

Advanced Strategic Management STRAT 5700 (006) - Fall 2015

General Information

Time: Tuesday 6:00 p.m. – 9:00 p.m.
Place: Marriott Library Room #1715

Instructor: Matthew A. Barlow, PhD Candidate
Office – BUC 17
Office Hours – By appointment
Email – matthew.barlow@eccles.utah.edu

Text: Barney, J.B & Hesterly, W.S. (2015). *Strategic Management and Competitive Advantage: Concepts and Cases* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
Correct text ISBN numbers: ISBN-13: 978-0133127409 or ISBN-10: 0133127400

Please note: The *Concepts* version of the textbook does not contain any of the required cases you need for the course. Further, I have noted some online sellers incorrectly listing the *Concepts* only text with the *Concepts and Cases* ISBN number(s).
Please have caution and take care with any textbook purchase.

Course Description

Enrollment Requirement: Prerequisites: 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.

Components: Lecture and Case Discussions

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.

What You Will Learn: Course Objectives (CO)

Each student will be able to:

Δ CO1: identify and analyze business unit and corporate strategies using the tools provided by the instructor and the textbook, basic financial analysis, marketing principles, and organizational management concepts;

Δ CO2: assess the past performance and likelihood of future success of real strategies,

Δ CO3: formulate recommendations for meeting competitive and organizational challenges managements face;

Δ CO 4: communicate his/her recommendations effectively, succinctly, and persuasively both orally and in writing; and

Δ CO 5: evaluate team members effectively and work in a team.

Course Objective	Type	Activity	Direction
Δ CO1	Read	Textbook	Self Directed (Individual)
Δ CO1; Δ CO2; Δ CO3; Δ CO 4	Analysis	Cases	Instructor & Self Directed (Individual)
Δ CO1; Δ CO2; Δ CO3; Δ CO 4	Analysis	In Class Exercises	Instructor & Self Directed (Group)
Δ CO1; Δ CO2; Δ CO3; Δ CO 4	Analysis	Case Write Ups (PO's)	Self Directed (Individual)
Δ CO1; Δ CO2; Δ CO3; Δ CO 4	Analysis	Team Project	Self Directed (Group)
Δ CO1	Evaluation	Quizzes/Exams	Instructor Directed
Δ CO1; Δ CO2; Δ CO3; Δ CO 4	Lecture & Discussion	Class Participation	Instructor & Self Directed (Individual and Group)
Δ CO1; Δ CO2	Personal	Review Learning Objectives for Each Course Segment	Self Directed (Individual)
Δ CO 4; Δ CO 5	Team	Team Project	Self-Directed (Group & Individual)

Course Format

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

Note - I reserve the right to change assignments and cases as necessary to facilitate an improved learning experience.

Course Evaluation

	<u>Points</u>	<u>Percentage</u>
1. Strategic Case Analyses	200	20%
Case Write-Up #1 (30 points)		
Case Write-Up #2 (30 points)		
Case Write-Up #3 (40 points)		
Case Write-Up #4 (50 points)		
Case Write-Up #5 (50 points)		
2. Reading Quizzes	150	15%
3. Major Project (Team)	150	15%
Written Report (100 points)		
Presentation (50 points)		
4. Exams (2)	300	30%
Mid-Term Exam (150 points)		
Final Exam (150 points)		
5. Class Participation	<u>200</u>	<u>20%</u>
	1000	100%

The David Eccles School of Business has set guidelines for average class grades for the different levels of courses. This class is a 5000-5990 level course with an expected class average range of 2.8-3.2. Students should expect the class average to fall within this range.

Assignments & Exams

Turning in assignments – All assignments will be submitted electronically through Canvas.

Current events assignments are due by 6:00 p.m. on the dates listed in the syllabus. Case Analyses are due by 6:00 pm. on the day of the in-class case discussion. Team Written Reports are due by 6:00 p.m. on December 1st. Due to the numerous options available with respect to case analyses, no late assignments will be received.

If at any time you have any questions or concerns as to a particular assignment, exam or class participation, please feel free to contact me.

1. **Strategic Case Analyses** - Case studies provide important windows into the real problems that firms face. Managers cannot solve problems unless they can first identify them. Recognizing problems and then understanding the nature of the problems is the proper beginning of all managerial action. Solutions generally fall in place relatively easily once problems are recognized and understood. 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.

