



**QUINLAN**  
SCHOOL of BUSINESS

Schreiber Center • 16 E. Pearson St.  
Water Tower Campus • Chicago, IL 60611  
LUC.edu/Quinlan

**MGMT 304.103 Spring 2018 – Strategic Management**  
**Wednesday 4.15 – 6.45pm**  
**Corboy Law Center #306**

**Instructor:** Dr. Jennifer J. Griffin  
Raymond C. Baumhart, S.J., Professor of Business Ethics and  
Professor of Strategy

**Email:** jgriffin5@luc.edu  
Office Phone: 5-6786  
Office Location: Schreiber Center 529  
Office Hours: Wednesdays 2.30-3.30pm; by appointment

**Course Description:** The strategic management process integrates analysis, formulation, communication, implementation in a firm's quest to create value. Strategy bundles the firm's unique internal resources (e.g., technology, human, monetary, information) with opportunities identified by managers (you!) to create the future. Through case studies, discussion, and role-playing this capstone course will develop your skills in diagnosing external opportunities and challenges, formulating objectives 3-5 years out, and implementing strategies to create enduring value.

**Pre-requisites:** Senior standing, completion of the core required courses: MGMT 201, MARK 201, FINC 332, OMPG/ISOM 332 with grades of C- or better.

**Course Overview:** This course develops decision-making skills need to successfully, and continually, respond to complex and evolving situations both internal and external to the firm. This class is intended to develop a corporate (rather a functional or business) value-add perspective, interweaving and prioritizing bundles of the firm's day-to-day tactical decisions (i.e., Objectives – Strategies – Tactics). Our analyses will range from: industry analysis; financial positioning; stakeholder management; V-R-I-O; functional analysis; plus assessing corporate governance including ethical culture. We will draw upon the accumulated knowledge you've learned from your core required courses: marketing, business ethics, finance, accounting, economics, leadership, IS, and supply chain courses as you become a responsible business manager. Remember: Objectives – Strategy – Tactics!

**Course Objectives and Learning Outcomes: *Continuously created shared value!***

1. *Continuously created shared valued.* Examine the strategic management process (analysis, formulation and implementation) and sharpen analytical skills acquired in prior coursework (e.g., finance, HR, marketing, operations) and apply relevant concepts via case studies.
2. Develop your skills in analyzing organizational situations to understand the interplay between industry effects and firm effects, prioritizing issues, opportunities and challenges within a competitive context while embracing socio-, political, economic and ethical implications of your decisions.
3. Develop your capacity to listen and communicate accurately and precisely, within small and large groups, both orally and written, in a concise, organized, prioritized manner.

**Required Materials:** Rothaermel, Frank T. (2016/7). *Strategic Management (3e)*. Concepts & Cases. New York, NY: McGraw-Hill. ISBN: 978-1-259-42047-4

**Note:** Many national and international current events are relevant to the managing strategically and responsibly. Regular reading of *Wall Street Journal*, *Chicago Tribune*, *The New York Times*, or *Financial Times* is essential. Additional course materials available on Sakai.

**Required Case Packet:** Purchase the following cases in the 'MGMT 304.S18' course pack. For a discounted rate use: <http://cb.hbsp.harvard.edu/cbmp/access/72455669>

CEO Decision-Making at Prairie Health Services (Ivey-W11277)

GE Healthcare in India: An (Ultra)Sound Strategy? (UVA-E-0337)

Coca-Cola in 2011 (2013, 9-711-504)

**OPTIONAL choose only ONE of the following cases for your Group Case:**

Tesla (MHE-FTR –032)

Emirates Airlines (714432)

Southwest Airlines: In a Different World (9–910–419)

McDonalds (MHE-0037)

Unilever in Vietnam (IN1167)

Lululemon (KE1010)

**Course Requirements and Grading Criteria:**

Class Participation	10%
Quizzes	15%
EXAM (March 28 <sup>th</sup> )	35%
Group Presentation, TedTalk	20%
Group Competitive Analysis(May 2 <sup>nd</sup> )	20%
	100%

As there are numerous assignments, no extra credit opportunities are available.

