ARIZONA STATE UNIVERSITY

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
   - Humanities, Fine Arts and Design—HU
   - Social and Behavioral Sciences—SB
   - Natural Sciences—SQ

   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 a multisection 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)

Rev. 1/94, 4/96, 7/98, 4/00, 1/02, 10/08
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:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</table>

#### 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. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.

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:

   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".

   ![C-1](image)

#### CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   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".

   ![C-2](image)

#### CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. Also:

   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".

   ![C-3](image)
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td></td>
<td>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. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
</tr>
</tbody>
</table>

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:

   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".
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT</td>
<td>460</td>
<td>Strategic Leadership</td>
<td>L</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| 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 480 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**


The textbook is available at the University Book Store.

**Course Requirements and their Weights in Course Grade**

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

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 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 maze 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.

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**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.

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**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 each class.

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 justify that recommendation.

The instructor may request special analysis on a case-by-case basis. Points to be awarded will be provided by the instructor prior to assignment of the involved cases.

A standardized grading rubric for case analysis is appended to this syllabus. Case analyses should be no longer than one page, single-spaced, single-sided with a font size of no smaller than 12-point Times New Roman and 1.5 line spacing. All elements including character spacing, line spacing, etc. should be uniform. If otherwise, please do not make any changes in the format to secure in more than 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 class discussion.

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**Group Project Details**

Our group project will include a written report and oral presentation. The grade for the

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The Group Project will consist of four teams. Each team will represent a major global company from one of the industries with two teams per industry. The objective is for each team to perform strategic planning using the strategies listed below that have been assigned:

- McDonald's and Goldman Sachs
- Merck and Procter & Gamble
- Yahoo and Google
- HP and Apple
- BMW and Toyota

The format of the Group Project and Final Report is to:

1. Identify strategic issues
2. Analyze these strategic issues
3. Make recommendations to either stay with these strategic issues or make revisions
4. Give rationale behind your decisions on these strategic issues

The written analysis should be approximately twenty (20) double-spaced, typewritten pages, with 12-point Times New Roman 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 5:00 pm on Monday, April 13th for all teams. LATE REPORTS WILL NOT BE ACCEPTED.
Oral presentations will be given during three class sessions toward the end of the semester (April 15th, 22nd, and 29th). Each presentation should be approximately 20 minutes in length. An additional time will be set aside for questions from other teams after the presentation.

Based on this assignment, 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 presentation will be provided in class.

Your team will be evaluated equally on the following criteria:

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

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 re draft 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 only 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 Assignments

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:
Hitler 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:
Hitler 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 3

Written Case Assignment:
ING DIRECT

Focus Question:
Alejad Kuhman has asked you to make a presentation to his senior management team on your views on 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 Case Assignment:
Prepare a Strategic Factor Analysis Summary on the same firm you prepared your EFAS and TFAS assignments.

March 11, 2009

No Class
March 18, 2009

Session 8: Acquisition and Restructuring Strategies

Reading:
Hill 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 current acquisition strategy. Be specific. Give recommendations and rationale.

March 25, 2009

Session 9: Global Strategies and Cooperative Strategies

Reading:
Hill 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:
Hill 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 II: Functional-Level Strategies and Strategic Leadership

Reading:
Hit 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 be taken immediately? Over the next three years?

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, the company’s operations, and its prospects. Typically, it is something addressing which requires attention. More importantly, the number of strategic issues needs to be organized in a limited manner. At first, these issues should be written in an essentially familiar way, explaining the symptoms and the underlying cause.

2. 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.

3. Before assessing the competitive position, you need to consider all relevant information at your disposal. Question every hidden assumption. Make explicit all assumptions you make in order to arrive at your conclusions. Assess your logic and arguments for coherence and consistency.

4. Identify alternative courses of action.
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 and internal analysis and the firm's strategies that you have identified.

Second, consider whether these alternatives are really alternatives. In other words, can the firm unambiguously 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, the 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

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 recommendation with specific implementation details and support your decision by arguing its merits vs. A vs. the alternatives.

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 accurate? How would you explain the conclusions of the analysis? Are they based on opinions, personal beliefs or logically derived facts?
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)
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