

MGNT 6681: Strategic, Ethical, and Global Management

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Office Hrs: TU/TR 9:00-11:00am, 1:30-2:00pm and by [appointment](#)

Textbook: (Optional) *Mastering Strategic Management, v1.1* by Dave Ketchen & Jeremy Short.
ISBN: 978-1-4533-6949-4
Electronic book from FlatWorld Knowledge available at: [Flatworld Link](#)

Articles: Articles are posted on CourseDen along with videos and undergraduate PowerPoint slides for reference.

Case Studies: HBR cases and HBR Notes can be [purchased](#) at: [HBR Link](#)

Commented [JU1]: Good for Fall 18

Commented [JU2]: Strategize! C. Gopinath and Julie I. Sciliano (Feb 15, 2009) \$44.50 new – still needed?

Commented [JU3]: Correct for Fall 18

Commented [JU4]: Correct for Sum 18 at \$25.50

OVERVIEW

Prerequisites: MKTG 6815, FINC 6532 and within 15 hours of graduation.

Course Description and Objectives

Up until this time, most of your education within the College of Business has emphasized a specialized, functional perspective of business situations. For example, in Accountancy, you have concentrated on how to both identify and produce the information necessary to manage and guide organizations effectively. In Finance, you have been concerned with how capital markets work and, in turn, affect the financing of a company's on-going operations. In Marketing, you learned how to analyze, shape and respond to the needs of consumers as well as how to manage a company's marketing efforts. In Operations Management, the focus has been organizing the production activities of a firm so it is able to produce quality goods and services at an attractive price. Finally, courses on Human Resource Management have been concerned with the effective development and management of a company's human assets. All of these functional disciplines play a critical role in the success of a company, but how do they fit together?

In this course, we integrate these views by taking the unique perspective of the situational problems of the general manager. The general manager's primary responsibility is to diagnose the critical factors that require attention in complex business situations and to find workable solutions to strategic and organizational problems. To solve such business problems, the general manager must be capable of understanding and using knowledge from each functional area to provide a total business (systems) perspective on issues pertaining to strategic management. The general manager must analyze competitive situations within industries in order to understand the sources of the firm's competitive advantage.

This course is concerned with the total enterprise and relies on the perspective from the executive level through applying a set of decisions and actions that result in the formulation and implementation of strategies that achieve the mission and goals of the enterprise. Special consideration is given to the effects of globalization, ethics, and corporate accountability.

The objective of this course is to help you think about business problems and solutions in a comprehensive manner. We examine various frameworks that show how all of the pieces connect and what this means for a firm's strategy. This course is intended to enhance your education in the following ways:

1. Students will be able to create effective written business documents. [LO 1.1]
2. Students will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach appropriate decisions. [LO 5.1]
3. Students will be able to analyze and reach an appropriate decision when presented with multi-functional issues. [LO 5.2]

Class Participation

The best analysis in the world has little effect if not communicated to others. Managers must be able to articulate their views coherently and persuasively, and they must be skilled at understanding and critiquing other points of view. Management is a "verbal sport;" perhaps 90% of a typical manager's day is consumed by oral communication. Time is often scarce. You must learn to make convincing arguments and to make them quickly, or the merits of their ideas are likely to become simply irrelevant. This skill takes practice, and I will place a great deal of emphasis on it in class.

Commented [JU5]:

Ideas:

Should class be more about strategic action?

Speed, # moves

Schumpeter

Clayton Christensen

Bain & Mason SCP

Walmart cases

Types of action p87 CD day

Table 5.1 (CD book?)

Ch 6, 7, 8, 9

Biz strategy (Cheryl Johnson Prezi)

Walmart disty channel

COURSE SCHEDULE

Schedule subject to revision. Articles are posted on CourseDen. Case studies and HBR Notes available at: [HBR Link](#)

