

Management 3280—Strategic Management (100% Online) REVISED

Section 006 #22303 Monday – Wednesday 4:00-5:15 pm
Spring 2021

Faculty: Dr. Karen Ford-Eickhoff (also known as Dr. KFE)

Office Hours: By appointment online

Email: Karen.Ford-Eickhoff@uncc.edu ; please be sure to tell me in which course/section you are enrolled (i.e., the section number or the day and time your class starts) in your e-mail. Please e-mail me at this address rather than communicating via Canvas because Canvas does not work well for me to reply. I will reply to emails as soon as possible on a first-come, first-served basis Monday-Friday 9:00 a.m. – 7:00 p.m. when I am not in class or in another meeting.

Required equipment: In Fall 2020, the Belk College of Business implemented a policy that all upper-level business students are required to have their own personal laptop computer (<https://belkcollege.uncc.edu/laptop-policy>). For this class, you must have computer equipment with **both video and audio** so you can fully participate in synchronous class meetings via Zoom during the scheduled class time. To project a professional image (as will be required in your organizations in the future), you will need a laptop with a camera and microphone rather than a phone and a stationary location where you can fully attend to the class meetings without distractions to you or the rest of us in the class. Show that you are focused and ready to get the job done in class the same way you would if you were in a meeting with the CEO and top-level team of your organization or in an interview for a job you really want.

Recording: I may record class meetings for my use as the instructor. However, **student recording of electronic video, image capture, and/or audio is not permitted.** Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

Required Text: Dess, G. G., McNamara, G, Eisner, A. B., and Lee, S.H. *Strategic Management: Creating Competitive Advantages*, ninth edition, McGraw-Hill Irwin, 2019. ISBN-13: 978-1-259-900457.

Required Cases: You will need to purchase an electronic case package for our class from Harvard Business Publishing for Educators site at <https://hbsp.harvard.edu/import/788738> . If the link does not work, copy/paste this unique url into your browser. Click on the Register Now button and register as a student so you can access the coursepack I have set up for our course. For HBP technical support 24/7, call (800) 810-8858 or e-mail techhelp@hbsp.harvard.edu.

Required CATME Account: We will use CATME for forming teams for the term project and for peer evaluations that will be a portion of your term project grade. CATME.org has transitioned to charging a small fee for students to use the system. I expect this charge will be less than \$10.00. You will purchase the CATME code from the Barnes & Noble Bookstore on campus, and you will need to set up your CATME account (using your UNC Charlotte email and a password you create for CATME) when I release the team formation survey early in the semester. **You must participate in the CATME process for team formation and peer evaluations to earn any credit for the term project.**

Recommended: *Wall Street Journal*. The *WSJ* will provide valuable information in your business careers. For this course, articles from the *WSJ* will be the basis of one assignment and will be useful as well in class discussions for the participation component. The *WSJ* is available electronically through the UNC Charlotte library while you are a student. If you want to get your own subscription before you graduate at the greatly reduced student rate, you can subscribe at <http://r.wsj.net/hSlsp> .

Course Description:

MGMT 3280. Strategic Management. (3) Prerequisites: Senior standing; BLAW 3150, COMM 3160, ECON 3125, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100. (Accounting majors are required to take BLAW 3150, COMM 3160, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100 and earn a grade of C or above.) A capstone course that emphasizes the synthesis and application of concepts from the functional business courses so students develop an understanding of organizations from the perspective of top level executives. Focuses on the role of top management in leading, planning, and decision-making to form effective organizational strategies that integrate internal processes and the economic, technological, ethical, political, and social forces affecting the organization.

Assurance of Learning:

- Students will demonstrate knowledge of sustainability and social responsibility issues and their impact on decision making.
- Students will demonstrate the ability to apply economic concepts to global issues.
- Students will demonstrate knowledge of the impact of cultural differences on business decision making.
- Students will demonstrate knowledge of emerging markets and their role in the global market.
- Students will demonstrate knowledge of the impact of globalization on markets and businesses.
- Students will demonstrate the ability to use knowledge of the external environment in strategic decision making.

