



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 03/09/2009

1. ACADEMIC UNIT: Department of Management

2. COURSE PROPOSED: MGT 460 Strategic Leadership 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Amy Hillman Phone: 965-3402
Mail Code: 4006 E-Mail: amy.hillman@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☒
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☐
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? Yes

Amy J. Hillman
Signature
Chair/Director (Print or Type)

Unable to Add
Chair/Director (Signature)



Date: _____

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus and course description
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

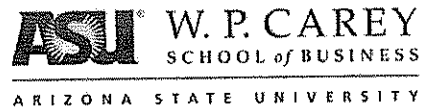
Course Prefix	Number	Title	Designation
MGT	460	Strategic Leadership	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1) Significant percentage of grade from writing, speeches, etc.	Class Participation 10% Case Write-ups (4 cases @ 100 per case) 40% Course Assignments (4 assignments @ 50 per assignment) 20% Individual Contributions to Group 10% Final Presentation 10% Final Report 10%	pp. 3-12 in syllabus
2) Gathering, analysing, presenting evidence (critical thinking)	Course assignments are based around taking business cases, deciphering the important and relevant information, applying tools to analyze this data then reaching an informed opinion of what to do and supporting this with logic.	pp. 3-12 in syllabus
3) Significant written or oral assignments in lieu of exams	See #1 above, all assignments are either individual written or group written/oral.	pp. 3-12 in syllabus
4) Feedback	Students are given early and frequent feedback on their assignments to improve their skills and their next assignments	See assignment schedule in syllabus

MGT 460 Description**Strategic Leadership**

Systems theory of organizations, strategy formulation and administration in organizations, creating organizational cohesiveness, and leading change within organizations. Enrollment requirements: Pre-requisites: W.P. Carey Management BS student; have completed FIN 300, MKT 300 and ENG 302 or 301; have completed MGT 410 and MGT 420 with a grade of C or greater



MGT 460: Strategic Leadership

Spring 2009

SLN: 13375

Professor: Dr. Peter O'Reilly | Office: BA 352J | Telephone: 480-727-7924

Cell: 480-298-4980

E-mail: peter.oreilly@asu.edu | Office Hours: Wednesdays 8:00 a.m. – 9:30 a.m., and by appointment.

Class: Wednesday, 9:40 a.m. to 12:40 p.m.

Location: BA 353

Latest Version: December 21, 2008

Course Overview and Objectives

Note: This is a **learning-by-doing** course – your agreement to actively participate on a regular basis is a prerequisite for your enrollment in this class. Please read, complete, and sign the course agreement for this syllabus and return it to the instructor by **September 3, 2008**.

This course is designed to enable students to analyze business situations from the point of view of the practicing general manager. General managers have responsibility for making strategic decisions that insure the long-term health of the entire firm or a major division. The key tasks involved in general management include the detection of and adaptation to environmental change, the procurement and allocation of critical resources, the integration of activities across subparts of the organization, and, at the most senior levels, the determination of corporate purpose and direction.

To be effective, general managers need to have an in-depth understanding of the generic problems in relevant functional areas such as marketing, finance, services, R&D, and production. Thus, in this course, we will integrate the knowledge and skills developed in earlier courses. However, this does not mean that general managers can only be “generalists” who know a little bit of everything,

but not very much of any one thing. Instead, general managers need not only functionally-based knowledge, but also the ability to deal with problems and issues confronting the total enterprise, including relationships between the enterprise and its external environment. Thus, students are expected to combine knowledge from other courses with the new information presented here to develop sophisticated interpretations and analyses of actual business problems and opportunities.

Not everyone who takes this course will ultimately become a general manager. Yet, for two reasons, this course will benefit virtually all students. First, recent trends in the corporate world towards creating "flatter", less hierarchical organizations have resulted in strategic decisions being made at ever lower hierarchical levels. Thus, even non-executives are likely to make decisions and initiate actions that have significant strategic implications. Similarly, even the lowest level employees within firms are now being asked to contribute innovative and creative ideas that will improve the functioning of the organization as a whole. Thus, it is increasingly important for non-executives to understand how their actions affect the total enterprise. Second, functional specialists will also benefit from developing a general management perspective. Ultimately, every function's actions must be coordinated with the overall needs of the business. In fact, functional specialists are the people on whom general managers must rely to implement strategy. Since functional managers are often under pressure to fix problems in their own areas without regard to the overall needs of the business, it is critical that functional managers develop a keen awareness and appreciation of the challenges facing the enterprise as a whole.

Communication is integral to general management. Therefore, as discussed further below, your active participation in class discussions is critical to your performance in this class. Moreover, there will be few lectures in this class. Perhaps more than any other subject, strategy is learned best from analyzing real cases: putting yourself in the shoes of a general manager who has to solve real strategic problems. So the emphasis in this class is on active learning, not passive learning. Thus, you are expected to show a high level of commitment to preparing for class each day.

Course Objectives

1. Development and reinforcement of a general management point of view – the capacity to view the firm from an overall perspective, in the context of its environment.
2. Development of an understanding of fundamental concepts in strategic management: the role of the general manager, the levels and components of strategy, competitive analysis, and organizational evolution and change.
3. Synthesis of the knowledge gained in previous courses and understanding what part of that knowledge is useful to general managers.
4. Development of a better understanding of the inner workings of large and/or complex organizations – the goal being for students to better understand their future work environment.
5. Development of an awareness of the impact of external environmental forces (technological, governmental, demographic, social, etc.) on business and corporate strategy.
6. Practice in distinguishing between basic causes of business problems and attendant symptoms.
7. Practice in working out business strategies and implementation plans.

8. Development of habits of orderly, analytical thinking and skill in reporting conclusions effectively in both written and oral form.
9. Familiarity with some of the practical realities of running different types of businesses.

Required Reading Material

1. **Text:** Hitt, M.A., Ireland, R.D. and Hoskisson, R.E., Strategic Management: Competitiveness and Globalization- Concepts and Cases, 8th Edition, South-Western, a division of CengageLearning (ISBN: 978-0-324-65559-9).

The textbook is available at the University Book Store.