90-100 points A; 80 – 89 points B; 70 – 79 points C; 60 - 69 points D; <60 points - Fail

Course participants will be graded according to course expectations and an absolute standard. Students will not be graded on a curve. All participants who earn a grade based on the distribution above will receive that grade with *plus and minus grades*.

**COURSE CALENDAR:** Below is a course overview organized by topic area for each week.

Week	Topic
1	Introduction: Objective-Strategy-Tactics
2	Strategic Management Concepts Co-Creating Shared Value
3	Corporate Governance; Boards of Directors; and Creating Value
4	Industry Analysis – External Analysis
5	Competitive Analysis - Internal Analysis; V-R-I-O Functional Analysis
6	Generic Business Strategies & Evaluating Performance Firm / Industry
7	Competing in a Global Economy
8	Integration -- Pulling it All Together
9	Midterm Review
10	Exam (T/F, MC) – bring calculator!
11	Midterm Exam Review; Group Paper and Presentations Planning Day
12	Group Presentations
13	Group Presentations
14	Course Review

**ASSIGNMENT CALENDAR:**

Assignment	Due Date
Introduce yourself – discussion forum	Sunday 21 <sup>st</sup> January 11:59 pm CST
Email Names of Team Members to <a href="mailto:jgriffin5@luc.edu">jgriffin5@luc.edu</a> with case selected	Sunday 21 <sup>st</sup> January 11:59 pm CST
Quiz #1	Sunday 28 <sup>th</sup> January 11:59 pm CST

Quiz #2	Sunday 4 <sup>th</sup> February 11:59 pm CST
Quiz #3	Sunday 11 <sup>th</sup> February 11:59 pm CST
Quiz #4	Sunday 18 <sup>th</sup> February 11:59 pm CST
Quiz #5	Sunday, 25 <sup>th</sup> February 11:59 pm CST
Submit YOUR questions for the Exam (T/F, MC format)	Wednesday 21 <sup>st</sup> March 12 noon CST
Midterm EXAM – in class Bring Calculator!	Wednesday 28 <sup>th</sup> March 4:15 pm CST
GROUP Presentations	Wednesday 18 <sup>th</sup> April 4:15 pm CST
GROUP Presentations	Wednesday 25 <sup>th</sup> April 4:15 pm CST
ALL Group Papers Due Team/Peer Evaluations due	Wednesday 2 <sup>nd</sup> May 4:15 pm CST Wednesday 2 <sup>nd</sup> May 6:45 pm CST

**Summary of Assignments:**

Quizzes - Complete during Weeks 2, 3, 4, 5 and 6.

Midterm EXAM – Wednesday 28<sup>th</sup> March

Group Presentation, TedTalk – Wednesday 18<sup>th</sup> April or Wednesday 25<sup>th</sup> April

Group Competitive Analysis Paper – Wednesday 2<sup>nd</sup> May

Peer Evaluations – Wednesday 2<sup>nd</sup> May

**Attendance:**

Class attendance is mandatory and essential to the value of the learning experience. Students are expected to attend all class sessions to pass the course. Missing more than 20% of scheduled classes severely jeopardizes the student's ability to pass the course. **Missing more than 3 classes is cause for failing the class.**

In the event unavoidable emergencies or conflicts prevent you from attending class, you must notify the instructor by e-mail prior to missing the class, and request options for covering missed material. Most of the subjects in a course are sequential. Therefore, it is important to understand the material covered in the missed class before the next class.

**Make-Up Examinations/Assignments:**

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. Limited assistance in proctoring make-up exams may be available through a designated Quinlan administrative assistant. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

**Academic Integrity:**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood. Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

**Class Participation (10%):**

Class participation by each student is an essential part of the course since verbal communication is an important attribute of business professionals. Your verbal contribution, in the classroom or a boardroom, is required because discussion is the major vehicle for creating value and being part of the solution. ***To discuss, you must prepare and attend.*** Class participation, just like verbal communication, is not just talking. In class, good class participation means asking insightful questions; summarizing the situation in the case; identifying/prioritizing problems and their root causes; performing a piece of analysis; asking helpful questions; tying the case and the text; giving personal insights; highlighting current events occurring with the company relevant to our discussion; recommending a solution; or participating in Q&A sessions. In short, whatever helps the class understand (going beyond mere description to explain and interpret) the concepts and the cases more fully.

