

University of Texas at Tyler

Soules College of Business

MANA-4395.001 STRATEGIC MANAGEMENT

COURSE SYLLABUS

Instructor	Dr. Marwan Al-Shammari
Email	malshammari@uttyler.edu
Section	1
Office Number	326
Office Hours	Monday and Wednesday 12-2 pm and Tuesday 9-11 am
Prerequisites	Successful completion of all core business requirements
Class time/room	Mo&We 2:30PM - 3:50PM Soules college of Business 211

Course description: This course is designed to introduce students to the fundamental concepts, tools, and principles of strategy design, implementation and competitive analysis. It focuses on the managerial decisions and actions that affect the financial performance of the firm and its survival likelihood. The course focuses on the key information and data needed by managers, proper and sufficient analyses, the various organizational processes, and the skills and business assessments the decision makers must use to formulate the appropriate strategies, position their firms, and define firm boundaries and maximize long-term profits in the face of uncertainty and competition.

This is a Capstone course that integrates accounting, economics, law, finance, management, and marketing in the solution of an organization's problems. Focus on the problems and perspectives of the firm's top management team as they attempt to achieve and retain competitive advantages.

Strategic Management is an integrative and interdisciplinary course. It takes a comprehensive view of the firm's two environments: external that includes buyers, suppliers, competitors, technology, the economy, capital markets, government, and global forces, this external environment is assumed as constantly changing and therefore is characterized by uncertainty. In studying strategy, the course draws together and builds on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics.

The course takes a general management perspective, perceiving the firm as a whole unit, and investigating how strategies in each functional area aggregates to embody the overall competitive strategy. The key strategic business decisions of concern in this course involve choosing competitive strategies, creating competitive advantages, taking advantage of external opportunities, securing and defending sustainable market positions, and allocating critical resources over long periods. Decisions such as these can only be made effectively by viewing a firm holistically, and over the long term.

COURSE OBJECTIVES

The objectives of this course are to develop

1. a clear understanding of the key concepts and principles of strategy formulation and competitive analysis,
2. a set of useful analytical skills, tools and techniques for analyzing a company strategically,
3. the ability to take a general management perspective in analyzing a particular company,
4. the ability to build on and integrate ideas, concepts, and theories from previously taken functional courses such as Accounting, Finance, and Marketing,
5. the ability to think critically and strategically,
6. the ability to make the case for a particular set of strategic courses in a compelling manner, recognizing that no one strategic solution for an organization is necessarily correct
7. the ability to work in teams, and
8. oral and written presentation skills through the analysis and reporting of case situations.

COURSE FORMAT AND OPEN DISCUSSIONS METHOD

THE "There are no right answers, but there are wrong answers." RULE

In this course, there will be continued discussions that focus on the major concepts identified in each chapter. Those are broad concepts that are applicable in the real world. However, because each real-world case has its unique characteristics (for example Facebook is a tech company but it differs in its characteristics from other tech companies like Google), this means each case will have a more customized concepts but these customized concepts will be definitely derived from the general concept we study. It is through this derivative approach the learning process occurs. What we might apply on one case (firm) may not be applicable for other firms depending on how similar (different) they are and depending on a bundle of characteristics of these firms and their internal and external environment specific factors and forces.

In order to achieve the objectives of the course, we will dedicate a significant portion of our class time to the analysis and debate of selected managerial and competitive strategy cases. We will start by general discussions of the key theoretical models and frameworks in each chapter. These lectures will be followed by extensive discussions on real world cases and companies where you will have to be fully prepared to answer questions, ask questions, engage in constructive debate using the theoretical frameworks we discussed, your prior knowledge in previous classes, and

your critical thinking and analysis skills. A set of business cases has been highlighted on a range of companies from a variety of industry settings. Each case is proposed to provide some insights on something specific, yet each can teach us many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a "war chest" of analytical tools, skills and insights, progressively over all the selected cases. These cases are listed in the tentative schedule of the course and maybe edited at any time to accommodate real-world business affairs and issues as well as new business-strategy related developments.

The quality of your learning experience during our class discussions will be directly determined by: (1) your degree of preparation, active listening, and participation, and (2) your classmates' preparation, listening, and participation. Some will not agree with you, and you may be asked to defend your argument. So long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently argued, it is very much welcomed.

Please refer to getting started module for a Guide to Case Analysis and to Guide to Article Analysis.

You are strongly encouraged to form study groups that regularly meet to share insights and ideas about the assigned cases. While this is voluntary, experience shows that satisfactory performance in this course, and a good grade, depend on it.