Course Requirements and their Weights in Course Grade

	Component	Individual/ Group Task	Points
1.	Class Participation	Individual	100
2.	Case Write-ups (4 cases @ 100 per case)	Individual	400
3.	Course Assignments (4 assignments @ 50 per assignment)	Individual	200
3.	Individual Contributions to Group	Individual	100
4.	Final Presentation	Group	100
5.	Final Report	Group	100
Total Points			1000

Comment [a1]: C1 and C3 criterion

Course grades are then assigned on the following basis: 980+ = A+; 940-979=A; 900-939=A-; 870-899=B+; 840-869=B; 800-839=B-; etc. The instructor reserves the right to curve the grades. Final point scores for the course *are not* rounded up. So, for example, a final score of 799 would yield an overall course grade of C+ not a B-. There are no scheduled extra credit assignments or other supplementary options for improving a course grade. If you have concerns about your performance or course grade, these should be addressed with the instructor as soon as possible. No case assignments will be accepted after the beginning of class in which the case is taught.

Grade Disputes

Grade disputes on specific assignments are handled in writing. Submit a memo describing the disputed item, and why you feel the grade was incorrect. Grading errors are possible, but please be aware that errors can be overly generous as well as overly harsh. Accordingly, the grade on your re-

marked assignment may stay the same, be increased or lowered. Grade appeals must be submitted within one week of grade receipt.

Class Format

For the most part the class format will consist of the following methodologies:

- **Open Questions-** This section will **focus** on a discussion of any open issues the students may have regarding the prior class or the assignments.
- **Hot Topics-** The students will be encouraged to present current strategic business topics in the news.
- **Course Presentations-** Prior to each session the instructor will place the session's core study elements on the course's Black Board site. This will be in the form of Power Point presentations. The instructor's will focus on key aspects of each presentation as part of the session's lecture. The students will be responsible for any material in the Power Point presentations not covered during the lecture period.
- **Case or Course Assignment Analyses-** During each session time will be allotted to review the assignments due for that class.
- **Group Project-** At the end of each session, the students will be permitted to meet in their Group Project teams to discuss aspects of this assignment.

The Case Method: Why We Rely on Discussion Learning

Approximately one-half of our class time will be spent discussing business cases. Why do we rely on the case method so extensively? The case-study method brings a "real world" approach to business education in at least three important ways.

First, case discussions generate a dynamic process of vigorous questioning and responding, examination and debate among students and discussion leader. Because strategy issues are often characterized by ambiguity, complexity or uncertainty, this course is more about *asking the right questions* than it is about knowing the right answers. Rather than simply lecture about the current state of "best practices," we recognize that theories change over time while reasoning skills survive. The case method helps students to refine their skills as insightful questioners, rather than just good answer-finders. In addition, discussion learning requires all students to participate *actively* in the learning experience. A business degree is about more than just acquiring a toolbox of analytical skills. It is also about developing the ability to contribute to the group so that we expand the boundaries of everyone's learning. Just as in management, there is no formula that you can follow for every case. Nevertheless, over the course of the semester, students gradually build on the combination of theory and analysis, judgment and experience to develop for themselves the ideas that the teacher seeks to communicate. While the case method requires a high level of student commitment, it also causes students to personally engage the problem and "own" the solution, so that the case method is inherently a student-oriented process.

Second, the case method trains students to think as administrators (rather than as scholars), so that they: (1) see a problem looking for solutions rather than a concept looking for applications, (2) focus on defining and prioritizing a maize of tangled problems and determining which one(s) to attack with the limited time available, (3) appreciate differing agendas and points of view, and (4) *take action*, not just report findings.

Third, by linking analysis with individual action taking, the case method encourages moral awareness by requiring students to *take a stand*. The give-and-take of case discussion often brings to the surface subtle ethical dilemmas that might otherwise be missed. The case method helps students learn to assess and embrace the tradeoffs among different stakeholders' interests. The case method requires students to use all of their knowledge, skills and experience to respond in real time to the questions raised in class and to effectively communicate their ideas to their classmates and help to lead them to a greater shared understanding of the problem at hand. Thus, the students become the teachers.

The key requirement of this course is that you THINK. I will ask that you add a dose of common sense and filter these ideas through your own experiences and "world view." We will reach consensus on *some* issues, yet many among you will have differing interpretations as we proceed through the course. This is the nature of strategy and policy issues. You may find yourself occasionally frustrated by the ambiguity and the difficulty of assimilating conflicting points of view. Welcome to real life.

Please see Appendix I attached to this syllabus for guidelines on case analysis.

Class Participation

In a case-oriented, discussion-based class it is your responsibility to be thoroughly prepared to discuss each case and reading. Whether we are discussing cases or conceptual material, a critical component of the course is spirited, informed discussion. Toward this end, you have two responsibilities, one private and one public. On the private dimension, you should familiarize yourself with the assigned material, taking care to prepare thoroughly, and to develop informed individual responses to the material. On the public dimension, these ideas must be brought forward as a basis for rich classroom discussion. The class can then explore these ideas further in active analysis.

Preparation questions and background readings are given with the daily assignments. At a minimum, refer to these questions and readings as you prepare for each case discussion. In addition to those specific questions, one should strive to understand the gestalt of the case – underlying themes that explain how the different problems and opportunities facing the entrepreneur are related as well as how the concepts and/or frameworks discussed in the background readings (not just those assigned for the day, but also those read for previous sessions) may apply to them. These insights should figure prominently in your analysis and recommendations. In the past students that have prepared cases in a study group before class have benefited greatly from the advance preparation, and therefore, **I strongly encourage you to work with a study group.**

In sum, your role in a case discussion requires you to not only learn the material contained in your textbook but also to assist in the learning of your classmates. To do so, you should attempt to make

a meaningful contribution when you have the floor. Blandly summarizing facts in a case, repeating points made by other students, and/or simply agreeing with your classmate's arguments does not constitute a meaningful contribution. Try to focus on making comments that pass the "so-what" test. Such comments can range from an insightful interpretation of salient facts in a complex case to providing comments that build on prior discussion and move our thinking forward.

Moreover, during a case discussion it is very important that all of us listen to one another and attempt to build upon or constructively critique prior comments. Friends in other programs or my past students may offer to assist you with understanding the case, or you might be tempted to research what happened to the company after the case was written. Engaging in such activities is strongly discouraged. Not only does it impair your learning, but it will also disrupt your fellow students' learning when you speak up in class. It is important for the class to work through the issues based on case facts. Collective reasoning and discovery are critical to the success of the case method. **Please do not research the case company or situation beyond the case facts until after our class discussion.**

Since this is a discussion-based course, I consider attendance in every class to be very important. **If you expect to miss more than one class meeting, consider taking this course at another time, as your class participation grade will suffer.** If you do miss a class, it is your responsibility to find out from your classmates what material was covered, what additional assignments were made, and what handouts you may have missed.