Nearly every class period we will examine a case. For each case, please prioritize the critical issues, evaluate the financials, understand key stakeholders, outline pros/cons of several alternatives, choose a recommendation and develop an implementation plan. Come to class prepared to discuss your analysis, recommendation and implementation plan for the firm. Your performance will be evaluated after each day of class (scale: 0, 1, 2, 3). Missing more than 3 classes is cause for failing the class.

**Quizzes (15% total; 3% each during Weeks 2, 3, 4, 5 and 6):**

During the semester, we will analyze and apply the concepts presented in the readings by using case studies. A short, online quiz will be given during Weeks 2-6 covering some of the general concepts from the reading and/or applying the concepts to issues described in the case study. The reason for the quizzes is to ensure that you have a general understanding of the readings, cases, terminology and key concepts for that week.

The quizzes are open book, open notes and are not timed. You will be able to take the quiz a maximum of two times. Feel free to complete the quiz at any point during the week up until 11:59pm CST Sunday evening but the quiz will disappear at 11:59pm CST Sunday evening. Please start AND finish the quiz BEFORE Sunday 11:59 pm CST (exceptions as noted in the datewise syllabus). ***There will be no make-up quizzes allowed.***

**Exam (35% total; T/F and Multiple Choice; bring calculator!):**

The exam will consist of two parts: 1) the first part will be True/False and multiple-choice questions; and, 2) the second part will consist of student-generated questions. All materials covered prior to the exam are game: cases, readings, textbook, discussion during class, etc. For the student-generated questions, please submit your preferred questions before noon on Wednesday March 21st. There is no limit to the number of sample questions you can submit. Please note we will go over the student generated questions in class (March 21) and some of these questions will be selected as part of the Exam questions.

**Group Work:**

Written case analysis is required and can be done in groups of one, two, three, four or five students. I will not assign any individuals to groups, so please choose your teammates early and choose wisely. For teams of more than 5 people—please talk with me. If at any point in the semester you want to create a group of one, then please let everyone involved know. Please self-select into groups and pick one of the ‘optional cases for group work’. It’s quite OK that more than one team picks the same case as each team will do their own interpretation, write-up, and pitch a strategic, whole-of-company recommendation. Your teams will likely differ and in some instances differ substantially on recommended next steps (quite dramatic differences, if past is prologue). That’s good! How your team expresses yourselves, emphasizes the time and attention of the Board’s limited resources is the objective.

Please email me ([jgriffin5@luc.edu](mailto:jgriffin5@luc.edu)) the case selected for your group, the name of your group, as well as the names of your team members by Sunday 28<sup>th</sup> January 11:59pm CST.

Case studies provide an opportunity to apply the concepts discussed in the text and during class sessions to actual business cases. In each case analysis, the focus is on making viable recommendations for the managers ***going forward***. To make viable recommendations, you must demonstrate a thorough understanding of the case, as well as how the case study relates to the material covered in class (from the textbook). The emphasis lies on (1) making a viable, strategic, whole-of-company recommendation formulated upon a concise but comprehensive application of the relevant concepts and frameworks; (2) supporting your recommendations with evidence from the case study; and most importantly (3) addressing the critical challenges inherent in implementing your recommendation.

**Teamwork** is prevalent in organizations as a means of accomplishing tasks, solving problems, brainstorming, formulating strategy, and developing new products or services. Thus, it is important for you to gain experience in such activities.

