2012

MGMT 600-05 Strategy and Organizations

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Xavier University  
Williams College of Business

MGMT 600-05: Strategy and Organizations  
Fall 2012

Dr. Rebecca Luce

Class Meetings:  Mondays       6:00 – 8:30 pm       Smith 141

Optional Text: Hitt, Ireland, Hoskisson, Hellriegel & Slocum, Strategy and Organizations,  
(custom textbook) Cengage Learning, ISBN: 978-0-8400-4333-7 (available through the  
XU bookstore) NOTE: The textbook is a custom combination of an OB text and a Strategy text and is not overly expensive. If you do not have an UG business degree or if it has been a while since you earned your business degree, then purchasing this book is advisable. I will not be covering the basics of these topics in class and some foundational knowledge will be helpful to you in contributing to class discussions and in completing assignments for the course. A few of the OB topics may have been covered in MGMT 500, if you have taken that course, but none of the Strategy topics will have been covered.

Cases: All cases except the case for Class #1 are available through the following link:  
http://cb.hbsp.harvard.edu/cb/access/14439639

Additional Reading: As assigned in the syllabus; available on Blackboard.

Office, Phone No. & Email:  336 Smith Hall     Ext. 4391     lucer@xavier.edu  
Home phone number: 513-351-4302

Office Hours:  Mondays: 3:00 – 6:00 pm; Tuesdays, 12:00 – 3:00 pm and by appt.

Williams College of Business Mission Statement:

“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

How Course Relates to Mission:

Students taking this course will learn how to implement management practices and make decisions within organizations with the goal meeting the needs of all types of stakeholders.

Course Description:

Our emphasis for the semester will be on managerial responsibilities within organizations. We will be discussing methods of assessing and acting on strategic opportunities, solving managerial problems, taking on issues associated with corporate citizenship and coping with the challenges a company faces in a competitive and constantly changing global marketplace. We will emphasize application of concepts to actual business situations.
### WCB Learning Goals and Objectives for MBA Students

<table>
<thead>
<tr>
<th>WCB Learning Goals &amp; Objectives</th>
<th>How MGMT 600 Meets Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Thinking &amp; Leadership:</strong> WCB MBAs will be able to position organizations in chosen market areas, compete successfully and satisfy stakeholders with the objective of achieving superior organizational performance.</td>
<td>---Company project, case analyses, discussion topic presentations, contributions to class discussions</td>
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<tr>
<td>---MBA students will demonstrate the appropriate knowledge of management...</td>
<td>---Business Strategy topic, company project, case analyses</td>
</tr>
<tr>
<td>---MBA students will demonstrate the ability to articulate a vision and set and prioritize strategic objectives.</td>
<td>---All strategy topics, company project, case analyses</td>
</tr>
<tr>
<td>---MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.</td>
<td>---Team assignments, discussion topic presentations (influence others), Cooperative Strategies topic</td>
</tr>
<tr>
<td>---MBA students will practice and assess their capacity to influence others, collaborate and encourage cooperation toward organization goals.</td>
<td>---International Strategy topic, case analyses (both are on international companies), company project, discussion of assigned cases</td>
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<tr>
<td><strong>Global Perspective and Cultural Diversity:</strong> WCB MBAs will be able to work across cultural boundaries, whether these are geographical or societal, in that they possess a recognition and appreciation of the global environment of business and an understanding and appreciation of diversity.</td>
<td>---Case analysis #1, company project</td>
</tr>
<tr>
<td>---MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.</td>
<td>---Company project, case analyses, discussion of assigned cases</td>
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<td>---MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision making.</td>
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<tr>
<td><strong>Critical Thinking:</strong> WCB MBAs are able to clarify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques and draw conclusions.</td>
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<tr>
<td>---MBA students will evaluate organizations and recommend optimal strategies and actions demonstrating their ability to understand context, frame problems and use appropriate analytical and quantitative techniques.</td>
<td>---Discussion topic presentations</td>
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<tr>
<td><strong>Effective Written and Oral Communication:</strong> WCB MBAs are proficient in written and oral communication.</td>
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<tr>
<td>---MBA students will demonstrate their ability to clearly summarize issues and support decisions in writing.</td>
<td>---Case analyses, company project</td>
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<td>---MBA students deliver professional presentations accompanied by the appropriate technology</td>
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<tr>
<td>---MBA students demonstrate effective interpersonal communications skills in teams.</td>
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</table>
Communication with Students regarding Class:

I will use Blackboard to post documents regarding class assignments and notes, including articles to read for class, etc. I will also email class members with important information regarding class from the student list on Blackboard, which uses your XU email account. It is your responsibility to regularly check both sources on a timely basis to keep abreast of class information. (Note: if you prefer to receive emails through an alternate email address – not your XU account – I suggest you forward your Xavier email to your alternate address).