You are expected to be prepared for every class meeting. Since I call on students whose hands are not raised to ask a specific question or even to summarize the case or one of the assigned readings, please let me know before the start of class if you are not prepared so that we can avoid embarrassing you inadvertently. Note, however, that this should only occur for exceptional reasons.

"Hot Topics" Discussion. At the beginning of each class we will conduct a "Hot Topics" discussion period. Students will be encouraged to keep up to date with business news through reading newspapers, such as the Wall Street Journal or the New York Times, or watching business-related programs on television. This discussion is a type of current events activity, focusing on changes in the corporate world. Students should be prepared to present in class business factors that are impacting either a particular company or an industry, as well as the general population.

Effective Class Participation

General managers spend a large portion of their working day interacting with colleagues. For this reason, the development of verbal skills is given a high priority in this course. 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. Some of the behaviors that contribute to effective class participation are captured in the questions that follow:

1. Is the participant a good listener?
2. Are the points that are made relevant to the discussion? Are they linked to the comments of others, building on those comments rather than taking the discussion backward?
3. Do the comments add to our understanding of the situation?

4. Do the comments show evidence of analysis of the case (for example, is the participant able to support and defend his/her solutions/recommendations with case facts or concepts from background readings)?
5. Do the participants' comments draw on materials contained in background readings assigned for the current or previous sessions (for example, use a particular model or framework to diagnose a situation and to propose solutions)?
6. Does the participant distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
7. Is there a willingness to test new ideas, or are all comments "safe" (for example, repetition of case facts without analysis and conclusions or a comment already made by a colleague)? Does the participant ask questions rather than limit participation to responding to others' questions?
8. Are the participant's comments incisive i.e. cut to the core of an issue or problem, or does the participant ramble on? (As mentioned before, the quality of a comment is valued more than its length.)
9. Is there a willingness to share? Is the participant willing to interact with other class members? This includes professionally challenging the ideas that are being expressed, if appropriate, as well as professionally responding to challenges raised to his/her comments by the instructor or other class members.

Below are a few closing tips for meaningful class contribution:

- Trust your own experiences. Draw on your experiences to interpret material and illustrate your arguments. Equally important, be prepared to reinterpret your experiences in light of new insights gained from the course.
- Be aware of your own values and biases. "Where you stand depends on where you sit." Your values inevitably influence how you perceive and interpret situations. Rather than deny or hide them, make them explicit (at least to yourself).
- Value the contributions of others. There is never a one-best-way to manage, and different people often come to different conclusions about how they would handle a problem. You can learn as much from listening to your classmates as you can from any book.
- Do not be satisfied with shallow analysis and pat answers from yourself, your classmates, or your professor. In the interests of saving time and making a point, we often gloss over subtleties: if something does not sound right, then it probably is not right.

Participation Grades

Your grade for class participation will be based on your contributions made to the overall objectives of the course in the following ways:

- **"Hot Topics" discussion**
- **Case analysis and presentations**
- **General involvement in the course subject matter**
- **Attendance**

Missing a class or leaving a class early will diminish your participation grade accordingly. Classroom participation will have a maximum grade value of **100 points**.

Case Write-ups

You are required to submit a written analysis for four of the cases that we will be discussing this semester. This is an individual assignment. You will need to submit them at the start of that class. In each assignment, you may be asked to:

1. Conduct an industry analysis, capability analysis and evaluate the firm's strategy.
2. Based on the analysis you will identify the most important strategic issues facing the firm.
3. Identify several alternative courses of action most relevant to the key issue(s).
4. Recommend a specific course of action from the alternatives, and
5. **Justify that recommendation.**

The instructor may request special analysis on a case by case basis. Points to be covered in such analyses will be provided by the instructor prior to assigning of the involved cases.

A detailed guideline for this case analysis is appended to this syllabus. Case analysis should be no longer than one page (single-sided, single-spaced with a font not smaller than 12-point Times New Roman, one inch margins. All formats including character spacing, line spacing etc. should be normal. In other words, please do not make any changes in the format to squeeze in more text). Each analysis is worth **100 points** for a total of **400 points**. I will not accept late submissions.

The four cases to submit written analyses are:

- **ING DIRECT**
- **Capital One**
- **JetBlue Airways**
- **Walt Disney**

While four cases will require written work, each class will include an interactive class discussion on the cases assigned throughout the course. Students are expected to be prepared to contribute to each cases analysis.

Group Project Details

Your group project will include a written report and oral presentation. The grade for this assignment reflects its multi-dimensionality: individual contributions to group, final written report

and group presentation. You should focus your analysis on applying concepts from the course. Although it is acceptable to incorporate several concepts from the course, please aim for depth rather than breadth regarding the use of course concepts. It is highly suggested that specific recommendations be made where applicable, rather than general recommendations. The following topical areas should be included in your written project analysis:

- Brief Summary of Company
- Strategic Formulation and Strategic Position: Mission and Vision Statements
- External Analysis
- Internal Analysis
- Strategic Factor Analysis
- Business-Level Strategy
- Corporate Rivalry
- Corporate-Level Strategy
- Acquisitions and Restructuring Strategies
- Global Strategy
- Corporate Governance
- Strategic Leadership
- Conclusion

The Group Project will consist of ten teams. Each team will represent a major global company. There will be five industries, with two rivals per industry. The objective is for each team to perform a strategic planning analysis of the firm they have been assigned.

Examples:

- Morgan Stanley and Goldman Sachs
- MetLife and Prudential
- Yahoo and Google
- HP and Apple
- BMW and Toyota

The main focus of the Group Project (and Final Report) is to:

- Identify strategic issues
- Analyze these strategic issues
- Make recommendations to either stay with these strategic issues or make revisions
- Give rationale behind your decisions on these strategic issues

The written analysis should be approximately twenty (20) double-spaced typewritten pages, with 1" margins and 12 point font. The limit does not include appendices or exhibits, which you can use to provide charts, figures, or other background material. However, appendices and exhibits, which are not directly referenced in the text, will not be read.

