

MAN-374 - GENERAL MANAGEMENT AND STRATEGY

- FALL 2012 -

Instructor	Professor Ram Ranganathan
Office	CBA 4.208
Office Hours	Tuesdays and Thursdays 10:00-11:00 am or by appointment (<i>Office hours may vary periodically, check announcements in class</i>)
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Required Materials

1. Grant, RM. Contemporary Strategy Analysis. 2012. 7th Edition. Wiley Publishing. (*Note: limited number of copies will be made available for sale at the University Co-Op*)
2. Course packet at the Co-Op. (*Note: Please do not duplicate course packets.*)

Course Overview & Objectives

Why do some companies outperform others? In this course we will explore possible answers to this fundamental question of "strategy" using a combination of readings, in-class case discussions and individual as well as group assignments. The course will expose you to a variety of theories and analytical frameworks that help in identifying the drivers of company performance. You will learn to apply these across a variety of companies and industries, in the process developing your ability to examine strategic issues from the perspective of the general manager of a corporation. As the general manager's task cuts across functional areas, this course builds on your previous work in the program and provides a comprehensive management perspective.

Course Evaluation

1.	Quizzes	10%
2.	Class Oral & Written Contribution	20%
3.	Midterm Exam (<i>Take home</i>)	30%
4.	Group Company Paper	40%

Course Details

1. Quizzes (10%)

You will receive 2 to 3 **unannounced** quizzes **in class** during the semester. The quizzes will be **closed-book** (no notes, text or discussion allowed) and in short-answer format. If you happen to miss a day that there is a quiz, and if you emailed me ahead of time (i.e., before class starts) to inform me of your absence, I will extrapolate the score(s) you receive on your other quiz(zes).

2. Class Oral and Written Contribution (20%)

- A. *Attendance:* The course emphasizes case analysis and, accordingly, an integral part of learning takes place interactively in the classroom. Therefore, attending **all** classes is **critical**. Note that the textbook is only a starting point for our discussions and I will be integrating content from other sources as well during the lecture. Thus, quizzes and exams may be (in part) based on content that is discussed in class but outside the text. If for some unavoidable reason you miss a class, it is your responsibility to find out from your classmates what material we covered and what additional assignments or handouts you missed. You are of course always welcome to see me during office hours to discuss this content.
- B. *Preparation:* For learning to be effective, you should carefully prepare the cases and readings before class and actively participate in the case discussions during class. The session plan at the end of this syllabus indicates the materials you should read in preparation for each class. Preparation involves a thorough analysis of the case and developing a position on the case questions using the course materials.
- C. *Written contribution:* During the course, you will each individually submit a written case analysis for any **one** case discussed between Session 4 and Session 21. Although you are free to structure your analysis as you see fit, it should address **all** the discussion questions that have been listed for the case in the session plan and use relevant course frameworks. You are not allowed to use data or information beyond what is provided in the case. A **hardcopy** of the your analysis is due at the **start** of the class in which we discuss the case. If a case is spread over more than one class in the syllabus and you elect to submit an analysis for such a case, then you have to turn in your hard copy at the start of the **first** class in which the case is discussed. Note that you have the flexibility to choose which case to analyze but it is your responsibility to ensure that you complete the assignment by the start of Session 20 (i.e. you will not receive individual reminders from me). Write-ups handed in after the start of a case session will not be accepted. Your write-up should not exceed four pages (double spaced, Times New Roman 12 point font, Normal margins of 1 inch all around).
- D. *Oral Contribution:* During class, I may call upon any student to lead off the discussion, answer questions or even elaborate on the ongoing discussion. Thus, you should not only be well-prepared with the content of the case and assigned materials, but also listen carefully to what others are saying around the class. I am aware that many students may not be used to active class participation in their other coursework, or may not be comfortable with speaking in front of others. However, in modern day organizations, the majority of a manager's important interactions are verbal and your success in defining and executing a particular strategy rests on your ability to provide a compelling argument in front of your colleagues. Therefore, please consider the classroom a laboratory in which you can test your ability to

convince your peers of the correctness of your approach. (See Appendix A for more details on the case method and classroom discussions)

I will make notes on class contributions after every class and your grade for the class contribution component will be based on a combination of your oral contributions over the entire semester and your written contribution (case analysis). Please note that the quality of your discussion comments matters more than the quantity (although it is impossible to assess quality without sufficient quantity!). So do not feel compelled to speak on every issue or question that is being discussed.

