

Advanced Strategic Management

STRAT 5700-003 – Fall 2017

General Information

Time: Tuesday and Thursday 2:00 PM-3:20 PM

Place: SFEBB 3160

Instructor: Kristina Narvaez , MBA
Office Hours – by appointment
Email –Please use Canvas for all communication

Text: Barney, J.B & Hesterly, W.S. (2015). *Strategic Management and Competitive Advantage: Concepts and Cases* (5th ed.). Hoboken, NJ: Pearson Education, Inc.
ISBN #: 978-0-13-312740-9

INCLUDED IN COURSE FEES ACCESSED VIA CANVAS

Course Description

This course teaches students important theories in strategy and allows them to apply the theories to real business situations through the extensive use of cases. Students learn key frameworks and analytical tools that help managers allocate company resources, and develop strategies to gain competitive advantages over rival firms. Course topics include industry analysis, internal analysis, business level strategies, diversification, strategic alliances, and mergers and acquisitions. The course carries a substantial reading and writing load. Students are expected to actively participate in class and case discussions.

Course Overview

This course examines how firms gain sustainable competitive advantage. To be successful, a firm's strategy must permeate all departments and functional areas. As such, this course seeks to integrate the knowledge and skills gained from your studies in functional areas of business, such as marketing, organizational behavior, management, finance, accounting, etc. In drawing on these tools, we explicitly apply a *general management* point of view – we will analyze decisions and strategies in light of the *total enterprise*. The course will explore the use of tools used in strategic analysis (e.g., 5-Forces, VRIO), business level strategies (e.g., cost leadership, product differentiation), and corporate level strategies (e.g., vertical integration, diversification, alliances, M&As). The course provides an opportunity for students to develop critical thinking skills valued at all levels of organizational life.

To achieve course objectives, we will use case analysis and discussion to connect strategic management theory with practice. This will facilitate the development of managerial judgment and decision-making in a cost-free environment. It is common for students to feel uncomfortable in this course because of the high level of ambiguity and the lack of "precise" answers. In general, simple problems have "precise" answers (e.g., What are the most efficient scoop dimensions for a coal shovel?). However, today's business leaders – at all levels – confront a world wherein the number of variables and the connections, interdependence, and adaptation of those variables, lead to wicked, messy, and complex problems.

Problems of this type (e.g., How do we reduce employee turnover?) may not have "optimal" solutions. **Consequently, it is critical to develop skills in both the "art" and the "science" of strategy.**

Why is strategic management important? Many of your courses to this point tend to adopt a functional perspective within a specific department or given line of business. This course introduces us to the whole organization. Given that many of us will be working in an organizational environment at some point – whether for profit or not for profit – strategic management theory helps us to understand how these organizations function (or don't function) and provides us with useful and practical evaluation tools needed to assess the viability (i.e., competitive advantage) of any particular strategy.

Course Objectives

Strategy is a firm's theory about how to gain competitive advantage. Competitive advantage is realized when a firm creates and captures more economic value than its rivals. Sustainable competitive advantage is realized when innovative competitors are unable to replicate or substitute a firm's advantage (e.g., human capital, system, process, experience, position, patent, product, service...). Understanding how firms gain competitive advantage in different settings is the underlying objective of this course. Each student will be able to:

- 1) ***Competently perform strategic analysis*** – identify and analyze business unit and corporate strategies using the tools provided by the instructor and textbook, basic financial analysis, marketing principles and organizational management concepts; assess the past performance and likelihood of future success of real strategies. To analyze is not to Google. We will repeatedly use Michael Porter's Five-Forces framework within the Structure-Conduct-Performance (SCP) model to perform strategic analyses on the external environment and industry setting within a global context. Moreover, we will rely heavily on the VRIO framework to perform strategic analyses on a firm's internal resources and capabilities. Additional models and frameworks that provide insights into competitive advantage will also be examined.
- 2) ***Competently deliver strategic recommendations*** – formulate recommendations for meeting competitive and organizational challenges faced by management; communicate his/her recommendations effectively, succinctly, and persuasively both orally and in writing. Recommendations represent the relevant output of strategic analysis. Articulating a clear and concise strategic recommendation is difficult. As such, we will repeatedly practice this skill in both formal (writing and presentations) and informal settings (class and group discussion).
- 3) ***Understand various options in executing corporate strategy.*** Firms are confronted with numerous alternatives with respect to corporate strategy and growth (e.g. vertical integration, horizontal integration, diversification, alliances, mergers, acquisitions). Over the course of this semester we will develop skills in determining when certain options are preferred and when certain options might be avoided.
- 4) ***Effectively work in a team and evaluate team members.*** It is difficult and rare for greatness to derive from a lone-genius. Often, the stories that we hear in the popular press emphasize the accomplishments of one person without acknowledging the contributions of others (e.g., Jobs and Wozniak). Additionally, it is important to learn how to evaluate team members. "Getting the right people on the bus" requires the development of team member contribution evaluation skills.