This written document is due by 5:00pm on Monday, April 13th for all teams. **LATE REPORTS WILL NOT BE ACCEPTED.**

Oral presentations will be given during three class sessions towards the end of the semester (April 15th, 22nd, and 29th). Each presentation should be approximately 20 minutes in length, and additional time will be set aside for questions from other teams after the presentation.

Based on this assumption, both the oral presentation and written document should cover all of the key elements of your analysis. For grading purposes, it will not be sufficient to present an aspect of your analysis that does not appear in the written document. Further information on the oral presentations will be provided in class.

Your analysis will be evaluated equally on the following criteria:

1. Problem definition: How well (i.e., thoroughly and concisely) you describe the environmental context and internal factors that are important to the problem
2. Accurate and thorough use of course concepts
3. Integration of course concepts with information about the company and problem: How well you integrate course concepts with information about the problem to illuminate the problem in a way that leads to solutions
4. Specific recommendations and rationale that are consistent with analysis
5. Quality of written analysis
6. Quality of oral presentation

Comment [a2]: C2 criteria

Group Project Structure and Rewards

You will form teams for the Group Project. Once the teams are formed, you will not be permitted to make any changes to them. In other words, the teams must remain the same for the semester.

Each team is free to structure itself as it wishes. Members will share equally in the rewards, which will be a grade assigned to the group project. It is the group's responsibility to work with its members to assure that everyone is contributing adequately. If, despite the group's efforts, there are clearly non-contributing members who should not share equally in the rewards, the group should be prepared to document for the instructor the specific instances of the problem and its efforts to deal with the member. This documentation will be given to the member in question. The individual described as non-contributing will then have an opportunity to document his/her views to the instructor in writing. A group member that is deemed to have not contributed will have his/her group project grade component penalized. **Be a good group member and do not have this happen.**

Each team will be asked to select a Team Captain, or Planning Manager.

Companies, to be analyzed as part of the Group Project, will be assigned on a first request basis, beginning with the first class. All teams and companies will be assigned by the end of the second class.

Grading Criteria for Group Project

Here is a breakdown of how the grading for each aspect of the Group Project will work:

- Final Report- **100 points.**
- Final Presentation- **100 points.** Members of non-participating industry teams will be asked to evaluate (via a scorecard) presentations, not in their industries.

- Individual Contributions- **100 points**. Team members will be asked to evaluate the contributions made by the other members of their teams. Scorecards will be provided. No one will evaluate himself or herself.

Course Assignments

Students will be assigned four course assignments throughout the semester. These assignments are meant to help students begin the strategic planning process. Each assignment has a maximum grade of **50 points**, or **200 points** total.

The nature and due date of each of these assignments can be found in the course schedule.

Guest Speakers

It is expected that one or two strategic planning officers from global firms will speak to the class on issues and events that contribute to the planning process of their companies.

Suggestions for Written Assignments

There is no formula for writing an "excellent" case analysis and group project. However, there are some guidelines to follow. For the case analyses, I do not need a restatement of the case. However, you should use case facts to support your arguments. In addition, I don't expect brilliant prose in your written assignments, but I should not have to struggle to read your paper. If you have difficulty writing, spend extra time smoothing out the edges. In addition, I think that by asking the following types of questions as you develop your case analysis and group project, you might be able to develop more rigor and depth and have the basis for a more compelling argument. They are offered as suggestions only:

1. Start by observing, even listing, what is going on. You can safely assume that those "problems" you listed are really symptoms.
2. What is causing the symptoms? Do some of the symptoms appear related?
3. What is the organization doing right which you don't want to disrupt or which you could build on in implementing a solution?
4. In your solution, be specific about the actions that should be taken, rather than relying on broad prescriptions such as "improve strategic capabilities" or "compete more aggressively."

5. What factors inside and outside the firm would be supportive of or facilitate the success of your solution, and what obstacles might there be?
6. Could your solution touch off other problems? What are the risks facing your solution? Can you plan around some? Do you need a fall-back position?
7. Is there adequate time and money for your solution?
8. Think through the implications of your analysis. Don't end your analysis about going from A to B with B. What is likely to happen if B is or is not achieved? Recognize the inherent tradeoffs of any line of action. Go beyond the obvious and most immediate.
9. Finally, after you are done writing the paper, set it aside for a day or two and come back to redraft it.

W. P. Carey School of Business Honor Code

Unethical behavior by corporations has been linked with negative performance outcomes; the same is true of unethical student behavior. It is expected that students will neither participate in nor condone activities such as cheating or plagiarism. You are expected to do your own work on all individual assignments, assessments, and exams. I encourage you to speak to other students about the issues, but do not share work or answers. Failure to follow this policy may result in zero points for both the receiver and provider (if involved). Also, the instructor may take any other action described in the current academic dishonesty policy. By placing their names on assignments, students are affirming that the contents are their original work. Consulting work done by students in this course in other platforms or in previous years is a violation of academic integrity. This policy will be vigorously enforced. Sharing work you do in this course with others, whether in the course with you or not, can tempt others to violate this academic integrity policy and can result in that student's failure in the course and dismissal from his/her program.

Other Administrative Details

- Do not wait until the end of the semester to see me regarding problems with the course material or your performance. Your performance in this class is important to me, so please call me early for an appointment. I am almost always available via email or leave a message on my office number or on my cell phone.
 - Written assignments must be submitted at the beginning of the class session. As managers, you will not be afforded the luxury of missing deadlines (think of deadlines as "windows of opportunity"). Late assignments will be penalized 20% for each class day past the deadline (note: on an A to F scale, this drops your score a full letter grade).
 - If you can convey your thoughts more succinctly in your written assignments, please do so! Suggested paper lengths are only upper limits.
 - Do form independent study groups to brainstorm about cases and readings outside of class.
 - Like entrepreneurs executing actual strategies, we may find that the course syllabus must be amended slightly as the semester progresses.
-

MGT 460- 71196: Strategic Leadership

Course Outline and Assignments¹

January 21, 2009

Session 1: Introduction to MGT 460, the Strategic Planning Process, and Case Analysis

Review of the MGT 460 Syllabus

Understanding the Objectives of MGT 460

The Mystic of the Strategic Planning Process

Preparing an Effective Case Analysis (Appendix I)

January 28, 2009

Session 2: Strategic Management and Strategic Competitiveness

Reading:

Hitt et al., Chapter 1

Written Course Assignment:

Analysis of a Firm's Mission and Vision Statements

February 4, 2009

Session 3: External Environment: Opportunities, Threats, Industry Competition, and Competitor Analysis

Reading:

Hitt et al., Chapter 2

¹ Like managers, we may find that we need to make some modifications to the course outline as we work through the semester.