A brief write-up *intended for personal use during class discussions* should be completed for each of the case studies. In addition, **five case analyses must be submitted for formal evaluation.** Formatting guidelines for these assignments are: 1 page maximum, double-spaced pages, not including exhibits, 1” margins, and 12pt font. 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 are designed for you to determine and answer the key question for the particular case and use the proper frameworks learned in class to make recommendations. **For the first two cases, I will provide the question for you to answer and frameworks for you to use.** For the final three, you will have to determine the key question based on your reading of the case. To receive full credit the case analysis should: (1) demonstrate polished formatting, spelling and grammar, (2) determine and answer the key question, (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 Canvas page “Helpful Tools for Case Analyses” for additional information and guidelines for case preparation and analysis.

2. **Reading Quizzes** – The class will take 10 quizzes (a quiz on each chapter of the text – except Chapter 1). The quizzes are designed to both give you an incentive to prepare for class and allow you to become familiar with the types of questions that will appear on exams. A portion of exam questions will come directly from the quizzes. To accommodate your busy schedules, routine colds and problems, I will allow you to drop two quiz grades this term. I will offer make up quizzes only for classes missed due to participation in official University of Utah or David Eccles School of Business activities, so plan accordingly.

3. **Major Project** - The large strategic analysis project will be conducted in teams of **5 students**. Students will be allowed to choose their teams. Team management is the responsibility of all of the 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.* Manage 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 Memo Outline,” to be handed out later in the semester.** 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.

Choice of company: Each team must indicate their choice of the company for the team project by **September 22th, 2015**. An early choice is recommended, since duplication of companies or industries across teams, is not permitted. Thus, if one team chooses Toyota, no other auto company is eligible as a subject company. Please do not select companies for which cases are provided in the text (e.g. Levi's, Wal-Mart, and eBay).

Written Project: The written analysis should be between 5-7 pages, (double-spaced, APA format (see <https://owl.english.purdue.edu/owl/> for details), 12pt Times New Roman Font), not including exhibits. The paper should describe and evaluate the firm's current position, and include an analysis of the relevant industry issues. Finally, the paper should conclude with recommendations for both future strategy and implementation. It is important to evaluate your company by using theory and concepts from each chapter. Papers are required to be fully referenced in the body of the paper and include a complete bibliography of sources. A lack of appropriate referencing is plagiarism. Although some firms are more heavily cited in the business press than others, a minimal bibliography should have at least ten major references.

Oral Presentation: Oral presentations will be conducted in class at the end of the semester. Each presentation to the class should last 10-12 minutes, focus on the key strategic issues facing the firm investigated, and provide an executive summary of the firm summarizing the central issues and recommendations. Order of presentation will be determined by a random draw. **All members of the team are expected to participate in the final presentation.** Visual materials such as PowerPoint slides should be used to support presentations.

4. **Exams** - There will be two exams that will cover the assigned text chapters, general strategic frameworks, cases, and other materials discussed in class. *A portion of the exam questions will come directly from the quizzes.* The format of the exam may be matching, multiple choice, and/or short answer. Exams must be taken at the times indicated in the class schedule.

5. **Individual Class Participation** - Students are expected to competently prepare for and participate in case analysis and class discussion. The success of this class is heavily dependent on EVERY student being FULLY prepared and present EACH day. Your success as a student (both in learning and in grade) and mine as an instructor are dependent on this preparation. Attendance at all classes is expected but full credit for participation will not be awarded for attendance alone, or even for frequent participation if it does not advance the learning of the class. Consider the following evaluation criteria as you prepare for cases and participate in class discussions:

- Are your comments relevant to the case and do they include analyses that go beyond recitation of case facts?
- Does your analysis make use of models and techniques from the readings or lectures?

- Are your comments linked to those of others and do they further the class understanding of issues discussed?
- Are comments made in a respectful, professional and constructive manner?

Current Events – During the semester, we will spend about 20 minutes each class period discussing current events as part of your participation grade. This is designed to give you the ability to use course material to quickly analyze business strategies employed by firms, improve your critical thinking and writing skills, and give you topics for conversation during interviews and networking events.

