INTRODUCTION
The Strategic Management course is one of the most challenging in the MBA business curriculum. Strategic Management is a capstone course that will give you the opportunity to integrate what you have learned in other classes. The course is designed to teach you the skills of strategic thinking and analysis and to show you how to use concepts of strategic management in your life and career.

OBJECTIVES
The primary objective of this course is to introduce you to the analysis and formulation of strategic problems and decisions facing managers and leaders. The goal is to learn strategic management theories and concepts in order to “do” strategy. This class will focus on both the making and execution of business strategy. The diagnosis of business problems is only a small component of a successful competitive strategy. Making a particular strategy work, for a specific firm in a particular market, is a critical and underemphasized element of strategic management. You will be encouraged and challenged to work through the implementation of any prospective strategies. To this end, we will analyze cases pertaining to strategic management issues and discuss a variety of readings on the topic of strategic management.

Another objective of this course is to provide you with a final capstone experience to your MBA career. As such, you will, working in a group environment, analyze a “live” organizational strategic case. By live, I mean that a company has volunteered their organization as a living laboratory complete with history, objectives, problems and potential solutions. Your job will be to understand their desire, analyze their situation and recommend a strategic course of action. It is your responsibility to develop a respectful relationship with your teammates and the organization you will work with.

The last major object of this course is to improve your teamwork skills and your written and oral communication skills. Contemporary managers are valued not only for their skills at technical analysis and problem solving, but also for their ability to communicate their solutions, persuade others of the viability of their insights and construct creative solutions in a group context. After completing your MBA in general, and this class in
particular, you should be able to think critically in new and unfamiliar circumstances through the application of conceptual and theoretical understandings of core business fundamentals. You should also be able to apply relevant qualitative and quantitative techniques to problem solving.

REQUIRED MATERIALS

- Course packet of cases to be purchased directly from HBS (session 002 - 12:30-3:00 class)
  https://cb.hbsp.harvard.edu/cbmp/access/44739536
- Course packet of cases to be purchased directly from HBS (session 003 – 4:00-6:30 class)
  https://cb.hbsp.harvard.edu/cbmp/access/44740268

- You can access the readings through the library. There will also be readings from Harvard Business Review. However, as you get an electronic version of this material for free, I will not include these articles in your course packet, but will provide the reference to the articles in the week that they are assigned. If you want to purchase the pack of readings so that you can download them here is the link from HBS (there will be a fee)
  https://cb.hbsp.harvard.edu/cbmp/access/38433805

- Slides, rubrics and other supporting material/handouts will be made available on UNM Learn. I will upload the powerpoint slides AFTER each class.

RECOMMENDED MATERIALS

The book is in available on reserve at the Parish Library

COURSE REQUIREMENTS

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<td>Case analysis 2 (25)</td>
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<td>In class oral exam (25)</td>
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<td>Current Event Presentation</td>
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<td>Class contribution</td>
<td>100</td>
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<tr>
<td>Reflection paper</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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DESCRIPTION OF COURSE REQUIREMENTS

Live Case Consulting Project

Individuals (with guidelines from the instructor) will work in a group of 4-5 members. The project will vary by the company, but all of the companies were told that their project has to be strategic in nature, has to be integrative across multiple functional areas (finance, operations, marketing, human relations, etc.) and should be able to be completed in 12-14 weeks. The teams (and the companies) should expect 3 meetings with their respective organization during the semester.

After an initial meeting (client and team members), the students will prepare an engagement letter that will identify the 2-3 areas they will work on. Please, for each area, provide a paragraph-long description of the strategic issue addressed. Students will communicate/negotiate with the client the scope of the project (with the advice of the professor). On February 23 we will have a formal check-in of your letters of engagement. By March 8, the letter has to be signed by all parties. The copy should be sent electronically to SBI and the professor. Please feel free to discuss aspects of your project with me (don't be shy!).

This assignment seeks to achieve the teamwork and leadership skills, critical thinking and problem solving, communication skills, ethical awareness and information processing learning goals.

