

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
The Bryan School of Business and Economics
Department of Management

MBA 719-51: Strategic Management in Action
Spring 2015

M 2:00 – 4:45PM Bryan 205

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OR By Appointment

REQUIRED TEXTS/READINGS/REFERENCES:

TEXTBOOKS:

Rothaermel, Frank T. (2015). **Strategic Management: Text and Cases, 2nd Edition**. New York, NY: McGraw-Hill: ISBN: 978-0-07-764506-9.

READINGS:

- Mintzberg, H. 1987. The strategy concept I: Five P's for strategy. *California Management Review (CMR)*, 30(1): 11-24.
- Porter, M. E. 1996. What is strategy? *Harvard Business Review (HBR)*, 74(6): 61-78.
- Hambrick, D. C. & Fredrickson, J. W. 2001. Are you sure you have a strategy? *Academy of Management Executive (AME)*, 15(4): 48-59.
- Karnani, A. (2010). The case against corporate social responsibility. *Wall Street Journal (WSJ)*.
- Friedman, M. (2013). "The social responsibility of business is to increase its profits". In C. M. Boardman, A. N. Sandomir, & H. Sandok (ed). *Foundations of Business Thought*, Pearson Education, Inc., Upper saddle River, NJ. (Originally published in The New York Times, September 13, 1970).
- Porter, M. E. 1979. How competitive forces shape strategy. *Harvard Business Review (HBR)*, 57(2): 137-145.
- Porter, M. E. 2008. The five competitive forces the shape strategy. *Harvard Business Review*, 86(1): 78-92.
- Levitt, T. 1983. The globalization of markets. *Harvard Business Review (HBR)*, 61(3): 92-102.
- Porter, M. E. 1980. **Competitive Strategy: Techniques for Analyzing Industries and Competitors**. New York: Free Press.

- Porter, M. E. 1987. From Competitive advantage to corporate strategy. *Harvard Business Review*, 65(3): 43-59.
- Campbell, A., Gold, M., and Alexander, M. 1995. Corporate strategy: the quest for parenting advantage. *Harvard Business Review*, 73(2): 120-132.
- Gold M., and Campbell, A. 1998. Desperately seeking synergy. *Harvard Business Review*, 76(5): 131-143.
- Kim, W. C., and Mauborgne, R. 2009. How strategy shapes structure. *Harvard Business Review*, 87(9): 72-80.
- Bartlet, C. A., and Ghoshal, S. 2000. Going global: Lessons for late movers. *Harvard Business Review*, 77(2): 132-142.
- Ghemawat, P., and Hout, T. 2009. Tomorrow's global giants. *Harvard Business Review*, 86(8): 80-88.
- Arrunada, B., and Vazquez, X. H. 2006. When your contract manufacturer becomes your competitor. *Harvard Business Review*, 84(9): 135-144.
- Farrell, D. 2006. Smarter Offshoring. *Harvard Business Review*, 84(6): 84-92.
- Pisano, G. P., and Shih, W. C. 2009. Restoring America's competitiveness. *HBR*, 87(7/8): 114-125.
- Cyriac, J., Koller, T. & Thomsen, J. 2012. Testing the limits of diversification. *McKinsey Quarterly*, February, 1-5.

CATALOG DESCRIPTION:

Integration of tools and techniques of strategic analysis, formulation and implementation of competitive and corporate strategy. Students engage in professional consulting and/or experiential projects with local organizations.

STUDENT LEARNING OUTCOMES (SLOs):

Upon completing the course, the student should be able to:

- 1) Demonstrate integration of strategic analysis, strategy formulation and strategy implementation in an organization.
- 2) Assess the managerial activities to create sustainable competitive advantage for their companies.
- 3) Apply the tools of strategic and competitive analysis in the global business environment by analyzing a firm's industry and strategy and developing recommendations.
- 4) Analyze the managerial task associated with formulating, implementing and executing company strategies and the actions managers can take to promote competent strategy implementation.
- 5) Synthesize the knowledge gained in a variety of different business and related courses, and the case discussions to provide a professional consulting advice to local organizations to solve a business problem in order to gain competitive advantage.

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

Lectures, videos, situation vignettes, and cases, guest speaker presentations/organizational visits will be used. The assignments and assessment mechanisms are described as follows:

Class participation and contribution (SLOs 1, 2, 3, 4, and 5)

Students should come to classes well prepared to share their thoughts and ideas with others

in the class on the reading materials assigned for each class session. The quality and quantity of contributions to the class discussions will determine the points awarded to each student.

