



STRATEGIC MANAGEMENT & POLICY - MGMT 4390 (MAIN)

Syllabus

PROFESSOR CONTACT INFORMATION

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COURSE MATERIALS

Text: Strategic Management and Competitive Advantage. Barney & Hesterly. Pearson Prentice Hall, Upper Saddle River, NJ (paperback version – 5th edition)

Electronic Resources: You will also need to access the University's Blackboard system to view your assignment grades, and course materials.

A list of cases to be discussed in this class is provided in the course calendar. These cases can be purchased through this course's Harvard Business Publishing (HBP) webpage.

<http://cb.hbsp.harvard.edu/cbmp/access/74359676>

This link will require you to create an account with HBP (if you don't have one already) in order to purchase the cases.

COURSE DESCRIPTION

This is an integrative course that takes the perspective of the CEO to explore why some firms outperform other firms. In pursuit of the objectives of this course you will be presented with multiple opportunities to identify business problems, propose solutions, and recommend actions. I find the materials and issues that we will evaluate this semester fascinating as well as challenging. The key to success in this course is the cumulative learning process that will require you to draw upon your educational and personal experiences to develop a more sophisticated view of business and management as the course progresses.

COURSE OBJECTIVES

This course's essential learning objectives are to: 1) Gain a basic understanding of Strategic Management theories and principles, and 2) Learn to apply Strategic Management theories and principles. In pursuit of these objectives the course will explore the following questions:

1. How can top managers systematically analyze the external environment their firm faces to formulate strategy?
2. How can top managers systematically analyze the internal environment of their firm to formulate strategy?
3. How can top managers achieve and sustain competitive advantage through the implementation of business level strategies?
4. How can top managers achieve and sustain competitive advantage through the implementation of corporate level strategies?

INSTRUCTIONAL PHILOSOPHY AND METHOD

My interest in the materials we will study is deep and genuine. I am convinced that understanding sound strategic management principles is critical to your personal and career success. Additionally, I find the Strategic Management discipline to be exciting and highly relevant given today's fast paced business environment. I am hopeful that your end-of-the-course assessment will be similar.

The objectives of this course cannot be accomplished without active discussions among all of us. Accordingly, a large part of our class time will be spent discussing textbook chapters and business cases. The case-study method brings a "real world" approach to business education. Former Chairman of Citicorp and Presidential Medal of Freedom winner Walter Wriston said, "Good judgment comes from experience. Experience comes from bad judgment." As in the "real world," the case method replicates the trial-and-error experience of seasoned managers, thereby deepening judgment. Fortunately, it also does so in the low risk environment of the classroom where neither your career nor your savings are at stake.

Just as in business, there is no single formula that you can follow to generate a recommendation in a business case analysis. While we will reach consensus on some issues, many among you will have differing interpretations of the business scenarios presented in the cases we will cover in this course. This is the nature of business. You may find yourself occasionally frustrated by the ambiguity and the difficulty of assimilating conflicting points of view. Welcome to real life. The world will likely never again be a simpler place for any of us to comprehend than it is right now.

While our applications will emphasize the exercise of judgment, this course is not "theory free." We will be given an opportunity to learn to "see through" complex problems by applying analytical approaches and frameworks which will provide us with insight into the fundamental causes of business performance. Most of these analytical approaches will come from the textbook chapters. Since these chapters articulate much of the theoretical content of the course, they will be crucial to our comprehension of course concepts. It is extremely important that students study the textbook chapter materials so that they are able to apply chapter material to our in-class discussions, written case-analyses, and strategic analysis projects.

COURSE POLICIES

Student Conduct: Individuals enrolled in this course are expected to adhere to the highest standards of professional conduct. The real world expects no less of you, so in order to create an environment of mutual respect students are expected to exhibit and practice professional behaviors that exemplify the following:

- **Respect** for student peers, faculty, guests, university property, and policies.
- **Responsibility & Accountability** for one's choices and actions.
- **Professional & Courteous Communication** in all forms, and at all times.

Additionally, all students are expected to avoid unprofessional behaviors that detract from an environment of mutual respect. Unprofessional behaviors consist of, but are not limited to, actions that may be perceived as sleeping in class, showing up late to class, reading materials other than those assigned for this class, leaving class early, chit-chatting in class, failing to turn off cell phones, passing notes, surfing the web, text messaging, eating in class, rudeness, sarcasm, etc. Such behaviors will negatively impact your final grade. *I reserve the right to reduce the final grade of any student who engages in behavior that interferes with the learning process for other students, inhibits my ability to teach most effectively, or diverts energy away from the objectives of this course.*

Academic Integrity: It is the responsibility of both students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Upon accepting admission to Sam Houston State University, a student immediately assumes a commitment to uphold the academic integrity of the institution, to accept responsibility for learning, and to follow the SHSU academic integrity rules. Ignorance of these rules does not exclude any member of the Sam Houston State University community from said rules. *Cases of apparent scholastic dishonesty will result in a failing course grade.*

Make-up and Late Assignments: *Make-up work and late assignments will not be accepted without a University approved excuse.* I recommend that you provide yourself ample working time to assure that you meet each assignment's respective deadline. If you know you will not be able to attend class on a given day for a non-University approved reason, you are welcome to discuss the matter with me in advance of your absence so that we can make arrangements for you to complete the work before the due date if possible.

