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# MANA 5336-002

## Strategic Management

### Spring 2016

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Instructor:	Dr. Jeffrey E. McGee	Phone:	817-272-3688 (office)
Office:	BOB 229	E-Mail:	jmcgee@uta.edu
Office Hours:	5:00-6:45 (Monday)	Website:	<a href="http://management.uta.edu/Dr.McGee/">http://management.uta.edu/Dr.McGee/</a>
Class Time:	T 7:00-9:50	Room:	COBA 256
Text:	Competing for Advantage 3 <sup>rd</sup> edition, by Hoskisson, Hitt, Ireland, and Harrison. (ISBN # 9780538475167/0538475161). <i>Capstone Business Simulation and Comp-XM</i> (Online registration at Capsim.com)		

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### **Course Overview**

The primary thrust of this course is general management. It will be different from most of the courses you have had in functional areas (e.g., accounting, marketing) because you will be 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 called “business/organizational policy,” and its sole purpose was to help the student “integrate” the knowledge he or she had developed in other courses in the graduate business program. Business policy traditionally had little content of its own. However, in recent years it has become increasingly apparent that all managers not only must apply knowledge from a variety of functional areas (e.g., accounting, marketing, finance), but also perform activities that require knowledge and skills not addressed in those areas. Some of the trends that reinforce this need include downsizing, delayering, empowerment, and intensified global competition. Therefore, it has become acknowledged that there is a unique body of knowledge that is not taught in functional business courses that should be taught in a course such as the nature of managerial work, strategy formulation and implementation, and organization design.

### **Course Objectives**

The course has multiple objectives which include the following:

1. Developing a general management orientation; becoming able to analyze broad, organization-wide problems.
2. Integrating the business skills you have already developed and knowledge you have obtained. In the immediate future this should give you a better understanding of how your position(s) relate(s) to the overall performance of your organization. Also, much of this course is structured to simulate the job that many of you may have or will have in the near future -- a staff manager responsible for helping to develop recommendations on the strategic issues that face your organization.
3. Developing skills to solve the actual problems that today’s organizations are experiencing.

### **Learning Objectives for the course**

1. Develop and reinforce a general management point of view that recognizes overall long-term and short-term organizational goals and multiple stakeholders.
2. Synthesize the diverse strands of functional disciplines learned in earlier courses into one integrative perspective.
3. Explain the three major strategic management elements: strategy analysis, strategy formulation, and strategy implementation.
4. Demonstrate the influence of global competition on firm strategy and performance.
5. Develop the ability to analyze internal and external environments of the business using tools such as five forces analysis, value chain analysis, and resource-based analysis.

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6. Develop the ability to communicate the results of one's analysis as well as to develop specific actionable recommendations.
  7. Develop sensitivity to the ethical and social dimensions of corporate actions.
  8. Assess a firm's ability to develop and sustain a competitive advantage over its rivals.

### **Student Learning Outcomes**

By the end of this course, you should be able to (1) *analyze* a particular business situation, (2) *identify* the significant problems, and (3) propose and justify *explicit solutions* that are realistic, effective, and efficient.

### **Achieving the Objectives**

You will be required to complete seven activities in order to achieve the identified objectives:

1. CONTRIBUTE TO IN-CLASS DISCUSSIONS of chapters, readings, lecture material and cases by exhibiting (a) an understanding and articulate analysis of the information presented and (b) skills in the prerequisite course areas required for registration.

Students are expected to attend each class session. Moreover, each student is expected to actively participate in class discussions. Class participation will be evaluated using the following criteria.

*100% - Truly outstanding participation.* Contributed to each session's discussion with well thought out ideas and comments.

*95% - Excellent participation.* Contributed regularly to discussions with reasonably well developed ideas and comments.

*85% - Good participation.* Contributed to most discussions with relevant comments.

*75% - Average Participation.* Attended class sessions and listened actively to discussion. Actual contributions to the discussion were infrequent.

**Simply coming to class will not earn a satisfactory participation grade!**

2. Complete two chapter exams. The exams will consist of multiple-choice and short-answer questions.
3. Complete a case-based midterm exam.
4. Students will work in groups to perform Capstone®, a simulation exercise. Each group will have responsibility for one company. Students will craft corporate- business-, and functional-level strategies. In addition, the simulation will involve the following:
5. Company Performance. The company performance grade will be assigned on a group basis and will be based on your company's stock price.
6. Shareholder Meeting and Annual Report. At the end of the simulation, your group will present an overview of your results to the rest of the class (i.e., the corporate shareholders). In addition, your group should explain why your corporation achieved the level of success that it did and the plans that it has for the future. The group will also be required to submit an "Annual Report" describing your performance during the 8 years (rounds of operation) and the plans for the future.
7. Complete Comp-XM® exam. Each student manages a simulated business over the course of five years. After each simulated year, the student takes a short exam with questions and answers tailored to their situation.

### **Guidelines for presentations**

1. The presentation should be roughly 15 minutes per company.
2. Your presentation must not just be about the numbers that everybody had access to during the simulation. Everybody has already seen this. It is more interesting for you to tell the class about the background of decisions. Why they were made, what challenges you faced and the like. You should make the presentation interesting.