CATT Statement: All core courses in The Belk College of Business Administration are committed to fulfilling one or more of four major competency areas identified by the letters CATT: Communication and Technology Skills, Adaptability to Change, Globalization, and Diversity, Teamwork and Leadership, and Thinking and Problem Solving. In the Department of Management, MGMT 3280 is targeted at two of these learning outcomes: 1) Teamwork and Leadership and 2) Thinking and Problem Solving. The purpose of this course is to help students: function effectively as a team leader; to understand group dynamics; to think independently; to apply, articulate, and evaluate problem-solving processes; to recognize, employ, and integrate frameworks from all business disciplines in order to respond to opportunities and solve problems; and to cover ethical, global, and political issues in business.

Learning Objectives:

After completing MGMT 3280, students will:

- understand how to analyze the internal and external environments of business organizations in order to identify opportunities, threats, strengths, and weaknesses;
- be able to apply problem-solving processes to business situations;
- be able to recognize, integrate, and synthesize frameworks from all business disciplines to solve problems;
- understand the roles played by stakeholders in various business situations.

Course Objectives:

- To view the organization from the top management position;

- To apply a process of strategic thinking to solve organizational problems;
- To develop skills in strategic analysis;
- To increase awareness of ethical implications of decision making;
- To integrate knowledge gained from earlier prerequisite courses;
- To develop skills for integrating the functional areas such as management, marketing, finance, and production;
- To serve as a capstone course for the various business disciplines taught in the business core.

Purposes: The purposes of this course are: (1) to provide an integrative experience at the end of the bachelor's degree in business administration involving the key components of the business curriculum including such facets as accounting, finance, marketing, management, and management science; (2) to provide an opportunity for undergraduate students to place themselves in the role of chief executive officer and/or high level executives solving complex problems of major organizations in society--both private and public; (3) to analyze top corporate policy in different types of organizations; (4) to assume the role of business consultant; (5) to develop the student's capacity to think strategically about a company, its business position, and how it can gain sustainable competitive advantage; (6) to build students' skills in conducting strategic analysis in a variety of industries and to provide them with a stronger understanding of the competitive challenges of a global environment; and (7) to make students more conscious of the importance of ethical principles and corporate social responsibility. This course also attempts to encourage students to continue their study of top corporate policies, opportunities, and problems after leaving the university.

This capstone course is designed to transition students away from reliance on a professor lecturing to tell you what you need to know toward self-reliance and taking initiative—just like it will be in your careers from now on. And just like your careers, this course to a great extent will be what *you* make it.

The UNCC Code of Student Academic Integrity:

Students are reminded of the code of academic integrity stated in the college catalog and are expected to follow it. It reads as follows:

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in any academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work or another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging is when the ideas, information, etc. is common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Diversity: The Belk College of Business strives to create an inclusive academic environment in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Sexual harassment: UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); or (2) Student Health Center (studenthealth.uncc.edu, 7-7400). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Disability and Impairment Accommodation: UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040.

Method of evaluation:

Term project	35%
Class participation	20%
Written assignments	20%
<i>WSJ</i> article(s) summary/presentation	25%

Grading scale:

- A : 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: < 60

Term Project: A major component of the course will be a term project in which students will analyze an existing company. Students will research and analyze the current situation for your firms, develop and evaluate strategies for the future, and recommend and support a course of action. Students will also present your research and recommendations in class as well as submitting a full written report.

Your grade will be based on my assessment of your contribution to the project as an individual and as a team member. Much of the work you do for this project may be completed on your own, but the final presentation should be a team product in every sense. In addition to my assessment of your work, a portion of your grade will be based on your self-evaluation and peer evaluations by members of your team. Not completing the assigned peer evaluations will reduce your own peer evaluation score for each evaluation you do not complete.

So that everyone will have the same amount of time to prepare the term project, the term project papers will be due the same day for everyone. Everything included in your team presentation must also be

included in a team member's individual paper. The remaining portion of the course will then be devoted to these major team presentations.

You must complete all three components of the term project (i.e., the paper, the presentation, and the peer evaluation) to be eligible for any credit for the term project component of the course grade.