Live Case Report (Final Report and Presentation)

The main delivery of your project is a final report. The final document should be double spaced and can be up to 100 pages (including Appendixes, Figures, Tables etc). In addition to the final report, each group with make a formal presentation based upon their project. The presentation should be 20 minutes long and allow for 5 minutes of questions (25 minutes in total). The presentation should cover the key elements of the project: the main problem/issue, the analysis, the recommendations, and the implementation. In addition, the presentation needs to follow a “story line” and be creative. Slides and handouts are encouraged (however, be mindful that more technology does not always lead to a better presentation). Presentations will be held on May 3 and May 10. The document should be sent in printed and electronic copy to the professor at the latest on the date of your final presentation. The schedule of the presentations may change due to availability of the client organizations. Clients will be asked whether they prefer an “open” presentation (with the entire class allowed to attend) or a “closed” presentation (with only the client, the team, and the professor allowed to attend).

SBI is willing to print and bind your final projects on your behalf (2 copies, one for the professor and one for the client) only IF you send them the report ONE week in advance of your presentation. If you are unable to meet this deadline, you will have to print and bind at your expense (no refund will be given).

Evaluation of your Team Members

Each group member will anonymously evaluate themselves and their group member’s performance throughout the semester. Specifically, you will be given $10,000 times the number of members in your group (if there are 3 members you will have $30,000 to work with). You will be asked to split the money based upon the contribution each team
member made to the group (including yourself). In addition to the monetary amount, you are also asked to provide a brief rationale. This will be due on the day of your final presentation (May 3 or May 10). Please send me an email with your evaluation.

This assignment seeks to achieve the teamwork and leadership skills learning goals.

**Current Event Presentation**

On **March 8**, you will have the opportunity to present your knowledge about various concepts in the class as they relate to popular media. The presentation should be about Business Strategy principles found in newspapers (e.g., ABQ Business, *Wall Street Journal*), websites (e.g., *Fast Company*), or business popular press magazines (e.g., *Business Week*). The assignment will be a 5-7 minute presentation. Students will work individually or in pairs (depending on the number of students in the class). Everyone has to present.

This assignment seeks to achieve the goal of developing leadership skills, critical thinking and problem solving skills, and communication skills.

**Individual Exams**

There will be **three** individual exams during the term. These exams will be an assessment of your understanding of the tools of strategy and its application to real cases.

**Exam 1.** Case analysis of The Pub **OR** Ducati (choose one of the two). This exam is worth 25 points.

**Exam 2.** Case analysis of Aldi **OR** Community pharmacies of Puerto Rico (choose one of the two). This exam is worth 25 points.

**Exam 3.** Q&A oral exam. Each student will be asked individually to answer 3-5 questions about the material in the class. This is **not** a written exam. More details will be provided in class. This exam is worth 25 points.

The first two exams should be typed, 1500 words maximum (in addition you can add as many tables and graphs as needed) and due on the day of the discussion (please hand a printed copy in at the **BEGINNING** of class)

As a general rule, I don’t offer the possibility to write a make-up exam. I can consider a different arrangement if given proper notice and/or in exceptional circumstances. I appreciate your collaboration in this matter.

This assignment seeks to achieve the critical thinking and problem solving learning goals.

**Reflection Paper**

This course is a capstone class, integrating concepts from all of your business courses. This assignment, 3 pages maximum, gives you a chance to reflect on the learning you have gained from the class discussion, lectures and assignments. You are to write, in
detail, 3 learnings that you have gained from this class about strategic management. One of the learnings has to deal with the “live project”. This is due on April 26.

This assignment seeks to achieve the critical thinking and problem solving and communication skills learning goals.

ALL WRITTEN ASSIGNMENTS SHOULD BE TYPED OR WORD-PROCESSED, DOUBLE-SPACED, PAGE NUMBERS ON THE BOTTOM, WITH REASONABLE FONTS AND MARGINS (12 POINT, 1”), AND (IF PRINTED) STAPLED IN THE TOP LEFT CORNER. PLEASE DO KEEP A BACK-UP COPY.

Class Contribution
True learning can only be achieved if each student is actively participating. To stimulate participation, class contribution will count toward the final grade. As such, attendance is important as it is your chance to ask questions, learn from the other students, and integrate the material in the course. However, attendance is not sufficient to obtain a high grade in participation. I expect that the material will be read prior to coming to class and an active participation in discussions and in-class exercises. Participation will be graded twice during the term. Once at mid-term (on March 8) and the other at the end of the term. The final participation grade will be the average of the two grades.