| Wk | Date | Topic | Assignments (read/view BEFORE class) | Graded task |
|----|-------|------------------------------------|---|---------------------------------|
| 1 | 10/16 | Intro to Strategy | <p>Porter, 1996. HBR. What is Strategy? Video - David Kryscynski: What is Strategy? (www.youtube.com/watch?v=TD7WSLeQtVw) Video - Martin Reeves: Your Strategy Needs a Strategy (www.youtube.com/watch?v=YE_ETgaFVo8)</p> <p>Strategy & Leadership Gavetti & Rivkin, 2005. <i>HBR</i>. How Strategists Really Think Mintzberg, 1987. <i>CMR</i>. Five Ps for strategy (pp11-17)</p> | |
| 2 | 10/23 | Internal Environment | <p>Collis & Montgomery, 2008. HBR. Competing on resources Video - Porter Value Chain (www.youtube.com/watch?v=aeshYi6lj2Y)</p> <p>External Environment Porter, 2007. <i>HBR</i>. Understanding industry structure (<i>HBR Note# 707493</i>-PDF-ENG) Porter, 1998. <i>HBR</i>. Clusters and the new economics of competition Video - PEST analysis (www.youtube.com/watch?v=v7pUv_ZWnyM) Video - Porter's 5 Forces Model in just 2 minutes (www.youtube.com/watch?v=ZWQMwnCFIj0) Case - Casino Industry (Handout)</p> | EXAM 1 |
| 3 | 10/30 | Business strategy | <p>MacMillan & McGrath, 1997. HBR. Discovering new points of differentiation Video - David Kryscynski: Generic Strategies Mini-Lecture (www.youtube.com/watch?v=V14kuqYEsxE) Video - David Kryscynski: Alternative Competitive Adv (www.youtube.com/watch?v=QPu4v_Ae0Vc) Case - Caffeine Satisfaction (Handout)</p> <p>Hamel, 2001. Fortune. Smart mover dumb mover</p> <p>Corporate Strategy Video - Building synergies through corporate strategy (https://www.youtube.com/watch?v=SEYZBTe1N_g) Case - PepsiCo's Restaurants (Harvard case# 794078-PDF-ENG)</p> | |
| 4 | 11/6 | Competitive Dynamics | <p>Competitive Dynamics handout Video - First Mover Advantage-Disadvantage Case - Cat Fight in the Pet Food Industry (Harvard case# 391189-PDF-ENG)</p> | EXAM 2 |
| 5 | 11/13 | Alliances and M&A | <p>Dyer, Kale, & Singh, 2001. SMR. How to make strategic alliances work Ernst & Bamford, 2005. <i>HBR</i>. Your alliances are too stable Case - Nissan (Harvard case# 303042-PDF-ENG) (pp 1-15)</p> <p>Innovation Kim & Mauborgne, 2004. <i>HBR</i>. Blue ocean strategy Hamel 2006. <i>HBR</i>. The why what and how of management innovation</p> | |
| 6 | 11/20 | Org, Coord and Control | <p>Rogers & Blenko, 2006. HBR. Who has the D? Case - KFC in Japan (Harvard case# 387043-PDF-ENG) (pp 1-12)</p> <p>Global Isenberg, 2008. <i>HBR</i> The global entrepreneur Video - Pankaj Ghemawat: Actually, the world isn't flat (www.youtube.com/watch?v=KPNn880KWfU)</p> | ASSESSMENT EXAM |
| 7 | 11/27 | Change Management | <p>Johnson, Christensen, & Kagermann, 2008. HBR. Reinventing your business model Case - Tata Nano: The People's Car (Harvard case# 710420-PDF-ENG) (pp 1-15)</p> | EXAM 3 |
| 8 | 12/4 | Strategy Execution / Ethics | <p>Neilson, Martin, & Powers, 2008. HBR. The secrets to successful strategy execution Gadiesh & Gilbert, 2001. <i>HBR</i>. Transforming corner-office strategy into frontline action Bagley, 2003. <i>HBR</i>. The Ethical Leader's Decision Tree</p> | GUEST CASE STUDY PROJECT |
| | 12/9 | Blue Ocean | BLUE OCEAN PAPER DUE (11:59PM) | |

Commented [JU6]:

Need Accounting and finance
 Add current environment
 Add local examples

Commented [JU7]: Correct for Fall 18

Commented [JU8]: No cases assigned in Week 1, better prep students for week 2 cases

GRADES

| Grade Composition | Grade | Basic expectation to earn this grade |
|-----------------------|-------|--|
| Exams (3 at 20% each) | 60% | A excellent work, in-class discussion, solid understanding of course material |
| Assessment exam | 10% | B excellent work, in-class discussion, general understanding of course material |
| Guest case study | 10% | C average work, little in-class discussion, general understanding of course material |
| Blue Ocean paper | 20% | D/F very little of the above |