Grade Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>200</td>
</tr>
<tr>
<td>Case Analyses (100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Topic Presentations</td>
<td>100</td>
</tr>
<tr>
<td>Project</td>
<td>500</td>
</tr>
<tr>
<td>Part 1: Company Research/Analysis</td>
<td>200</td>
</tr>
<tr>
<td>Part 2: Company Recommendations</td>
<td>200</td>
</tr>
<tr>
<td>Part 3: Project Discussions</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

*These assignments are completed in teams of 4 students; all other assignments are individual.

Brief Description of Grade Components

Class Participation

I combine lecture with interactive discussion and other activities during class periods. I have found that students get more out of the class – as do I – when we discuss the material, rather than our class consisting of a steady diet of my talking and your listening. In MBA courses, a critical aspect of your learning is hearing the experiences and opinions of your fellow students. This entails your participating in our class discussions as well as attentively listening when others are making contributions. Our discussions will center on applying the course material to a variety of business situations so you can develop an understanding of how you can use the concepts in your career.

Articles and cases are assigned for each class period. Cases are used to explore how course concepts relate to real company situations. You are responsible for reading each case and preparing to discuss it in conjunction with Isaacson’s guidelines, which are posted on Blackboard. You should be very familiar with the content of each case and prepared to answer questions posed to you about it whether called upon to do so or by volunteering your opinion in class discussions. You are similarly expected to be thoroughly prepared to discuss each article assigned for reading. I will post “thought questions” related to the reading and case assigned for each class period in advance on
Blackboard. By considering these questions as you prepare for class, you will be in a better position to contribute to our class discussions.

**Grading Class Participation:**
You will receive one point of credit for class participation each class in which you make a substantive contribution to our discussion. Substantive contributions are those that add to our understanding of the topic at hand or raise a new issue in regard to the topic. Such contributions may come from responding to a question I pose for purposes of discussing the article or case assigned for that class, responding to a point made by another student, reflecting on a comment based on experiences you have had, etc. I will be liberal in giving you credit for participating in our discussions. In rare instances, I may give someone two points for class participation during one class period if the contributions they make demonstrate unusual insight or imagination, but typically the maximum number of participation points you can earn during one class period is one.

On occasion I may offer the opportunity to earn an additional point of class participation by attending an event on campus that is directly related to our course topics, but takes place outside of our normal class period. For example, Scott Burns from P&G will be talking on the topic of Sustainability on October 2nd (see your syllabus for more details). By signing in when you attend the event, you will earn an additional point of participation credit. This credit can replace a missed opportunity to earn participation credit in the event you miss a class during the semester.

Your class participation grade will be calculated at the end of the semester based on the total number of opportunities there were to contribute to our class discussions during our regularly scheduled class periods. You cannot earn over 100% in class participation points.

**Case Analyses**
In teams of 3-4, you will discuss and prepare two 2-page case analyses during the semester on cases that have been assigned for the course. These papers are due at the beginning of the class period during which we will discuss the case. *No late papers will be accepted.* Further information on writing case analyses is provided in a separate handout.

**Discussion Topic Presentations**
In teams of 3-4, you will prepare a presentation for class discussion purposes on a predetermined management topic, listed in the syllabus. Your team presentation will consist of each of you individually taking on a different perspective on the discussion topic assigned for that class. Your goal is to persuade the majority of the class that your point of view is the most appropriate one for most companies to adopt when dealing with this particular management topic. See the separate handout on Discussion Topic Presentations for more details.

**Project Overview**
The project has 3 components; each is graded separately, although the quality of the subsequent parts of the project will reflect the work done in the previous part(s).

- **Part 1** involves writing a paper combining research and analysis for a public company of your choosing.
• **Part 2** is a recommendations paper that involves development of management proposals to enhance the success of your chosen company, drawing on what you have learned during the semester.

• **Part 3** entails discussing your Part 2 paper with others in your breakout group of students, all of whom will have read the others’ Part 2 papers. You will be responding to their questions when it is your turn as well as formulating questions for the others in your group regarding their papers. Attendance for the project discussions is mandatory. Failure to attend this class will result in a penalty of deducting 2 participation points from your class participation total.

More details are provided in a separate handout.

*Project papers must be turned in at the beginning of class on the day they are due.* Papers turned in late, but by the end of the day they are due will be graded, but will be subject to a *10% point penalty* prior to grading. Papers not turned in on the day they are due will not be accepted. If you have an *unavoidable conflict* with a project paper due date, please make alternate arrangements with me *in advance*. I will not grant last-minute requests for extensions.

