Management 374: General Management & Strategy
The University of Texas at Austin - Spring 2014

Prerequisites

- Upper-division standing
- Seventy-five semester hours of coursework, including: Management 336 or 336H
- Credit or registration for Finance 357 or 357H, and Marketing 337 or 337H
- May be counted toward the writing flag requirement.
- May be counted toward the independent inquiry flag requirement.

Course Description

This course is restricted to students in a McCombs School of Business major. It is designed to enable students to analyze business situations from the point of view of the practicing general manager. Addresses key tasks involved in general management, including strategic decisions that ensure the long-term health of the entire firm or a major division.

Writing Flag and Independent Inquiry Flag

This course carries the Writing Flag as well as the Independent Inquiry 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.

I encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: www.uwc.utexas.edu. The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC’s trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer.

Course 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 and integrated management perspective.
Required Materials

2. Course packet—available at the Co-Op. *(Note: Please do not duplicate course packets.)*

Course Evaluation

Your overall course grade will be based on the total number of points you have at the end of the semester out a possible 500 points.

1. Quizzes 10%
2. Class Oral & Written Contribution 20% (50% oral; 50% written)
3. Midterm Exam *(Take home)* 30%
4. Group Company Paper / Presentation 40% (10% presentation, 30% paper)

Final Grade Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>GPA</th>
<th>Points (out of 500)</th>
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</thead>
<tbody>
<tr>
<td>93.0 – 100%</td>
<td>A</td>
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<td>83.4 – 86.6%</td>
<td>B</td>
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<td>(417 – 433)</td>
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<td>80.0 – 83.3%</td>
<td>B-</td>
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<td>(400 – 416.4)</td>
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<td>C-</td>
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<td>D+</td>
<td>(1.33)</td>
<td>(333.4 – 349.4)</td>
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<td>D</td>
<td>(1.00)</td>
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<td>D-</td>
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<td>(300 – 316.4)</td>
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<td>0.0 – 59.9%</td>
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<td>(0.00)</td>
<td>(299.4 or fewer)</td>
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If your grade is borderline *(3 or fewer points out of 500 away from the next half letter grade)*, it will ONLY be considered (not guaranteed) for the higher value if I feel your attendance and class participation has been sufficient to warrant the higher grade. For example, if you do all the work but don’t EVER, or rarely, participate in class discussions and your attendance is less than stellar, and your point score at the end of the semester is 449, you WILL receive a B+. My students receive the grade they earn; not the one they feel they deserve.

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 either multiple choice or 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(es). Otherwise, you will receive a zero on that quiz. Also, I recognize that there are times when an absence cannot be avoided (e.g., family business, interviews, and university business). As such, your lowest quiz score (which as a result may be a zero) will be dropped. Therefore, if only 2 quizzes are given—the last one will be a blank (or zero) and it will be dropped. If you miss one and receive a zero, it will be dropped. Please note that there are no make-up quizzes.

2. Class Oral and Written Contribution (20%)

A. *Oral Contribution*: During class, I may call upon any student to lead off the discussion, answer questions or comment / 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 in 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 many critical 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).

For learning to be effective, you should carefully prepare the cases and readings before class and actively participate in the 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 / or reading materials and developing a position on the issues relating to case using the course materials.

B. Written Contribution: During the course, you will work in groups of three and submit written case analyses for any two cases during the period noted in the Session Plan. You can choose which two classmates to write this assignment with and which two cases to analyze. The questions for each case will be posted on Canvas approximately one week prior to the case discussion / due-date. Although you are free to structure your analysis as you see fit, it should address all the questions that have been posted for the case. You are not allowed to use data or information beyond what is provided in the case. A hardcopy of your analysis is due at the start of the class in which we discuss the case. Note that although you have the flexibility to choose which case to analyze, it is your responsibility to ensure that you complete the assignment (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).

