MGMT 495-01 Strategic Management

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Xavier University
Williams College of Business
Management 495-01 – Strategic Management

Instructor: Dr. Mina Lee
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Office Hour: Tues/Thurs 10am-12pm. 1pm-2pm Other times by appointment.
Class Hours: Tues/Thursday 4:00 p.m. -5:15 p.m. (Tues/Thurs)

Class Venue: Smith 251

Electronic textbook can be obtained from http://www.cengagebrain.com/market/index.html. Articles from the popular business press will be distributed in class.

COURSE OBJECTIVES

The mission of the Williams College of Business (WCB) appears below:
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

The primary objective of this course is to develop students’ skills at:
1) Analyzing the external environment of the firm
2) understanding the internal resources of the firm
3) realizing the gap between planning and actually implementing the strategy
4) getting used to the key terminologies in strategic management
5) developing team works

We study strategic management to develop a coherent business plan, which is not based on instinct or luck, but based on logic and theory. To do so, we will learn 1) industrial organization economics 2) resource based view 3) transaction cost economics 4) agency theory and other relevant theories. At the same time, students should understand that reality is more complex than what theories describe. Often times, we observe that a perfect strategic planning does not necessarily mean a successful implementation of a chosen strategy. Stakeholder analysis is especially relevant to explain a gap between planning and implementation. Throughout this course, you should be able to learn how to work as a team, which is critical in the real world.

UNDERGRADUATE PROGRAM LEARNING GOALS – WILLIAMS COLLEGE OF BUSINESS

• Critical Thinking: Addressed by the course
Learning Goal: WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.

Corresponding Objectives:
(1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision making.
(2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

• Ethics and Social Responsibility: Addressed by the course
Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.
Corresponding Objectives:
(1) WCB students will recognize ethical issues and their implications on personal and business decisions.
(2) WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

• Effective Written and Oral Communication: Addressed by the course
Learning Goal: WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.
Corresponding Objectives:
(1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
(2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

• Global Perspective and Cultural Diversity: Addressed by the course
Learning Goal: WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.
Corresponding Objectives:
(1) WCB students will identify and contrast key attributes of countries’ business environments.
(2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.
(3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.

• Understanding and Application of Knowledge Across Business Disciplines: Addressed by the course
Learning Goal: WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.
Corresponding Objectives:
(1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
(2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)
(3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major.

• Personal and Professional Development: Addressed by the course
Learning Goal: WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.
Corresponding Objective:
• WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

**GRADING**

Your evaluation is based upon the quality of your class attendance, group presentations, project, exams, and group case analysis. The percentage weight given to each component is as below.
1. Class Participation/ Attendance 10% Individual
1. **Class Attendance and Participation: Individual. (10%)**

   a. **Regular attendance: 5%**
   
   The course objectives and format are centered on your preparation for and participation in class. Please treat this class as a *workshop* for honing your skills in issues concerning strategic management. Your class participation should demonstrate: (1) evidence of careful preparation of cases and readings; (2) clarity and conciseness of your recommendations; and (3) strong and convincing analysis to support your recommendations.
   
   If you are late to class on multiple occasions, you may be marked absent on those days. If you are absent for any in-class exercise, you will be given no points for the attendance of the day. The in-class informal case discussion and activities should reflect an understanding and application of the key concepts in the course.
   
   Following each class session, the grade for class participation will be awarded as follows:
   
   - **A:** Attended and contributed to discussion, reflecting a good understanding of material and evidence of preparation.
   - **B:** Attended, but no involvement.
   - **C:** Partial or complete absence, arriving late on multiple occasions.
   
   You are allowed to miss two classes. Use them sparingly. If you miss more than three classes, you will receive a ‘D’ for attendance. If you miss more than six classes, you will receive a ‘F’ for the attendance.
   
   There are exceptions for the above attendance policy: a medical emergency and court appearance. In case you have a medical emergency or court appearance, your attendance will be excused. You need to submit the medical document /legal document to the course instructor to correct your attendance record. In case of medical emergency or court appearance, the instructor will give you a make-up assignment.

   b. **ETS exam grade: 5%**
   
   Each semester, students taking 495 courses are required to take the ETS exam. You will be able to choose a date from an ETS sign-up book. If Xavier University does not offer an ETS exam this semester, the regular attendance will take up 10%.

2. **Exams 1, 2, and 3 (Best 2 out of 3, 25%*2=50%).**

   If you believe you have an excellent reason for not being there, you must get permission before the exam and arrange a make-up exam. Exams may include multiple choice, short answer, case analysis, and/or essay questions.

3. **Professional Oral Case Presentation/Report (40%)**

   Each student is required to be involved in an oral case presentation for a company of their choosing. Case presentations will be prepared, presented and graded on a TEAM basis. Presentations should be 30 minutes long,
not including questions and answers. Presentations that are either too short or too long will be penalized. Each team should present detailed recommendations of what they think the company should do.

Each member of the team must participate equally in the oral presentation. Public speaking is a mandatory part of this course and ANYONE WHO DOES NOT PARTICIPATE IN GIVING THE PRESENTATION WILL RECEIVE A GRADE OF “F” FOR THE COURSE, NOT JUST FOR THE PRESENTATION. Visual aids should be incorporated into the presentation to help streamline and clarify the recommendations being made. The keys to giving a good presentation are: preparation, coordination, interpretation, and explanation. Following the presentation there will be a question-and-answer session with questions being posed by members of the class.