When you are watching your classmates' team presentations, you should analyze what they present from the perspective of a business executive and offer substantive comments and suggestions. All students are expected to be conscientious organizational citizens and contribute as the audience to all team term project presentations.

Class Participation: Your organizations will expect you to make valuable contributions as you perform your jobs. If graduate school is next for you, you will be expected to be prepared and engaged in class. Similarly, class participation is essential in this course. To participate fully, you should read all assigned textbook chapters and articles for discussion (available on Canvas) and be well prepared to discuss them in class meetings. Our discussions of the text material are oral exams and Poll Everywhere surveys I will incorporate are written exams assessing your understanding of the text material. You will indicate your comprehension of the text material through your participation in these discussions and polls, and you should also show that you have thought about the material beyond simply reading the text. **Your grade on the participation component, a significant portion of the overall course grade, will be enhanced by your knowledge of the text material – or, conversely, severely reduced if you are not thoroughly familiar with the text material. Your grade on the participation component will also be enhanced by your projecting a professional image (as will be expected in your organizations) – or severely reduced if you do not.** The primary focus of the course and class discussions will be for you to apply and integrate concepts you have learned in this class but also throughout your undergraduate program.

When you are watching classmates doing individual or team term project presentations, you will earn credit by participating in discussions with the presenters and the rest of the class.

Participation of course begins with being present, so absences mean you miss the opportunity to earn participation points that day. I will give everyone a base of points equivalent to two days "off" during the semester, similar to annual leave or sick leave in organizations, so there are no "excused" absences beyond this and no need to provide documentation about the reason for your absence. If you are not present for the entire class meeting (i.e., video on, projecting a professional image, listening to what colleagues are saying, etc.), the participation points you earned that day will drop one category. Both the quantity and quality of your participation is important for earning participation points each day on the following scale:

Exceptional (8 points)—contributions show exceptional preparation. Ideas are exceptionally substantive and provide major insights. Positions are persuasively presented while respecting others' positions as well. Superior contribution to the quality of the discussion.

Full participation (4 points)—contributions show good preparation. Ideas are substantive and provide generally useful insights that offer direction to the class. Positions are satisfactorily persuasive while respecting others' positions as well. Significant contribution to the quality of the discussion as expected in a senior level, capstone course. At least 80% of questions relating to text material answered correctly.

OK (2 points)—contributions show some preparation but not good preparation. Ideas are less substantive and provide few insights that add to the class. Positions are adequately persuasive

while respecting others' positions. Some contribution to the quality of the discussion. 70-79% of questions relating to text material answered correctly.

Unsatisfactory (0 points)—absent from class meeting; no video; no audio; no contribution to the discussion; not dedicated to the class meeting (i.e., doing something else, at work, driving a vehicle, etc.); not projecting a professional image (i.e., moving while carrying a phone rather than stationary with a laptop camera, leaving the field of view of your video, etc.). Less than 70% of questions relating to text material answered correctly.

You will have many opportunities to earn participation points over the semester since nearly every class meeting will involve an opportunity to participate. I use four points (full participation) as the total points available. At the end of the semester, the proportion of 100 total points that you have earned will be used to calculate the participation component of the course grade. Note that because of the base of “free” points I give everyone, it is possible to earn more than 100 points on the participation component with high quality participation every day. Your strong participation in the class discussions has a positive impact on your overall course grade as well as on the quality of class discussions.

In addition to the base of “free” points I give everyone, I will provide an alternate assignment for which you may earn up to 12 participation points if you choose to do it. The specifics of this alternate assignment will be available on the Canvas home page for our course. If you miss a discussion – your internet connection drops out unexpectedly for example – you can do this assignment as a substitute for participating verbally in a discussion.

Written Assignments: Written assignments will give students the opportunity to individually reflect on a variety of issues and develop written communication skills. **Late assignments will not be accepted.** Be sure to submit all assignments to Canvas well before the deadline and check that your submission is the file you intended to submit. Please do not ask me to make an exception for you. I cannot make an exception for you and be fair to all those students who submitted their assignments correctly and on time.

