1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

   Date Submitted: 11/25/2013

1b. Department/Division: B&E Graduate Center

1c. Contact Person

   Name: Steven Skinner

   Email: steve.skinner@uky.edu

   Phone: 257-1543

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: EMBA 620

2c. Full Title: Strategic Management

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is an integrative capstone course--the only course that challenges students to study and experience sets of multifunctional problems that confront top management. The course requires students to bring together all of their learned funtional skills (i.e., accounting, finance, marketing, etc.) and use them to study organizational problems within the context of hands-on-exercises/stimulations, real-world business case studies, and open discussion forums.

2k. Prerequisites, if any: Admission to the EMBA program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   Yes

   If YES, enter the off campus address: Possibly at the U. of Louisville

4. Frequency of Course Offering: Fall,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   40

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   Yes

   If YES, name the proposed new program: Joint Executive MBA Program w/the U. of Louisville

   b. Will this course be a new requirement for ANY program?:   No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

    a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

 Instructor Name:

SIGNATURE|ZNNIKO0|Roshan N Nikou|EMBA 620 NEW Graduate Council Review|20140107

SIGNATURE|MKT210|Steven J Skinner|EMBA 620 NEW College Review|20131125

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EMBA 620
STRATEGIC MANAGEMENT

Professor:
Office:
Office Hours:
Phone:
E-mail:

COURSE DESCRIPTION

Strategic management is an integrative capstone course - the only course that challenges students to study and experience sets of multifunctional problems that confront <u>top management</u>. The course requires students to bring together all of their learned functional skills (i.e., accounting, finance, marketing, etc.) and use them to study organizational problems within the context of hands-on exercises/simulations, real-world business case studies, and open discussion forums.

LEARNING OUTCOMES

Upon completion of this students will be able to:
- Describe the perplexities of multifunctional organizational problems.
- Explain the idiosyncrasies of top management as opposed to functional management.
- Identify current ideas, issues, problems and techniques associated with those of top management and the total organization.
- Discuss the current literature and theories of Strategic Management.

COURSE MATERIALS (all required)

- QuickMBA
  - On-line text book that includes basic strategy concepts, frameworks
- CD-ROM
  - Includes more articles, cases, simulations, PowerPoint notes, etc.; will be distributed to each student on the first evening of class
- Global New Product Launch Simulation Player's Manual
  - Sent out via e-mail, also on CD

ATTENDANCE

- You are expected to attend all scheduled class meetings

PARTICIPATION

- One of the critical factors in making this course a successful experience for everyone is the quality of student participation. Thus, students are expected to read all assignments <u>before</u> class and contribute to class discussions.

ASSIGNMENTS AND GRADED PROJECTS

Global New Product Launch Simulation
Teams of students will participate in an interactive simulation centered on the creation, negotiation, and establishment of a multinational joint venture in a developing country. Teams will submit pre-simulation and post-simulation memos that articulate the team's plan of action and negotiation strategy.

Wargaming Simulation
We will engage in an interactive dynamic competitive simulation – often referred to as *Wargaming* – in which teams of students will adopt the role of a key player, customer, observer or regulators of the Greek <u>coffee industry</u>. The object of Wargaming is to enable strategic decision makers in the focal firms – in this case, Starbuck's, Nescafe, Illy, and Everest – to take unforeseen and unpredictable competitive and/or contextual changes and challenges into account in designing and executing competitive strategy.

Global Post-Acquisition Integration Simulation
This simulation enables students to experience the complexities and challenges associated with designing, seeking participant support and buy-in, and implementing a post-acquisition integration plan. The simulation centers on the acquisition by a European multinational firm of a telecommunications company located in a developing country. Students must balance the integration plan's strategic and operation imperatives with differences in national culture, business functions, and interpersonal relationships. Teams will be required to draft pre- and post-simulation memos.

Final Strategic Consulting Report

This project requires you to analyze an industry (to be assigned later) and make a set of strategic recommendations that form the best strategy for the introduction of a new product into the Greek market. You should play the role of an outside consulting firm with strong strategic management experience in, for example, the shaving razor industry, coffee industry, etc. So, based on your experience, you have been hired by a company in the industry to develop a detailed strategic plan.

GRADING

Assignment	Points	Weight
Quiz – Situation Analysis, Resources, Competitive Strategy	10	5%
Global New Product Introduction Simulation		
- Pre-simulation Memo *	10	5%
- Post-simulation Memo *	10	5%
Wargaming Simulation Pre-simulation Memo *	10	5%
Post-acquisition Integration Simulation		
- Pre-simulation Memo *	10	5%
- Post-simulation Memo *	10	5%
In-Class Participation/Discussion	20	10%
Peer Evaluation – Contributions to and participation in team tasks	20	10%
Final Exam – Strategy Recommendation Report	100	50%
Total	200	100%

* Indicates grades assigned to all members of your MGT 699 team.

