

BUAD 890 CORPORATE STRATEGY

Spring 2013

Instructor: Dr. Katalin Takacs Haynes
Email: ktakacsh@udel.edu BUAD 890 Spring 2013 - MONDAY in subject line
Office hours: Mondays & Wednesdays, 4:00-5:00 pm
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COURSE DESCRIPTION

Review and analysis of strategic issues facing organizations, including

- establishing organizational mission and objectives
- analysis of internal resources & capabilities
- environmental, industry and competitor analysis
- top management decision making
- business and corporate level strategy formulation, including acquisitions and alliances
- social responsibility
- international strategies
- strategic implementation and control
- corporate governance.

COURSE OBJECTIVES

The primary objective of the course is to provide you the background knowledge and analytical tools of strategic management. As a review and analysis of strategic management, the course introduces a large number of topics and provides a basis for further study of the field. You should acquire from the course a broad understanding of strategic management and familiarity with theories, concepts, and vocabulary associated with the domain.

REQUIRED MATERIALS

Hitt, Ireland, Hoskisson: Strategic Management, Competitiveness and Globalization, 10th edition, ISBN-10: 1111825874, ISBN-13: 9781111825874.

Other versions of this book with identical content and cases, used copies, international versions, online downloads are acceptable. It is your responsibility to verify similarity of content.

PREPARING FOR CLASS

To gain maximum benefit from the course, textbook chapters, cases and other materials for a scheduled class period are to be carefully read and understood *before* class on the day of the assignment. Doing so helps you better comprehend the in-class presentation of the slides and participate in discussion. The presentations of the material will be available through the Sakai system before class.

ROLE OF FACULTY

I am committed to providing you with an excellent and challenging course. If you have a problem understanding the material or lectures, please see me after that module of material right

away. My goal is to provide a context in which the learning goals outlined in the syllabus may be realized.

STUDENT SUCCESS

Since quality comments based on preparation and insight benefit everyone, your questions and comments during the class are welcome. In order to get full credit for participation each day of class, make sure to be in your seat and ready to begin on time. Showing up late or leaving early might result in loss of participation points. Insufficient preparation for class might lead to topics assigned for that day being included in the assessments as part of the professionalism/ leadership grade.

ABSENCE

Official, written notes for all missed classes will be required for excused absences.

Excused absences are only the following:

- (a) work-related absence (e.g. travel for certification exam, job interview)
(documentation required)
- (b) illness (written doctor's note required)
- (c) accident (police report and/or doctor's note required)
- (d) death in family (official documentation required).

Absences for reasons other than the four outlined above (e.g., attending a wedding, preparing for a challenging test in another or in this class, having a headache, having a sick dog/cat/horse, missing the plane, picking up friends or family from the airport, personal travel, including travel delays, volunteering, cultural traditions, such as staying at home for a month after the birth of a child, etc.) are considered unexcused and incur point loss. Regardless of whether the absence falls into one of the four excused absence categories above or not, please email Dr Haynes in advance if you are going to miss a class, or as soon as possible after the absence occurs. Failure to contact Dr Haynes after an absence, regardless of whether the absence falls into one of the four excusable absences listed above or not, results in loss of professionalism points. In order to be excused for the absence and to ensure that your participation grade does not suffer, please bring your note to class the first day you return. Participation points will suffer for failure to bring the official note to class the first day after the absence.

DISABILITY OR ATHLETIC ACCOMODATIONS

Please request accommodations as per University and College guidelines by providing the official form used by Disability Services, or the Athletic Director's Office on the first week of class, or as it becomes available during the semester. Please note that accommodations can only be provided if they are requested in advance. In other words, if you are entitled to accommodations, but choose to forgo them, they cannot be made retroactively. If however, during the semester you choose to begin to take advantage of accommodations to which you are entitled, they will be made going forward.

COURSE AND GRADE COMPONENTS

Overview

The following graded activities will comprise the optimal final course grade through accumulation of points:

- four assessments 4 x 15 pts = 60 points (individual)

- board game or movie 1 x 5 pts = 5 points (team)
 - case study 1 x 15 pts = 15 points (team)
 - final 1 x 20 pts = 20 points (individual)
- TOTAL without point loss incurred = 100 points

Points can be lost through

- team peer multiplier: if team members award less than 100% to a member (max. 20 points)
- professionalism: if student opts to disregard guidelines of the syllabus, or fails to communicate with team mates or Dr Haynes in a professional manner, or otherwise acts in ways that are deemed unprofessional by norms and conventions of a graduate business course (max. 10 points)
- absence (max. 24 points).