3. Midterm Exam (30%)

The midterm examination is in the format of a take-home case analysis. All instructions will be provided with the exam. Students will receive the exam at the end of class on **Thursday, October 25th**. Students must leave their answers to the exam in the drop-off box in the Management Department by **2:00 p.m. on Tuesday, October 30th**. No extensions will be granted. Late submissions will not receive any credit.

The exam is due five days after its distribution in class to provide students with flexibility. This does not mean that the students need to spend all five days working on the exam. Students can decide specifically when between exam distribution and the submission deadline they will work on the exam. It is your responsibility to plan and manage your time effectively, taking into account other activities and unforeseen circumstances that might arise in that period.

Please keep in mind that the midterm exam is an individual assignment and students are **not** allowed to discuss any part of the exam with others. The minimum penalty for academic dishonesty will be a zero for the exam.

4. Group Company Paper (40%)

This assignment is intended to apply your understanding of the concepts discussed in class and to simultaneously allow for the development of the teamwork and oral and written communication skills that have become a centerpiece of contemporary organizations. You will form a group of 6 people with other members of your class. Your group will develop a detailed write-up and an oral presentation about one company and how the company's situation can be better understood by applying some key principles from the course. The goal is not to produce a "biography" of your firm, but to develop a specific thesis, hypothesis, or central question that you wish to answer, use class frameworks to analyze the information you collect on your subject, and use that analysis to craft real recommendations and/or conclusions.

Since I would like you to focus on current challenges faced by a company, you may choose any company that is featured in a major business periodical during the months of June, July or August 2012, provided that this organization is **not** featured as an example in a lecture or discussed at length in your textbook. Thus, such an article will serve as your primary reference, and you should locate at least four other references that provide supplementary information for your project. In selecting a company for the group project, please remember that it is often difficult to obtain information on privately held companies (so you may want to pick a publicly-traded company).

Additional information (including more details on structure of the paper and evaluation) will be available as the course progresses. Note that groups must be finalized by **Thursday, September 6th**. The oral presentations will be held during sessions 26-28 and the final written paper is due at

the beginning of class on **Thursday, December 6th**. Additional interim deadlines are noted on the session plan.

While the goal is for everyone in the group to receive the same grade, I will institute a mechanism to deal with group process issues that will penalize free riders, and groups with concerns to this effect should immediately contact me as soon as they become aware of the issues. Any student who misses his/her group presentation due to an unexcused absence will forfeit (for him or herself) 50% of the oral presentation points earned by the group.

Additional Important Information

Class Policies and other administrative details

- As the course progresses, I will post information on the blackboard system. So please check the website regularly.
- I urge you to take notes during class. Additional materials that I present in class may or may not be circulated.
- To help me learn your names and assign your class contribution grades, I will circulate a seating chart by the start of our second session. Please take the same seat each class.
- There is a 'No Laptop' policy in this course. Laptops / tablets may not be used during regular class sessions, unless specifically allowed by me.
- While in class, please be sure to minimize disruptions by turning off all cell phones, pagers and other devices.

Office Hours

I will be happy to discuss the course, your progress, or any other issue of interest to you on an individual basis. Please see me in class or during office hours. I am also available, within reason, to meet with you outside these times. To set up an appointment, please send me an e-mail. Do not wait until the end of the semester to see me regarding your concerns with the course material or your performance.

Writing Flag

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You should therefore expect a substantial portion of your grade to come from your written work. For help on your writing, you may consider using the Undergraduate Writing Center, FAC 211, 471-6222, <http://uwc.fac.utexas.edu>. The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing.