Written Course Assignment:

Prepare an External Factor Analysis Summary of a firm not involved in the Group Project.

February 11, 2009

Session 4: Internal Organization: Resources, Capabilities, Core Competencies, and Competitive Advantages

Reading:

Hitt et al., Chapter 3

Case Assignment:

Home Depot

Focus Questions:

1. What recommendations can you make to top management to structure the organization to support its business strategy?
2. What leadership issues should be addressed by Home depot's key managers to improve the effectiveness of the company's business strategy?

February 18, 2009

Session 5: Business-Level Strategies

Reading:

Hitt et al., Chapter 4

Written Course Assignment

Prepare an Internal Factor Analysis Summary of a firm not involved in the Group Project.

Use the same firm that you prepared an EFAS on.

February 25, 2009

Session 6: Competitive Rivalry and Competitive Dynamics

Reading:

Hitt et al., Chapter 5

Written Case Assignment:

ING DIRECT

Focus Questions:

Arkadi Kuhlmann has asked you to make a presentation to his senior management team on your views in the following areas:

1. What competitive and internal challenges are facing ING Direct?
2. What specific recommendations would you make, and why, to overcome these challenges?

March 4, 2009

Session 7: Corporate-Level Strategies

Reading:

Hitt et al., Chapter 6

Written Course Assignment:

Prepare a Strategic Factor Analysis Summary on the same firm you prepared your EFAS and IFAS assignments.

March 11, 2009

No Class

March 18, 2009

Session 8: Acquisition and Restructuring Strategies

Reading:

Hitt et al., Chapter 7

Written Case Assignment:

Capital One

Focus Questions:

1. Evaluate Capital One's business and corporate level strategies, and give specific recommendations (and rationale) for moving forward with these strategies.
2. Evaluate Capital One's recent acquisition strategy. Be specific. Give recommendations and rationale.

March 25, 2009

Session 9: Global Strategies and Cooperative Strategies

Reading:

Hitt et al., Chapter 8 and 9

Written Case Assignment:

JetBlue Airways

Focus Questions:

1. Do a Five Factor Analysis of JetBlue.
2. Determine if JetBlue's competitive advantage is sustainable and why.

April 1, 2009

Session 10: Corporate Governance

Reading:

Hitt et al., Chapter 10

Written Case Assignment:

Walt Disney

Focus Questions:

1. Identify the causes and consequences of the Board of Directors' ineffectiveness?
2. What are your specific recommendations for Disney to strategically respond to its competitive environment and internal capabilities?

April 8, 2009

Session 11: Functional-Level Strategies and Strategic Leadership

Reading:

Hitt et al., Chapter 11 and 12

Case Assignment:

Tyco International

Focus Questions:

1. Tyco's Board of Directors and senior executives had legal obligations to fulfill. How do you account for the board's failure to carry out its fiduciary duties?
2. As Tyco's new CEO, what actions should Breen take immediately? Over the next three years?

Comment [a3]: C4 criteria

Final Report Assignment:

The final written report (Group Project) is due for all teams by 5:00pm on Monday, April 13, 2009

April 15, 2009

Session 12: Group Presentations for Group A Teams.

April 22, 2009

Session 13: Group Presentations for Group B Teams

April 29, 2009

Session 14: Group Presentations for Group C Teams.

Appendix I: Case Analysis Guidelines

1. Identify the strategic issues in this case

- a. A strategic issue is any issue that has the potential to fundamentally affect the company's competitive position, its strategy, its operations and its prospects. Typically, it is the issue addressing which resolves all other issues. More importantly, the number of strategic issues facing an organization is limited in number - at the most there are two or three such issues. Prioritize. Look not at the symptoms but the underlying cause.
- b. To identify the strategic issues one needs to examine the firm's competitive positioning. The firm's competitive positioning is arrived at after an analysis of the firm's environment (industry analysis), the firm's resources and capabilities (internal analysis) and the firm's strategies and its outcome. Your write up should contain a good analysis of the internal and external issues affecting the firm. The strategic issue is something that has the potential to affect the firm's competitive positioning and may be due to changes in the environment, internal resources and capabilities, questionable strategies and the like.
- c. Third, to examine the competitive position you need to consider all relevant information in the case. Question any hidden assumptions. Make explicit all assumptions you make in order to arrive at your conclusions. Assess your logic and arguments for coherence and consistency.

2. Identify alternative courses of action

a The relevant alternatives are those that most directly address the strategic issues that you have identified in the first step. The relevant alternatives should be based on the analysis that you have performed earlier. In other words they must be consistent with the industry analysis, the internal analysis and the firm's strategies that you have identified.

b Second, examine whether these alternatives are really alternatives. In other words, can the firm simultaneously undertake one or two or all of the alternatives? Some decisions like a Make or Buy decision are truly mutually exclusive. On the other hand, in some other cases a firm may not be able to pursue all alternatives because the firm does not have the resources and capabilities.

3. Evaluate the alternatives and recommend one course of action. Justify your decision.

a To recommend any one of the alternatives that you identified in the earlier step you need to evaluate all the alternatives. What are the pros and cons of each alternative? Why are some alternatives not feasible options for the firm? It is this analysis that enables you to identify and recommend the alternative that you think best addresses the strategic issue that you have identified. Present your recommendations with specific implementation details and support your decision by arguing its merits vis-a-vis the alternatives.

b Evaluate your entire analysis in terms of its consistency, coherence, brevity and logic. Does it make any assumptions that you have not made explicit? Is the information used factually correct? Are the conclusions justifiable? Are they based on opinions, personal beliefs or logic and facts?

Comment [a4]: C2 criteria

Student Questionnaire & Course Agreement
(Please bring completed and signed agreement with you to second class)
DUE- January 28, 2009

Name:

Name by which you would like to be
addressed in class by your colleagues
and the instructor:

Major (specialization/ concentration):

Email address:

Phone number:

Are you willing to participate in class discussions?