This assignment seeks to achieve the communication skills and critical thinking and problem solving learning goals.

COURSE POLICIES

Grading
Evaluation will be completed and expressed in raw marks throughout the course. Grades (using the letter grading system) will be assigned only to the final distribution of mark totals for the course. Grades will be assigned based on a combination of absolute achievement and relative performance in this class. Grading Rubrics for each assignment will be made available. Final grades will be assigned as follows: ~ 90% and above (A+, A and A-); ~ 80% and above (B+, B and B-); ~ 70% and above (C+, C and C-).

Late Assignment Policy
I hope you will appreciate that punctuality and precision are extremely important in your professional life. There might be situations that require accommodations and I will try to make an effort to be flexible. When such accommodations are requested (in writing and with proper notice) I will consider them on a case-by-case basis. In general, if you submit an assignment late I will deduct 10% of the grade if submitted within 24 hours, 20% of the grade if submitted between 25 and 48 hours. After 48 hours I will no longer accept late assignments.

Laptop Policy
Laptops are allowed in this class. You may use them to take notes or read cases and articles. However, if staring at your laptop the entire time of class prevents you from actively participating in discussions, such behavior will (negatively) impact your participation grade.
Academic Integrity and Honesty
The University of New Mexico is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. See “Academic and Classroom Misconduct Process” in the UNM Student Handbook (http://handbook.unm.edu/section-d/d100.html). Any student cheating on any exam will be subject to the University of New Mexico policies regarding cheating, as per the honor code, all cheating on exams or the final will result in receiving an F for the course. In addition, the University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards.

Disruptive Behavior
As per the Student Code of Conduct, students who are disruptive may be asked to leave. To ensure a positive learning environment for all, please make sure that your actions do not disrupt the instructor or other students in the class (http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html)

- Arrive on time and prepared for class. Chronically arriving late is distracting.
- Turn off your cell phone or place ringer on silent. Texting is not permitted during class.
- Listen to the instructor during lectures and other students during discussions. Refrain from off-task conversations that disrupt the learning of yourself and others.

Recording of Lectures
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

ADA Statement
Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

Final Note
The course outline acts as an agreement between the student and the instructor regarding the details of the course. Circumstances might develop, during a term, where a change to the course outline makes sense to all concerned. Such changes shall only occur with fair warning or general class consent.
Criteria for Written Work

Below is the generic template that I use for evaluating written assignments (reflection paper, individual exams, current event presentation, and group project) and for presentations.

1) Data
   a) Are the facts clearly and correctly presented?

2) Theory
   a) Are concepts used from the course to examine the situation?
   b) Are the concepts used correctly?
   c) Is the terminology used correctly?

3) Creativity
   a) Did the concepts correctly explain the situation?
   b) Could a different concept have been used have been more relevant?
   c) How novel or insightful was the analysis?
   d) How are issues of implementation dealt with if recommendations are made?

4) Written work
   a) How clear was the writing?
   b) Are there grammatical mistakes?
   c) Did the paper comply with page-limits?

5) Presentation
   a) Is multi-media used effectively?
      i) Slides spelled correctly.
      ii) No technological glitches.
      iii) Slides easy to read.
   b) Did the presentation appear polished?
      i) How are transitions handled?
      ii) Proper spoken grammar, tone, and speed.
      iii) Appropriate "eye contact".
      iv) Did the presentation comply with time-limits?
## COURSE OUTLINE

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<tr>
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<th>Topic</th>
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<tr>
<td>January 19</td>
<td>INTRODUCTION TO STRATEGY</td>
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**Discussion of Syllabus/Live Project/Rubrics**

**Readings**

- Strategy A view from the top: Chapter 1-2

**Class Discussion**

- Robin Hood (short case will be handed out in class)

<table>
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<tr>
<th>January 26</th>
<th>CORPORATE STRATEGY IN PROFIT AND NON-PROFIT FIRMS</th>
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**Readings**


- **Presentation of live projects and projects’ selection**

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<th>February 2</th>
<th>ANALYZING THE EXTERNAL STRATEGIC ENVIRONMENT</th>
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**Readings**


- Strategy A view from the top: Chapter 3

**Class Discussion**

- Stakeholder analysis (material will be handed out in class)

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<tr>
<th>February 9</th>
<th>INDUSTRY ANALYSIS</th>
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**Readings**

• Strategy A view from the top: Chapter 4
• **Class Discussion**
  o Case: The Pub

**February 16**  
**INTERNAL ANALYSIS**

**Readings**
• Strategy A view from the top: Chapter 5
• **Class Discussion**
  o Case: Ducati (A)

**February 23**  
**Library presentation by Todd Quinn: Secondary research for your live projects. Formal check-in of letters of engagement.**

Please note that this class will be *in a different location* (details will be provided).