For every class period, you should choose one or two recent business press articles and be prepared to discuss and analyze the actual decisions that firms make using the frameworks learned during the course. Article choices should be from publications dated no earlier than the start of the semester (August 25, 2015). Appropriate sources include: Wall Street Journal, Financial Times, New York Times, Washington Post, BusinessWeek, and the Economist. Please contact me with any questions, and in particular if you are considering the use of other sources not listed here.

CEOs, investors, financial and business executives read the Wall Street Journal – you should be reading it, too!

Expectations

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 will receive a failing grade for the course. This grade will not qualify as a score that can be dropped. His/her name will be added to the University of Utah's academic dishonesty database, and he/she 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, 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. NOTE: I use turnitin for plagiarism checking on all assignments – including the essays for the team projects. Since this is not the first term that I have used the service, turnitin has a data base that includes case write ups from previous terms. All case write ups, and essays automatically are compared to student work turned in in previous terms and checked for originality.

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 networking status, 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.

DESB Use of Electronic Devices Policy - Use of any and all electronic devices (e.g. pagers, cell phones, language translators, laptops, tablets, calculators, etc.) is forbidden during an exam unless otherwise specifically authorized by the instructor. A student who uses an unauthorized device may be subject to penalties for academic misconduct.

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, which is August 30th for Fall 2015. 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 - The last day for students to drop a term-length or first session class is September 3rd for Fall 2014. 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.

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
1000-2000

GUIDELINE
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 is 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:

<u>COURSE LEVEL</u>	<u>GUIDELINE</u>
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.

5. In 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.

Course Calendar

Date	Topic	Reading	Activity	Assignment Due
25-Aug	Introduction to Strategic Management & Strategic Management Process	Course Syllabus Chapter 1: Strategy & the Strategic Management Process	Introduction and Lecture	
1-Sep	External Analysis SCP, 5 Forces & Soda Stream Case	Chapter 2: Evaluating a Firm's External Environment & Case #1-1: Soda Stream International	Lecture & Case Discussion	Project Groups Identified
8-Sep	Internal Analysis: Resource Based View, VRIO & Harlequin Enterprises Case	Chapter 3: Evaluating a Firm's Internal Capabilities & Case #1-4: Harlequin Enterprises: The Mira Decision	Lecture & Case Discussion	Harlequin Case Analysis #1 due
15-Sep	Business Level Strategies: Cost Leadership & Ryan Air Case	Chapter 4: Cost Leadership & Case #2-2: Ryan Air	Lecture & Case Discussion	
22-Sep	Business Level Strategies: Product Differentiation & Levi Strauss and Co. Case	Chapter 5: Product Differentiation & Case #2-3: Levi Strauss & Co.	Lecture & Case Discussion	Levi Strauss and Co. Analysis #2 due Team Project Company Identified
29-Sep	Wal-Mart Case & Mid-Term Review	Case #1-3: Wal-Mart Stores Inc.	Case Discussion	
6-Oct	Mid-Term Exam		Testing	
13-Oct	FALL BREAK	NO CLASS		
20-Oct	Mid-Term Exam Returned Corporate Strategies: Vertical Integration & eBay Case	Chapter 6: Vertical Integration & Case #3-1: eBay's Outsourcing Strategy	Lecture & Case Discussion	eBay Case Analysis #3 due

27-Oct	Corporate Strategies: Corporate Diversification & Starbucks Case	Chapter 7: Corporate Diversification & Case # 3-3: Starbucks: An Alex Poole Strategy Case	Lecture &Case Discussion	Starbucks Case Analysis #4 due
3-Nov	Corporate Strategies: Strategic Alliances & Aegis Case	Chapter 9: Strategic Alliances & Case #3-5” Aegis Analytical	Lecture &Case Discussion	
10-Nov	Corporate Strategies: Mergers & Acquisitions & Rayovac Case	Chapter 10: Mergers & Acquisitions & Case #3-4: Rayovac Corporation	Lecture &Case Discussion	
17-Nov	International Strategies & McDonald’s KFC Case	Chapter 11: International Strategies & Case #3-6: McDonald’s and KFC	Lecture &Case Discussion	McDonald’s & KFC Case Analysis #5 due
24-Nov	Team Project Work Day			Optional: Set up team meeting with me
1-Dec	Team Presentations		Presentations	Team Written Reports Due Team Presentation
8-Dec	Final Exam Review		Review	
15-Dec	Final Exam 6:00 p.m – 8:00 pm Same Room – Marriott Library 1715		Testing	