Your prior work experience:

Your objectives in taking this course:

Student Agreement: I, the above-named student, have read this syllabus and understand that much of my final grade will be based on my active participation in class and my independent and group work outside of class.

(Signature)

This is your personal copy for use in textbook evaluation.
Sale or resale is prohibited and will contribute to higher student textbook costs.

Hitt Ireland Hoskisson



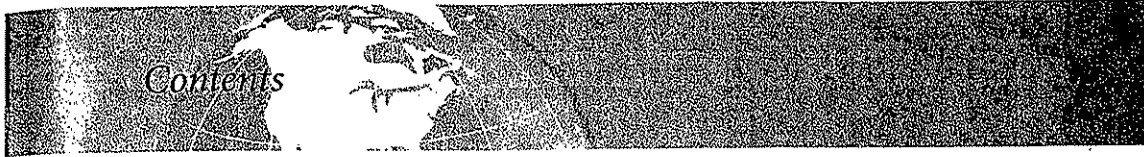
Strategic Management

Concepts & Cases

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Preface xviii
About the Authors xxiv

Part 1: Strategic Management Inputs 1

1: Strategic Management and Strategic Competitiveness 2

Opening Case: Boeing and Airbus: A Global Competitive Battle over Supremacy in Producing Commercial Aircraft 3

The Competitive Landscape 6

The Global Economy 7

Technology and Technological Changes 10

Strategic Focus: Apple: Using Innovation to Create Technology Trends and Maintain Competitive Advantage 11

The I/O Model of Above-Average Returns 13

Strategic Focus: Netflix Confronts a Turbulent Competitive Environment 14

The Resource-Based Model of Above-Average Returns 16

Vision and Mission 18

Vision 18

Mission 19

Stakeholders 20

Classifications of Stakeholders 20

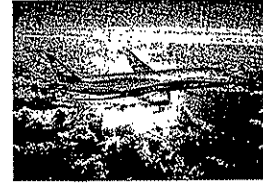
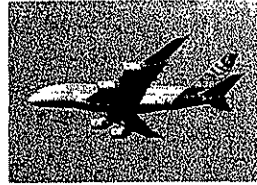
Strategic Leaders 22

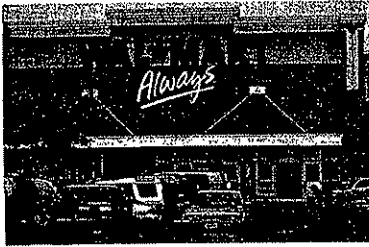
The Work of Effective Strategic Leaders 23

Predicting Outcomes of Strategic Decisions: Profit Pools 24

The Strategic Management Process 24

Summary 26 • Review Questions 26 • Experiential Exercises 27 • Notes 27





2: The External Environment: Opportunities, Threats, Industry Competition, and Competitor Analysis 32

Opening Case: Environmental Pressures on Wal-Mart 33

The General, Industry, and Competitor Environments 35

External Environmental Analysis 37

Scanning 38

Monitoring 38

Forecasting 39

Assessing 39

Segments of the General Environment 39

The Demographic Segment 40

The Economic Segment 42

The Political/Legal Segment 42

The Sociocultural Segment 43

The Technological Segment 44

The Global Segment 45

Strategic Focus: Does Google Have the Market Power to Ignore External Pressures? 46

Industry Environment Analysis 48

Threat of New Entrants 49

Bargaining Power of Suppliers 52

Bargaining Power of Buyers 52

Threat of Substitute Products 52

Intensity of Rivalry Among Competitors 53

Interpreting Industry Analyses 55

Strategic Groups 55

Strategic Focus: IBM Closely Watches Its Competitors to Stay at the Top of Its Game 57

Competitor Analysis 58

Ethical Considerations 60

Summary 61 • Review Questions 61 • Experiential Exercises 62 • Notes 64



3: The Internal Organization: Resources, Capabilities, Core Competencies, and Competitive Advantages 68

Opening Case: Managing the Tension Between Innovation and Efficiency 69

Analyzing the Internal Organization 71

The Context of Internal Analysis 71

Creating Value 72

The Challenge of Analyzing the Internal Organization 73

Strategic Focus: Hyundai Cars: The Quality Is There, So Why Aren't the Cars Selling? 75

Resources, Capabilities, and Core Competencies 76

Resources 76

Strategic Focus: Seeking to Repair a Tarnished Brand Name 79

Capabilities 80

Core Competencies 81

Building Core Competencies 81

Four Criteria of Sustainable Competitive Advantage 81

Value Chain Analysis 84

Outsourcing 87
Competencies, Strengths, Weaknesses, and Strategic Decisions 88
Summary 90 • Review Questions 91 • Experiential Exercises 91 • Notes 92

Part 2: Strategic Actions: Strategy Formulation 95

4: Business-Level Strategy 96

Opening Case: From Pet Food to PetSmart 97

Customers: Their Relationship with Business-Level Strategies 99

Effectively Managing Relationships with Customers 100

Reach, Richness, and Affiliation 100

Who: Determining the Customers to Serve 101

What: Determining Which Customer Needs to Satisfy 102

How: Determining Core Competencies Necessary to Satisfy Customer Needs 103

The Purpose of a Business-Level Strategy 103

Types of Business-Level Strategies 105

Cost Leadership Strategy 106

Differentiation Strategy 110

Focus Strategies 113

Strategic Focus: Caribou Coffee: When You Are Number Two, You Try Harder 114

Integrated Cost Leadership/Differentiation Strategy 117

Strategic Focus: Zara: Integrating Both Sides of the Coin 118

Summary 121 • Review Questions 122 • Experiential Exercises 122 • Notes 123



5: Competitive Rivalry and Competitive Dynamics 126

Opening Case: Competition Between Hewlett-Packard and Dell: The Battle Rages On 127

A Model of Competitive Rivalry 129

Competitor Analysis 130

Market Commonality 131

Resource Similarity 132

Drivers of Competitive Actions and Responses 133

Strategic Focus: Who Will Win the Competitive Battles Between Netflix and Blockbuster? 135

Competitive Rivalry 135

Strategic and Tactical Actions 136

Likelihood of Attack 136

Strategic Focus: Using Aggressive Pricing as a Tactical Action at Wal-Mart 137

First-Mover Incentives 137

Organizational Size 139

Quality 140

Likelihood of Response 141

Type of Competitive Action 142

Actor's Reputation 142

Dependence on the Market 143



Competitive Dynamics	143
<i>Slow-Cycle Markets</i>	143
<i>Fast-Cycle Markets</i>	144
<i>Standard-Cycle Markets</i>	145
Summary	147 • Review Questions 148 • Experiential Exercises 148 • Notes 149