Course Format

This course relies heavily on a case discussion method and will include analyses of selected strategic management cases. Class discussions and group activities will be used to complement the discussion of case material.

Student Responsibilities

Complete All Assigned Readings Before Class: Students must come prepared to contribute to class discussion, debate, and case analysis. *Helpful Tips:* Preparation for the case discussion should begin with a rapid reading of the assigned case and other materials. It is also helpful to review the assignment questions for guidance regarding which particular issues require special attention. The next step is to re-read the case carefully, taking notes and sorting information, facts, and observations under a number of relevant headings. Most students will then want to evaluate the financial information to develop a more in-depth understanding of the firm's position. Finally, preparation should include notes that can be used to help your participation in class discussions.

Actively Contribute to Class Discussion: Your responsibilities for participating in class include but are not limited to: active listening, making thoughtful contributions, answering questions posed to you (i.e., cold-calls), participating in discussions of case material with your team, and participating in class activities. Treating your colleagues with respect is also essential to participating effectively.

Complete Assignments as Assigned and as Scheduled: Unless you have a university approved excuse, projects and assignments are due on the assigned date. **Please do not request to turn in assignments late; assignments turned in late will receive 0-points.** If you will be traveling or anticipate absences on the due dates, you may turn your assignments in earlier. *Last minute challenges such as pet illness, car trouble, relationship trouble, etc., are not legitimate reasons for missing a due date. Care should be taken to avoid procrastination and allow for adequate time for you to do your best thinking; your best work. This may be unique, but it is based on experience. I've never had a leader, manager, client, or team say, "Hey, we'll give you partial credit as long as you deliver a day late." My philosophy is that this behavior, both on the part of the student and the instructor, reinforces a dangerous mental-model that late is "OK". In the real world...it's not!*

Textbook Information

All sections of STRAT 5700 and STRAT 5701 use *Strategic Management & Competitive Advantage: Concepts & Cases -5ed Barney & Hesterly*. We have been able to negotiate a significantly lower price for an electronic version of the text that the publisher has made available previously. **You have already paid for the textbook in the form of your course fee. Do not buy another copy of the book.**

Although Amazon sometimes has rental copies of the text available at lower prices than the \$58 course fee, the nearly 800 DESB students that take this course annually cannot obtain the correct text at more favorable prices. To get your copy of the text, simply log on to Canvas. Click on the RedShelf e-book link on the left side of the home page. To access the advanced features of the text, such as highlighting sections or creating flash cards from the text, go to Canvas/Pages/Textbook information and view the tutorials posted for you. If you want to opt out of the arrangement and the course fee, follow the instructions posted on Canvas/Pages/Textbook information. Note that if you choose to get the text

elsewhere, you must make sure that your copy includes all of the current cases that appear in the 5ed. This has been a problem for students in the past – missing cases or the wrong cases in the books they purchase that do not come directly from the publisher or the campus bookstore. We use this text extensively in the course. I believe it enhances your chance of success in the course and greatly aids your understanding of strategy concepts and application to have access to the correct text.

Course Evaluation

	Evaluation Type	Points	Percentage
1.	Class Participation	150	15%
2.	ETS Exam	50	5%
3.	Quizzes	150	15%
4.	Case Write-Ups (2 Team, 3 Individual)	200	20%
5.	Team Project	150	15%
6.	Exams (Midterm and Final)	300	30%
		1,000	100%

Class Participation

The participation grade will be 60 points based on physical attendance and 90 points from in class participation with the five group assignments that I will assign in class based on the case study we will be covering that class period. I will keep track of individual participation. **There is no way to make up participation for a missed class.**

Meaningful participation requires that you are prepared to discuss the cases. This includes asking questions when you do not understand the concepts we are discussing or need clarification. Group interaction is critical to learning how to think strategically and much of the important group interaction occurs during the in-class dialogues. In this course, we all learn from each other. Thus, we are each responsible for making contributions to the class' effort to analyze a case and gain a critical perspective on the issues confronting the company in question. How well you contribute to this group process forms the basis of your participation grade.