Your written work will be assessed on the following scale:

Exceptional (8 points)—exceptionally thorough and well written (choice of words, grammar, punctuation, organization, etc.). Ideas are exceptionally substantive and provide major insights. Positions are presented in an exceptionally persuasive manner. Superior quality of written expression.

Meeting expectations (4 points)—thorough, well-written, and shows good preparation and organization. Ideas are substantive and provide substantial insights. Positions are presented in a persuasive manner. Meets expectations in terms of the quality of written expression in a senior level, capstone course.

OK (2 points)—less thorough and shows less adequate preparation. Ideas are less substantive and provide few insights. Positions are less persuasive. Does not meet expectations in terms of the quality of written expression in a senior level, capstone course.

Unsatisfactory (0 points)—not submitted or not submitted before the due date and time.

I use four points (meeting expectations) as the total points available for each written assignment. Again, note that with exceptional quality work on written assignments it is possible to earn more than 100% on the written component of the course grade.

Wall Street Journal Article(s) Summary: Summarizing articles from the *Wall Street Journal* on topics related to strategic concepts in business will emphasize current events and applications of textbook concepts in the real world. Individually, students will present your summaries of the articles in order to share the information with classmates and develop your oral communication skills. These presentations give all students the opportunity to lead the class discussion on topics you find interesting and to speak in front of the class once before the major term project presentations later in the semester.

You will submit your written summary and the full-text original article(s) to Canvas to be eligible to do your presentation. **No points will be available on this component of the course unless you both submit the written summary and full-text articles by the due date/time and present your summary.**

Schedule: Note that this schedule is subject to change. If the due date/time differs on Canvas, this schedule takes precedence.

1	Wed 1/20	Introduction: Syllabus overview
2	Mon 1/25	<i>Wall Street Journal</i> Article Summary assignment discussion
3	Wed 1/27	Log onto PollEv.com/DrKFE Discuss material included in text chapter 1 Discuss material included in text chapter 2 Articles for discussion chapter 1 and 2 (read your assigned articles and be prepared to summarize your article verbally to your colleagues in class)
4	Mon 2/1	<i>WSJ</i> Article summary presentations topic 1 Organizational Vision or Mission Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 1 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment. Strategic Leadership Memo due at 9:00 am (all students; submit to Canvas)
5	Wed 2/3	Team Formation Survey opens (you will get an e-mail from CATME.org; create an account at CATME.org using your UNC Charlotte email and the code you purchased from the Barnes & Noble bookstore on campus; create a password for your CATME account; complete the team formation survey) <i>WSJ</i> Article summary presentations topic 2 Social Responsibility or Environmental Sustainability Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 2 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.

	2/8-2/12	Spring Break (per Chancellor's email 1/11/2021)
6	Mon 2/15	<p><i>WSJ</i> Article summary presentations topic 3 Organizational Opportunities or Threats</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 3 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>Team Formation Survey due at 9:00 am (all students)</p>
7	Wed 2/17	<p>Log onto PollEv.com/DrKFE</p> <p>Team term project assignment</p> <p>Discuss material included in text chapter 3</p> <p>Articles for discussion chapter 3 (read your assigned article and be prepared to summarize your article verbally to your colleagues in class)</p>
8	Mon 2/22	<p>Team Project Peer Evaluation 1 opens (you will get an e-mail from CATME.org; reflect on how well you and your teammates “got out of the gate” initially on the team project)</p> <p><i>WSJ</i> Article summary presentations topic 4 Organizational Strengths or Weaknesses</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 4 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>Case: <i>Brooklyn Brewery: Setting the Course for Growth</i> (purchase from Harvard Business Publishing—link for coursepack on page 1 of syllabus; use as basis for the Brooklyn Brewery memo; no class discussion)</p> <p>Brooklyn Brewery Memo due at 9:00 am (all students; submit to Canvas)</p>