In addition to the hardcopy turned in you are expected to also submit a copy online (on Canvas). This copy must be submitted prior to the beginning of class on the day it is due. One copy per team is sufficient. Failure to do so will result in a 50% reduction in grade. This copy will be checked for plagiarism.

I will make notes on class contributions after every class and your grade for the class contribution component will based on a combination of your Oral Contribution and your Written Contribution (case analysis) during the course of the semester. Please note that the quality of your discussion comments also matters; it’s not just how many times you speak in class (although it is impossible to assess quality without sufficient quantity!) but rather, how much of a contribution your comments made.

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 according to the Session Plan / Canvas. Students must leave their answers to the exam in the drop-off box in the Management Department also according to the Session Plan / Canvas. No extensions will be granted. Late submissions will not receive any credit. This copy will be checked for plagiarism.

The exam is due five days after its distribution in class in order 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.

As with the written cases, you will be required to turn in a hardcopy of your midterm exam in class AS WELL AS an electronic copy (on Canvas). Failure to do so will result in a 50% reduction in grade.

4. Group Company Project – Presentation and 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 5-6 people with other
members of your class (each member will sign up on Canvas – under People – User Groups). Your group / team will develop a detailed write-up and an oral presentation about one company and how that 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 three months that precede the beginning of the semester, provided that this organization is not featured in one of the cases in the course-pack or discussed at length in your textbook. The article will serve as your primary reference, and you should locate at least five 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 (i.e. you may want to pick a publicly- traded company).

Additional information (including details on structure of the paper and evaluation) will be available as the course progresses. Note that groups must be finalized by the third class session. The oral presentations will be held during the three sessions before the last session of class and the final written paper is due at the beginning of class on the last day of class (hardcopy and digital copy on Canvas). Additional interim deadlines are noted on the Session Plan / Canvas. The digital copy will be checked for plagiarism.

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 (Team Project Confidential Eval Form – explained on Canvas), 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

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 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.

Class Policies and other administrative details

- As the course progresses, I will post information on Canvas. So please check the website regularly.
- I urge you to take notes during class. Additional materials that I present in class may not always be circulated.
- To help me learn your names and assign your class contribution grades, I will provide you with name cards. Please use them throughout the semester. If you expect to receive credit for your classroom contributions my TA and I need to know who you are.
- I don’t mind if you use a laptop or tablet IF it is being used in relation to our class. If I become aware that you are using it for any reason unrelated to our class, you will not be allowed to use it for the rest of the semester inside our classroom.
- While in class, please be sure to minimize disruptions by turning off all cell phones, pagers and other devices.

University Standards and Expectations

The University of Texas has standards that apply to all classes. Below are excerpted pertinent standards.

Prerequisites:

Students should be advised of specific prerequisites for a course and encouraged to drop the class if they have not been met. These prerequisites will be enforced and students will be dropped from the course. Instructors may not make exceptions to prerequisites.
**Class Web Sites and Student Privacy:**

As part of the e-University Initiative, the University is creating Web sites for all classes using software called Canvas. In addition to these sites, many faculty members have created their own sites using other tools like WebCT. A very common and useful feature in these class Web sites is a class e-mail roster which is available to both the instructor and the students in a class. While this electronic class roster can facilitate collaboration it also raises some privacy concerns. For example, under the Family Educational Rights and Privacy Act (FERPA) individual enrollment information cannot be released, even to other students in the same class, without consent of the student.

A recent opinion from the US Department of Education states that the University must inform students in advance if their name will be appearing on an electronic class roster. Because these electronic rosters exist in many class Web sites, we must inform students of this fact. The paragraph below, which addresses this issue, appeared in the fall 2001 Course Schedule. In addition, this paragraph should be an included statement in both online and print syllabi for faculty members using an electronic class roster with their class Web sites.

Beginning fall 2001, web-based, password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: [www.utexas.edu/student/registrar/catalogs/g00-01/app/appc09.html](http://www.utexas.edu/student/registrar/catalogs/g00-01/app/appc09.html).