**March 1**  
**GENERIC STRATEGIES**

**Readings**
• Ryans, A. 2010. The high stakes of low-cost competition. IESE-Insight Magazine.
• Strategy A view from the top: Chapter 6
• **Class Discussion**
  o In class exercise

**March 8**  
**CURRENT EVENT PRESENTATIONS AND IN-CLASS TEAM MEETINGS**

**March 14**  
**NO CLASS – Spring Break**

**March 22**  
**COMPETITIVE DYNAMICS**

**Readings**
• Strategy A view from the top: Chapter 7
• **Class Discussion**
March 29  COLLABORATIVE DYNAMICS

Readings
- Strategy A view from the top: Chapter 8 (pp.170-172)
- **Class Discussion**
  - Case: Aldi: The Dark Horse Discounter

April 5  INTERNATIONALIZATION STRATEGY

Readings
- Strategy A view from the top: Chapter 8-9
- **Class Discussion**
  - Guest speaker

April 12  FAMILY BUSINESS STRATEGY

Readings
- **Class Discussion**
  - Guest speaker

April 19  IN CLASS EXAM

April 26  TEAM MEETINGS IN CLASS

May 3  FINAL PRESENTATIONS

May 10  FINAL PRESENTATIONS
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<td>Introduction to strategy</td>
<td>Ch. 1-2</td>
<td>Collis &amp; Rukstad, 2008 Roger, 2014</td>
<td>Robin Hood (handout in class)</td>
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<td>Feb. 2</td>
<td>Analyzing the external strategic environment</td>
<td>Ch. 3</td>
<td>Porter &amp; Kramer, 2006 Delios, 2010 Struyk, 2010 Ghemawat, 2007</td>
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<td>Feb. 9</td>
<td>Industry analysis</td>
<td>Ch. 4</td>
<td>Porter, 2008 Wehrich, 1982</td>
<td>The Pub</td>
<td>Case analysis 1 due (if chosen)</td>
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<td>Feb. 16</td>
<td>Internal analysis</td>
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<td>Ulrich &amp; Smallwood, 2004</td>
<td>Ducati (A)</td>
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<td>LIBRARY PRESENTATION and FORMAL CHECK-IN OF LETTERS OF ENGAGEMENT</td>
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<td>Mar. 1</td>
<td>Generic strategies</td>
<td>Ch. 6</td>
<td>Ryans, 2010 MacMillan &amp; McGrath, 1997 Kim &amp; Mauborgne, 2004</td>
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<td>Letters of engagement signed and sent to SBI</td>
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<td>Mar. 8</td>
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<td>Mar. 14</td>
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<td>Mar. 22</td>
<td>Competitive dynamics</td>
<td>Ch. 7</td>
<td>Ketchen et al., 2004 Christensen et al., 2001</td>
<td>Aldi: The Dark Horse Discounter</td>
<td>Case analysis 2 due (if chosen)</td>
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<td>Mar. 29</td>
<td>Collaborative dynamics</td>
<td>Ch. 8 (pp. 170-172)</td>
<td>Bower, 2001 Kumar, 2014</td>
<td>The alliance of community-based pharmacy owners</td>
<td>Case analysis 2 due (if chosen)</td>
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<td>Apr. 5</td>
<td>Internationalization strategy</td>
<td>Ch. 8-9</td>
<td>Greenwald &amp; Kahn, 2005</td>
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<td>Apr. 12</td>
<td>Family business strategy</td>
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<td>Fernández-Aráoz et al., 2015 Lansberg, 2007 Stalk &amp; Foley, 2012</td>
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<td>Reflection paper due</td>
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<td>Peer evaluation and final report due</td>
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<td>May 9</td>
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