Class participation and contribution has many facets in the course including:

- Attendance
- Courtesy (cell phones/pagers off; absence of extensive side conversations)
- Attentiveness (focus directed to whoever has the floor, not distracting others)
- Asking questions of groups leading in the discussion of case analyses
- Providing comments and critiquing reading materials
- Providing constructive comments and suggestions on cases and other reading materials
- Use of Laptop computers in class solely for the purpose of class activities that day. **Note that if you're found using your computer for any other purpose, you'll not be allowed to bring your computer to class for the rest of the semester.**

Note that if you attend all classes and do not provide comments, suggestions, or ask questions about the lectures and case presentations, or participate in class discussions, you will only receive a **maximum of 50%** of the class participation and contribution grade. If you only participate by providing comments and asking questions during lectures, you will receive a **maximum of 70%** for class participation grade. Participation in the case discussions is a pre-requisite for obtaining a grade better than a C in class participation. Class participation and contribution points will be awarded during every class session.

Team Case Leadership (SLOs 1, 2, 3, 4, and 5)

Teams of 2-3 students would be formed and each team will be required to lead in the discussion of an assigned case. The group will have 30-45 minutes to deliver a traditional case analysis concluding with recommendations for the organization. Assume your audience have read the case but have agonized less over its contents than your group. *Convey* the big ideas by focusing on the most important issues in the case. You may bring in materials from other courses and from your own perusal of the supplementary readings and searches if they relate to the issues in the case. The team should allow time for questions and answers, and comments from the audience regarding the issues, ideas and recommendations they *conveyed*. In other words, should not plan on presenting for more than 30 uninterrupted minutes (leave at least 20 minutes for questions and discussions). **Grading of case leadership** will be based partly on *presentation and delivery* (professionalism, clarity of speech, visual aids, coverage of major issues in case – 40%), and *content of presentation* (quality of analysis and recommendations – 60%).

Individual Case Analysis (SLOs 1, 2, 3, 4, and 5)

Every student will be required to prepare **one** written case analysis from the cases to be discussed in class. An individual whose team is leading in presenting a particular case cannot write on that case. For example, Team 1 is scheduled to present “Case Discussion 1 : Ford and the World Automobile Industry in 2012”, so no member of Team 1 can submit an individual written analysis on “Ford and the World Automobile Industry in 2012”. Students’ should conduct a traditional individual written case analysis using the tools and techniques gained from this course and the balance of their MBA courses to provide a true capstone and integrative analysis. The written case must be professionally prepared and turned in latest at the end of the class period in which that particular case is being discussed. The case analysis should be 5-7 pages in length (excluding any figures or tables which should be placed in an Appendix), page numbered, double-spaced, font size 11 and above, and 1-inch margins. The

case analyses reports should have a cover page. Students will lose points equal to 5% of the written case grade for the violation of each of the formatting rules. To spread the workload in grading the cases over the course of the semester, I will present a sign-up sheet for the case write-up on the first day of class. Students will be graded on the thoroughness of their analysis, reasoning ability and writing clarity.

Here are some general hints for preparing the individual case analysis

1. Avoid laundry list. Focus and organize your analysis. Look for a framework from the class that helps you to organize the analysis and presentation of the issues in the case.
2. Don't summarize the case. Your client (and the instructor) is very familiar with the situation and requires further analysis. Your analysis should answer the "so what factor", which is common in most consulting assignments.
3. Consulting scenario. Know your client and always think about your client first. Your analysis should address issues that your client would be expecting in your report.
4. Use of pictorial illustrations. It is usually difficult to present a rigorous analysis and recommendation in 5-7 pages. Make use of pictorial illustrations (e.g., graphs, charts, tables, etc.) to summarize points.
5. Quantitative and qualitative analysis. Make sure you make use of the information in the case exhibits. Incorporate both quantitative and qualitative information in your case analysis (e.g., the use of ratio analysis).

In-Class Written Exam (SLOS 1 and 4)

The in-class written exam (of 120 minutes duration) will be essay questions. The exam content will be drawn from the course readings, guest speaker presentations, and class discussions. The in-class exams are closed-book, and closed-notes.

Consulting Experiential Project (SLOs 1, 2, 3, 4, and 5)

The consulting experiential project has the following elements:

Written Report

The written report is the most important component of your consulting experiential project grade as it represents the final recommendations of the group to the client. Each report should contain an executive summary describing the key recommendations. The main body of the report will describe the recommendations in detail and be data driven. The report is expected to be a professional work product, presented clearly and free of grammatical and spelling errors. Please make your points with the fewest words possible, as your client is a business executive with time constraints. The appendix of the report should contain the data collected during the research and should focus on functional area information (e.g., marketing, operations, finance, human resources, information technology, etc.) in addition to strategy. The written report should be handed to the client at the conclusion of the oral presentation.

Oral Presentation

Each consulting team will make a formal presentation to the client in a day to be determined at the end of the semester. It is recommended that the final presentation date be set well in advance. The student team is responsible for scheduling the presentation date. The instructor will be responsible for reserving the room. Presentations are made at the Bryan School and should target 30 minutes for the formal presentation and 30 minutes for questions and answers. Please inform the instructor about the date and time for your presentation as soon as possible.

Presentations are expected to be in PowerPoint and handouts should be provided to the

client. Teams that have not completed the final report and made their presentation to the client by the deadline (to be determined) will receive an *Incomplete*. The instructor will provide guidance on the style and content in the weeks prior to the presentation date.