Students will not get full credit for participation through attendance alone, or even through frequent participation that does not advance the learning of the class. In a real firm, people who show up unprepared put in jeopardy their own job and penalize colleagues who depend on them. Like in the business world, we will rely on each other for further learning and understanding.

Contributions that show how a specific concept is illustrated in the case or how substantive problems in the case can be addressed are particularly valuable. In short, good comments are based either on theory or data. An ideal discussion is one where ideas, comments, and questions surface as a function of other students' ideas, comments, or questions, and not necessarily as a direct response to the instructor's questions or comment. While it is fine to challenge your peers' assumptions and ideas, any criticisms must be friendly, respectful, and related solely to the discussion. It is your responsibility to be professional and courteous at all times. Participating in class can be an intimidating experience initially. I will do my best to create an environment conducive to participation and open exchange.

ETS Assessment (50 Points) Every few years, DESB students enrolled in STRAT 5700 must take the ETS Assessments. These assessments will constitute 5% of your total grade for STRAT 5700. These important exams allow the DESB to comply with the accreditation requirement for assurance of learning. The value of your degree is tied closely to the DESB's status as an accredited business school. You may make an appointment to take the exam by contacting

Exam Services
Marriott Library Room 1705
801-581-6112 (option 2)
examhelp@utah.edu

The exam will be available from September 1 – October 15. Please do not plan to wait until the last week it is available to make an appointment to take the exam as all appointment slots are likely to be full.

The assessments cover all of the undergraduate business program – not just strategy. I copied this description from the ETS website (http://www.ets.org/mft/about/content/bachelor_business).

“The ETS® Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.”

Quizzes

Quizzes are in class and are indicated on the syllabus. Quizzes will be short answers. These quizzes cover the readings and case studies for the class period. Please see schedule for when quizzes are due, it is your responsibility to stay on top of quizzes. You can drop your lowest quiz score.

I will not offer make up quizzes, so plan accordingly.

Case Write-ups

Strategic Case Analyses - Case studies provide important windows into the real problems that firms are trying to solve. Note, since these are messy problems there isn't necessarily a single precise answer, although there are better options than others. I am more interested in your analysis, interpretation, measurable recommendations, and justifications than I am at your arrival at a specific “answer.” Full credit can potentially be earned for a strategic recommendation that is somewhat different than what we conclude in class. Please include a strategic tool or concept from the chapter discussed earlier in the week. This will demonstrate to me that you know how to use the strategic tool or concept in a recommendation.

For this category, you will write 2 cases with your chosen team worth 50 points each. The 2 team cases will be for **Sodastream International**. The second team case will be on **Harlequin Enterprises**. These are due before the start of class on the days we are discussing them. The template files for the case write ups are on Canvas. As a team, you will work together to complete the assignment. I will provide a rubrics on how I am grading the4 case study write-ups.

You will also complete 3 individual case write ups worth 100 points each. The three case write ups will be:

Papa Johns Case (Business level strategy)
Starbucks Case (Corporate level strategy)
McDonalds and KFC (International strategy)

Formatting guidelines for these assignments are:

1. Two (2) double-spaced pages, not including exhibits;
2. One (1) inch margins;
3. Twelve point (12pt) font
4. Exhibits (e.g. financial analysis, 5-forces analysis, VRIO analysis) are expected and should be included in an appendix. Be certain to appropriately reference your exhibits in the body of the case analysis.

Case analyses must address the two questions assigned for that particular case (see schedule below) and apply the theory and concepts from the relevant chapter(s). To receive full credit the case analysis should: (1) demonstrate polished formatting, spelling and grammar, (2) answer the assigned questions, (3) support your position, (4) relate chapter concepts to evidence from the case and (5) make clear and concise recommendations expressing what you believe to be the appropriate course of action.