Prerequisites

Seventy-five semester hours of college coursework, including one of the following: Management 336, 336H, Operations Management 335, 335H; credit or registration for Finance 357 or 357H, and Marketing 337 or 337H; and credit or registration for one of the following: Accounting 353J, 366P, Business Administration 353H, Finance 353, 366P, Management 353, 366P, Management Information Systems 353, 366P, Marketing 353, 366P, Operations Management 353, 366P.

Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :

- .. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- .. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- .. Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- .. In the event of an evacuation, follow the instruction of faculty or class instructors.
- .. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- .. Behavior Concerns Advice Line (BCAL): 512-232-5050
- .. Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

SESSION PLAN

(*****Note: This plan is subject to change*****)

1. INTRODUCTION

Session 1: Course Overview

Thu, August 30

Readings:

- Course pack: Syllabus

Session 2: The Concept of Strategy

Tue, September 4

Readings:

- Grant, Chapter 1: *The Concept of Strategy*
- Course pack: Syllabus, Appendix A - *Why we use the case method.*

Case:

- *Whole Foods Market*
- Discussion questions:
 - a) What opportunity has Whole Foods tapped into? What changes in the environment have enabled its success?
 - b) What are Whole Foods' key strengths?
 - c) Who will be Whole Foods key competitors going forward? Will Whole Foods be able to compete with these players successfully? Why / why not?

2. STRATEGY ANALYSIS

Session 3: Industry Analysis I

Thu, September 6

Due:

- Group Company Paper : Group composition due at start of session

Readings:

- Grant, Chapter 3: *Industry Analysis: The Fundamentals*
- Course pack: *The Five Forces: Competing for Profits-Understanding Michael Porter's Best-Known Framework*

Session 4: Industry Analysis II

Tue, September 11

Readings:

- Revisit readings from Session #3 as background materials for case

Case:

- *Cola Wars Continue: Coke and Pepsi in 2006*
- Discussion questions:
 - a. What industry do Coke and Pepsi compete in?
 - b. Can you think of multiple definitions of industry that might apply? What are the implications of each definition?

- c. How attractive is the concentrate business? How does it compare to bottling?
- d. Evolution of the industry over time:
 - i. How has the carbonated soft drink (CSD) industry changed over time? Have these changes made the industry more or less attractive?
 - ii. How have the changes in the CSD industry harmed / benefited Coke and / or Pepsi?
 - iii. Do you expect the CSD industry to become more or less attractive going forward? Why?

Session 5: Industry Analysis III**Thu, September 13**Readings:

- Grant, Chapter 4: *Further Topics in Industry and Competitive Analysis*
- Course pack: *The books business: Great digital expectations*

Case:

- *Leadership Online: Barnes and Noble versus Amazon.com*
- Discussion questions:
 - a) First, consider Barnes and Noble (B&N) before Amazon:
 - i. What industry did B&N compete in? How attractive was this industry?
 - ii. Who were B&N's competitors? How was it positioned relative to them?
 - iii. What were B&N's key strengths / capabilities?
 - b) How did Amazon's entry change B&N's competitive position?
 - c) Evaluate B&N's online offensive: how successful was it? Why / why not?
 - d) How do you think B&N should have responded to Amazon's entry? Why?

Session 6: Firm Analysis I**Tue, September 18**Due:

- Group Company Paper : Company selection and reference article due at start of session

Readings:

- Grant, Chapter 5: *Analyzing Resources and Capabilities*
- Grant, Chapter 8: *The Nature and Sources of Competitive Advantage* (pg 209 to pg 219)
- Course pack: *Competing on Resources*

Session 7: Firm Analysis II**Thu, September 20**Readings:

- Revisit readings from Session #6 as background materials for case

Case:

- *Wal*mart Stores Inc.*
- Discussion questions:
 - a. Is the discount retailing industry attractive? Why?
 - b. Identify Wal-Mart's core organizational capabilities using a value chain approach.
 - c. How difficult is it for Wal-Mart's competitors to imitate its strategy? Why?
 - d. What are the threats to the sustainability of Wal-Mart's strategy? Why?

