
MANA 5336-001
Strategic Management
Spring 2013

Instructor:	Dr. Jeffrey E. McGee	Phone:	817-272-3688 (office)
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Office Hours:	6:00-7:00 (Tuesday and Thursday)	Website:	http://management.uta.edu/Dr.McGee/
Class Time:	T/R 7:00-9:50	Room:	Business Building 256
Text:	Competing for Advantage 2 nd edition, by Hoskisson, Hitt, Ireland, and Harrison. (ISBN # 032431666/978-0324316667). <i>Capstone Business Simulation</i> and <i>Comp-XM</i> (Online registration at Capsim.com)		

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. Also, the development/refinement of skills in oral and written communication and conceptual/integrating ability is a major objective of the course.

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.

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 a midterm exam. This exam will require students to respond to several short-answer questions involved a business case.
3. 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.

Company Performance. The company performance grade will be assigned on a group basis.

Annual Meeting. At the end of the course, 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. The group will also be required to submit an "Annual Report" at this meeting.

4. Complete Comp-XM® exam. Each student manages a simulated business over the course of four years. After each simulated year, the student takes a short quiz (*five total*) with questions and answers tailored to their situation.
5. Prepare an "Executive Summary" of your company's performance during the Comp-XM® exercise.

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	15%
2. Simulation*	
Company Performance	20%
Shareholder's Meeting and <i>Annual Report</i>	10%
4. Comp-XM®	
Balanced Scorecard	10%
Board Queries	5%
5. Comp-XM® <i>Executive Summary</i>	5%
6. Midterm Examination	35%
TOTAL	100%

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



Schedule

Date	Topics Covered	Assignment
1/15 (T)	Course Introduction Simulation Orientation	<i>Capstone Guide</i>
1/17 (R)	Self-Paced Simulation	Practice Decision
1/22 (T)	Introduction to Strategic Management Video – <i>Panera Bread Company</i>	Chapter 1 Practice Decision
1/24 (R)	Strategic Leadership Video – <i>Working for the Best: The Container Store</i>	Chapter 2 Practice Decision
1/29 (T)	The External Environment Video – <i>Whole Foods</i>	Chapter 3 Decision 1
1/31 (R)	Case – <i>Best Buy</i>	In Class Decision 2
2/5 (T)	The Internal Organization Video – <i>Wal-Mart: Global Giant</i>	Chapter 4 Decision 3
2/7 (R)	Business-Level Strategies Competitive Rivalry and Competitive Dynamics Video – <i>Toy Wars</i>	Chapter 5 Chapter 6 Decision 4
2/12 (T)	Business-Level Strategies (Continued) Competitive Rivalry and Competitive Dynamics (<i>Continued</i>) Video – <i>Sandeman Porto</i>	Chapter 5 Chapter 6 Decision 5
2/14 (R)	Corporate-Level Strategy Video – <i>Johnson & Johnson</i> Acquisition and Restructuring Strategies Video – <i>Profile of Hewlett-Packard CEO Carly Fiorina</i>	Chapter 8 Chapter 9 Decision 6 Midterm Due
2/19 (T)	International Strategy Video – <i>McDonald's Global Strategy</i> Video – <i>BP</i>	Chapter 10 Decision 7
2/21 (R)	Corporate Governance Video – <i>Celebrity CEO Charisma</i> Video – <i>Executive Excess</i>	Chapter 11 Decision 8
2/26 (T)	Video – <i>The Smartest Guys in the Room</i>	In class
2/28 (R)	Shareholders' Meeting	In class
3/5 (T)	Final Exam Comp-XM® Simulation Assignment: Annual Reports Due	In class

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*.

Drop Policies

It is the student's responsibility to complete the course or withdraw from the course in accordance with University Regulations. Students are strongly encouraged to verify their grade status before dropping a course after the first withdrawal date. A student who drops a course after the first withdrawal date may receive an "F" in the course if the student is failing at the time the course is dropped. Final drop date is July 21st.

Student Support Services

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)