Syllabus Changes: Amendments to this syllabus may be made by the instructor as the course progresses. The exercise of such amendments will be limited to the best interests of all course participants as deemed necessary by the instructor.

Grade Issues: Please do not wait until the end of the semester to see me regarding problems with the course material or with your grade. It will be too late at that point to address grade deficiencies. In order to facilitate the timely discussion of grade issues *you will have five days from the time a grade component score is posted on Blackboard to appeal it.* After five days have passed, I will only consider grade issues due to computational, or Blackboard input errors.

Attendance: 15 points of your final grade will be based on your attendance. You are allowed to miss class twice without a university approved excuse and still receive full attendance points. More than two unexcused absences will result in a reduction of the attendance points you will receive at the end of the semester. For more detail see the grade components document provided on blackboard.

PERFORMANCE EVALUATION

Final grades are based on student performance in the grade components outlined below. The point values for each grade component are listed below. Full descriptions of the grade components are provided in the Blackboard document entitled Grade Components.

Attendance	15 points
Professional Engagement	15 points
Strategic Analysis Paper	70 points
Strategic Analysis Presentation	30 points
Case Analyses	100 points
Exams	150 points
<i>Total</i>	<i>380 points</i>

The following percentages define the grade divisions:

100 - 90 = A 89.99 - 80 = B 79.99 - 70 = C 69.99 - 60 = D < 60 = F

NOTE: The grade break points are fixed, and I do not round individual student grades up. For example, if a student has earned 89.9999% of the total points possible, that student will receive a B in this course. However, I reserve the right to curve the grades of the entire class if I deem it necessary. The exercise of this right will be limited to such cases that are consistent with the interests of all course participants and SHSU.

OTHER ADMINISTRATIVE CONCERNS

Messages for Me: I strongly prefer to be contacted by e-mail rather than through Blackboard or telephone. I check my email regularly, and with all of the students I teach, I may forget your concern if I do not have it in writing in my inbox. As such, if you have any messages or specific requests for me please submit them via e-mail. My email address is reutzel@shsu.edu. Please ensure that your message includes your name, the course number and section in which you are registered, and a complete description of your concern.

Messages for You: I will primarily utilize email to communicate with you outside of class. As such, please make sure that you regularly check the email address that is linked to your blackboard account, as that is the email address I will use to contact you.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. *If you are entitled to special accommodation due to a disability, please see me within the first week of class to inform me what accommodations need to be made.* Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

University Statement on Harassment and Discrimination: Sam Houston State University is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. To fulfill its multiple missions as an institution of higher learning, Sam Houston State University encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. *Please note that any form of harassment, and any form of illegal discrimination against any individual is inconsistent with the values and ideals of SHSU.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Absences on Religious Holy Days: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

TENTATIVE COURSE CALENDAR
MGMT 4390

<u>Date</u>	<u>Weekday</u>	<u>Topic</u>	<u>Reading Material</u>
18-Jan	Thursday	Introduction	Syllabus, Grade Components
23-Jan	Tuesday	Pre-test	
25-Jan	Thursday	<i>The Strategic Management Process</i>	B&H* Chapter 1
30-Jan	Tuesday	<i>External Environment Analysis</i>	B&H Chapter 2
1-Feb	Thursday	<i>Case Analysis #1</i>	Case: Ice-Fili
6-Feb	Tuesday	<i>Internal Environment Analysis</i>	B&H Chapter 3
8-Feb	Thursday		
13-Feb	Tuesday	<i>Exam #1</i>	
15-Feb	Thursday	<i>Cost Leadership</i>	B&H Chapter 4
20-Feb	Tuesday	<i>Case Analysis #2</i>	Case: Wal-Mart in China
22-Feb	Thursday	<i>Product Differentiation</i>	B&H Chapter 5
27-Feb	Tuesday	<i>Vertical Integration</i>	B&H Chapter 6
1-Mar	Thursday		
6-Mar	Tuesday	<i>Exam #2</i>	
8-Mar	Thursday	Strategic Analysis Data Sources	
13-Mar	Tuesday	<u>Spring Break</u>	
15-Mar	Thursday		
20-Mar	Tuesday	<i>Corporate Diversification</i>	B&H Chapter 7
22-Mar	Thursday	<i>Organizing to Implement Corporate Diversification</i>	B&H Chapter 8
27-Mar	Tuesday	Strategy in Depth: Enron	
29-Mar	Thursday	Team Project	
3-Apr	Tuesday	<i>Strategic Alliances</i>	B&H Chapter 9
5-Apr	Thursday	<i>Mergers & Acquisitions</i>	B&H Chapter 10
10-Apr	Tuesday	Team Project	
12-Apr	Thursday	<i>Case Analysis #3</i>	Case: Newell Company
17-Apr	Tuesday		
19-Apr	Thursday	<i>Exam #3</i>	
24-Apr	Tuesday	Team Project	
26-Apr	Thursday	<i>Team Presentations</i>	
1-May	Tuesday	<i>Team Presentations</i>	
3-May	Thursday	<i>Team Presentations</i>	
TBA		<i>Final Exam</i>	

* Barney & Hesterly, Strategic Management and Competitive Advantage