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3. Please try to make the presentation professional. Feel free to role play an actual shareholder meeting.
  4. Some of the things you should cover in the presentation are:
    - a. The company's products and brands.
    - b. Main competitors of the company (those that are your closest competitors, the ones you were paying the most attention to)
    - c. Graphs are encouraged to see the change in financial measures over a period of time (e.g., 5 years). For example, if there are big drops/increases in stock price, find potential reasons for this decline/increase. Try to compare with main competitors. Do not limit yourselves to stock price. Include other metrics (e.g., ROI, productivity, market share, etc).
    - d. The plans your management team has for the future of the company. This is very important for the presentation as well as for the annual report. Here is where you can apply everything you have learned about business-level, corporate-level and international strategies. Be creative. Assume you have to continue to operate your company.
    - e. Any other information you find interesting.
  5. The more organized you are, the better it will be (e.g., who will go first, what A/V you will use, and the like). Even though you are multiple people, probably in charge of different topics for the presentation, act like one coordinated team when presenting. I would strongly encourage the group to practice their presentation beforehand.
  6. Pretend you are in a business setting... after all, you are in a business school and you will soon go out and get a job. Try to dress and act the part accordingly! No jeans, shorts, t-shirts, polo-shirts, sneakers, sandals, etc.
  7. You need to present as people who run the company. For example do not say "Andrews does an excellent job in product customization," instead say "In Andrews, we are very proud of our customization of the product,"
  8. You need to manage your time. You want to have enough time to cover your presentation. Very short presentations are just as bad as very long ones.
  9. Although it is acceptable (recommended) to use notes, *absolutely* avoid reading; use notes as a guide only.

### **Grading**

The five activities in which you will be participating will be combined to determine your final grade. Their respective weights are as follows:

1. Class Participation	10%
2. Capstone® – A Business Simulation*	
Company Performance	20%
Shareholder's Meeting and <i>Annual Report</i>	10%
3. Comp-XM®	
Balanced Scorecard	10%
Board Queries	5%
4. Two Chapter-Based Examinations	25%
5. Case-Based Exam	20%
<b>TOTAL</b>	<b>100%</b>

\*The company performance and shareholder meeting grades are subject to adjustment based on your group members' peer reviews.

### **About the Instructor**

Jeffrey E. McGee (Ph.D., The University of Georgia) is an Associate Professor of management at the University of Texas at Arlington. He teaches courses in entrepreneurship and strategic management. His research interests include new business development and strategic management of entrepreneurial ventures. Dr. McGee's research has been published in *Management Science*, *Journal of Business Venturing*, *Strategic Management Journal*, *Journal of Small Business Management*, *Journal of Small Business Strategy*, *Journal of Management*, *International Small Business Journal*, and *Entrepreneurship: Theory & Practice*.

## Schedule

Date	Topics Covered	Assignment
1/19 (T)	Course Introduction Simulation Orientation	<i>Capstone Guide</i>
1/26 (T)	Introduction to Strategic Management Video Case – <i>Panera Bread Company</i>	Chapter 1 Practice Decision
2/2 (T)	Strategic Leadership	Chapter 2 Practice Decision
2/9 (T)	The External Environment Video Case – <i>Whole Foods</i> Video Case – <i>ACCIONA</i>	Chapter 3 Practice Decision
2/16 (T)	<b>Case – <i>Best Buy</i></b>	In Class Decision 1
2/23 (T)	The Internal Organization Video Case – <i>Portucel Soporcel</i>	Chapter 4 Decision 2
3/1 (T)	Business-Level Strategies Competitive Rivalry and Competitive Dynamics Video Case – <i>Toy Wars</i> Case – <i>ExxonMobil Sustainability</i>	Chapter 5 Chapter 6 Decision 3
3/8 (T)	Business-Level Strategies (Continued) Competitive Rivalry and Competitive Dynamics (Continued) Video Case – <i>Sandeman Porto</i> <b>First Chapter-Based Exam</b>	Chapter 5 Chapter 6 Decision 4
<b>3/15 (T)</b>	<b>Spring Break</b>	<b>No Class</b>
3/22 (T)	Corporate-Level Strategy Video Case – <i>Johnson &amp; Johnson</i> Video Case – <i>Bacardi</i>	Chapter 8 Decision 5
3/29 (T)	Business Week Guest Speaker (TBA)	In Class Decision 6
4/5 (T)	Acquisition and Restructuring Strategies Video Case – <i>Novartis' Acquisition of Alcon</i>	Chapter 9 Decision 7
4/12 (T)	Video Case – <i>Clorox</i> International Strategy Video Case – <i>Intuit</i> Video Case – <i>BP</i>	Chapter 10 Decision 8
4/19 (T)	Corporate Governance Video – <i>The Smartest Guys in the Room</i>	Chapter 11
<b>4/26 (T)</b>	<b>Second Chapter-Based Exam</b> <b>Case-Based Exam</b>	In class
5/3 (T)	Shareholder Meetings	In class
<b>5/10 (T)</b>	<b>Comp-XM®</b> <b>Simulation Assignment: Annual Reports Due</b>	<b>In class</b> <b>8:15-10:45</b>

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit



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<http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center. :** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located as follows: Exit the classroom. Turn right. Proceed to stairs. Turn right. Walk up the stairs to the next floor (ground level floor) and exit the building through glass doors in the East wall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial 911.</p>
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