

MGMT 478

STRATEGIC MANAGEMENT

SPRING 2017

Tuesday-Thursday

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Textbook: **STRATEGIC MANAGEMENT: Planning for Domestic & Global Control**
(14th ed.) John Pearce II, Richard Robinson (McGraw-Hill/Irwin)

University of South Carolina Honor Code

It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline.

The Honor Code is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Honor Code, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Honor Code:

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
- Use of another person's work or ideas without proper acknowledgement of source.
- Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in

connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).

- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.

**Whenever a student is uncertain as to whether conduct would violate this Honor Code, it is the responsibility of the student to seek clarification from the appropriate faculty member or instructor of record prior to engage in such conduct.

Darla Moore School of Business Code of Student Conduct for Undergraduate Students

The Darla Moore School of Business is recognized globally for educating students who are prepared to become responsible business and civic leaders. An effective learning environment where students and faculty value integrity, professionalism and diligence is foundational to this mission.

Consistent with these values, the Student Leadership Council and the faculty of the Darla Moore School of Business expect students to:

- Spend a minimum of two hours outside of class studying for each hour of classroom time;
- Exhibit classroom behavior that is respectful of faculty and fellow students;
- Refrain from the use of phones and other electronic equipment during class, unless permitted by the instructor;
- Arrive at class on time, actively participate in class, and not leave class early;
- Keep up with assigned readings and complete assignments on time;
- Contribute fully to team assignments;
- Respect the university's staff and be responsible stewards of its facilities; and
- Abide by the University of South Carolina Honor Code.

Objectives of the Course

This course is about strategy and the creation of value. Implicitly or explicitly, every firm must define the scope of its business operations and, within the chosen scope, how the firm will compete against rivals. Decisions about the scope of business constitute the firm's corporate strategy; decisions about how to compete within chosen market segments reflect the firm's business-level strategy. This course focuses primarily on how a firm can build effective business-level strategies, but we also consider the development of corporate-level strategies.

The course is also about top management and the total organization. As such, it is an integrative course emphasizing a "general management" or total organizational perspective as opposed to a functional viewpoint (accounting, finance, marketing, etc.). A general management perspective is necessary because the formulation and implementation of effective strategies requires a precise understanding of the interrelationships among the different functions of the organization and the relationships of these functions to the business environment.

LEARNING OUTCOMES

The course extends students' existing background and awareness of the problems involved in managing an organization by providing readings, analytical tools and case discussion of strategic management issues. As a result of this course, students will be able to:

- Identify and understand the strategies of different organizations
- Interpret the competitive environment facing a given organization, which may present opportunities and threats for the organization
- Evaluate the likely effectiveness of an organization's strategy for creating value and increasing competitiveness
- REMEMBER THIS IS A CAPSTONE COURSE AND YOU SHOULD USE PRIOR KNOWLEDGE TO HELP YOU!!!!!!!!

In addition, the course is designed to help develop students' capabilities in areas deemed critical to their future success as managers and leaders. These capabilities include written and verbal communication skills, teamwork, analytical thinking, decision-making skills, and project planning.

COURSE FORMAT

This is not a traditional lecture-based course. The course will consist primarily of participant-centered discussions. Throughout the course, we will discuss cases in some depth as a class, trying to understand the issues that organizations and their managers face. Your classmates and I expect you to attend and be well prepared for each class,

having read the required conceptual material and analyzed the assigned case study ahead of time. We also expect you to play an active role in class discussion. If all class members prepare for and actively participate in each class discussion, we will all learn more from each other, and the course will be more enjoyable. Short, occasional lectures will supplement the cases by suggesting different frameworks and tools that may be useful in addressing the issues illustrated in the cases. (See below for further explanation)

COURSE MATERIALS: Book, Case for Review provided by Professor, Company to be used for a Strategic Management Review provided students

PERFORMANCE EVALUATION

25% First Test

25% Second Test

BOTH TESTS ARE MULTIPLE CHOICE TESTS (25 QUESTIONS) STUDY THE BOLD WORDS IN EACH CHAPTER

50% Presentation of Case by each Team Verbal and Written 50% each

WE WILL HAVE A CASE COMPETITION: \$500/TEAM FOR FIRST, \$300/TEAM FOR SECOND, AND \$200 FOR THIRD.....STUDENTS WILL DECIDE THE WINNERS....PROFESSOR WILL DECIDE THE GRADES

The letter grades, numerical grades, and standards applied in this course are as follows:

- A 90.0 and up (Excellent, far exceeding standards of acceptable work.)
- B+ 87.0 to 89.9 (Very good, significantly exceeding standards of acceptable work.)
- B 80.0 to 86.9 (Good, exceeding standards of acceptable work.)
- C+ 77.0 to 79.9 (Fair, slightly surpassing standards of acceptable work.)
- C 70.0 to 76.9 (Meets standards of acceptable work.)

