

The University of Texas at Tyler

Soules College of Business-Department of Management and Marketing

Course Syllabus: MANA 5395 Strategic Management MBA Fall 2020

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Zoom
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And phone.

1. PREREQUISITES

From the UT Tyler 2018-2019 Undergraduate & Graduate Catalog: "Prerequisite: Should generally be completed in the final semester."

1. COURSE DESCRIPTION & OBJECTIVES

MANA 5395 is a capstone course that integrates accounting, economics, law, finance, management, and marketing in the solution of an organization's problems. This course is designed to help you, the student, assimilate and apply your earlier functional courses and your on-the-job experiences. The course focuses on the general management point of view, highlighting the creation, implementation and evaluation of strategy in organizations. You will think and act as if you were a top management team member and make the really important "Big Picture" decisions. You will develop a portfolio of skills in the analysis of complex business problems and in clearly presenting your findings both orally and in writing. You will also further advance your ability to work successfully in teams.

The UT Tyler 2018-2019 Undergraduate & Graduate Catalog describes the course as follows:

Students adopt the top management's view of the firm and focus on positioning the firm to gain strategic advantage in the competitive marketplace. Industry analysis, planning and implementation of competitive strategy, evaluation of strategy alternatives, utilization of appropriate controls, and the evaluation of the administrative process are emphasized.

What to expect: as you are well aware, this course depends largely on the knowledge you have acquired and developed in your previous classes including: macroeconomics, microeconomics,

finance, accounting, marketing, and operation and supply chain. Of course, I do not expect that you still recall all the things you learned in those classes, but I do hope that you know the fundamental concepts in those courses. This is why this course has prerequisites that students need to have taken in order to enroll. I will do everything I can to help you learn and excel in the important concepts of this course and I expect that you will do the best you can to learn. There will be no typical exams but there will be extensive work to train you for strategic analysis.

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 it's 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 website:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

III. REQUIRED AND/OR RECOMMENDED COURSE MATERIALS

You must have access to the course on Canvas. These materials are also required:

Hitt, Ireland, and Hoskisson. Strategic Management: Competitiveness and Globalization. Concepts and Cases. 12th edition

HBR Must Read Articles: available on Canvas in a PDF format in one file under getting started.

Additional materials will be made available on Canvas related to real world problems.

The first book is our primary text. Additional readings and other materials, if required, will be posted on Canvas.

TENTATIVE SCHEDULE:

| Week | Chapters/Readings | Assignments and Cases |
|--------------------|--|--|
| Week 1 August 24 | Read chapter 1 : Strategic Management and Strategic Competitiveness, watch the lecture (youtube link) for Michael Porter on what is strategy, and read the article from HBR must read articles “What is strategy”. And Building Your Company’s Vision from HBR. Corporate Tasks For Successful Strategy Lecture Notes | Available on module with deadlines and details |
| Week 2 September 1 | Ch 2: The External Environment: Opportunities, Threats, Industry Competition, and Competitor Analysis. Read “The Five Competitive Forces That Shape Strategy” from HBR, and HBR article “Mapping your competitive position” . Corporate Tasks For Successful Strategy Lecture Notes. Mapping Your Competitive Position.pdf | Available on module with deadlines and details |

| | | |
|---------------------|--|--|
| Week 3 September 8 | Chapter 3 , Corporate Tasks For Successful Strategy Lecture Notes. rbv_theoryf_ca.pdf | Available on module with deadlines and details |
| Week 4 September 15 | Chapter 4, watch the video business strategy explained on Module 4, watch the good strategy bad strategy under course materials. | Available on module with deadlines and details |
| Week 5 September 22 | Chapter 5 and the videos on module 5 | Available on module with deadlines and details |
| Week 6 September 29 | Chapter 6, The six types of successful acquisitions, Corporate Tasks for Successful Strategy, Lecture Notes | Available on module with deadlines and details |
| Week 7 October 6 | Ch 7 and the materials on module 7 | Available on module with deadlines and details |
| Week 8 October 13 | Ch 8 the materials on module 8 | Available on module with deadlines and details |
| Week 9 October 20 | Ch 9 the materials on module 9 | Available on module with deadlines and details |
| Week 10 October 27 | Ch 10 the materials on module 10 | Available on module with deadlines and details |
| Week 11 November 3 | Ch 11 the materials on module 11 | Available on module with deadlines and details |
| Week 12 November 10 | Ch 12 the materials on module 12 | Available on module with deadlines and details |
| Week 13 November 17 | Ch 13 the materials on module 13 | Available on module with deadlines and details |
| Week 14 November 24 | Revisions | |
| Week 15 December 1 | Revisions | |