Please note that in the past, the large majority of students incur none or very few of these point losses. It is to honor the efforts of those who diligently work with their teams and in class that these rubrics are included.

Point accumulation opportunities

Four assessments

Four assessments consisting of multiple choice, fill-in-the blank and one short answer (essay) questions will be administered. The assessments will be based on the material found in the textbook, specifically, the text of the chapters, diagrams and figures, and mini-cases. Issues discussed in class as well as information on the powerpoint slides will be part of the assessment. Current events, cases, movies and board games will not be included in the assessment.

Board game or movie project

Select one board game OR one movie. Time for presentation is 15-20 minutes total. 0.25 point per minute will be deducted for each minute over 20 minutes. The point allocation rubric is attached to the syllabus.

- *Board games in strategic management (team)*

Many board games, including Risk, Acquire, Dominion, Settlers of Catan, Ticket to Ride, Small World, Cargo Noir and others contain elements of strategic management. Your mastery of strategy principles is revealed while playing a board game that puts critical thinking and analytical skills to the test. During this semester, you will have the opportunity to play a board game with your team and present your analysis of the similarities between the game and strategic management to the class. The board game project has two parts. First, your team plays the game once or twice, outside of class. Second, the team presents links to the material in class. Board games can be borrowed from Dr Haynes. Teams may show up to two brief video clips (30-45 seconds) to illustrate links.

- *Film project*

Feature-length films such as Wall Street, Office Space, Fun with Dick and Jane, Gung-Ho, Boiler Room and many others depict daily life in a corporate setting, exploring issues of ethical, decision-making and leadership. Besides being works of art and entertainment, these movies

exemplify many principles of strategic management. To demonstrate your and your team mates' ability to recognize elements of strategic management depicted by Hollywood, you may choose to watch a film from the list provided by Dr Haynes and present four links to topics covered in class. You and your team mates are responsible for finding a legal copy of the movie to watch. Watching the film is to be completed outside class. Teams may show up to two brief (30-45 second) clips from the film to illustrate links.

Deliverable on presentation day, before presentation begins

- Printout of powerpoint slides (Black and white, 6 slides to a page, two sided print)
- Presentation grading sheet, filled out with team name, project title and date
- Confidential peer evaluation sheets

Case analysis

The team case analysis has two components: written and in-class. In class deliverables

- Printout of the powerpoint presentation
 - black/white, 6 slides on a page, printed two-sided
- Printout of the case analysis
 - 1-inch margins, 12-pt Times New Roman font, single spaced, max. two pages, printed two-sided
- Presentation grading sheet, filled out with team name, date, project
- Case analysis grading rubric, filled out with team name, date, project
- Confidential peer evaluation sheets

The written portion account for 10 points, the in-class, oral portion accounts for 5 points. The grading of the written portion is attached at the end of the syllabus. The grading of the in-class portion is based on the grading rubric for the movie/board game project. Cases available for analysis are selected from the text book (10th edition) by Dr Haynes. Dates for the case analyses will be assigned on the first day of class.

Final

A final will be completed in-class on the last week. The final will be a case study, to be completed individually in class, on students' personal computers (laptop). Case will be handed out at the beginning of the final. No notes, books or other aids are allowed.

Sources of possible point loss

Team peer evaluation (team grade multiplier)

Part of the learning process is practicing how to provide and receive feedback in a mature and professional manner. Team members will be required to rate their team members' participation in the team projects. The peer evaluation score awarded by team members to an individual becomes a multiplier for the points the team receives for a team project. For example, if a team receives maximum (10) points for the presentation, and everyone in the team rates Student A's participation 100%, Student A receives 10 points. If Student A is rated at 90%, he or she will receive $0.9 \times 10 = 9$ points.

Peer evaluation guidelines.