- D+ 67.0 to 69.9 (Marginal, somewhat below standards of acceptable work.)
- D 60.0 to 66.9 (Poor, clearly below standards of acceptable work.)
- F 59.9 or less (Failing, significantly below standards of acceptable work.)

Please do not expect to be “rounded up” because your grade is close to a higher one or because you “need” the higher grade. In return I won’t “round down” if your grade is close to a lower one or reduce your grade if I think you “don’t need” the higher one.

****** Average grades for Case Studies based on 10 years of experience is between 78 and 88******

Final grades will be given 72 hours after you take the Final Exam. You will not know your Case grade and Final Exam grade unless you write me and ask for each grade.

What to do if you not agree with your Grade? Send me an email saying you want a face to face meeting to discuss the grade. YOU HAVE 10 DAYS AFTER THE GRADE IS POSTED TO LET ME KNOW YOU WANT THE MEETING. We will then meet in person or by skype to discuss the grade. GRADES WILL NOT BE DISCUSSED BY PHONE. After the 10 day period you will not be able to dispute the grade.

We will be using Scantron to grade the exams. If you do not fill out the form correctly and I have to grade the exam you will lose three points.

Class sessions and your preparation for them

We will use a variety of methods to achieve the objectives of MGMT 478. Most class sessions will involve a combination of lecture and discussion, guest lecturers that are entrepreneurs, and guest lecturers that will assist your research and teamwork capabilities. Some classes will include the discussion of a case study that you will have analyzed in advance. These cases present situations that faced entrepreneurs and managers in real companies. You are expected to analyze each situation and prescribe action as though you were in their positions. Be prepared as a *minimum* to answer any questions stated at the end of the case or in the course outline. Better preparation will include thinking about other issues or problems or the implications of your answers to the stated questions. On other occasions, mini-cases (called “Profiles”) at the beginning of textbook chapters are assigned. Reflect on how the profile illustrates the chapter’s key concepts or principles, and be ready to discuss their application to the profile and their broader implications for entrepreneurship.

When a chapter of the textbook is assigned, you are expected to *arrive at that day's class prepared to answer questions*. Lectures will not summarize all the important material in a chapter. Instead, I will speak about the subject, emphasize some key points, specify where research or my thinking differ from the textbook's, and try to summarize the subject and its relation to others that are important to entrepreneurship. You should use class sessions to ask questions to clarify your understanding of the topics covered in each chapter, and to go beyond the textbook's coverage.

When the class is handed over to guest lecturers remember the following: these speakers have been chosen for their experience and ability to shed additional light on issues that are important to establishing and running a business. You should come armed with questions about their subject and prepared to participate as actively as the speaker wishes. (It may be necessary to modify our course schedule to accommodate the availability of guest speakers.)

Evaluating Your Classroom Participation

Each student is expected to attend every class. Here's why: Your active and informed participation is critical to your success. Our case discussions can be very interesting and rewarding if you, the students, make them so. Even when a lecture is the day's principal activity, your preparation, attention, and participation will be vital to your learning. Reviewing notes borrowed from a classmate, or attending without preparing the day's assignment, simply are not substitutes for your own presence and effort.

This course will operate on a "cold-call" system. That is, anyone present may be called on at any moment and is expected to contribute productively. Of course I welcome volunteers and depend on them to keep the discussion flowing.

Your contribution will be evaluated regularly on the basis of both quality and quantity, with an emphasis on its quality. Discussions of chapters and lecture material also are weighed. Expect your ideas to be challenged by me and by classmates, and be prepared to defend them. Listen carefully to classmates' comments and engage them in discussion. Not every comment is a valued contribution, and merely speaking is not enough to gain credit.

The most value contributions in our discussion in class are those that add insight rather than merely state facts. It is important to relate facts to their facts or to reasonable assumptions, and to see their implications. Your analysis should be thorough, and you should be able to support your comments. Answers to the printed questions that accompany the case are important, but so are the answers to the instructor's questions or to other issues raised during the class discussion.

