoff presentation, the discussion will be opened to the remainder of the group. It is during this time that you will have an opportunity to present and develop your ideas about the way the situation should be handled. It will be important for you to relate your ideas to the case situation and to the ideas of others as they are presented in the class. The instructor’s role is to help you do this.

##### The Use of Extra- or Post-Case Data

 You are encouraged to deal with the case as it is presented. You should put yourself in the position of the general manager involved in the situation and look at the situation through his or her eyes. Part of the unique job of being a general manager is that many of your problems are dilemmas. There is no way to come out a winner on all counts. Although additional data might be interesting or useful, the “Monday morning quarterback” syndrome is not an effective way to learn about strategic management. Therefore, you are strongly discouraged from acquiring or using extra- or post-case data.

 Some case method purists argue that a class should never be told what actually happened in a situation. Each person should leave the classroom situation with his or her plan for solving the problem, and none should be falsely legitimized. The outcome of a situation may not reflect what is, or is not, a good solution. You must remember that because a company did something different from your recommendations and was successful or unsuccessful, this is not an indication of the value of your approach. It is, however, interesting and occasionally useful to know what actually occurred. Therefore, whenever possible, I will tell you what happened to a company since the time of the case, but you should draw your own conclusions from that.

**Course Schedule – Spring 2015**

**Strategic Management- Fellows Class**

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| --- | --- | --- | --- | --- |
| **Week** | **Session** | **Date** |  | **Topic/Assignment** |
| 1 | 1 | 1/13 | T | Overview of course discussion and course requirements. |
|  | 2 | 1/15 | TH |  Strategic Leadership**Readings: H, J & S:** Chapter 1 **Exercise 1 in class.** |
| 2 | 3 | 1/20 | T | Achieving Fit between your Personal Mission Statement and Your Organization’s Vision/Mission**Assignment:** Bring in your personal mission statement to class. |
|  | 4 | 1/22 | TH | Industry Analysis and Macro Environment **Readings:** **H, J & S:** Chapter 2Porter, “The Five Competitive Forces that Shape Strategy,” Harvard Business Review, January 2008.**Exercise 2 in class.** |
| 3 | 5 | 1/27 | T | **Case:** Cola Wars Continue: Coke and Pepsi in 2010  |
|  | 6 | 1/29 | TH | Internal Analysis**Readings: H, J & S:** Chapter 3**Exercise 3 in class.** |
| 4 | 7 | 2/3 | T | Strategy and Strategy Diamond **Readings:** Porter, “What is Strategy?” HBR, February 2000.Hambrick and Fredrickson, “Are You Sure You Have a Strategy?” Academy of Management Executive, November 2001 |
|  | 8 | 2/5 | TH | Functional Level Strategies**Reading:** **H, J & S:** Chapter 4**Exercise 4 in class.** |
| 5 | 9 | 2/10 | T | Business Level Strategy**Readings: H, J & S:** Chapter 5**Exercise 5 in class.** |
|  | 10 | 2/12 | TH | **Case:** Wal-Mart in China  |
| 6 | 11 | 2/17 | T | Business Level Strategy in Context**Readings: H, J & S:** Chapter 6, 7 |
|  | 12 | 2/19 | TH | Global Strategy**Readings: H, J & S:** Chapter 8 |
| **Week** | **Session** | **Date** |  | **Topic/Assignment** |
| 7 | 13 | 2/24 | T | **Exam 1 (closed book, closed note)** |
|  | 14 | 2/26 | TH | Corporate Level Strategy**Readings: H, J & S:** Chapter 9 & 10**Exercise 6 in class.** |
| 8 | 15 | 3/3 | T | **Case:** PepsiCo: The challenge of growth through innovation |
|  | 16 | 3/5 | TH | **Contemporary Issues in Strategy****Readings: TBA** |
|  |  |  |  | **SPRING BREAK** |
| 9 | 17 | 3/17 | T | Corporate Performance, Governance and Business Ethics**Readings: H, J & S:** Chapter 11**Exercise 7 in class.** |
|  | 18 | 3/19 | TH | **WSJ Case Analysis– In Class Assignment (open book)** |
| 10 | 19 | 3/24 | T | Strategy Implementation **Readings: H, J & S:** Chapter 12 |
|  | 20 | 3/26 | TH | Strategy Implementation Continued**Readings: H, J & S:** Chapter 13**Exercise 8 in class.** |
| 11 | 21 | 3/31 | T | **Case:** Alibaba Group |
|  | 22 | 4/2 | TH | Exam Review |
| 12 | 23 | 4/7 | T | **Exam 2 (closed book, closed note)** |
|  |  |  |  |  |
| **Week** | **Session** | **Date** |  | **Topic/Assignment** |
|  | 24 | 4/9 | TH | \*Big Picture Thinking Revisited – Making a Difference in a Big Way – Changing a company’s direction**Readings:** Porter and Kramer, “Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility,” Harvard Business Review, December 2006.Porter & Kramer, Creating Shared Value: How to Reinvent capitalism and unleash a wave of innovation and growth. 2011. HBR.\*\* Group Project Introduction |
| 13 | 25 | 4/14 | T | **Case: Care Kenya** |
|  | 26 | 4/16 | TH | **Group Project Work in Class (class dismissed 10:30am)** |
| 14 | 27 | 4/21 | T | **Group Project Work in Class** |
|  | 28 | 4/23 | TH | **Draft of Shared Value Project Power Points due today\*** |
| 15 | 29 | 4/28 | T | **Final Thoughts on Big Picture Thinking and your Career** |
|  |  | 5/05 | T | **Shared Value Group Presentations****800am-1030am** |

1. This note was prepared by Associate Professor Dan R.E. Thomas. It is intended solely as an aid to class preparation. [↑](#footnote-ref-1)