| Assignment | Detail |
|------------------|--|
| Participation | <p>In-class participation is essential to the learning experience. Case courses work well if everyone is an active participant. Meaningful participation means contributing to discussion, not merely talking, repeating, or simply agreeing with what others have already said. Our interest is not in "right" or "wrong, it is whether you help to develop the issues under study, and whether you move the class forward. One clear way to contribute is to disagree with your classmates' comments where needed; it is not the instructor's duty alone to decide whether a remark is of value. Failure to participate and disagree where needed penalizes you and the class in these ways:</p> <ul style="list-style-type: none"> · You lose incentive to prepare the case properly · You lose the chance to develop communication skills · You deprive all of us of your insights into the case · Your ideas go unevaluated by others <p>In grading, I will look at both the quantity and quality of your contributions. In-class participation is a function of preparation, skills, attitude, and willingness to commit to a point of view in front of me, and your colleagues. Fortunately, the classroom is a cost-free environment for experimenting. I recognize that some students are far more comfortable than others with in-class participation. However, it is important you make an effort every class to contribute in some meaningful way. With regard to quality, the dimensions that I look for include:</p> <p><i>Relevance</i> -- does the comment relate to the subject at hand? Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.</p> <p><i>Causal Linkage</i> -- are the logical antecedents or consequences of a particular argument traced out? Comments that push the implications of a fact or idea as far as possible are generally superior.</p> <p><i>Responsiveness</i> -- does the comment react in an important way to what someone else has said?</p> <p><i>Analysis</i> -- is the reasoning employed consistent and logical?</p> <p><i>Evidence</i> -- have data from the case, from personal experience, from general knowledge been employed to support the assertions made?</p> <p><i>Importance</i> -- does the contribution further our understanding of the issues at hand? Is a connection made with other cases we have analyzed?</p> <p><i>Clarity</i> -- is the comment succinct and understandable? Does it stick to the subject or does it wander?</p> <p>I will call on students at random, to participate in various aspects of class discussions. While "cold-calling" is not popular with everyone, it is reflective of actual business situations. When you attend a meeting, the expectation is that you are prepared and ready to contribute. While both quantity and quality are important, the quality of your contributions will carry the most weight.</p> |
| Blue Ocean Paper | Each student will complete a full strategic analysis of a firm and recommend a Blue Ocean strategy and implementation. Delivery of the final paper will be via the CourseDen dropbox no later than 11:59PM Sunday, Dec 9. Further detail will be provided in a separate handout. |
| Assessment Exam | The assessment exam will be a case study analysis. Students will be asked several questions related to a short business case. |
| Guest Case Study | A local businessperson will visit class and present a real-world case study. Students will work to recommend a comprehensive solution to the business. Grades will be assigned based on the creativity and relevance of the solution offered. |
| Exams | <p>Exams will consist of at least one open-ended question. Students are expected to respond with detailed answers that draw on course content.</p> <p>Exam Make-Up Policy: There will be no make-up for exams except for the reasons listed below. Unexcused absences from an exam will result in a zero score. An excused exam absence is defined by one of the following:</p> <ol style="list-style-type: none"> 1. University-sanctioned activity. Written, verifiable notification of the activity must be provided and validated by the instructor at least 72 hours prior to the scheduled exam. 2. Verified medical absence. A written and verifiable note, stating that you were physically unable to take the exam as scheduled due to your illness, must be presented to me no more than 72 hours after the exam. <p>Other hardship cases provided that you have obtained the required approval of the university.</p> |

Commented [JU9]: Blue Ocean to include strategic principle

Commented [JU10]: Change – good for Fall 18

The instructor reserves the right to modify the grade scale, content of class, and add pop-quizzes if necessary.

Classroom Environment

Much of class time will be devoted to the discussion of concepts and cases. There is no formal attendance policy; however, I strongly recommend you attend class each and every day. Attendance is required for exams. Assuming that you do attend class, please:

- Arrive to class on-time
- Arrive prepared to discuss the topic
- Be considerate of others
- Expect to participate
- Turn cell phones **off**

Other Course Policies

- Be professional at all times.
- Please indicate the course name and your full name on all written assignments and email.
- Properly format all written communication.
- Regularly check your UWG email.
- If you are absent, make arrangements with a classmate or me to obtain the day's material.
- Missing the first graded assignments is grounds for being dropped from the course.

QUALITY OF SUBMISSIONS

Success in business generally requires professionalism. Therefore, any assignment submitted for a grade must be accurate in terms of format, grammar, punctuation, and spelling. I use the "rule of three" when grading all assignments: if I find three or more errors, the assignment will receive a 0 grade and the student will **not** have the opportunity to correct and resubmit the assignment. Please carefully proofread all content prior to submitting it to me. (**Note:** Rule of three does not apply to handwritten exams)

Other:

- ✓ All typed assignments should be typed. Use 12 point Times New Roman font, 1-inch margins, and double space.
- ✓ Include your name on all submitted assignment, even those turned in by email.
- ✓ Staple all multi-page assignments that are submitted in hard copy.
- ✓ Late assignments will receive a grade of "0" unless appealed directly in advance. Do not expect positive appeals. Timeliness is one of the most important aspects of business.

Communication Expectation

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. It is the student's responsibility to check his or her email.

The Management Department believes in work-life balance for both faculty and students. Faculty will typically respond to student emails within 24 hours. Students should not expect a response during non-business hours, which includes nights, weekends, holidays, and school breaks.

AMERICANS WITH DISABILITIES ACT

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See [ADA Link](#).

Students with disabilities needing academic accommodation should:

1. Register with and provide documentation to the Coordinators of Disability Services in the Student Development Center
2. Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. Further details regarding student disabilities can be found in the Student Handbook.

CONCEALED CARRY STATEMENT

Beginning July 1, 2017, Georgia House Bill 280 permits properly licensed individuals in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities. However, it is the responsibility of the individual to understand and follow the guidelines set forth by the University System of Georgia. USG guidelines can be found at: [Concealed Carry Link](#).

HONOR CODE

At UWG, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility.

Students at UWG assume responsibility for upholding the honor code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

UWG maintains a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the UWG Honor Code, please see the Student Handbook.

Definitions:

- Plagiarism - "representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged"
- Cheating - "using or attempting to use unauthorized materials, information or study aids"
- Fabrication - "falsification or unauthorized invention of any information or citation"

Penalties for Breach of Academic Integrity

Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of penalties including but not limited to failing the assignment, failing the course, and referral to Office of the Vice President for Academic Affairs.

NOTE: Violations of the academic honesty policy may result in expulsion from the University.

Further details regarding Student Conduct can be found in Appendix A of the UWG Connection and Student Handbook.