3. BUSINESS STRATEGY CHOICES

Session 8: Competing on Cost

Tue, September 25

Readings:

- Grant, Chapter 9: *Cost Advantage*

Case:

- *Matching Dell*
- Discussion questions:
 - a. What are the cost drivers within the PC industry?
 - b. What generic strategy does Dell follow? Why?
 - c. Quantify Dell's relative cost position using the case data.
 - d. What are the capabilities that undergird Dell's advantage?

Session 9: Competing on Differentiation

Thu, September 27

Readings:

- Grant, Chapter 10: *Differentiation Advantage*

Case:

- *Gucci Group N.V. (A)*
- Discussion questions:
 - a. Map the competitive positions of the different players in the luxury goods business. Who are the best positioned players? Why?
 - b. Where was Gucci positioned in 1990? 1994? 2000? What were critical moves made by DeSole to reposition the company?
 - c. What are the sources of Gucci's differentiation advantage? Is it sustainable? Why?

Session 10: Competing on Innovation?

Tue, October 2

Readings:

- Grant, Chapter 12: *Technology-based Industries and the Management of Innovation*

Case:

- *Apple Inc. 2010*
- Discussion questions:
 - a. How would you characterize Apple's overall strategy? What are the capabilities that enable this strategy?
 - b. Compare and contrast Apple in 1985 and 2010. What industry does it compete in? Who were/are its main competitors?
 - c. What were the reasons for Apple's decline in the late 80's and 90's? What could Apple have done differently to avoid this decline?
 - d. What are the sources of Apple's success with iPod / iTunes? Is this success likely to carry over to the iPad? Why / why not?

Session 11: Competing on Corporate Social Responsibility?**Thu, October 4**Readings:

- Course pack: *A Three Dimensional Conceptual Model of Corporate Performance*
- Course pack: *How Danny Died*
- Also examine www.kidsindanger.org

Case:

- *The Playskool Travel-Lite Crib (A/B/C)*
- Discussion questions:
 - a. Which responsiveness strategy did Kolcraft use to deal with the emerging crisis initially? Which responsiveness strategy did they use later, once the lawsuits were filed? Explain.
 - b. Which responsiveness strategy do you feel would have been most appropriate and why?
 - c. Is "social responsibility" a strategic opportunity in certain industries? Can companies compete on social responsibility? Discuss giving examples of industries/products.
 - d. What are the implications of "competing on social responsibility" on a firm's resources and capabilities? How is this different from competing on cost or differentiation (or innovation)?

Session 12: Project Work Day I**Tue, October 9**Due:

- Group Company Paper : Electronic copy of outline is by 5pm.

There will be no in-class activity or discussion during this session. You will use this time to work within your project groups on the Company paper.

4. CORPORATE STRATEGY CHOICES**Session 13: Vertical Integration and Firm Scope I****Thu, October 11**Readings:

- Grant, Chapter 14: *Vertical Integration and the Scope of the Firm*
- Grant, Chapter 16: *Diversification Strategy*

Session 14: Vertical Integration and Firm Scope II**Tue, October 16**Readings:

- Revisit readings from Session #13 as background materials for case

Case:

- *Walt Disney Company: The Entertainment King*
- Discussion questions:
 - e. Starting from the early 1950's, what are the various businesses Disney has entered into? What are the synergies / "dis-"synergies associated with each of these entries?

- f. Did it make sense for Disney to acquire ABC? Why / why not?
- g. What businesses, if any, do you think Disney should divest?
- h. What other businesses could Disney consider entering? What would be the advantages/disadvantages of such an entry?