Case analyses should not be a summary of the case or a list of issues—assume that your reader is familiar with the background of the case, and use case facts along with related chapter concepts specifically to support your arguments. Cases should be evaluated at the point in time in which they were written. See the Appendix (Page 343) in Barney & Hesterly (2015) – “Analyzing Cases and Preparing for Class Discussions” – for guidelines on preparing case analyses (and class discussions).

Team Project

The large strategic analysis project will be conducted in teams of **5 students**. Team management is the responsibility of all team members. Self-managed teams are ubiquitous in the modern business environment. You will be asked to evaluate your teammates upon completion of the final project. Based on these evaluations, project grades for individuals may be affected. Participate in your teams with this in mind.

Each team must select a **publicly held corporation** facing interesting strategic problems. The use of a publicly held firm rather than one that is closely held is important to ensure adequate access to corporate information (e.g. financial statements, company and industry profiles, press releases, articles). Sources for obtaining this information include among others, Lexis Nexis, Dun & Bradstreet, Datamonitor, Standard & Poor’s NetAdvantage. Access to these sources can be found at the following web address, <http://campusguides.lib.utah.edu/content.php?pid=71292&sid=1544182>.

All teams must develop both a written analysis and a brief oral presentation. **The final written report should follow the guidelines provided in the handout entitled “Team Project Outline.”** Fundamentally, the team project allows you to use both the "art" and "science" of strategic management by developing your research skills in competitive analysis, applying the strategic tools learned in class, and using your imagination and judgment to formulate the recommendations and implementation plan.

Select a Company that is Struggling with a Particular Strategic Problem
Due Thursday, September 14th 10 points

Each team must select a company facing an interesting strategic problem or opportunity. Give some thought to your selection of a company. Each team must submit the company name and a brief overview of the strategic problem or opportunity. An early choice is recommended since duplication of companies is not permitted. Please do not select companies for which cases are provided in the text.

This will be a **1-2 page double spaced** paper giving a historical overview of the company, a brief description of the strategic problem or opportunity facing the firm, and a hypothesis of a potential strategic solution for the firm.

Draft 1: External Analysis & Internal Analysis
Include Team Evaluation Sheet
Due Thursday, October 19th 45 points

External Analysis

This is the first part of your analysis to be done for any company. This will be a thorough external analysis of the general environment, and a complete 5 forces. This part of the paper will also examine opportunities and challenges facing the industry as a whole and analyze where the chosen company fits in relation to the industry as a whole. Submit by Canvas **2-3 pages double spaced and team evaluation sheet.**

Internal Analysis

The internal analysis is the second phase of any strategic analysis. This includes a thorough VRIO to identify the strengths and weaknesses of a firm. What is giving it a comparative advantage or disadvantage? How can a firm utilize its individual resources and capabilities to create a sustained comparative advantage? This section will also show how the individual firm competes in the industry, combining elements of the external with the internal analysis. Submit by Canvas **2-3 pages double spaced.**

Draft 2: Business Level Analysis & Corporate Level Analysis
Include Team Evaluation Sheet
Due Tuesday, November 14th 40 points

Business Level Analysis

This section will analyze the business level strategy of the firm, product differentiation or cost leadership. What strategy is the firm employing? How do you know? If a firm is in multiple industries, each part of the corporate whole will be analyzed. What was VRIO about the strategy? Did this give them a sustained competitive advantage? Did they choose one or are they stuck in the unproductive middle? Submit by Canvas **2-3 pages double spaced and team evaluation sheet.**

Corporate Level Analysis

This section will analyze the corporate level strategies of the firm, either vertical integration or diversification or a little of both. This will also analyze what mode of corporate strategy, either strategic alliance or mergers/acquisitions the firm has employed. Analyze what was done in the past, and why. Did this create economies of scope? If so, how? If vertical integration was employed, how did the three frameworks evaluate this decision, opportunism, capabilities and flexibility. What was VRIO about this strategy? Was it a good decision to engage in the strategy, why or why not? Submit by Canvas **2-3 pages double spaced.**

Draft 3: GAP Analysis, Strategic Recommendations, and Executive Summary **Include Team Evaluation Sheet** **Due Tuesday, November 21st at 70 points**