- There will be no re-do's or re-calculations for this component, so please make sure that you have evaluated your peers in a fair and professional manner before turning in your evaluation sheet.
- You will need to justify all peer grades that are under 100% on the evaluation sheet. Evaluations in which a peer grade under 100% is assigned without explanation is considered incomplete and incurs a 0.5 point deduction per case, per day.
- Incomplete or late evaluations will be docked 0.5 points per case, per day. Multiple infractions will be compounded up to 3 points per project.
- Please complete peer evaluations confidentially and before class. Please hand in evaluations in class, on the day of your presentation.
- Peer evaluations might result in fractions of a point awarded to some students, (e.g., a student's final score might be 82.99). Dr Haynes will *not* change the result of peer evaluations under any circumstances, i.e., no grades will be rounded up, or down.
- Tip: In order to avoid problems arising from peer evaluations, please make sure to communicate with your team members very clearly and explicitly throughout the semester, and ask for feedback regarding your work. Teams experiencing problems affecting their performance should bring such issues to Dr Haynes' attention early and often, so that problems can be dealt with quickly and professionally.
- NOTE: Complete peer evaluations must be handed in in class, on the day of the presentation in order to facilitate the timeliness of grade calculations. Late or incomplete peer evaluations, including evaluations dropped off at Dr Haynes' office will incur 0.5 point deduction per case, per day.

Professionalism

This component captures professional conduct as comprehensively as possible. All aspects of communication, including that with other students and with the professor are part of this grade. Similarly, participating in class discussion and activities, observing the guidelines surrounding usage of electronic devices, being in class on time, every time, completing homework assignments, coming to class prepared are aspects of this grade component. Other components of this grade include taking a leadership role (which may at times, include that of being a follower) during class team activities and being an effective communicator. This is a holistic grade, i.e., credit is based on the leadership qualities and behaviors demonstrated during the entire course. Full credit is going to be given to students who demonstrate professionalism, maturity and leadership throughout the semester. Actions leading to loss of points include but are not limited to, failure to show up for team presentation without communicating with team and Dr Haynes, failure to respect guidelines of electronic device usage in class, being late to class on a regular basis, disturbing classmates during test time by arriving late or talking, asking for special treatment without official documentation, failure to turn in required course materials on time (e.g., personal info sheet and photo; practice analyses), etc. If you are uncertain whether an action will lead to loss of points, please ask Dr Haynes for clarification.

Participation/Attendance

Given the fast pace of this course it is best if you attend every class. Were you to miss a class, please find out from your fellow students what was covered during that day. In addition, if you wish to avoid point loss for an absence, please provide

It is your responsibility to make sure that your activities during class time cannot, under any circumstances be perceived as anything other than what you are expected to be doing. Please note that it is sufficient for Dr Haynes to merely *have the impression* that you are occupying yourself with a non-sanctioned activity (e.g. texting, reading the paper, surfing the web, solving puzzles, etc.) in order for you to lose some or all participation points on that day.

COURSE GRADES

There are 100 possible points that can be accumulated and the following grades will be assigned for points earned:

A	96 - 100 points
A-	90 - 95.99 points
B+	87 - 89.99 points
B	83 - 86.99 points
B-	80 - 82.99 points
C+	77 - 79.99 points
C	73 - 76.99 points
C-	70 - 72.99 points
D	58 - 69.99 points
F	below 58 points

ASSESSMENT AND ASSIGNMENT PROCEDURES AND EXPECTATIONS

Pen: You must use pen or ink of a dark color for the in-class assessment.

Computer: For the written portion of the case analysis assignment please use 12 pt. Times Roman, single spaced pages, one-inch margins all around. On half of a point will be deducted for each incorrect formatting item (total of 2 points).

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated in any form. Cases of apparent academic dishonesty will be pursued to the fullest extent allowed by the A. Lerner College and University of Delaware regulations. In addition, the class will co-create and sign the Honor Code, which will serve as guiding academic integrity policy for exams and assignments.

POSTING GRADES

Grades will be posted using the Sakai system, as soon as possible after the raw scores are available.

REVIEWING RESULTS AND GRADES INQUIRIES

Part of the role as course instructor is to ensure that evaluations and assessments are fair across the board and that no individual student or team is given preferential treatment. Consequently, in this course, obtaining a particular GPA, maintaining eligibility for a scholarship, and reaching

other personal or professional goals a function of your academic achievement, rather than negotiations and requests for a better grade at the end of the semester. Grades are assigned for results rather than effort.

