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### MGT 3659 Course Outline

Foundations of Strategy

Fall Semester, 2015: Version: 17 Dec 2015

Instructor: TBD

E-Mail: TBD

Course Homepage: <http://t-square.gatech.edu>

Time & Location: TBD

Office Hours: TBD

### Course Scope and Learning Outcomes

This course covers the basic concepts and frameworks of both business-level and corporate-level strategy. Strategy usually refers to the identification of goals and the development of a plan of action for achieving those goals. The course will review the essential tools used to analyze and develop strategies. By combining lectures with business case studies, this course aims to build a rich strategy “toolkit” that will enable you to apply disciplined strategy principles in a variety of settings. A mastery of these tools is useful to executives, managers, consultants, entrepreneurs, government officials, investors, and other professionals engaged in formulating, evaluating, and implementing business strategies.

### Required Materials

1. **Text:** Rothaermel, F.T. Strategic Management Concepts 2e (ISBN 0077645065), McGraw-Hill**.** Available at campus bookstore.
2. **Course Packet:** includes business cases and additional readings

### Grading Policy

1. Class participation 15%
2. Individual Case Reports (2) 20%
3. Team Strategy Term Project Written Report 10%
4. Team Presentation 10%
5. Midterm 25%
6. Final exam 20%

Group Work: Several classroom activities and assignments, principally the *Strategy Term Project* (including the Final Written Report and Team Presentation), will require the student to work together with a team of students. I will allow students to "self-select" into teams of four (4) members. In the case that students cannot form themselves into teams, the professor will assign membership to teams randomly. The *Strategy Term Project* will require the team to analyze a firm's experience and strategy in its competitive environment. The final group report will be due as specified in the class schedule. Student teams will also make a presentation at the end of the course. Other specific instructions concerning the project and presentation will be distributed during the second week of class.

**Course Website**:  [http://t-square.gatech.edu](%20http://t-square.gatech.edu)

### Schedule of Sessions and Readings

*Please note that I reserve the right to change readings and schedule at any time during the course.*

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| **Class** | **Date** | **PART ONE: STRATEGY ANALYSIS** |
| 1 | 1/7/15 | Chapter 1 What Is Strategy, and Why Is It Important? |
| 2 | 1/9/15 | Case: The Movie Exhibition Industry 2013 |
| 3 | 1/14/15 | Chapter 2 Strategic Leadership: Managing the Strategy Process |
| 4 | 1/16/15 | Case: Apple (in 2011) after Steve Jobs |
| 5 | 1/21/15 | Chapter 3 External Analysis: Industry Structure, Competitive Forces, and Strategic Groups |
| 6 | 1/23/15 | Case: Make or Break at RIM (in 2013): Launching BlackBerry 10 |
| 7 | 1/28/15 | Group formation - topic selection |
| 8 | 1/30/15 | Chapter 4 Internal Analysis: Resources, Capabilities, and Core Competencies |
| 9 | 2/4/15 | Case: Best Buy after Circuit City (in 2011): What’s Next? |
| 10 | 2/6/15 | Chapter 5 Competitive Advantage, Firm Performance, and Business Models |
| 11 | 2/11/15 | Case: McDonald’s (in 2013): How to Win Again? |
| 12 | 2/13/15 | Chapter 6 Business Strategy: Differentiation, Cost Leadership, and Integration |
| 13 | 2/18/15 | Case: Best Buy’s Turn-Around Strategy (2013) |
| 14 | 2/20/15 | MIDTERM EXAM |
|  |  | **PART TWO: STRATEGY FORMULATION** |
| 15 | 2/27/15 | Chapter 7 Business Strategy: Innovation and Entrepreneurship |
| 16 | 3/1/15 | Case: Amazon.com (in 2013): Will Amazon Kindle Another Fire? |
| 17 | 3/6/15 | Chapter 7 Business Strategy: Innovation and Entrepreneurship |
| 18 | 3/8/15 | Case: Microsoft and Xbox (in 2012): Battle for the Living Room |
| 19 | 3/13/15 | Chapter 8 Corporate Strategy: Vertical Integration and Diversification |
| 20 | 3/15/15 | Case: Siemens Energy (in 2010): How to Engineer a Green Future? |
| 21 | 3/20/15 | Chapter 9 Corporate Strategy: Mergers and Acquisitions, Strategic Alliances |
| 22 | 3/22/15 | Case: Genentech (in 2011): After the Acquisition by Roche |
|  | 3/27/15 | *Spring Break* |
|  | 3/29/15 | *Spring Break* |
| 23 | 4/3/15 | Chapter 10 Global Strategy: Competing Around the World |
| 24 | 4/5/15 | Case: UPS in India (in 2011)—A Package Deal? |
| 25 | 4/10/15 | Group presentations (1) |
| 26 | 4/12/15 | Group presentations (2) |
| 27 | 4/17/15 | Group presentations (3) |
| 28 | 4/19/15 | Chapter 11 Organizational Design: Structure, Culture and Control |
| 29 | 4/24/15 | Chapter 12 Corportate Governance and Business Ethics |
| 30 | 4/26/15 | Case: Bank of America (in 2010) and the New Financial Landscape and *semester de-brief* |

### Final Exam (time / date set by registrar)

A. CLASS PARTICIPATION (15%)

I expect every student to be prepared to answer questions on every lecture. The text and the cases typically highlight a particular idea or model. I would like you to both *identify* key issues and problems and to *evaluate* the idea or model(s) presented. From the comparison of different approaches and models, we intend to highlight the comprehensiveness of the presented ideas, their underlying assumptions and their predictive ability. This will highlight the usefulness and limitations of an informed, analytical approach.