Session 15: Corporate Strategy - Acquisitions Thu, October 18

Readings:

- Grant, Chapter 17: *Implementing Corporate Strategy: Managing the Multibusiness Firm*
- Course pack: *Corporate Acquisition Strategies and Economic Performance* (pg 377 - 380,384-385)
- Course pack: *Not All Me's As Are Alike - and That Matters*

Session 16: Corporate Strategy - Alliances Tue, October 23

Readings:

- Course pack: *Collaborate with Your Competitors - and Win*
- Course pack: *When to Ally and when to Acquire*

Case:

- *Millennium Pharmaceuticals*
- Discussion questions:
 - a. How do you explain Millennium's success? How has it managed its rapid growth?
 - b. How would you characterize Millennium's diversification strategy? How is it different from other biotechnology firms?
 - c. Compare and contrast alliances vs. acquisitions as diversification strategies in the biotechnology industry.
 - d. Would you accept the Lundberg alliance? Why or why not?

Session 17: Midterm Review Thu, October 25

****MID-TERM EXAM WILL BE DISTRIBUTED AT THE END OF SESSION ****

Notes:

- Although there are no readings or assigned cases for this session, I strongly urge you go through all the class readings and other notes/cases that have been discussed to this point, and be prepared to ask clarification questions during the review.
- I will not grade oral class contributions during this session.

Session 18: Midterm Exam Tue, October 30

Due:

*****THE MID-TERM EXAM IS DUE BY **2:00 PM** ON THIS DAY. ONLY HARD-COPY WILL BE ACCEPTED. SUBMIT YOUR EXAM ANSWERS IN THE DROP-OFF BOX IN THE MANAGEMENT DEPARTMENT. LATE SUBMISSIONS WILL NOT BE ACCEPTED. NO EXCEPTIONS *****

There will be no in-class activity or discussion during this session to enable you to complete your mid-term exam.

4. GLOBAL STRATEGIES

Session 19: Global Strategy I

Thu, November 1

Readings:

- Grant, Chapter 15: *Global Strategies and the Multinational Corporation*
- Course pack: *Managing Differences - The Central Challenge of Global Strategy*

Session 20: Global Strategy II

Tue, November 6

Due:

- Group Company Paper : Electronic & hardcopy of draft report is due at start of session.

Readings:

- Revisit readings from Session #19 as background materials for case

Case:

- *L'Oreal and the Globalization of American Beauty*
- Discussion questions:
 - a. How would you characterize L'Oreal's international strategy? What are the key factors underlying their international success?
 - b. In the light of the above, evaluate L'Oreal's use of acquisitions. To what extent do L'Oreal's acquisitions in the US market fit with its overall strategy?
 - c. What other means could L'Oreal have used to grow internationally?
 - d. Does L'Oreal's acquisition of Kiehl make sense? Why / why not?

5. INTEGRATION AND IMPLEMENTATION

Session 21: Structure, Systems and Implementing Change

Thu, November 8

Note: LAST CHANCE FOR SUBMITTING INDIVIDUAL CASE WRITE UP.

Readings:

- Grant, Chapter 7: *Organization Structure and Management Systems*
- Grant, Chapter 11: *Industry Evolution and Strategic Change* (pg 281 to pg 291 only)

Case:

- *Cisco Business Councils: Unifying a Functional Enterprise with an Internal Governance System*
- Discussion questions:
 - a. Evaluate Cisco's functional structure organized around technologies.
 - b. What formal and informal mechanisms has Cisco used to maintain a focus on customer satisfaction despite having a structure based on technology areas?
 - c. What has enabled Cisco to employ a 'matrix' structure successfully? What challenges might it face with this structure going forward?

Session 22: Meeting with Instructor /Project Work Day II

Tue, November 13

- **Groups 1, 2, 3 and 4 meet with the Instructor.**
- Other groups to continue working on Company paper. There will be no in-class activity.

Session 23: Meeting with Instructor /Project Work Day II Thu, November 15

- **Groups 5,6,7 and 8 meet with the Instructor.**
- Other groups to continue working on Company paper. There will be no in-class activity.