GAP Analysis

I will give each student a GAP Analysis matrix to help them review their company's strengths, weakness, opportunities and threats and compare those findings to resources they have, resources they need, capabilities they have, and capabilities they need to enhance their strengths and opportunities and mitigate their weaknesses and threats. Submit by Canvas **Your GAP Analysis Matrix and 1-2 pages explanation of your findings of GAP Analysis double spaced and team evaluation sheet.**

Recommendations

This is the culmination of your team project. This is where you directly advise the firm on how to best counter the problem, or exploit the opportunity facing the firm based on your findings in your GAP Analysis.. Then recommend a future strategy and implementation plan to help the company create a sustained competitive advantage. This section brings in insights from all previous sections, the external environment, the internal capabilities, past strategies and lessons learned, to create a new strategy for the future. This is the bulk of your final report. Submit by Canvas **2-3 pages double space not including appendix.**

Executive Summary

Although I will thoroughly read your written reports, many executives, leaders, and managers do not have the time (or the will, or capacity) to read lengthy reports. Learning to identify the critical issues

and tell stories using pictures (e.g., graphs, charts, flowcharts, maps) is an extremely valuable skill. Thus, in conjunction with the oral presentation, teams must provide a one-page (excluding illustrations, exhibits, etc.) executive summary of (1) the firm, (2) the central strategic problem(s) confronting the firm, and (3) the recommended course of action. **The Executive Summary must be submitted through Canvas.**

Final Report Due November 28th 100 Points

Your final report is due the first day of oral presentations. This will be the polished version of Drafts 1, 2 and 3 and will be professionally bound and include all charts, diagrams and graphs, references and should be no more than 20 pages in length. Look at the rubrics on the team project to see how you will be graded on your final report.

Oral Presentation
In Class either November 28th, November 30th and December 5th 45 points

Oral presentations will be conducted in class at the end of the semester. Each team will be provided 20 minutes to outline the key strategic problems and issues facing the firm, external and internal analysis, business and corporate level strategy, and final recommendations. Order of presentation will be determined by a random draw. **All members must be in attendance! If you are not there, you will not get a grade.**

Group Evaluation
Due December 4th

Team management is the responsibility of all of the team members. Self-managed teams are ubiquitous in the modern business environment. As part of the three drafts and at the end of the course, each class member will provide a confidential evaluation of the other members of his or her team. Where a group member is judged to be substantially deficient relative to his or her teammates, a **grade reduction will be incurred**. Likewise, if a group member or members are singled out for outstanding contribution by teammates that person's grade may **be raised accordingly**. Manage your teams with this in mind.

A division-of-labor is expected across the three elements of the Team Project. However, each team member is expected to make a meaningful contribution to each element. Two special notes pertaining to participation:

- (1) **I DO** require of all team members to participate in the oral presentation, but I do require all attend the team presentation. **If you are NOT THERE you will NOT RECEIVE any credit for the presentation.**
- (2) Your individual contribution to the Team Project will be evaluated by team members in two ways:
 - a. On a scale from 0 (not likely) to 10 (very likely), how likely would you be to recommend "John" – as a team member – to a good friend?
 - b. How would you distribute 100 points among your teammates? In other words, if I give you 100 points to be distributed among your team members, what percentage would you award to each teammate based on their *overall contribution*?

Exams

There will be two (2) exams that will cover the assigned text chapters, general strategic frameworks, cases, and other materials discussed in class. The format of the exam questions may be essay, matching, multiple-choice, and/or short answer. Exams must be taken at the times indicated in the class schedule.

Expectations

Academic Standards - All students are expected to pursue the highest standards of academic honesty. Any assignments not meeting such standards are subject to failure. The Student Code (University Regulations - Chapter X, Article XI of the Student Code) defines academic dishonesty as "including, but not limited to, all forms of cheating, plagiarism, research misconduct, misrepresenting one's work, and/or inappropriately collaborating." Plagiarism and misrepresentation specifically refer to the copying of another person's material, even with modification, that is not fully referenced. Specific details of each of these issues are discussed in the University of Utah Class Schedule.

In addition, papers that are acquired (either for free or for a fee) through electronic or non-electronic methods will be considered to have been plagiarized, and are subject to failure. Finally, students should not use the same or substantially similar paper to meet the requirements of more than one course. If the same firm is used for a project in another class, there should be no more than 20% overlap of material. Papers exceeding this level of overlap will not be accepted.