**Submitting Written Assignments**

All written assignments, (case analyses and project papers), must be *submitted through Turn It In on Blackboard as well as submitted to me in class*. By submitting your work to Turn It In, you have the flexibility to identify - in advance of the assignment due date - any content in your paper that must be accompanied by a citation identifying the source of that material. Material that is published anywhere on the Internet will be highlighted in your paper. This procedure provides you the opportunity to make corrections to your paper prior to submitting it for a grade.

I will rely on Turn It In to identify any content of your papers that has been plagiarized from another source, i.e. not properly documented with the source of material or ideas that originated from someone other than you. If more than a nominal amount of material in your paper or exam shows evidence of plagiarism, your grade on that assignment will be an F. See below for more information on dishonesty and plagiarism.

**Honesty**

*Any dishonesty* will result in a *grade of F* for the assignment and, depending on the severity of the dishonesty, potentially for the entire course. Primarily, (although not exclusively), dishonesty involves the representation of another’s work as your own. This includes plagiarism of any material you turn in as an assignment.

**What is plagiarism?**

• Plagiarism is using the work of another as if it were your own, without enclosing the words of others in quotations.

• Plagiarism is copying from the Internet, from a web page, or from another person without giving credit. This includes copying and pasting content from a source into the text of your paper.

• Plagiarism is using ideas which are not your own without giving credit to the source of those ideas. Citing the source of an idea is required even if you have paraphrased the author’s words.
Plagiarism can be applied to ideas, research, art, music, graphs, diagrams, websites, data, books, newspapers, magazines, plays, movies, photos, and speeches.

Attendance

I do not officially take attendance; your performance in this course is in your hands. (You should note, however, that your class participation grade will suffer if you miss a class, since I grade it each class period). My goal is to have an interesting and valuable class period each time we meet. If you elect not to come to class, however, it is your responsibility to obtain notes from another student to catch up on any material you have missed. There are only three days during the semester when I require class attendance; these are the last three class periods of the semester. Failure to attend class on these dates will result in a 2-point deduction from your class participation points earned for the course, unless you have notified me of your absence due to an unavoidable commitment in advance.

Final Grade Calculation

When I calculate grades at the end of the semester, I use straight percentage grading.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
</tr>
</tbody>
</table>
TENTATIVE COURSE SCHEDULE

Below is a description of the planned content for each class period of the semester. It is subject to change, although every effort will be made to follow this plan as outlined.

Class #1  Monday, August 20: Strategic Perspective
Readings:  Zoom In, Zoom Out
           The New Psychology of Strategic Leadership
Case:  Snapple Beverages Case (available through GlobaLens.com)
Description:  We will examine how to use a variety of different lenses to better understand, anticipate and respond to the conditions that call for managerial action. Most managers have a preferred approach to absorbing information and solving problems, but it is critical to be able to shift from one’s predominant paradigm when necessary.

Big Question:  How can we make better decisions regarding organizational effectiveness by employing a variety of perspectives?

Class #2  Monday, August 27: Motivation and Incentives
Reading:  The Power of Small Wins
Case:  Engstrom Auto Mirror Plant: Motivating in Good Times and Bad
Discussion:  Reward Systems (Luce)
Description:  Motivating employees is a critical managerial responsibility. We will discuss a variety of means by which employee performance can be rewarded as well as systems for monitoring employee and work unit progress towards the accomplishment of organizational goals.

Big Question:  What works and doesn’t work when it comes to motivating employees to do their best work?

Class #3  Monday, September 3:  LABOR DAY – NO CLASS

Class #4  Monday, September 10: Teams
Reading:  The New Science of Building Great Teams
Case:  GE Money Bank Case
Discussion:  Team Pay (Team 1)
Description:  Working in teams has become a staple of most organization’s structures. We will learn about the unique aspects of team processes and how managers can best utilize teams to accomplish organizational objectives.
Big Question: When are teams best suited to achieving results and when might other configurations of employees be more effective?

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Class #5  Monday, September 17: Organizational Change

***CASE ANALYSIS 1 DUE***
Reading: Choosing Strategies for Change
Case: Henkel: Building a Winning Culture
Discussion: Changing Corporate Culture (Team 2)
Description: Change is a given in today’s globally competitive environment. In addition to examining why change is so difficult, we will learn some of the techniques and principles that help managers implement organizational changes more effectively as well as assess the potential pitfalls of mishandling change.

Big Question: How can we implement major change initiatives in a manner that enhances organizational effectiveness while minimizing disruption?