Please email questions or concerns regarding assignments and grades, including if you require to discuss assignments during scheduled office hours. Your right and wrong answers will be available for review during class, but you will not be able to take the assessment home. Appeals on specific grading must be directed to Dr Haynes, in writing, within one week after grades are available. Please note that retroactive considerations will be unavailable outside these parameters, including for team or participation grades. Similarly, grade negotiations during or outside of office hours, or in writing are outside the parameters of the course.

Appendix A: In-class presentation grading sheet

Team: _____

Date: _____

Movie / Board game _____ Case analysis _____

1) Content

- All relevant material presented correctly, links to strategic mgmt topics - - - - - 0-3 points
 - o 0 – none, or very little of the material was presented correctly, no solid links
 - o 1 – some of the material was presented correctly, one weak link
 - o 2 – most of the material was presented correctly, one strong link, or several weak links
 - o 3 – all of the material was presented correctly, all links are strong (very rare)

2) Creativity

- Material presented creatively and kept audience engaged throughout - - - - - 0-2 points
 - o 0 – presentation lacked all creativity, was boring, confusing and did not hold attention of audience much of the time
 - o 1 – some creativity present, audience perked up once or twice
 - o 2 – very creative, enjoyable presentation, audience was engaged and interested throughout (very rare)

3) Interaction

- Interaction with audience - - - - - 0-2 points
 - o 0 – no interaction with audience
 - o 1 – some interaction at beginning, middle or end, but not throughout
 - o 2 – multiple, varied and quality interaction with audience (very rare)

4) Professionalism

- Individual and team professionalism - - - - - 0-3 points
 - o 0 – typos on slides, casual attire, hands in pockets, did not sufficiently practice presentation, disorganized, too long, or too short, etc. multiple violations
 - o 1 – few violations of the above
 - o 2 – one violation only
 - o 3 – perfect presentation, professional attire, slides look great, contain no typos, presentation timing is perfect (very rare)

Divide total of 10 points by two, to result in 5 pts total possible points.

Appendix B

Written case analysis rubric. Please refer to this rubric when preparing the case analysis to make sure that all necessary components of the analysis are included. Details of the grading scheme will be discussed in class.

Identification of strategic issue ----- 4 points

Analysis of external environment ----- 27 points

General environment 7 pts

Industry environment 10 pts

Competitor environment 10 pts

Analysis of internal organization ----- 24 points

Resources 7 pts

Capabilities 3 pts

VRIN/VRIO 10 pts

Core competencies 4 pts

SWOT analysis ----- 20 points

Alternatives ----- 16 points

Alt. 1 - do nothing 4 pts

Pros and cons 0-2 pts

S/T and L/T fin impl. 0-2 pts

Alts 2-3 6 pts each:

Derived from SWOT 0-1 pts

Pros and cons 0-2 pts

S/T and L/T fin impl. 0-2 pt

Recommendation ----- 9 points

Selected one of alternatives 0-1 pts

Justification of why selection is best option (based on SWOT) 0-4 pts

Additional implications of selection (e.g., best and worst case) 0-4 pts

NOTES:

1) Incorrect style, grammar, syntax, typos and formatting results in up loss of up to 15 points.

2) Total (100 possible points) is divided by 10 results in 10 points for the written portion of case.

Appendix C: Personal info sheet

Please bring the completed info sheet to class on Week 2. Please attach a photo of yourself.

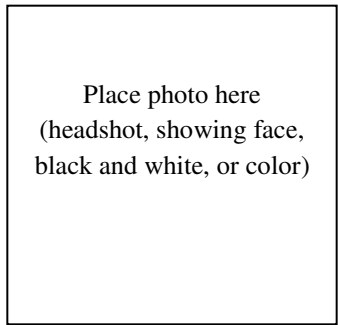
NAME _____

TEAM _____

PRESENTATIONS

Case _____ Date _____

Movie/Board game _____ Date _____



PROGRAM _____ PLANNED GRADUATION _____

CORE COMPETENCIES (What are you good at?)