Presentation grades will be based on the content of the presentation (depth, thoroughness, and detail) and presentation skill and quality (how effectively the material was presented and delivered). Send your Power point file and all written report to the instructor VIA XAVIER E-MAIL ON EACH DUE DATE. The due time is the beginning of the class.

The report should be double-spaced. The border margins should be set at no less than one inch on all sides. The font should be 11 point. Recommended length of the paper 1, 2, 3, and 4 is between 1,000 and 1,500 words each, not including appendices and a list of references.

You may use the library resources and newspapers to research about the firm of your choice. Suggest their future direction and way to improve the firm.

An example of a case presentation structure:
1. Approx 5 minutes: identify the (possible) problem(s) facing the company along with the symptoms of the problems and their weakness.
2. Approx 10 minutes: analyze these issues using course concepts and models. Support the recommendation suggested in the next section.
3. Approx 10 minutes: develop at least two alternatives for solving the problems facing the company, and recommend one of the alternatives along with a discussion of potential implementation issues. Suggest a way to improve the firm.
4. Approx 5 minutes: discuss the costs/benefits of your final recommendation (long term and short term)
5. Approx 10 minutes: Q&A session.

List of firms
1. Amazon
2. Barnes and Nobles
3. Apple
4. Google
5. Netflix
6. Coca-Cola
7. Starbucks coffee
8. Krispy Kreme Doughnut
9. Tesla
Or other company of your interest.

Sources of information: Information for the project may be obtained from the Xavier Library, University of Cincinnati Library, Public Library, the Greater Cincinnati Chamber of Commerce World Trade Division, and the U.S. Department of Commerce Regional Office.

World Wide Web sources:
Peer evaluation: At the end of the course each student will be evaluated by their team members. Each student will be asked to evaluate their team members by grading them on a scale and then giving a brief narrative supporting the grade that was given. An average score will be calculated for each team member and their presentation grade will be calculated by multiplying their peer evaluation score by the team presentation grade. For example, if your team received a grade of 80% on the presentation and your average peer evaluation was 70%, the presentation grade that you would receive is 56% (80% x 70%). Peer evaluations will be anonymous and will not be shared with team members. Therefore, it is of utmost importance that you work well with your team members. I recommend that students develop a working relationship with their team members early in the semester to avoid any problems later on.

CLASS ACTIVITIES AND ASSIGNMENTS

NO EXCUSES WILL BE ACCEPTED FOR LATE ASSIGNMENTS AND ALL LATE ASSIGNMENTS WILL RECEIVE A GRADE OF ZERO. Case write-up assignments are due at the BEGINNING OF CLASS. Send your report to the instructor VIA AN E-MAIL. If Xavier email does not work due to technical difficulties, you can submit a hard copy. Other assignments may be done in class and no prior announcement will be made.

CLASSROOM COURTESY

Everyone is expected to be on time for class. Coming in late for class disrupts the flow of the class. As a common courtesy to everyone in the class, ALL CELL PHONES, PAGERS, AND OTHER ELECTRONIC DEVICES MUST BE TURNED OFF DURING CLASS TIME. You can use laptops for note taking. But if you use laptops for other purposes, such as checking/writing emails, twittering, updating facebook, browsing internet or playing games, you will not have the privilege to use your laptop in my classroom. You will receive penalties in your participation score as well.

EATING IS NOT ALLOWED DURING CLASS TIME. It is expected that everyone will be respectful of their fellow classmates. Interrupting speakers (whether the instructor or fellow students), carrying on personal conversations, reading newspapers or other reading materials not related to this course will not be tolerated. Such behavior shows a lack of respect for others and disrupts the class and impedes the learning process.

ACADEMIC MISCONDUCT

All forms of cheating will result in an F for the course. In this class cheating includes plagiarism (using country write-ups and case/individual reports from other students (previous or current)). Plagiarism also includes case write-ups (partial or full) downloaded from the Internet. The academic policy of Xavier University will be strictly enforced in this class.

DISABILITIES

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting
Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

To learn more about your rights, please visit http://www2.ed.gov/about/offices/list/ocr/transition.html. To learn about Xavier University’s support and policy for disabled students, visit http://www.xavier.edu/lac/student-disability-services.cfm.

OFFICE OF STUDENT SUCCESS

Location: 514 Conaton Learning Commons  
Phone: 513-745-3036  
Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

COMMUNICATION

Students are responsible to check their Xavier e-mail account and the Canvas site for this course regularly. Any additional readings, changes in schedule, announcements, syllabus modification and grading will be posted on the Canvas.

GRADING SCALE

Calculation of final course grade from test / group presentations / class attendance points. I might grade on curve at my discretion, but will not automatically round your score.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.4 and above out of 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-93.3</td>
</tr>
<tr>
<td>B+</td>
<td>86.7-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.4-86.6</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-83.3</td>
</tr>
<tr>
<td>C+</td>
<td>76.6-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.4-76.6</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-73.3</td>
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<tr>
<td>D+</td>
<td>66.7-69.9</td>
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<tr>
<td>D</td>
<td>63.4-66.6</td>
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<tr>
<td>D-</td>
<td>60.0-63.3</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

• The instructor reserves the rights to make changes to the syllabus.

“What we are all looking for, however, is the readymade, competent man; the man whom someone else has trained. It is only when we fully realize that our duty, as well as our opportunity, lies in systematically cooperating to train and to make this competent man, instead
of in hunting for a man whom someone else has trained, that we shall be on the road to national efficiency."

Quote from Frederick Winslow Taylor, *The Principles of scientific management*. 1911.