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Class #6 Monday, September 24: Business-Level Strategy

Reading: Stress-Test Your Strategy
Case: Porter Airlines
Discussion: Which Strategy? (Team 3)
Description: The choice of strategies at the business unit level is the foundation for developing plans for the company’s daily operational activities as well as its short and long-term goals. Effective implementation of strategy is as critical to organizational performance as the plans underlying it.

Big Question: Where are the gaps in your company’s strategy?

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Class #7  Monday, October 1: Corporate Sustainability
          (also see Class #7a, below)

Reading: The Sustainable Economy
Case: Make Green Delicious
Discussion: Saving the Planet (Team 4)
Description: Sustainability initiatives in the business environment are potentially a way to save on expenses as well as develop competitive advantage. How are businesses responding to stakeholder demands to become more “green” and/or socially responsible in the way they conduct themselves?
Big Question: How can companies best prepare for the uncertainties that sustainability trends or forces may present?

Class #7a Tuesday, October 2: Scott Burns Talk, 5:00 – 6:00 pm

This event will provide examples of how one company (P&G) has adopted ways to “reduce, reuse and recycle” in its manufacturing operations to become more sustainable. Attendance at this event earns you one additional class participation point.

Class #8 Monday, October 8: Corporate-Level Strategy

***PROJECT PART 1 DUE***

Reading: How the Growth Outliers Do It

Case: Black Canyon Coffee

Discussion: Which Structure? (Team 5)

Description: Once a company extends its scope beyond a single business, management of organizational processes becomes much more complicated. What are the choices managers need to make and what are the implications for the effective functioning of the company based on the types of businesses in which it competes? How can managers determine the most pertinent performance metrics to track to monitor divisional and entire company performance?

Big Question: How can a company take advantage of diversification profitably?

Class #9 Monday, October 15: Mergers & Acquisitions

Reading: The New M&A Playbook

Case: Nestlé SA

Discussion: Struggling Business Units (Team 6)

Description: With the market pressure on companies to grow on a consistent basis, managers often turn to the acquisition of other firms as a quick way to gain size and/or market share. Selecting a target and integrating the people and processes of another company requires careful planning and consideration of a myriad of factors.

Big Question: Since at least 70% of acquisitions are later deemed failures, how can managers best navigate the landmines so their company becomes the exception to the general rule?

Class #10: Monday, October 22: Cooperative Strategy

***CASE ANALYSIS 2 DUE***

Reading: Simple Rules for Making Alliances Work
Case: Alliance Management at Forbes Marshall
Discussion: Collaborating with NGOs (Team 7)
Description: Collaborative strategies are more frequently being used to make the best use of complementary capabilities of two companies, sometimes even when those firms are competitors. We will discuss the pros and cons of alliances and joint ventures and the best ways to make such cooperative arrangements effective.

Big Question: When is it appropriate to partner with other companies or organizations to achieve key strategic objectives?
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Class #11 Monday, October 29: International Strategy
Reading: The Cosmopolitan Corporation
Case: Netcare’s International Expansion
Discussion: Potential of Emerging Markets (Team 8)
Description: It is possible for even small businesses to operate in the global arena in today’s economy. What do we need to know to evaluate the potential profitability of such a move? What strategic choices are available for international entry? How can managers best run their multinational enterprise (MNE)?

Big Question: Where are the greatest opportunities in today’s uncertain global economy?
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Class #12 Monday, November 5: Innovation
Reading: The Five Myths of Innovation
Discussion: Incremental vs. Radical Innovation (Team 9)
Description: Pre-empting the competition with new products or services is a critical aspect of strategy for most companies. We will take a look at how they can decide the most effective means of investing in the future through innovation. We will also explore the role of technology in coopting the ideas and resources of “the crowd.”

Big Question: How can companies remain competitive without over-investing in projects that don’t bear fruit?
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Class #13 Monday, November 12: Project Work Day
Description: There is no regular class meeting. I will be available to meet with you by appointment during the hours of our regular class period to discuss your Part 2 paper ideas with you on an individual basis.

Class #14 Monday, November 19: Guest Speaker*

***PROJECT PART 2 DUE***

Description: Company executives will join us for a discussion of management issues they have faced in their organizations and how they have handled them.

Class #15 Monday, November 26: Project Discussions*

Reading: Assigned Student Project Part 2 Papers

Class #16 Monday, December 3: Integrative “Live” Case*

Student Evaluations of the Course

Reading: Case background material

Description: We will discuss the case of an actual company that is experiencing significant management challenges and apply what we have covered throughout the semester in an effort to provide viable approaches to solve the problems it faces.

*Attendance is required at our final three classes. If you do not attend class on these days, your grade will be penalized by deducting 2 participation points from your class participation total per class missed.