Client Evaluation

Both the instructor and the key manager(s) at the client will make a formal evaluation of the final reports and oral presentations. Important points of the evaluation will be how well the core issues were addressed, the quality of your recommendations, and on the professionalism of your presentation. The instructor's evaluation will count for 60%, while the client's evaluation will count for 40% for both the consulting written report and the oral presentation.

Peer and Faculty Evaluations

The successful completion of a high quality consulting project requires a great deal of work and cooperation across team members. For this reason, team members, as well as the instructor will determine a portion of each student's grade based on their assessment of the student's contribution to the project's success. A preliminary, non-graded peer assessment will occur in the middle of the semester and feedback will be relayed to each student. The peer and faculty evaluations will both cover the same basic elements and each will count for 50% of the student's contribution to the project's success. Overall final grades will be awarded *individually*. It is entirely possible that some group members could receive an *A* while others could get a *C*.

Statement of Work

A key component of the practice of consulting is the creation of the statement of work (SOW). It is a written agreement between the consulting firm and the client that clearly states the project, timelines, costs and deliverables. The instructor will provide a draft of the statement of work for each project. The student team will finalize the SOW by inserting key deliverables, dates and by making other key modifications. The first deliverable of this course is a final signed SOW. A meeting with the client and the consulting team, followed by a sign off on the statement of work, will be completed early in the semester (date to be determined). Sign off should occur by the client and the project team.

EVALUATION AND GRADING:

Students will be evaluated according to their performance on the following components of the course: class participation and contribution, group case leadership, individual written case analysis, two in-class examinations, and a written report to consulting clients, presentation to consulting clients, and clients' evaluation. Grades are based on the following "absolute" scale (i.e., there will not be any "curving").

	<u>Points</u>	<u>Percentage</u>
Class Participation and Contribution	50	10
Team Case Leadership	50	10
Individual Case Analysis	50	10
In-Class Exam	100	20
Consulting Project Written Report	150	30

Instructor evaluation = 100		
Client evaluation = 50		
Consulting Project Presentation	50	10
Instructor evaluation = 30		
Client evaluation = 20		
Student's contribution to project success	50	10
Instructor evaluation = 25		
Peer evaluation = 25		
TOTAL	500	100

Grading Scale:

Total Points	Grade
465-500	A
450-464	A-
430-449	B+
410-429	B
390-409	B-
< 390	C

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. The Academic Integrity Policy can be found at: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

FACULTY AND STUDENT GUIDELINES: The faculty and students in the course are expected to adhere to the faculty student guidelines stated at the following web page: http://www.uncg.edu/bae/faculty_student_guidelines.pdf.

ATTENDANCE POLICY: All students are expected to attend each class session. If a student misses a specific class session, it is her/his responsibility to cover the topics so missed. Material covered in a previous class will not be repeated in a subsequent class. The schedule of sessions on the syllabus contains a listing of topics and assignments to be covered in the respective sessions. The syllabus is a general plan for the course; deviations may be necessary.

FINAL EXAMINATION: There is no specific in-class written final examination. However, the Consulting/Strategic Final Written Report is to be submitted and presented in last class session.

TOPICAL OUTLINE/CALENDAR:

SESSION # & DATE	TOPICS AND ASSIGNMENTS
1 Jan 12	Course Overview Consulting/Strategic Project Descriptions Discussion of Statement of Work (SOW) Strategic Analysis Review (Chapters 1 - 4)
2 Jan 26	Competitive Advantage and Performance (Chapter 5) & Business Strategy (Chapter 6) Case Discussion 1: Ford and the World Automobile Industry in 2012 (Team 1) (Grant, 2013)
3 Feb. 2	Business Strategy Continued (Chapters 6 &7) Case Discussion 2: AirAsia: The World's Lowest Cost Airline (Team 2)
4 Feb 9	Corporate Strategy (Chapters 8 & 9) Case Discussions 3: American Apparel: Vertically Integrated in Downtown L. A. (Team 3)
5 Feb 16	Global strategy (Chapters 10) Case Discussions 4: Vodafone: Rethinking the International Strategy (Team 4)
6 Feb. 23	Strategy Implementation (Chapters 11 and 12) Case Discussions 5: Google Inc: What's the Corporate Strategy? (Teams 5)
7 March 2	In-Class Examination on Strategy Concepts
March 9	SPRING BREAK

8 March 16	Prepare for Marketing work for Client Marketing mini-report due
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9 March 23	Prepare for HR work for Client Marketing and HR mini-report due
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10 March 30	Operations and Finance work for Client Operations and Finance mini-report due
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11 April 6	Strategy Work for Client Strategy mini-report due
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12 April 13	Work on Reports/Presentations
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13 April 20	Work on Reports/Presentations
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14 April 27	Presentations
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15 May 4	Presentations Consulting/Strategic Final Written Report Due
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