### **Group Competitive Analysis Paper (20%):**

The competitive analysis paper emphasizes a recommendation to a Board of Directors based upon a solid analysis and viable plan going forward. Consider: (1) clearly articulating a strategic gap / issue / opportunity; (2) crafting a viable recommendation for the firm 3-5 years out; (3) formulating an action plan to realize the 3-5 years' goal based upon (4) a concise yet comprehensive application of relevant strategic management concepts and frameworks (PESTEL, 5-forces, DuPont, VRIO, functional analysis) and (5) most importantly, articulating a viable action plan for achieving the goal over the coming 3-5 years. Check out the rubric for weightings on Sakai as well as a more detailed explanation of the competitive analysis paper.

### **Group Presentation, TedTalk (20%):**

Your competitive analysis paper requires a recommendation to a Board of Directors. Your TedTalk is your team's verbal pitch to the Board/CEO to get your strategic recommendation approved/funded. Make a proposal (your viable recommendation with specifics to merge, divest, or acquire, etc.) about a strategic issue facing the company. Explain why the opportunity is strategic (e.g., whole of company, big hairy deal) and the expected impact for the Board (expected headlines 3-5 years out). Of course, the Board will also be interested in, and likely have questions about, the resources required (people, money, technology), the timing of the deliverables/milestones and the expected impacts (good and bad impacts). The technical details (length, uploading, viewing, etc.) will be forthcoming. Please note: your colleagues will be watching your TedTalk, asking Board-level questions and giving thumbs up or thumbs down regarding your recommendation. So please be sure to have a clear proposal for the Board members to vote on.

Be concise! Be cogent! No need to include all of your analysis—just get to the punch line (your recommendation and expected impacts) as if your team were delivering an elevator speech to the CEO. You decide how to divvy up the team work (e.g., how many people will present the TedTalk). Remember: you have less than 5 minutes to present your TedTalk pitch to the Board/CEO. Use your time wisely. Please submit your group's TedTalk via Sakai on the day it is due in class.

More information regarding the details of *when* you will be presenting your group TedTalk presentation will be provided later in the semester when we know the number/size of groups as well as the cases selected. As seniors, use your resources (team skills, time, energy, effort) wisely—not everyone must present in class. Yet everyone will be evaluated by one another to ascertain appropriate work levels for all.

### **Peer and Self Evaluation of Team Members (required, due no later than 2<sup>nd</sup> May 11:59pm CST):**

After the group paper and TedTalk presentation, each team member is required to evaluate yourself as well as each of your team members (the team evaluation form is posted on Sakai). Evaluations are confidential and will not be seen by your team members. The team evaluations are important! Individual grades will be adjusted up (leadership) and down (free riding) based upon the group average and standard deviation due to team participation (in effort and/or quality). Final grades won't be turned in until all team evaluations are received.

### **Team-wise Academic Integrity:**

The entire team is responsible for the academic integrity of the submitted case analysis. Any incident of academic dishonesty (e.g., plagiarism) will automatically result in a failing grade for this assignment for each member of the team who participated in the plagiarism. *It is therefore critical that all team members*

*review the written case analysis before you turn it in.* Please refer to the Loyola's University Policy on Academic Integrity for details.

**Getting help:**

Unless your question is of a confidential nature, please post your questions to the 'Q & A with Professor Griffin' discussion tab on Sakai. More than likely someone else in the class has the same question and we can all benefit as a community from a group conversation. Send confidential questions via email to the professor ([jgriffin5@luc.edu](mailto:jgriffin5@luc.edu)).

**Disability Services:**

Any student who feels s/he may need an accommodation based on a disability should contact me privately to discuss specific needs. You must contact Services for Students with Disabilities (SSWD) to establish eligibility. For additional information, please refer to, <http://www.luc.edu/sswd/index.shtml>

**Late Assignments:** Late assignments (even those a few minutes late or due to Sakai hiccups) will automatically be dropped by a full letter grade. Failure to turn in assignments will result in a zero for the assignment. Plan your time accordingly.

**Final Grades:** Final grades will reflect the student's total points earned in the course. You will be able to track your points on the Sakai gradebook (once I get it all sorted out). All grades are final. There will be no Extra Credit offered in this course as there are numerous assignments already.