Subject _____ Skill _____
(e.g., Fin., Acctg., Mktg, Ops) (e.g., writing, ppt, public speaking)

DAYS and TIMES I am available to meet for team project (italics refer to afternoon/evening)

M	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
T	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
W	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
Th	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
F	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
Sa	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
Su	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>

Our team will meet on the day(s) and times circled below to work on team projects

M	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
T	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
W	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
Th	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
F	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
Sa	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
Su	1	2	3	4	5	6	7	8	9	10	11	12	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>

I pledge that I will abide by the honor code of this class. I acknowledge that communication is the foundation of success in this class. Therefore, if I, or my team are experiencing any issues related to the class or our projects, I, with or without my team, will contact Dr Haynes for advice.

Signed _____

Date _____

Appendix D: Team peer evaluation sheet

Please fill out the following table according to the instructions below for each team member and for each project.

- There are two team projects (movie/game and case analysis) so you will need to fill out two evaluations. Scales are 1-5, with 1 being the lowest rating, 5 being the highest. Please fold the evaluation and tape the pages together for confidentiality.
- The evaluation sheet must be handed in at the beginning of class before the team presentation. Since the calculation of all team members' grades depends on everyone on the team handing in the evaluation sheet on time, please make sure this is done on time. Failure to hand in completed evaluation on time will result in 0.5 point deduction per day.
- Please evaluate each of your team members along the following dimensions:
 - **Quality of work:** Did this team member contribute to the success of the team with high quality work?
 - **Quantity of work:** Did this team member pull their weight and took on a fair share of the work? Note that different people have different talents and can contribute differently to the project.
 - **Timeliness:** Did the team member contribute on time or did others have to wait for the team members' contribution? Did you feel at any point that the team member's lack of timeliness jeopardized the success of the team?
 - **Communication:** Was the team member a good communicator? Did the team member honor their word? If they could not show up for a meeting, or had an emergency, did they let team members know as soon as possible? Did they make up for it later?
 - **Appropriate role in team:** Was she or he a good follower or leader (both of these are equally important)? Is she or he a good negotiator? Did team member take on appropriate role in organizing and completing work?

Team	Project		Your name		Date	
Name of team member	Quality of work	Quantity of work	Timeliness	Comm.	Role	TOTAL

Please explain below your choice of awarding less than 100% for any team member.

Appendix E

Proposed academic calendar – BUAD 890, Monday, 6-8:45 pm

Class #	Date	Topic	Due
1	Feb. 4 th	Syllabus, team formation, project assignment; Context of strategic management	Read Chapter 1; Read “Preparing and Effective Case Analysis” pp. vii-xv.
2	Feb. 11 th	External environment Practice analysis of external envir.	Review Chapter 1, read Ch. 2 Read Chipotle case pp. 71-77
3	Feb. 18 th	Internal organization Practice analysis of internal org.	Review Chs 1-2; read Ch. 3; Chipotle case pp. 77-87
4	Feb. 25 th	Test 1: Chapters 1-3 Case analysis: Practice SWOT, alternatives, recommendation	Prepare for test; Review Chipotle case
5*	Mar. 4 th	Business-level strategies Case: Dr Pepper/Snapple	Read Chapter 4; Read Dr Pepper/Snapple, pp. 115-126
6*	Mar. 11 th	Competitive dynamics Case: Adobe	Review Ch. 4, Read Chapter 5 Adobe, pp. 1-15
7	Mar. 18 th	Test 2: Chapters 4-5	Prepare for test
8*	Apr. 1 st	Corporate-level strategy Case: Adobe	Read Chapter 6; Review Adobe case
9*	Apr. 8 th	Merger and acquisition Case: R. J. Reynolds	Read Chapter 7. Read R. J. Reynolds, pp. 339-351.
10	Apr. 15 th	Test 3: Chapters 6-7 Game	
11*	Apr. 22 nd	Cooperative strategy Case: Google	Read Chapter 9. Read Google pp. 155-169.
12*	Apr. 29 th	International strategy Case: Google	Read Chapter 8. Review Google case.
13	May 6 th	Test 4: Chapters 8-9 Corporate governance	Prepare for test; Read chapter 11.
14	May 13 th	Review of material	

Classes marked with asterisk are available for team presentations. One case and one movie/board game per class max. Please avoid scheduling two presentations of the same type (e.g., two case presentations) on the same day.