Session 24: Project Work Day III Tue, November 20

There will be no in-class activity or discussion during this session. You will use this time to work within your project groups on the Company paper.

Session 25: Thanksgiving Holiday Thu, November 22

There will be no class due to the THANKSGIVING break.

Session 26: Company Paper Presentations Tue, November 27

Due:

- Group Company Paper : E-Mail presentation slides by **5 pm of previous day**

In-Class:

- **Groups 1, 2 and 3 to present**, Other groups to attend and participate
- Note: I will be grading class oral participation even though you may not be presenting

Session 27: Company Paper Presentations Thu, November 29

Due:

- Group Company Paper : E-Mail presentation slides by **5 pm of previous day**

In-Class:

- **Groups 4, 5 and 6 to present**, Other groups to attend and participate
- Note: I will be grading class oral participation even though you may not be presenting

Session 28: Company Paper Presentations Tue, December 4

Due:

- Group Company Paper : E-Mail presentation slides by **5 pm of previous day**

In-Class:

- **Groups 7 and 8 to present**, Other groups to attend and participate
- Note: I will be grading class oral participation even though you may not be presenting

Session 29: Reflections and Lessons Thu, December 6

Due:

- Group Company Paper : Final report due at start of class. No extensions please!

Readings:

- Course pack: *What is Strategy?*

SUMMARY OF SESSION PLAN

Session	Date	Topic	Readings	Case	Assignments Due
1	Thu, Aug 30	Course Overview	Syllabus		
2	Tue, Sep 04	The Concept of Strategy	Gr 1, Case method	Whole Foods Market	
3	Thu, Sep 06	Industry Analysis I	Gr 3, The Five Forces		Paper - Group selection
4	Tue, Sep 11	Industry Analysis II	Revise Session #3	Cola Wars Continue	
5	Thu, Sep 13	Industry Analysis III	Gr 4, The books business	Barnes & Noble vs. Amazon.com	
6	Tue, Sep 18	Firm Analysis I	Gr 5, 8, Competing on resources		Paper - Company selection
7	Thu, Sep 20	Firm Analysis II	Revise Session #6	Wal-Mart Stores Inc.	
8	Tue, Sep 25	Competing on Cost	Gr 9	Matching Dell	
9	Thu, Sep 27	Competing on Differentiation	Gr 10	Gucci	
10	Tue, Oct 02	Competing on Innovation?	Gr 12	Apple	
11	Thu, Oct 04	Strategic choices and Ethics	Ethics & Social Resp., How Danny Died	The Playskool Travel-Lite Crib A/B/C	
12	Tue, Oct 09	Project Work Day I			Paper - Outline
13	Thu, Oct 11	Vertical Integration & Firm Scope I	Gr 14, 16		
14	Tue, Oct 16	Vertical Integration & Firm Scope II	Revise Session #13	Walt Disney	
15	Thu, Oct 18	Corporate Strategy - Acquisitions	Gr 17, Corp. Acquisition Strategies, Not all M&A's Are Alike & that matters		
16	Tue, Oct 23	Corporate Strategy - Alliances	Collaborate w. Comp & win, When to Ally and when to Acquire	Millennium Pharmaceuticals	
17	Thu, Oct 25	Mid Term Review	Revise all materials		Mid Term Begins
18	Tue, Oct 30	<i>No Class - Mid Term Exam is Due on this day</i>			Mid Term Due 2 pm
19	Thu, Nov 01	Global Strategy I	Gr 15, Managing Diff.		
20	Tue, Nov 06	Global Strategy II	Revise Session #19	L'Oreal	Paper - Full draft
21	Thu, Nov 08	Structure, Systems and Change	Gr 7, 11	Cisco	
22	Tue, Nov 13	Meeting w. Instructor/Proj. Wk. Day II			
23	Thu, Nov 15	Meeting w. Instructor/ Proj. Wk. Day II			
24	Tue, Nov 20	Project Work Day III			
25	Thu, Nov 22	<i>Thanksgiving Break - No Class</i>			
26	Tue, Nov 27	Company paper presentations (Gp 1,2,3)			Slides by 5p prev. day
27	Thu, Nov 29	Company paper presentations (Gp 4,5,6)			Slides by 5p prev. day
28	Tue, Dec 04	Company paper presentations (Gp 7,8)			Slides by 5p prev. day
29	Thu, Dec 06	Reflections and Lessons	What is Strategy?		Paper - Final submission