**Grading Disputes:** If you believe an error has been made in the grading of your work, submit a WRITTEN REQUEST for a grade change to the professor. Include a discussion of what was graded, the rubric, and why you believe you should have received credit for your work. Wherever possible, provide citations from the textbook or lectures. In order to prevent 'cherry-picking' your entire assignment, submit a non-marked up version of your assignment and it will be re-graded which may possibly result in a higher or a lower grade.

**Course Outline.** Note: The syllabi may change at any time to accommodate relevant situations.

	<b>Date</b>	<b>Topic</b>
1	1/17	<p>Introduction and Overview of Strategic Management Concepts</p> <p><b>No pre-assignment. Come prepared to discuss:</b></p> <ol style="list-style-type: none"><li>1. What is strategy? Why is it important? What changes a/the strategy?</li><li>2. How do you measure success? How do employees, investors, suppliers?</li></ol> <p><b>Submit 'Introduce Yourself'</b></p> <p><b>Email Names of Team Members, Group Name and Group Case</b></p>
2	1/24	<p>Strategic Management Concepts II</p> <p>Read: Chapters 1, 2 and 12, pages 389-400</p> <p>Rothaermel (Roth) 2017 MiniCase 7: Starbucks, page 443-45.</p> <p>Co-creating Shared Value</p> <p>Read: Porter &amp; Kramer, 2011 HBR (Sakai)</p> <p>Porter &amp; Kramer, 2006 HBR (Sakai)</p> <p>Case: Hunger Site Decision (Sakai, .pdf)</p> <p><b>Submit Quiz #1</b></p> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"><li>1. What's the difference between a corporate strategy, a business strategy and a functional strategy such as a marketing, finance or HR strategy?</li><li>2. Is the AFI strategy framework relevant for (a) an entrepreneur/start-up; (b) a small or medium-sized business owner/manager; (c) employee in a large organization? Why or why not?</li></ol>
3	1/31	<p>Boards of Directors and Governance</p> <p>Read: Commonsense Corporate Governance Principles, 2016</p> <p><a href="http://www.briefinggovernance.com/2016/07/commonsense-corporate-governance-principles-issued/">http://www.briefinggovernance.com/2016/07/commonsense-corporate-governance-principles-issued/</a></p> <p>Optional: Challenges in Corporate Governance, .pdf</p> <p>Read: Value Creating Boards, McKinsey 2016 (.pdf)</p> <p>Case: CEO Decision-Making at Prairie Health Services, W11277</p> <p><b>Submit Quiz #2</b></p> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"><li>1. What's the role of a Board of Directors (i.e., governance vs. management)? What type of information is needed for the Board to make decisions?</li><li>2. How does a Board effectively harmonize interests?</li><li>3. Why are Ann, Nick, and Bonnie 'stuck'? If you were in this situation what would you do (should you do, can you do, or will you do)?</li></ol>