Laptops and Mobile Phones - Students may use laptops as a tool for taking notes during class lectures. However, **students should refrain from checking email, sports scores, updating social networks or texting during class.** I understand that occasionally emergencies arise and students may be required to take a phone call or text – students are asked to leave the classroom and deal with all emergency situations in the hallway.

An Important Message From Business Career Services

Business Career Services at The University of Utah David Eccles School of Business offers a full range of free services to support your future career success. Career path selection and coaching, resume review, interview techniques and salary negotiation techniques are among topics covered. Mastering these skills will greatly improve your ability to secure the career most closely matched with your ambitions. In addition, Corporate Outreach is expanding the network of excellent companies, worldwide and in every sector, to extend your job search reach. Students may also access multiple opportunities to prepare for and interact with potential employers in a variety of formal and informal settings.

Contact Business Career Services today at [BCS@Eccles.Utah.edu<redir.aspx?REF=ROIx-CUmRpx8h2y2FXPrpfufvei6ZMoRcfxPRnmtBQFeoze77ftCAFodHRwczovL3d3dy51bWFpbC51dGFoLmVkdS9vd2EvMTQuMy4yNzkuMi9zY3JpcHRzL3ByZW1pdW0vcmVkaXIuYXNweD9SRUY9RktzTTYzZzBvMWEtbnhQMHRqMURjUmYyalQ4SmN5SUtqZ0ZfUV9SeVFxR1FRcEEwY3JmVENBRnRZV2xzZEc4NlFrTIRRRVZqWTJ4bGN5NVZkR0ZvTG1Wa2RRLi4](mailto:BCS@Eccles.Utah.edu?redir.aspx?REF=ROIx-CUmRpx8h2y2FXPrpfufvei6ZMoRcfxPRnmtBQFeoze77ftCAFodHRwczovL3d3dy51bWFpbC51dGFoLmVkdS9vd2EvMTQuMy4yNzkuMi9zY3JpcHRzL3ByZW1pdW0vcmVkaXIuYXNweD9SRUY9RktzTTYzZzBvMWEtbnhQMHRqMURjUmYyalQ4SmN5SUtqZ0ZfUV9SeVFxR1FRcEEwY3JmVENBRnRZV2xzZEc4NlFrTIRRRVZqWTJ4bGN5NVZkR0ZvTG1Wa2RRLi4) or (801) 587-8687 to make contact and meet with your Career Coach.

Students who enroll in the Career Business Associates Professional Development Plan average more

interviews, more job offers and higher starting salaries. Enroll with your career coach as soon as possible! We want to see you early and often throughout your years at the Eccles School of Business!!

STRAT 5700 Policy on Academic Dishonesty

In accordance with the DESB standards for professional and ethical conduct, cheating on exams, quizzes, and assignments in STRAT 5700 is unacceptable. Any student caught cheating in STRAT 5700 will receive a 0% on that assignment, quiz or exam for a first offense. Cheating on a quiz also will result in the student being evicted from class for that class period. If a student cheats on any other assignment, quiz, or exam, he/she/they will receive a failing grade for the course. This grade will **not** qualify as a score that can be dropped. His/her/their name will be added to the University of Utah's academic dishonesty database, and he/she/they will be subject to further sanctions by the DESB.

Cheating includes, but is not limited to:

1. copying or attempting to copy another student's answers;
2. plagiarism;
3. turning in someone else's work and representing it as your own; and
4. **Comparing team project answers to another team's answers.**

In order to avoid the appearance of cheating, it is **your responsibility** to keep your eyes on your own paper during exams and quizzes, remove all materials from the top of your desk, keep your exam papers flat on the desk in front of you, and put all electronic devices away. Once you have completed a quiz, raise your hand and a TA will collect it right away. NOTE: I use turnitin for plagiarism checking on **all** assignments – including the essays for the team projects. Turnitin has a data base that includes assignments from many years of previous terms of STRAT 5700 papers. **All case write ups, and essays automatically are compared to student work turned in in previous terms and checked for originality.**

A special note on academic dishonesty and case write ups. I submit all case write ups to turnitin.com to check for plagiarism. If you submit someone else's work rather than your own, I will catch you and sanction you for academic dishonesty. If you paraphrase your friend's case write up from a section of this course taught previously, I will catch you and sanction you for academic dishonesty. Do not use slideshare and paraphrase someone else's work. Do not download tables and exhibits from the Internet and pretend that they are your own work. I am very familiar with the materials that are available on the Internet. It is better to struggle and earn a lower grade than to be sanctioned for cheating.