1. LATE WORK

Please familiarize yourself with the course schedule. It is also important that you monitor both your patriots email account and Canvas for course updates.

As a general rule, I do not accept late work. I often make exceptions, however. If I do elect to accept late work, I will almost always impose a grade penalty. This penalty will be determined on a case-by-case basis and will depend on the specific circumstances involved.

For additional information, see the UT at Tyler Handbook of Operating Procedures, Section 5.10.2 (<http://www.uttyler.edu/ohr/hop/> (Links to an external site.)) (Links to an external site.) and/or a list of student rights and responsibilities on the Student Services website (under Campus Resources): <http://www.uttyler.edu/wellness/> (Links to an external site.). (Links to an external site.)

1. COURSEWORK AND GRADING A. Summary of Grading Categories

Grades are assigned to the following categories. These categories are weighted as indicated:

| | |
|---|--------------------|
| Assignments and Cases | 30% |
| Chapter Quizzes & Misc (College Assessments) | 20% |
| Online Discussions | 25% |
| Class Project | 25% |
| <i>Total</i> | <i>100%</i> |

Tentative Grade Ranges:

90%+ = A

80%+ = B

70%+ = C

60%+ = D

<60% = F

[Note: I reserve the right to lower grade cutoffs points, but I will not raise them. For example, I may decide at the end of the course that 89%+ is sufficient for an "A" or that 78% is sufficient for a "B," but I will not raise the cutoff for an "A" above 90% or the cutoff for a "B" above 80%, etc.]

Important Notes and Expectations

Note: As an AACSB accredited school, Soules college of business administer mandated end-of semester-exam for the capstone class, and you must take the exam. The exam will measure and assess the extent to which students have acquired the essential knowledge from their previous courses and developed the desired set of skills and abilities.

Note: The modules are designed to correspond to the chapters' numbers in the book. Your responsibility is to check each module, read the corresponding chapter, corresponding materials, and watch the available videos. After you read and watch, you will check if there are any assignments for the corresponding chapter, you can check under the assignments in Canvas. You will also check the discussions and see if there are any required discussions. All discussions, quizzes, and work are individual. As you might see, I have made the schedule flexible for assignments and quizzes to give you a greater margin of freedom in reading and doing a high-quality work. Also, I am not using exams because the structure of the class is completely different and designed in a way that ensures the student will do a good work and spend a considerable amount of efforts in reading, watching, and doing the required tasks.

I consider all of you as equal partners in knowledge sharing and knowledge creation. Such consideration requires both you and I to work together and do our best to ensure quality learning experience.

In my view, you all are no less capable and intelligent than any top tier school students, including the elite schools in the nation. Therefore, we shall work based on this. Together, we can enjoy the experience but also can ensure the robustness and rigorousness of the course.

By the end of the course, you will realize that it was worth the efforts and the time spent. When you graduate and go on in your professional journey, you will find this experience very valuable in understanding the strategic orientations of organizations, the dynamics of this orientations, and all the elements that affect the firm's strategy and performance.

1. Cases and assignments (30%)

Over the course of this class, you are expected to work on a case. Students will answer questions that come at the end of each case. These cases can be found at the end of the book. The case situations are multifaceted and unstructured and may defy predetermined and readily available courses of actions. Often, information you might wish to have will be either partial or lacking. In addition, you may possess only limited technical or functional expertise. Yet, you will be expected to commit yourself to a sensible and workable strategic course of action and be able and willing to justify your choice. In that sense, you will find yourself in exactly the same situation managers have to face in the "real world". It is important that you perform the necessary quantitative analysis as well as qualitative synthesis of the case facts. For example, "understanding the relationship between firm's R&D spending and firm performance requires examining the correlations between the two over an extended period of time say five years since R&D spending may take several years to materialize". There is a financial component and also a qualitative component.