	<b>Date</b>	<b>Topic</b>
4	2/7	Industry Analysis -- External Analysis Read: Chapter 3 and Note on DuPont Analysis (Sakai, .pdf) Case: Coca-Cola in 2011 (2013, 9-711-504) <b>Submit Quiz #3</b> <b>Discussion Questions:</b> <ol style="list-style-type: none"> <li>1. In an industry analysis, what's the profit potential of this industry?</li> <li>2. What business is Coca-Cola in? How do they compete?</li> <li>3. What would you recommend to the Board of Directors for Coke? Can they afford to compete head-on with one another?</li> <li>4. If you were a manager, an investor, or an employee would you buy stock in Coca-Cola? Pepsi? Why or why not?</li> </ol>
5	2/14	Competitive Strategy – Internal Analysis Read: Chapter 4 and Note on Functional Analysis (Sakai, .pdf) Case: Re-read MiniCase7, Starbucks, page 443-45 Case: MiniCase 8, Nike's Core Competency, page 446-48 In-class Exercise: PaperScape <b>Submit Quiz #4</b> <b>Discussion Questions:</b> <ol style="list-style-type: none"> <li>1. Prioritize Starbuck's resources according to VRIO analysis. Which resources and capabilities are essential to Starbuck in leveraging its uniquenesses, today and going forward? Is Starbucks organized to capture value, create value or distribute value?</li> <li>2. Are tangible or intangible resources more (or less) important in our areas of work? Why or why not?</li> <li>3. How do resources in your company (group case) create an unique competitive advantage?</li> </ol>
6	2/21	Corporate/Business-Level Strategy and Firm Performance Read: Chapters 5 and 6 Read: Note on Corporate Performance (Sakai, .pdf) Case: MiniCase 11, Is Porsche Killing the Golden Goose? p. 454-6 Case: Minicase 12, LEGO's Turnaround, p.457-9 <b>Submit Quiz #5</b> <b>Discussion Questions:</b> <ol style="list-style-type: none"> <li>1. Can you give examples of companies with a cost leadership business strategy? Of companies with a differentiation business strategy? Of companies with a 'stuck in the middle' business strategy?</li> <li>2. Is LEGO (minicase 12, pages 457-459) successful? What additional qualitative and/or quantitative information, if any, is needed to evaluate success?</li> </ol>

	<b>Date</b>	<b>Topic</b>
7	2/28	<p>Global Strategy— Competing Around the World</p> <p>Read: Chapters 10 and 11</p> <p>Read: Donaldson Values in Tension (Sep. 1, 1996), <i>Harvard Business Review</i> <a href="http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:TN_prequest227755543">http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:TN_prequest227755543</a></p> <p>Case: GE Healthcare in India: An (Ultra)Sound Strategy? UVA-E-0337</p> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are some disadvantages to expanding internationally? How significant are these barriers to expansion to your sector (define your sector!)?</li> <li>2. What are the differences (characteristics, benefits and risks) between the three primary forms of global strategy (multi-domestic, transnational, and global-standardization-strategy)?</li> <li>3. If you are a global company, what globalization strategy do you follow (predominantly)? Does that align with the country context? Why or why not?</li> </ol> <p><b>GE Ultrasound Strategy case discussions:</b></p> <ol style="list-style-type: none"> <li>1. What are the few, critical, Board-level, whole-of-company strategic issues (e.g., from the reading and identified using PESTEL, 5-forces, VRIO, DuPont analysis, etc.) for GE in this case?</li> <li>2. What are the motivating drivers for GE of providing care in India? How sustainable are these drivers of competition? Profitable? Efficient? Appropriately managed?</li> <li>3. Three generic responses for GE might be: pull out of India (i.e., divest); declare it is 'not my problem' (i.e., status quo); or do something (i.e., manage growth). What would you recommend for GE Healthcare India to remain competitive 3-5 years out and why? And if you were to do something (option 3) what more precisely would you do? Actionize it.</li> </ol>
	3/7	<b>NO CLASS: Spring Break</b>
8	3/14	<p>Integration—Putting it All Together</p> <p>Read: Chapters 1-6, 10, 11 and 12</p> <p>Case: Minicase IKEA</p> <p>Case: Minicase 28, UBS: A Pattern of Ethics Scandals</p>
9	3/21	<p>Midterm Exam Review and Course REVIEW</p> <p><b>Submit your questions for the exam (T/F, MC format)</b></p>
10	3/28	Midterm EXAM
11	4/4	<p>Midterm EXAM REVIEW</p> <p>Group Paper &amp; Presentations Planning Day</p> <p>In-class Exercise: Samsung (.pdf)</p>

	<b>Date</b>	<b>Topic</b>
12	4/11**	GROUP Presentation, TedTalks
13	4/18	<b>GROUP Presentation, TedTalks</b> <b>Post your TedTalk</b>
14	4/25	<b>GROUP Presentation, TedTalks</b> <b>Post your TedTalk</b>
15	5/2	Course Review <b>ALL Group Competitive Analysis Papers due</b> <b>Submit Team/Peer Evaluations by 11:59pm CST</b>

**SAMPLE!!**

**The Assignment:** Analyze and identify the company's current strategy. How does this company make money and compete against other companies? Is their current strategy sufficient to guide them into the future? Why or why not? Give the management of this company a performance evaluation and an overall grade!