COURSE EVALUATION

EXAM 1	30%
EXAM 2	30%
CASES, ASSIGNMENTS, AND DISCUSSIONS	30%
PARTICIPATION AND DISCUSSIONS	10%
Total	100%

GRADING SCALE:

A =	90-100 points
B =	80 – 89 points
C =	70 – 79 points
D =	60 – 69 points
F =	0 – 59 points

General Rubric and Expectations for All Assignments

Each assignment will most likely have a set of questions, each question will address a certain concept we discussed in class. The concept, say for example the value chain analysis and its importance, will have several specific elements and components, so the student must incorporate all the specific details of the concept and provide practical examples from the examples in the book, real world examples (PREFERRED), and then discuss briefly what the implications are for the company. Each work requires thorough analysis that covers all the relevant aspects of the problem being discussed. For example, the internal analysis requires using VRIO and diamond models, along with the value chain analysis, and a brief comparison with the firm's major competitors. Each work requires supportive evidence such as numbers from the company annual reports. For example, when discussing the first mover advantage or the R&D benefits or the learning curve experience and advantages you might want to look at the firm's annual report and see its cost of goods sold compared to its immediate competitors or later entrants to the same industry or you may want to compare the company's investments and spending on marketing compared to its competitors and see why one company spends more and generates less profit, or you may want to see the ROA for each firm and compare their sizes and spending on R&D and analyze why some benefit more than others from their R&D? these are some and not exhaustive examples. •The terminology must be strategic and professional, not generic. This requires using proper terms and conceptualizations along with immediate practical examples from real world cases •The flow of the ideas must be organized as if it is intended for a professional meeting where your superiors are expecting a well-crafted report. The structure must follow the flow of the questions and must reflect the integration of the relevant ideas and grouping them together in a meaningful way. •APA formatting is required for all assignments and reports, for detailed guidelines please visit the following https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

College of Business STATEMENT OF ETHICS:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

Date	Topic/Chapter	Readings
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Aug 24-26	What is strategy	chapter 1
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Harvard Article what is strategy by Michael Porter

Video what is strategy Michael Porter

Aug 31-Sept 2	Analysis of the external environment/ch2	chapter 2 textbook
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		the five competitive forces that shape strategy/HBR
Sept 9- Sept 14	Internal Analysis of the firm	ch 3
		Reinventing your business model
Sept 16- Sept 21	Cost advantage	ch 4 and Walmart
		How Walmart keeps its prices so low https://www.businessinsider.com/walmart-low-price-strategy-tips-2019-4
Sept 23- Sept 28	differentiation advantage	ch 5 and Apple
		https://finance.yahoo.com/news/apple-premium-pricing-strategy-product-191247308.html?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLnM1Pquc0r0dGCrrPhdfXmmH5PJsnV013tKkzH6gP2pG2CqbXGCVc2RxI3J1nko8aTMLHmMvMKraOxorkoMA725FdXpyF4PLI7VHUTF1WsK9ED4wPK4CZpxTuVf
Sept 30	continue ch 4 and ch 5	ch 4 and ch 5
	corporate strategy	ch 6
October 5	exam 1 ch1-ch6	
Oct 7- Oct 12	vertical integration and outsourcing	ch 7
Oct 14- Oct 19	strategic alliance	ch 8
Oct 21- Oct 26	international strategy	ch 9
Oct 28	innovative strategies	ch 10
Nov 2- Nov 4	competitive strategy	ch 11
	implementing strategy	ch 12
Nov 9- 11	follow-up on ch 11 and ch 12	ch 11 and ch 12
	strategic analysis in-class excercise	use of integrated models and concepts from all chapters

Nov 16-18	corporate governance	ch 13
	corporate social responsibility	ch 14
Dec 2	revision and in-class discussions	all chapters
	final exam ch 10-ch14	

COURSE POLICIES

To familiarize yourself with the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

EXAMS

There will be two exams. Each exam will consist of 50 multiple-choice questions. Exams will cover all lecture, text, and supplementary material. Supplementary material may include readings, case studies, videotapes, and exercises. Exams will be given in class.

Assignments and Case Analysis Report

There will be a number of cases, assignments, and strategic analysis reports which are available on module. Each report/assignment/case/ article analysis **MUST** follow exactly the **guidelines provided in the “Getting Started Materials”**. If the case/assignment/report/analysis doesn’t comply completely with the rubric and the guidelines, there will be sure deductions in points. The report must be a minimum of three pages in length for any assignment, case, report, or analysis: double-spaced, 12-point font, Times New Roman script, one-inch margins. There is no maximum answer length per case. In order to receive full credit for your answers, use proper spelling, grammar, and punctuation. Using the right terminology as if you were writing a professional report in a real-world company is critical. Familiarizing yourself with strategy terminology, concepts, tools, models, and frameworks is critically important in helping you acquire the intended knowledge.

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- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

1. **STATEMENTS AND POLICIES**
2. **Students Rights and Responsibilities**

To familiarize yourself with the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this

link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.).

1. **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar> (Links to an external site.). Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

1. State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

1. Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

1. Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

1. Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

1. Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

1. Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

1. Concealed Weapons

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php> (Links to an external site.).

1. UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free (Links to an external site.).