Information on these cases are made available in more details on Canvas. A guide to case diagnosis and case study analysis to help you in addressing cases will be on Canvas all the time under the course materials (Module). Financial ratios to help you understand the company and what each ratio means are also available in the case notes on Canvas in the course materials.

1. Chapter Quizzes & Other Assignments (20%)

There are going to be 13 quizzes, one quiz for each chapter. Each quiz will have 25 multiple choice questions. These quizzes are on Canvas under Quizzes and you will do it at your convenience within the given window of time. No proctoring is required.

Online Discussions (25%)

Class discussions will focus broadly on course learning objectives and will draw on assigned course materials.

Class discussions will take place online—on the main discussion board—and you will be responding to the topic/questions being posted in each discussion.

1. Class Project (25%)

Comprehensive company analysis and recommendations using each chapter's concepts and insights.

Pick five companies from the Fortune 500 or S&P 500 and download their 10k report from their website. Once you download the reports, create an excel sheet where you list all those companies and you will start adding the following items to the excel sheet gradually:

1. Company's mission and vision, core values, purpose.
2. Firm external environment key influential factors
3. Firm internal environment key factors
4. Five forces analysis using the framework provided in the book and Harvard materials
5. Firm value chain analysis
6. Firm key strengths, weaknesses, threats, and opportunities
7. Firm governance structure
8. Firm CSR (Corporate social responsibility) reports
9. Firm R&D spending for the last 4-5 years
10. Firm competitive actions using news media search for terms like launched new products, mergers, acquisitions, marketing campaigns, etc.. for the last 4-5 years and try to have a numerical count of it.
11. Plot a graph of the firm's R&D spending and the key financial ratios such as ROA, ROE, or Tobin's Q

12. Do number 11 but between firm's competitive actions using the numerical count and key financial ratios
13. Determine the future horizon for each company using innovative and creative thinking, and also using your knowledge about potential changes in the business landscape 10-20 years from now, be creative, imagine, ponder, and don't be shy to assume whatever you think might happen because it actually just possible to happen.
14. Based upon your comprehensive understanding of the role of strategy, prepare an executive report outlining the company's current status, past and current achievements, past problems and how they solved them and future possible problems and what should they do, past opportunities and how they approached them and future opportunities and how they might capitalize upon them.

Use APA formatting in your final submission. Your work must be thorough, supported with proper numbers extracted from credible sources such as reputable media outlets and company's annual reports. **YOUR ANALYSIS OF THE COMPANIES CURRENT COMPETITIVE STATUS MUST INCORPORATE THE FRAMEWORKS WE HAVE IN THE BOOK AND OTHER MATERIALS SUCH AS DIAMOND MODEL, VRIO MODEL, AND OTHER MODELS.** Complete citations is required for all sources. The number of pages should be no less than 12 and no more than 20. You must use graphs, figures, and models to show your professionalism in writing. When discussing the company's competitiveness status, use comparison with its major competitors on the various categories you will use to examine and assess it's competitiveness (making tables will make this easier for you).

1. Grading Feedback and Notification

In almost all cases, I will grade submitted work within 3 business days. Grades will be posted on Canvas.

1. STATEMENTS AND POLICIES A. UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

1. Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this

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

1. Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons. 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.). (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 <http://www.uttyler.edu/tobacco-free/>. (Links to an external site.)

1. Grade Replacement/Forgiveness

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.). (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 nonpayment

- 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 12th day of class (See Schedule of Classes for the specific date).

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

1. Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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. Student Standards of Academic Conduct

Student Standards of Academic Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 - “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
1. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas.
 2. **UT Tyler Resources for Students**
 - UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
 - UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
 - The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early career courses
 - UT Tyler Counseling Center (903.566.7254)

Note: An electronic version of these statements and policies can be found here: <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf> (Links to an external site.).