6: Corporate-Level Strategy 152

Opening Case: Procter and Gamble's Diversification Strategy	153
Levels of Diversification	155
<i>Low Levels of Diversification</i>	155
<i>Moderate and High Levels of Diversification</i>	156
Reasons for Diversification	157
Value-Creating Diversification: Related Constrained and Related Linked Diversification	158
<i>Operational Relatedness: Sharing Activities</i>	159
<i>Corporate Relatedness: Transferring of Core Competencies</i>	160
<i>Market Power</i>	161
<i>Simultaneous Operational Relatedness and Corporate Relatedness</i>	163
Unrelated Diversification	163
Strategic Focus: <i>Operational and Corporate Relatedness: Smith & Wesson and Luxottica</i>	164
<i>Efficient Internal Capital Market Allocation</i>	165
<i>Restructuring of Assets</i>	166
Value-Neutral Diversification: Incentives and Resources	166
Strategic Focus: <i>Revival of the Unrelated Strategy (Conglomerate): Small Firms Acquire Castoffs from Large Firms and Seek to Improve Their Value</i>	167
<i>Incentives to Diversify</i>	168
<i>Resources and Diversification</i>	171
Value-Reducing Diversification: Managerial Motives to Diversify	172
Summary	174 • Review Questions 174 • Experiential Exercises 175 • Notes 175



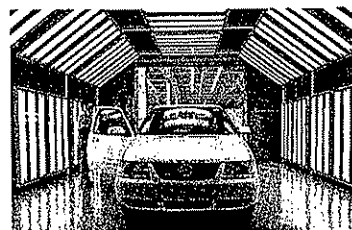
7: Acquisition and Restructuring Strategies 180

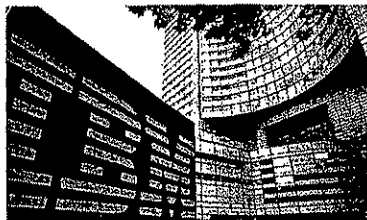
Opening Case: The Increased Trend Toward Cross-Border Acquisitions	181
The Popularity of Merger and Acquisition Strategies	183
<i>Mergers, Acquisitions, and Takeovers: What Are the Differences?</i>	184
Reasons for Acquisitions	184
<i>Increased Market Power</i>	184
Strategic Focus: <i>Oracle Makes a Series of Horizontal Acquisitions While CVS Makes a Vertical Acquisition</i>	185
<i>Overcoming Entry Barriers</i>	187
<i>Cost of New Product Development and Increased Speed to Market</i>	188
<i>Lower Risk Compared to Developing New Products</i>	189
<i>Increased Diversification</i>	189
<i>Reshaping the Firm's Competitive Scope</i>	190
<i>Learning and Developing New Capabilities</i>	190
Problems in Achieving Acquisition Success	191
<i>Integration Difficulties</i>	192
<i>Inadequate Evaluation of Target</i>	192
<i>Large or Extraordinary Debt</i>	193

<i>Inability to Achieve Synergy</i>	193
<i>Too Much Diversification</i>	194
<i>Managers Overly Focused on Acquisitions</i>	195
<i>Too Large</i>	196
Effective Acquisitions	196
Restructuring	198
Strategic Focus: DaimlerChrysler Is Now Daimler AG: The Failed Merger with Chrysler Corporation	199
Downsizing	200
Downscoping	200
Leveraged Buyouts	201
Restructuring Outcomes	202
Summary	203
• Review Questions	204
• Experiential Exercises	204
• Notes	204

8: International Strategy 210

Opening Case: Shanghai Automotive Industry Corporation: Reaching for Global Markets	211
Identifying International Opportunities: Incentives to Use an International Strategy	213
Increased Market Size	214
Return on Investment	215
Economies of Scale and Learning	215
Strategic Focus: Does General Motors' Survival Depend on International Markets?	216
Location Advantages	217
International Strategies	217
International Business-Level Strategy	218
International Corporate-Level Strategy	220
Environmental Trends	222
Liability of Foreignness	223
Regionalization	223
Choice of International Entry Mode	224
Exporting	225
Licensing	225
Strategic Alliances	226
Acquisitions	227
New Wholly Owned Subsidiary	228
Strategic Focus: Has the Largest Automaker in the World Made Mistakes with Its International Strategy?	229
Dynamics of Mode of Entry	230
Strategic Competitive Outcomes	231
International Diversification and Returns	231
International Diversification and Innovation	232
Complexity of Managing Multinational Firms	232
Risks in an International Environment	233
Political Risks	234
Economic Risks	234
Limits to International Expansion: Management Problems	235
Summary	235
• Review Questions	236
• Experiential Exercises	237
• Notes	237





9: Cooperative Strategy 244

Opening Case: Using Cooperative Strategies at IBM 245
 Strategic Alliances as a Primary Type of Cooperative Strategy 247
Three Types of Strategic Alliances 247

Strategic Focus: Partnering for Success at Kodak 248
Reasons Firms Develop Strategic Alliances 250

Business-Level Cooperative Strategy 252
Complementary Strategic Alliances 252
Competition Response Strategy 253

Strategic Focus: Using Complementary Resources and Capabilities to Succeed in the Global Automobile Industry 255

Uncertainty-Reducing Strategy 256

Competition-Reducing Strategy 256

Assessment of Business-Level Cooperative Strategies 257

Corporate-Level Cooperative Strategy 258

Diversifying Strategic Alliance 258

Synergistic Strategic Alliance 259

Franchising 259

Assessment of Corporate-Level Cooperative Strategies 260

International Cooperative Strategy 261

Network Cooperative Strategy 262

Alliance Network Types 263

Competitive Risks with Cooperative Strategies 263

Managing Cooperative Strategies 265

Summary 266 • Review Questions 267 • Experiential Exercises 267 • Notes 268

Part 3: Strategic Actions: Strategy Implementation 273



10: Corporate Governance 274

Opening Case: How Has Increasingly Intensive Corporate Governance Affected the Lives of CEOs? 275