**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, [www.utexas.edu/diversity/ddce/ssf/](http://www.utexas.edu/diversity/ddce/ssf/).

**Religious Holy Days:**

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.

**Policy on 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 [www.mccombs.utexas.edu/BBA/Code-of-Ethics.aspx](http://www.mccombs.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/](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, 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 the 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: http://www.utexas.edu/emergency.
SESSION PLAN
(*****Note: This plan is subject to revision*****)

1. INTRODUCTION

Session 1: Course Overview Mon, January 13
Readings:
• Course pack: Syllabus

Session 2: The Concept of Strategy Wed, January 15
Readings:
• Grant, Chapter 1: The Concept of Strategy
• Course pack: Syllabus, Appendix A - Why we use the case method.
Case:
• Whole Foods Market
Sample 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?

Session 3: MLK Holiday Mon, January 20
*** NO CLASS – MLK HOLIDAY ***

2. STRATEGY ANALYSIS

Session 4: Industry Analysis I Wed, January 22
Due:
• Group Company Paper : Group composition due at start of session (sign-up on Canvas)
Readings:
• Grant, Chapter 3: Industry Analysis: The Fundamentals
• Course pack: The Five Forces: Competing for Profits-Understanding Michael Porter's Best-Known Framework

Session 5: Industry Analysis II Mon, January 27
Readings:
• Revisit readings from previous session as background materials for case
Case:
• Cola Wars Continue: Coke and Pepsi in 2006
Session 6: Industry Analysis III
Wed, January 29

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

Session 7: Firm Analysis I
Mon, February 3

Due:
- Group Company Paper: Company selection and reference article due at start of session (email is OK)

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 8: Firm Analysis II
Wed, February 5

Readings:
- Revisit readings from previous session as background materials for case
Case:
- Wal*mart Stores Inc.

3. BUSINESS STRATEGY CHOICES

Session 9: Competing on Cost
Mon, February 10

Readings:
- Grant, Chapter 9: Cost Advantage
Case:
- Matching Dell

Session 10: Competing on Differentiation
Wed, February 12

Readings:
- Grant, Chapter 10: Differentiation Advantage
Case:
- Gucci Group N.V. (A)
Session 11: Project Work Day I  
Mon, February 17

Due:
- Group Company Paper Outline: Digital copy (on Canvas) of outline is due 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 to complete the outline of the Company paper. You are free to utilize the classroom premises for your discussion / group work.

Session 12: Competing on Innovation - I  
Wed, February 19

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

Session 13: Competing on Innovation – II  
Mon, February 24

Readings:
- Revisit readings from previous session as background materials for case

Case:
- Apple Inc. 2010

4. CORPORATE STRATEGY CHOICES

Session 14: Vertical Integration and Firm Scope I  
Wed, February 26

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

Session 15: Vertical Integration and Firm Scope II  
Mon, March 3

Readings:
- Revisit readings from previous session as background materials for case

Case:
- Walt Disney Company: The Entertainment King

Session 16: Corporate Strategy - Acquisitions  
Wed, March 5

Readings:
- Course pack: Corporate Acquisition Strategies and Economic Performance (pg 377 - 380, 384-385)
- Course pack: Not All M&As Are Alike - and That Matters

Session 17: Spring Break  
Mon, March 10

*** NO CLASS – SPRING BREAK ***

Session 18: Spring Break  
Wed, March 12

*** NO CLASS – SPRING BREAK ***
Session 19: Corporate Strategy - Alliances  

Mon, March 17

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

Case:
- *Millennium Pharmaceuticals*

**MID TERM EXAM SPECIAL SESSIONS**

Session 20: Midterm Review  

Wed, March 19

***** MID-TERM EXAM WILL BE AVAILABLE ON CANVAS 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 21: Midterm Exam  

Mon, March 24

Due:
*** THE MID-TERM EXAM IS DUE BY CLASS TIME ON THIS DAY. HARD-COPY AND DIGITAL (CANVAS). SUBMIT YOUR EXAMS IN THE DROP-OFF BOX OUTSIDE THE MANAGEMENT DEPT. RECEPTION AREA (CBA NORTH, 4th FLOOR). 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.