Regular, dependable, class participation performance is what I'm looking for. Regular, dependable performance is far more reliable than any effort to make a big

impression late in the semester. There is no predetermined average score for class participation; you are not competing against others but are building your own record of contribution.

Each student is allowed three unexcused absences or exemptions from discussion before penalties begin. We'll discuss remedies for a fourth unexcused absence.

******All unexcused absences over three will cost you three points off your final grade.******

Absences are excused for medical or other weighty reasons (Job Interviews), but not for vacations, working on other courses, etc. Submit written documentation of your reason for being absent, such as a physician's statement that you were unable to attend class. Attendance is recorded on the instructor's seating chart, usually at the beginning of each day's class. If you arrive after the scheduled starting time, it is your responsibility to ensure at the end of that day's class that your presence was recorded.

Failure to prepare adequately for a class will also cost you points. Keep in mind that you may be called on at any moment, on any day. If your response demonstrates to me that you are unprepared for the class, this penalty may be invoked. If you wish to avoid the possibility of being caught unprepared, you may ask to be exempted from discussion for the day. (To receive exemption from discussion you must give the instructor written notice before the start of class.) Groups will be self-selected teams, composed of 4, 5 or 6 individuals per team. For the group assignments, it is expected that all group members will contribute to the current events project/presentation and the final project/presentation. My starting assumption is that all members have contributed equally on the group projects, and that all members should receive the same grade. We will discuss the peer evaluation system in greater detail during class.

DISABILITY POLICY

If you have a documented disability or other special needs and wish to discuss appropriate academic accommodations, please contact me as soon as possible, but no later than the end of the first week of classes.

COURSE OUTLINE & SCHEDULE OF ASSIGNMENTS
(SUBJECT TO CHANGE AS NECESSARY)

All written Assignments are to be typed, and are due at the end of the class session for which they are assigned . Assignments that are not typed will not be accepted.

<u>Day & Date</u>	<u>Topic and assignment</u>
Tues 1/10	Introduction to Course
Thurs 1/12	Chapter 1 Strategic Management
Tues 1/17	Chapter 2 Company Mission
Thurs 1/19	Chapter 4 The External Environment
Tues 1/24	Chapter 5 The Global Environment
Thurs 1/26	BE PREPARED You will take no more than two minutes to introduce yourself. Where you are from, family, hobbies, college major, etc.
Tues 1/31	Finish up introductions. Form Teams
Thurs 2/2	Chapter 6 Internal Analysis
Tues 2/7	Chapter 7 Long Term Objectives and Strategies
Thurs 2/9	Chapter 3 Corporate Social Responsibilities and Business Ethics
Tues 2/14	Mid Term Test Chapters 1-7
Thurs 2/16	Chapter 8 Business Strategy
Tues 2/21	Chapter 9 Multibusiness Strategy
Thurs 2/23	Chapter 10 Implementation
Tues 2/28	Chapter 11 Organizational Structure
Thurs 3/2	Chapter 12 Leadership & Culture
Tues 3/5 Thurs 3/12	SPRING BREAK
Tues 3/14	Chapter 13 Strategic Control
Thurs 3/16	Chapter 14 Innovation and Management
Tues 3/21	"THE REAL DEAL"

Thurs, 3/23; Tues, 3/28; Thurs, 3/30; Tues, 4/4;
Bryson Case (Practice)

Thurs 4/6; Tues, 4/11; Thurs 4/13, Tues 4/18
Presentation of Cases

Tues 4/20 Review for Final

MID-TERM AND FINAL TESTS

The tests will include “objective” (multiple choice, true/false) items to test your learning of vocabulary, facts, and concepts. **(You must take the tests on the scheduled dates. Any makeup of the tests are subject to the regulations for Deferred Examinations published in the Undergraduate Studies Bulletin.)**

T-Th.....TBA

Your team’s graded Case Study will be available. Send me an e-mail if you want the Case Study grade after your course grade has been posted. Your course grade will be available via Self Service Carolina. I will give you a breakdown of your final test grade and case study grade via the phone or e-mail.

Please do not ask me to discuss your grade.

If you would like an explanation of your grade(s) please make an appointment with me. I will not discuss the grades over the phone or via email.

Thanks in advance for your cooperation.