APPENDIX A

Why We Use the Case Method¹

The case method is one of the most effective means of management education. It is widely used in schools of business throughout the world, and this use is predicated upon the belief that tackling real business problems is the best way to develop practitioners. Real problems are messy, complex, and very interesting.

Unlike other pedagogical techniques, many of which make you the recipient of large amounts of information but do not require its use, the case method requires you to be an active participant in the closest thing to the real situation. It is a way of gaining a great deal of experience without spending a lot of time. It is also a way to learn about how certain businesses operate and how managers manage, and it will expose you to a variety of companies and industries you may consider working for. There are few programmable, textbook solutions to the kinds of problems faced by real general managers. When a problem becomes programmable, the general manager gives it to someone else to solve on a repeated basis using the guidelines he or she has set down. Thus the case situations that we will face will require the use of analytical tools and the application of your personal judgment.

Preparing for Class

When you prepare for class, it is recommended that you plan on reading the case a few times. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data that are contained in the case. For example, you will want to differentiate between facts and opinions that may be expressed. In every industry, there is a certain amount of "conventional wisdom" that may or may not reflect the truth.

In a subsequent reading you should read in more depth. Your major objective on a subsequent reading should be to understand the business and the situation. You should ask yourself questions like: (1) Why has this company survived? (2) How does this business work? (3) What are the economics of this business? Carefully examine the exhibits in the case. It is generally true that the case writer has put the exhibit there for a purpose. It contains some information that will be useful to you in analyzing the situation. Ask yourself what the information is when you study each exhibit. You will often find that you will need to do some analysis in order to benefit from the information in the raw data.

You should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. You may want to review the assignment questions in the course description and go through the case again. You should now be able to prepare your outlined answers to the assignment questions.

¹ This note was prepared by Dan R.E. Thomas and was modified by the instructor for this course. It is intended solely as an aid to class preparation.

Class Discussions

In each class, I may ask one or several people to lead off the discussion. If you have prepared the case, and are capable of answering the assignment question, you should have no difficulty with this lead-off assignment. An effective lead-off can do a great deal to enhance a class discussion. It sets a tone for the class that allows that class to probe more deeply into the issues of the case.

The instructor's role in the class discussion is to help, through intensive questioning, to develop your ideas. This use of the Socratic Method has proven to be an effective way to develop thinking capability in individuals. The instructor manages the class process to insure that the class achieves an understanding of the case situation. There is no single correct solution to any of these problems. There are, however, many wrong solutions. Therefore, we will try to come up with a solution that will enable us to deal effectively with the problems presented in the case.

After the individual lead-off presentation, the discussion will be opened to the remainder of the group. It is during this time that you will have an opportunity to present and develop your ideas about the way the situation should be handled. It will be important for you to relate your ideas to the case situation and to the ideas of others as they are presented in the class. The instructor's role is to help you do this.

The Use of Extra or Post-Case Data

You are encouraged to deal with the case as it is presented. You should put yourself in the position of the general manager involved in the situation and look at the situation through his or her eyes. Part of the unique job of being a general manager is that many of your problems are dilemmas. There is no way to come out a winner on all counts. Although additional data might be interesting or useful, the "Monday morning quarterback" syndrome is not an effective way to learn about strategy. Therefore, you are strongly discouraged from acquiring or using extra- or post-case data. It is, however, interesting and occasionally useful to know what actually occurred. Therefore, whenever possible, we will tell you what happened to a company since the time of the case, but you can and should draw your own conclusions from that.