Department of Entrepreneurship & Strategy Policies and Information

Adding a Course - Students have the option of adding a class the first week of the term, if seats are available. During the second week of the term, students must have a permission number to add the class until the last day to add. After the 14th calendar day of the term through the census deadline, the signature of the instructor and payment of tuition and fees is required to add a course. After the census deadline, completion of a Late Add Form with the signatures of the instructor, department chair, and college dean, as well as payment of tuition and fees are required to add a course. A late fee will be assessed per class. However, the departments have discretion on permitting late additions to their courses. The Entrepreneurship & Strategy Department will not permit students to add courses past the add deadline stated above. In the case of compelling, non-academic emergencies students can add a

course by submitting a Late Add Form and supporting, written documentation to the instructor and the Chair of Entrepreneurship & Strategy Department.

Dropping a Course – Please refer to the University of Utah’s Academic Calendar for deadlines regarding dropping classes. Dropped classes are deleted from the student’s record, and no tuition is charged. Beginning the tenth calendar day of the term and extending through the midpoint of the term, a student may withdraw from a class or from the University. A “W” is recorded on the academic record. Students may appeal the deadline for withdrawal in the case of compelling, non-academic emergencies by submitting a petition and supporting documentation to the Dean of the College of their major department. For extraordinary reasons approved by the student’s Dean and the Registrar, the grade of “W” may be given after the end of the term. Such requests must be submitted within three years of the affected term(s) or prior to graduation from the University, whichever comes first.

Prerequisites - The prerequisites for this course are: "C-" or better in FINAN 3040 or FINAN 3041; and MGT 3680 or MGT 3681; and MKTG 3010 or MKTG 3011; and full major status in the School of Business. If you have not completed the prerequisites for the class, please drop this course as soon as possible. If you have questions concerning the prerequisites, please contact the Business Undergraduate Advising Office.

Student Absences - Students may not attend a University course unless they are officially registered and their names appear on the class roll. The University expects regular attendance at all class meetings. Students are not automatically dropped from classes if they do not attend. They must officially drop classes by the published deadline in the academic calendar to avoid a “W” on their record. Students are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined by the instructor. If they miss the first 2 class meetings, or if they have not taken the appropriate prerequisites, they may be required to withdraw from the course.

Excused Absences: Students absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics) or religious obligation, or with instructor’s approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student’s orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to their instructors, preferably before the absence but in no event later than one week after the absence.

Americans with Disabilities Act - The University of Utah, David Eccles School of Business seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, <http://disability.utah.edu/>, 160 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

David Eccles School of Business Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

David Eccles School of Business Statement of Grading Policy

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class' overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

COURSE LEVEL	GUIDELINE
1000-2000	2.4-2.8
3000-3990	2.6-3.0
4000-5990	2.8-3.2
6000-6990	3.1-3.5

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400).

5.32 DESB GRADING POLICY -- Purpose of Grading

Grading has two main purposes:

1. Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course. Generally, grades in the School should be interpreted as follows:

A - Excellent Performance/Superior Achievement

An A student is one who understands the content and learning objectives thoroughly, completely and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

B - Good Performance/Substantial Achievement

A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

C - Standard Performance and Achievement

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

D - Substandard Performance/Marginal Achievement

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

E - Unsatisfactory Performance and Achievement

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

The most important aspect of grading from the student's standpoint is to view it as an opportunity to understand where his or her strengths and weaknesses lie so that he or she can capitalize on the strengths and work to improve the weaknesses through future courses of action.

2. To provide a system of measurement to distinguish among students for various evaluative purposes. Internal to the University, students are allowed to progress based on grades. For example, admission to professional programs and graduate programs use grades as a major (but not the only) input. In

addition, scholarships and other awards are based largely on grades. External to the University, persons recruiting and hiring students consider grades an important factor in their evaluation process.¹

DESB Grading Policy

A grading policy is needed for the following reasons:

1. To ensure fairness and consistency across the School.
2. To ensure that students can use grades as reliable feedback of their actual performance and understanding of course material.
3. To ensure that grades are based on actual learning and achievement, so that persons who base decisions on them have confidence that they are reliable for that purpose.