9	Wed 2/24	<p>Log onto PollEv.com/DrKFE</p> <p>Discuss material included in chapter 6 and 7</p> <p>Articles for discussion chapter 6 and 7 (read your assigned articles and be prepared to summarize your article verbally to your colleagues in class)</p>
10	Mon 3/1	<p>Log onto PollEv.com/DrKFE</p> <p>Discuss material included in text chapter 5</p> <p>Articles for discussion chapter 5 (read your assigned article and be prepared to summarize your article verbally to your colleagues in class)</p> <p>Term Project Peer Evaluation 1 due at 9:00 a.m. (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation and/or missing comments.</p>
11	Wed 3/3	<p>Team meetings</p>
12	Mon 3/8	<p>Team Project Peer Evaluation 2 opens (you will get an e-mail from CATME.org; reflect on how well you and your teammates progressed on the core of the team project)</p> <p>Flex Day: We will use today as needed for purposes to be determined by Dr. KFE</p> <p>Case: <i>Geely versus Ford: Threat from an Emerging Market Multinational to a Market Leader</i> (purchase from Harvard Business Publishing—link for coursepack on page 1 of syllabus; use as basis for the Geely versus Ford memo; no class discussion)</p> <p>Geely versus Ford Memo due at 9:00 am (all students; submit to Canvas)</p>
13	Wed 3/10	<p><i>WSJ</i> Article summary presentations topic 5 Competitive Advantage</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 5 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>

14	Mon 3/15	<p><i>WSJ</i> Article summary presentations topic 6 First-mover or Late-mover advantages</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 6 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p> <p>Term Project Peer Evaluation 2 due at 9:00 a.m. (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation and/or missing comments.</p>
15	Wed 3/17	<p><i>WSJ</i> Article summary presentations topic 7 Cost-Leadership or Differentiation Strategies</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 7 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>
16	Mon 3/22	<p>Team Project Peer Evaluation 3 opens (you will get an e-mail from CATME.org; reflect on how well you and your teammates wrapped up the papers for the team project in order to get everything submitted on time)</p> <p><i>WSJ</i> Article summary presentations topic 8 Related or Unrelated Diversification Strategies</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 8 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>
17	Wed 3/24	<p><i>WSJ</i> Article summary presentations topic 9 Business in a Global Context</p> <p>Written summaries and full-text original article(s) due at 9:00 a.m. on Canvas (topic 9 students); your summary and all articles must be submitted before the deadline to earn any credit for the <i>WSJ</i> assignment.</p>

18	Mon 3/29	<p>Team meetings</p> <p>Individual team member's Term Project paper due at 9:00 a.m. (all students must submit your individual papers to Canvas before the deadline to receive any credit for the term project; EVERYTHING that you include in the team presentation must be in a team member's individual paper somewhere).</p> <p>Term Project Peer Evaluation 3 due at 9:00 am (all students). Note that comments to support your numeric ratings are REQUIRED in order to receive credit for completing the peer evaluation. Your own peer evaluation grade will be reduced for each missed peer evaluation and/or missing comments.</p> <p>Reflection Memo due at 9:00 am (all students; submit to Canvas)</p>
19	Wed 3/31	Flex Day: We will use today as needed for purposes to be determined by Dr. KFE
20	Mon 4/5	Team term project presentation 1
21	Wed 4/7	Team term project presentation 2
22	Mon 4/12	<p>Team term project presentation 3</p> <p>Extra Credit Assignment (writing multiple-choice exam questions) due at 9:00 am (all students who chose to take advantage of the extra credit assignment; submit to Canvas)</p> <p>Alternate Assignment for Participation Points due at 9:00 am (all students who chose to take advantage of this alternative for earning participation points; submit to Canvas)</p>
23	Wed 4/14	Team term project presentation 4
24	Mon 4/19	Team term project presentation 5
25	Wed 4/21	Team term project presentation 6
26	Mon 4/26	Team term project presentation 7
27	Wed 4/28	Team term project presentation 8
28	Mon 5/3	Flex Day: We will use today as needed for purposes to be determined by Dr. KFE

29	Wed 5/5	Wrap up
	May 12 5:00-6:15 pm	Final Exam (worth one point added to your overall course grade if you get at least 70% of the answers correct) Log onto PollEv.com/DrKFE