Most managers spend very little time reading, and even less time writing reports. Most of their interactions with others are verbal. For this reason, the development of verbal skills is given high priority in this class. The classroom should be considered a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach. Things that have an impact on effective class participation include:

* Is the participant a good listener?
* Is the participant willing to interact with other class members?
* Are the points made relevant to the discussion? Are they linked to the comments of others?
* Do the comments add to our understanding of the situation?
* Does the participant distinguish among different kinds of data (i.e., facts, opinions, beliefs, concepts)?
* Is there a willingness to test new ideas, or are all comments "safe" (e.g., repetition of facts without analysis and conclusions)?

I also *may* conduct pop quizzes in class to ensure that everyone is appropriately prepared for class. The scores from these pop quizzes will be part of your class participation grade. To help with class discussion, I ask you to **display a name card for every class**.

B. INDIVIDUAL CASE REPORTS (20%)

Twenty percent of your grade will come from two individual case analyses (each 10% of your final grade).

***Choose one from each list A and B:***

**List A**

1. Best Buy after Circuit City (in 2011): What’s Next? **– Class 9**
2. McDonald’s (in 2013): How to Win Again? – **Class 11**

**List B**

1. Microsoft and Xbox (in 2012): Battle for the Living Room – **Class 18**
2. Siemens Energy (in 2010): How to Engineer a Green Future? – **Class 20**
3. Genentech (in 2011): After the Acquisition by Roche – **Class 22**

C. GROUP WRITTEN REPORT (10%)

Ten percent of your grade will come from a group written report on the *Strategy Term Project* as specified in the textbook beginning in Chapter 1. More information about the requirements will be shared with students during the second week of classes. This report will be due at the beginning of **class 25** (prior to the first team presentations).

GUIDELINES FOR CASE REPORTS AND FINAL TEAM REPORT

All reports (both individual and group) should be no more 5 pages (if you write more than 5 pages, I will not read beyond the 5th page), in times new roman font, with 1” margins, and be double spaced. Appendices can also be included and are not counted towards the 5 page limit. For group case reports, please include a cover page with the names of all team members (this page also does not count towards your 5 page limit).

The reports should consist of a tightly focused analysis, diagnosis, and proposal that addresses what, in your opinion, are the crucial elements of the company’s situation. Do not answer the questions from the syllabus directly. Thinking through the study questions, however, will help you in thinking through the case. Lastly, no outside information (articles, internet, etc.) should be used/consulted when analyzing the case. You should only make use of information provided within the case.

In addition, you should write your case reports clearly and effectively. For guidelines, please see the College of Management Written Communication Rubric (in Resources on T-square).

D. TEAM PRESENTATION (10%)

In order to foster cooperative learning and an in-depth study of a particular topic, students are responsible for participating in a group presentation which will last about 10-15 minutes.

Presentations will be graded for their content, the quality of preparation, and the extent to which the presentation engages in a meaningful discussion. Each group member is expected to contribute to the presentation, and part of the presentation grade will involve group members rating each other’s level of participation. I will administer peer feedback forms to all group members to evaluate the contributions of their fellow team members.

E. MIDTERM (25%)

The midterm will consist of a mix of short and long answer questions derived from the textbook, assigned readings, and class discussions covered through and including **class 13**. The midterm will be “closed-book” and administered in class according to the class schedule.

F. FINAL EXAM (20%)

The Final examination will be 75-minutes in length, consisting of 30-60 multiple choice/short answer questions and a short essay. The examination will be “closed book” and will include only those materials covered after the mid-term examination. The Registrar will announce the timing of the final examination.

### Attendance

This is not an easy course, as it provides an in-depth introduction to an extraordinarily complex subject. Missing class greatly detracts not only from your own ability to learn, but more importantly of that of your peers. As one is unable to participate when not in attendance, missed classes will negatively affect your class participation mark. The Institute’s attendance policy can be accessed at: [http://www.catalog.gatech.edu/rules/4/#](http://www.catalog.gatech.edu/rules/4/).

### Academic Honesty

Academic dishonesty is a serious offense. Georgia Tech has established a clear honor code that can be viewed in its entirety at: <http://honor.gatech.edu/>. **Any suspected cases of academic dishonesty will be sent to the Office of Dean of Students.**

Examples of academic dishonesty include:

* *Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;*
* *Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements;*
* *Submission of material that is wholly or substantially identical to that created or published by another person or person, without adequate credit notations indicating authorship (plagiarism);*
* *False claims of performance or work that has been submitted by the claimant;*
* *Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;*
* *Deliberate falsification of a written or verbal statement of fact to a member of the Faculty so as to obtain unearned academic credit;*
* *Forgery, alteration or misuse of any Institute document relating to the academic status of the Student.*

**Special Accommodations:**

Students requesting academic accommodations based on a documented disability are required to register with the Office of Disability Services.  Please obtain a form from their office and turn it in to me at the beginning of the semester.  The Office of Disability Services is located in the Smithgall Student Services Building, Suite 123.  The phone number is 404-894-2563.  <http://disabilityservices.gatech.edu/content/4/contact-us>

**Other Course Policies**

* T-square: T-square will be used as a general bulletin board for the class. It is your responsibility to access this important information source.
* Tent cards: Tent cards will be provided, and students are expected to use them.
* Missed Examinations: If you are ill, you must make contact with the Instructor ***before*** the administration of the exam. Only physician-validated, incapacitating illnesses are considered excused. A ***different*** examination will be used for make-up exams.
* Special Circumstances: If you have arranged for special circumstances for the examinations and/or case analyses for this course please discuss your needs with the Instructor well before the assignment is due (or exam is scheduled), ideally in the first week of the semester. Please make an appointment with the Instructor to discuss these needs.
* Special Note: The instructor reserves the right to change session topics, examination dates, and assignments throughout the semester, although students will be given adequate and timely notice of all changes if these should occur.