The School's policy is as follows:

1. Faculty are responsible for developing an appropriate system of evaluation, feedback and grading for each course. That system is described in the course syllabus.
2. Faculty are responsible for carrying out the system described in the syllabus in an accurate and effective manner. In particular, faculty must design evaluative processes (e.g., assignments, exams) that are capable of distinguishing clearly among students who have different levels of mastery in the course.
3. Faculty are responsible for arriving at a grade for each student that the faculty member believes appropriately indicates the student's mastery of the course material and learning objectives. Once that is done, the faculty member will consider the class' overall performance in terms of School guidelines. If the class mean falls outside the guidelines, the faculty member will explain the nature of the deviation in a memorandum to the chair of the department responsible for the course. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

COURSE LEVEL	GUIDELINE
1000-2000	2.4-2.8
3000-3990	2.6-3.0
4000-5990	2.8-3.2
6000-6990	3.1-3.5

4. If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing this, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the Student Handbook.

¹In accordance with University policy and applicable regulations, grades are not made available to persons or organizations outside the University without the student's written consent.

Week	Date	Topic	Reading	Activity	Assignment Due
Part 1: The Tools of Strategic Analysis					
1	8/22	Welcome & Introduction to Strategy	Course Syllabus	Introductions	
	8/24	Business Librarian and the Strategic Management Process	Chapter 1	Chapter Discussion	QUIZ #1
2	8/28	External Analysis	Chapter 2	Chapter Discussion	QUIZ #2
	8/30	External Continued Intro to Case Analysis	Case Analysis Prep	Class Discussion	
3	9/5	Soda Stream Case	Case 1-1	Detailed Case Analysis	Team Case #1 due
	9/7	True Religion Jeans	Case 1-2	Group Activity	
Part 2: Business-Level Strategies					
4	9/12	Internal Analysis-VRIO and Resource Based View	Chapter 3	Chapter Discussion	QUIZ #3
	9/14	Wal-Mart Case	Case 1-3	Group Activity	Submit Team Project: Company Name & Strategic Problem
5	9/19	VRIO Continued Harlequin Case	Case 1-4	Case Discussion	Team Case #2 Due
	9/21	Business Level Strategy-Cost Leadership	Chapter 4	Chapter Discussion	QUIZ #4
Part 3: Corporate Strategies					
6	9/26	Ryanair Case	Case 2-2	Group Activity	

	9/28	Business Level Strategy -Product Differentiation	Chapter 5	Chapter Discussion	QUIZ #5
7	10/3	Papa John's Case	Case 2-4	Case Discussion	Individual Case #1 due
	10/5	Midterm Exam in class			
8	10/10	Fall Break			
	10/12	Fall Break			
9	10/17	Corporate Strategies-Vertical Integration	Chapter 6	Chapter Discussion	QUIZ #6
	10/19	eBay Case Team Project Overview	Case 3-1	Case Discussion Team Project	Submit Team Project Draft 1: External/ Internal Analysis
10	10/24	Corporate Strategy-Corporate Diversification	Chapter 7	Chapter Discussion	QUIZ #7
	10/26	Starbucks Case	Case 3-3	Case Discussion	Individual case analysis #2
11	10/31	Corporate Diversification	Chapter 8	Chapter Discussion	QUIZ #8
	11/2	In-class Team Project Breakout			
12	11/7	Corporate Strategies-Strategic Alliances	Chapter 9	Chapter Discussion	QUIZ #9
	11/9	Aegis Case	Case 3-5	Group Activity	

13	11/14	Corporate Strategies- Mergers & Acquisitions	Chapter 10	Chapter Discussion	QUIZ #10 Submit Team Project Draft 2 Business & Corporate Level Analysis
	11/16	International Strategy	Chapter 11	Class Discussion	Quiz #11
14	11/21	McDonald's & KFC Case	Case 3-6	Class Discussion	Individual case analysis #3 Submit Team Project Draft 3:
	11/23	Thanksgiving Holiday			
15	11/28	Team Presentations			Team Project Due Oral Presentation
	11/30	Team Presentations			Oral Presentation
16	12/5	Team Presentations			Oral Presentation Submit Team Project Part 9: Group Evaluation
	12/7	Final Review			
FINAL EXAM	TBA	Final Exam			