Imagine what they *should* do. What's standing in their way? Now, create a clear, comprehensive, coherent plan of action for achieving their/our best future. Make a clear recommendation. Discuss what they can do in the future to remain or regain their competitive edge by creating value. Detail the critical implementation challenges and how management can appropriately address these challenges.

**This is a group assignment.** Please discuss and develop the exhibits and relevant arguments for the case with other class members with the final written paper to contain your team's thoughts and recommendations. As usual, please remember that I, as your audience, am a busy manager. Your paper needs to be clear, structured and focused when analyzing the current strategy and recommending a future plan of action. There is a maximum limit of 15 typed pages with 1" margins, double-spaced; use exhibits as needed. Note: the exhibits do NOT count as part of the 15-page limit. Papers are due to Sakai at the start of the last day of class.

**Comment:** This course is designed to develop decision-making skills needed for successful strategy formulation and execution from the perspective of a CEO or General Manager. Objective: continuously create value. Strategies: creating value for, and with, multiple stakeholders which means learning about the organization's impacts and its impacts *from others'* perspectives. Tactics: everyday resource allocation decisions. We will integrate tactics and analysis using a number of tools: industry analysis, competitive analysis, financial analysis, and functional (HR, Marketing, Operations, Finance) analysis.

Following are a number of questions focused on different levels of analysis that you may want to consider when strategically analyzing any company. Examining each of the following questions is meant to be helpful and illustrative. It is merely optional--**You do not need to explicitly answer the questions.**

**MGMT 304: Strategic Management**  
**Professor Griffin**

**Industry**

How well is the organization positioned in the industry to set prices?  
Suppliers, Buyers? Aka value chain  
Entry and exit barriers? Aka mobility  
Potential substitutes? Especially technological disruptions!  
What resources do their competitors have?  
Where is the bargaining power in the industry? Growth, Stagnation, or Divestiture?

**Organization (Objectives – Strategy – Tactics)**

What is the overall strategy for the organization? (combine: HR, finance, operations, marketing)  
Is this a parent/subsidiary relationship, or a wholly-owned subsidiary, or what?  
Corporate Governance: Appropriate composition, type, caliber of board?  
Does HQ look at just the numbers or does it manage the relationships?  
V-R-I-O resources that are organization-wide?  
How does it make money? How does it lose money? Financial and non-financial considerations.  
Growth: related or unrelated? Geographic expansion? Acquisition, JV or contract?

**Individuals**

Who are the people involved and how are they affected? Tone at the top.  
What are their objectives? Values?  
How do the people inter-relate?  
What are their resources?  
Skills? Values?  
Experience?  
Contacts?  
How much of each resource will they commit and for how long?  
Who assumes what risks and for what rewards?

**Funds**

What are the sources of: funds? Expenses: all material issues!  
Are the funds and risks adequate?  
Are they reliable?  
What is their timing?  
How bad can it get how quickly?  
What are the financial benefits? Non-financial benefits?  
For whom?  
When are they realized?  
Is it a fixed cost business or a variable cost business?

**Strategy for implementation**

What are the key decisions that must be made? Social, ethical and competitive implications  
Price, cost, volume, market share, market potential  
Organizational and operating policies  
On what assumptions does the most important, strategic decision rest? How reasonable are those assumptions? How bad can it get how quickly? Is it an opportunity with a unique capability to match?

COURSE: \_\_\_\_\_ MGMT 304 \_\_\_\_\_

Name: \_\_\_\_\_

Preferred name/Nickname: \_\_\_\_\_

Email: \_\_\_\_\_

Core Courses NOT YET taken: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Courses currently taking: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Work Experience: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hobbies/Activities: \_\_\_\_\_

\_\_\_\_\_

What are you most interested in learning about this semester? Other Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_