5. GLOBAL STRATEGIES

Session 22: Guest Lecturer  

Wed, March 26

Guest Lecturer – TBD (Placeholder)

Session 23: Global Strategy I  

Mon, March 31

Readings:
- Grant, Chapter 15: *Global Strategies and the Multinational Corporation*

Session 24: Global Strategy II  

Wed, April 2

Due:
- Group Company Paper: Digital (on Canvas) & hardcopy of draft report is due at start of session.
Readings:
• Revisit readings from previous session as background materials for case

Case:
• *L’Oreal and the Globalization of American Beauty*

6. INTEGRATION AND IMPLEMENTATION

Session 25: Structure, Systems and Implementing Change  
Mon, April 7

*** LAST CHANCE FOR SUBMITTING CASE WRITE-UPS ***

Readings:
• Grant, Chapter 7: *Organization Structure and Management Systems*

Case:
• *Cisco Business Councils: Unifying a Functional Enterprise with an Internal Governance System*

Session 26: Meeting with Instructor / Project Work Day II  
Wed, April 9

• 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 27: Meeting with Instructor / Project Work Day II  
Mon, April 14

• 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 28: Project Work Day III  
Wed, April 16

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 29: Company Paper Presentations  
Mon, April 21

Due:
• Group Company Paper: Digital copy of slides (on Canvas) 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 30: Company Paper Presentations  
Wed, April 23

Due:
• Group Company Paper: Digital copy of slides (on Canvas) 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 31: Company Paper Presentations  Mon, April 28

Due:
• Group Company Paper: Digital copy of slides (on Canvas) 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 32: Reflections and Lessons  Wed, April 30

Due:
• Group Company Paper: Final report due at start of class (hardcopy in class and digital copy on Canvas). No extensions please!
• Group Project Confidential Eval Form: The link for this can be found in Canvas. You must submit a survey form for EACH of your teammates in your Group.
• What Have You Learned? (extra credit): This is the last day (class time) to submit these discussion entries for extra credit.