Separation of Ownership and Managerial Control 278

Agency Relationships 279

Product Diversification as an Example of an Agency Problem 280

Agency Costs and Governance Mechanisms 281

Ownership Concentration 283

The Growing Influence of Institutional Owners 283

Board of Directors 284

Enhancing the Effectiveness of the Board of Directors 286

Executive Compensation 287

Strategic Focus: Executive Compensation Is Increasingly Becoming a Target for Media, Activist Shareholders, and Government Regulators 288

The Effectiveness of Executive Compensation 289

Market for Corporate Control 290

Managerial Defense Tactics 292

International Corporate Governance 293

Corporate Governance in Germany 294

Corporate Governance in Japan 295

Strategic Focus: Shareholder Activists Invade Japan's Large Firms Traditionally Focused on "Stakeholder" Capitalism 296
Global Corporate Governance 297

Governance Mechanisms and Ethical Behavior 298

Summary 299 • Review Questions 300 • Experiential Exercises 300 • Notes 301

11: Organizational Structure and Controls 306

Opening Case: Are Strategy and Structural Changes in the Cards for GE? 307

Organizational Structure and Controls 308

Organizational Structure 309

Strategic Focus: Increased Job Autonomy: A Structural Approach to Increased Performance and Job Satisfaction? 310

Organizational Controls 311

Relationships between Strategy and Structure 312

Evolutionary Patterns of Strategy and Organizational Structure 313

Simple Structure 314

Functional Structure 314

Multidivisional Structure 314

Matches between Business-Level Strategies and the Functional Structure 315

Matches between Corporate-Level Strategies and the Multidivisional Structure 318

Matches between International Strategies and Worldwide Structure 324

Strategic Focus: Using the Worldwide Geographic Area Structure at Xerox Corporation 325

Matches between Cooperative Strategies and Network Structures 329

Implementing Business-Level Cooperative Strategies 330

Implementing Corporate-Level Cooperative Strategies 331

Implementing International Cooperative Strategies 331

Summary 332 • Review Questions 333 • Experiential Exercises 333 • Notes 334

12: Strategic Leadership 338

Opening Case: How Long Can I Have the Job? The Short Lives of CEOs and Top-Level Strategic Leaders 339

Strategic Leadership and Style 340

Strategic Focus: Doug Conant: Providing Effective Strategic Leadership at Campbell Soup Co. 343

The Role of Top-Level Managers 343

Top Management Teams 344

Managerial Succession 347

Key Strategic Leadership Actions 350

Determining Strategic Direction 350

Effectively Managing the Firm's Resource Portfolio 351

Sustaining an Effective Organizational Culture 354

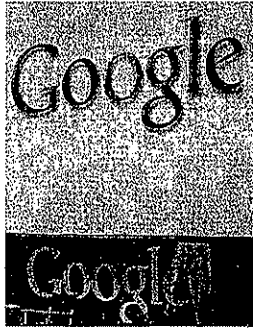
Emphasizing Ethical Practices 355

Establishing Balanced Organizational Controls 356

Strategic Focus: What's Next? Strategic Leadership in the Future 359

Summary 360 • Review Questions 361 • Experiential Exercises 361 • Notes 362





13: Strategic Entrepreneurship 366

Opening Case: Googling Innovation! 367

Entrepreneurship and Entrepreneurial Opportunities 369

Innovation 370

Entrepreneurs 371

International Entrepreneurship 372

Internal Innovation 373

Incremental and Radical Innovation 373

Strategic Focus: *The Razr's Edge: R&D and Innovation at Motorola 374*

Autonomous Strategic Behavior 376

Induced Strategic Behavior 376

Implementing Internal Innovations 377

Cross-Functional Product Development Teams 377

Facilitating Integration and Innovation 378

Creating Value from Internal Innovation 378

Innovation Through Cooperative Strategies 379

Strategic Focus: *Does Whole Foods Really Obtain Innovation in Unnatural Ways? 381*

Innovation Through Acquisitions 382

Creating Value Through Strategic Entrepreneurship 382

Summary 384 • Review Questions 384 • Experiential Exercises 385 • Notes 385

Part 4: Cases

Preparing an Effective Case Analysis iii

Case 1: 3M: Cultivating Core Competency, 1

Case 2: A-1 Lanes and the Currency Crisis of the East Asian Tigers, 13

Case 3: Abercrombie & Fitch: An Upscale Sporting Goods Retailer
Becomes a Leader in Trendy Apparel, 25

Case 4: AMD vs. Intel: Competitive Challenges, 41

Case 5: Boeing: Redefining Strategies to Manage the Competitive Market, 49

Case 6: Capital One: The American Credit Card Company's Growth Strategies, 65

Case 7: Carrefour in Asia, 73

Case 8: Dell: From a Low-Cost PC Maker to an Innovative Company, 85

Case 9: Governing the House of the Mouse: Corporate Governance
at Disney, 1984–2006, 99

Case 10: Ford Motor Company, 123

Case 11: Jack Welch and Jeffrey Immelt: Continuity and Change
in Strategy, Style, and Culture at GE, 139

Case 12: The Home Depot, 153

Case 13: China's Home Improvement Market: Should Home Depot Enter
or Will it Have a Late-Mover (Dis)advantage? 165

Case 14: Huawei: Cisco's Chinese Challenger, 181

Case 15: ING DIRECT: Rebel in the Banking Industry, 193

Case 16: JetBlue Airways: Challenges Ahead, 205

Case 17: Corporate Governance at Knight Transportation, Inc., 223

Case 18: Lufthansa: Going Global, but How to Manage Complexity?, 233

Case 19: Microsoft's Diversification Strategy, 243



Case 20: Nestlé: Sustaining Growth in Mature Markets, 261
Case 21: Netflix, 275
Case 22: An Entrepreneur Seeks the Holy Grail of Retailing, 289
Case 23: PSA Peugeot Citroën: Strategic Alliances for Competitive Advantage?, 293
Case 24: Sun Microsystems, 305
Case 25: Teleflex Canada: A Culture of Innovation, 313
Case 26: Tyco International: A Case of Corporate Malfeasance, 321
Case 27: Vodafone: Out of Many, One, 335
Case 28: Wal-Mart Stores, Inc. (WMT), 353
Case 29: WD-40 Company: The Squeak, Smell, and Dirt Business (A), 381
Name Index I-1
Company Index I-13
Subject Index I-17