Readings:
• Course pack: What is Strategy?
<table>
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<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Case</th>
<th>Assignments Due</th>
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<tr>
<td>1</td>
<td>Mon, Jan 13</td>
<td>Course Overview</td>
<td>Syllabus</td>
<td></td>
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<tr>
<td>2</td>
<td>Wed, Jan 15</td>
<td>The Concept of Strategy</td>
<td>Grant 1, Case method</td>
<td>Whole Foods</td>
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<td>3</td>
<td>Mon, Jan 20</td>
<td><strong>NO CLASS – MLK HOLIDAY</strong></td>
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<td>4</td>
<td>Wed, Jan 22</td>
<td>Industry Analysis I</td>
<td>Grant 3, The Five Forces</td>
<td>Paper – Group selection (on Canvas)</td>
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<td>5</td>
<td>Mon, Jan 27</td>
<td>Industry Analysis II</td>
<td>Grant 3, The Five Forces</td>
<td>Cola Wars</td>
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<td>6</td>
<td>Wed, Jan 29</td>
<td>Industry Analysis III</td>
<td>Grant 5, The books business</td>
<td>Barnes &amp; Noble vs. Amazon.com</td>
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<td>Mon, Feb 3</td>
<td>Firm Analysis I</td>
<td>Grant 5, 8, Competing on Resources</td>
<td>Paper – Company selection (via email)</td>
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<td>8</td>
<td>Wed, Feb 5</td>
<td>Firm Analysis II</td>
<td>Grant 5, 8, Competing on Resources</td>
<td>Wal-Mart Stores Inc.</td>
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<td>9</td>
<td>Mon, Feb 10</td>
<td>Competing on Cost</td>
<td>Grant 9</td>
<td>Matching Dell</td>
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<td>10</td>
<td>Wed, Feb 12</td>
<td>Competing on Differentiation</td>
<td>Grant 10</td>
<td>Gucci</td>
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<td>11</td>
<td>Mon, Feb 17</td>
<td>Project Work Day I</td>
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<td>12</td>
<td>Wed, Feb 19</td>
<td>Competing on Innovation -I</td>
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<tr>
<td>13</td>
<td>Mon, Feb 24</td>
<td>Competing on Innovation -II</td>
<td>Grant 12</td>
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<tr>
<td>14</td>
<td>Wed, Feb 26</td>
<td>Vertical Integration &amp; Firm Scope I</td>
<td>Grant 14, 16</td>
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<tr>
<td>15</td>
<td>Mon, Mar 3</td>
<td>Vertical Integration &amp; Firm Scope II</td>
<td>Grant 14, 16</td>
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<tr>
<td>16</td>
<td>Wed, Mar 5</td>
<td>Corporate Strategy - Acquisitions</td>
<td>Corp. Acquisition Strategies, Not all M&amp;A's Are Alike &amp; That Matters</td>
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<tr>
<td>17</td>
<td>Mon, Mar 10</td>
<td>NO CLASS – SPRING BREAK</td>
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<tr>
<td>18</td>
<td>Wed, Mar 12</td>
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<td>19</td>
<td>Mon, Mar 17</td>
<td>Corporate Strategy - Alliances</td>
<td>Collaborate w. Comp &amp; win, When to Ally and when to Acquire</td>
<td>Millennium Pharmaceuticals</td>
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<tr>
<td>20</td>
<td>Wed, Mar 19</td>
<td>Mid Term Review</td>
<td>Review all materials</td>
<td>Mid-term begins</td>
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<tr>
<td>21</td>
<td>Mon, Mar 24</td>
<td></td>
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<tr>
<td>22</td>
<td>Wed, Mar 26</td>
<td>Guest Lecturer – TBD (Placeholder)</td>
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<tr>
<td>23</td>
<td>Mon, Mar 31</td>
<td>Global Strategy I</td>
<td>Grant 15</td>
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<tr>
<td>24</td>
<td>Wed, Apr 2</td>
<td>Global Strategy II</td>
<td>Grant 15</td>
<td>L'Oreal</td>
<td>Paper – full draft (hardcopy &amp; Canvas)</td>
</tr>
<tr>
<td>25</td>
<td>Mon, Apr 7</td>
<td>Structure, Systems and Change</td>
<td>Grant 7</td>
<td>Cisco</td>
<td>Last date to submit cases (on Canvas)</td>
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<tr>
<td>26</td>
<td>Wed, Apr 9</td>
<td>Meeting w/ Instructor / Proj. Wk. Day II</td>
<td>Grant 7</td>
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<tr>
<td>27</td>
<td>Mon, Apr 14</td>
<td>Meeting w/ Instructor / Proj. Wk. Day II</td>
<td>Grant 7</td>
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<tr>
<td>28</td>
<td>Wed, Apr 16</td>
<td>Project Work Day III</td>
<td></td>
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<tr>
<td>29</td>
<td>Mon, Apr 21</td>
<td>Company paper presentations (Gp 1, 2, 3)</td>
<td></td>
<td>Slides by 5p prev. day (on Canvas)</td>
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<tr>
<td>30</td>
<td>Wed, Apr 23</td>
<td>Company paper presentations (Gp 4, 5, 6)</td>
<td></td>
<td>Slides by 5p prev. day (on Canvas)</td>
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<tr>
<td>31</td>
<td>Mon, Apr 28</td>
<td>Company paper presentations (Gp 7, 8)</td>
<td></td>
<td>Slides by 5p prev. day (on Canvas)</td>
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<tr>
<td>32</td>
<td>Wed, Apr 30</td>
<td>Reflections and Lessons</td>
<td>What is Strategy?</td>
<td>Final Paper (hardcopy and on Canvas), Group Project Confidential Eval Forms</td>
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</table>
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.

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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.