GRADING SCALE

90% -100%   A
80% - 89.99%   B
70% - 79.99%   C
Below 70%   E

COURSE SCHEDULE, READINGS, AND ASSIGNMENTS

DATE	TOPIC	READINGS/ASSIGNMENTS
	What is strategic management?	**Pre-Lesson Homework Assignment**: *Find a news article about any Greek (or European) company that discusses the "strategic reasons" why the company is successful (or unsuccessful) or what the company is doing in the marketplace. Prepare to discuss in class.* *Framing questions*: What are the key processes, tools and perspectives that organizational leaders use to create, implement, and evaluate cross-functional decisions that will enable the organization to achieve its long-term objectives? How do organizational leaders use strategy to navigate complex, dynamic and uncertain contexts? **Web**: Hierarchical Levels of Strategy **Web**: Strategic Management Process **PPoint**: What is strategy?
	Situation Analysis **&** **Resources and Capabilities**	*Framing questions*: Which analytical frameworks and tools enable organizational leaders to better assess the current and likely future states of the organization's context or situation it faces? …to better assess its own strengths/weakness in current and future capabilities relative to rivals? **Web**: PEST Analysis **Web**: Porter's Five Forces Analysis **Web**: SWOT Analysis **Web**: Value Chain Analysis **Task**: Analysis of the Coffee Industry in Athens **PPoint**: Situation Analysis **PPoint**: Resources and Capabilities **Assignment**: *Razor Trials – Try razors at home, discuss your opinions tomorrow*
	Competitive Strategy	*Framing questions*: What are the fundamental strategic alternatives that organizations adopt in an effort to both leverage its capabilities and seize new opportunities in the marketplace? *QUIZ* **Web**: Porter's Generic Strategies **Web**: Killer Strategies (*Fortune @ CNNMoney.COM*) **Web**: Steamrollered by Dell (*Newsweek @ MSNBC.com*) **Video**: Triumph of the Nerds **Task**: Razor Trials (*presentations/discussion*) **PPoint**: Competitive Strategy

	Dynamic Competitive Interaction	*Framing questions*: How do organizations effectively maneuver in the marketplace vis-à-vis rivals? What is competitive intelligence, and how can it enable organizations to anticipate and effectively react to the strategies and tactics of rivals?
		
		Article: Hardball – Five Killer Strategies (*HBR*)
		Web: Coffee Wars (*ABC Nightline*)
		Web: Kindle seeks to expose iPad (*CNN.com*)
		Web: Starbucks' Rivals Brew Up a Coffee War
		Article: Wargaming, Dynamic Competitive Simulation (*Booz*)
		Task: Wargaming Simulation
		PPoint: Competitive Interaction
		
		Pre-Simulation Memo ***GRADE***
		    • One-page description/statement about:
		        ◦ Which other teams in the Wargaming simulation do you consider to be your enemies; and worry most about? Why?
		        ◦ Which other teams might be your friends? Why?
		        ◦ Which types of competitive actions will you carry out (e.g., new package design for instant coffee, television commercial to promote new flavored coffee, etc.)? Provide some detail.

	Strategy and Innovation	*Framing questions*: How do organizations simultaneously explore, create, and launch new initiatives (i.e., new products, services, market positions, etc.) and exploit, defend, and sustain innovation-borne advantages in the face of competition? **Task**: "Egg Drop" Competition **Article**: Blue Ocean Strategy (Harvard Business Review) **Article**: Racing to be Second (Business Strategy Review) **Article**: Economics of Aesthetics (*strategy+business*, see pg. 3) **Video**: Triumph of the Nerds **PPoint**: Strategy and Innovation

DATE	TOPIC	READINGS/ASSIGNMENTS
	International Strategy	*Framing questions*: What are the relevant elements of the international political economy and scope of national trade and investment policies that impact a firm's global strategy and operations? Given the complexities and risk associated with globalization and the international political economy, how do companies decide which mode of entry to use to enter foreign markets? What are the different types of international strategies and their key dimensions or characteristics? **Web**: Globalization: Dimensions and Rankings **Web**: Economic Integration **Web:** Foreign Market Entry Modes **Web:** Global Strategic Management **Case:** McDonald's International Strategy (*in-class handout*) **PPoint**: Global Context of International Strategy **PPoint**: Global Strategy

	Global New Product Launch Simulation	*Simulation overview:* Drawing from relevant concepts, frameworks, analytical techniques, etc. in this course and all other MBA courses, teams of MBA students will engage in a exercise designed to simulate the formation of an international joint venture. Teams will adopt the role/perspective of either a large multinational corporation, a small emerging market company, or an emerging market government.
		
		Reading: Global New Product Launch Simulation Player's Manual
		PPoint: Global New Product Launch Simulation Kick-off
		
		Pre-Simulation Memo *GRADE*
		  • One-page description/statement about your team's *intentions* for:
		      o International strategy and entry mode…or FDI/trade policy package (for country teams)
		      o Specific role of joint venture in facilitating strategy, entry, policy goals
		      o Engaging in negotiation with specific other teams/parties
		      o Specific goals and processes for negotiations
		
		Post-Simulation Briefings and Report *GRADE*
		  • One-page description/statement about your team's:
		      o Joint venture deal(s) in which your team will participate or helped facilitate:
		          ▪ Participants, structure, roles & responsibilities, contributions of partners, etc.
		      o How JV will facilitate your team's international strategy, entry mode, government objectives, etc.
		      o Negotiation process: Which teams did you contact? Why? What did you discuss?

	Corporate Strategy	*Framing questions:* Why/how do companies choose to compete in multiple industries/markets? Are multi-business firms more competitive (better off) that single business firms? How is corporate-level strategy distinct from business-

		level strategy? What are strategic characteristics of a merger or acquisition? What are the motivations for M&A? What are the advantages and disadvantages to this approach to corporate diversification and/or restructuring? **Task:** Nokia should acquire _____ **Web**: Vertical Integration **Web**: Horizontal Integration **Web**: BCG Growth-Share Matrix **Web**: GE-McKinsey Matrix **Article:** To Diversify or Not Diversify (*Harvard Business Review*) **PPoint**: Corporate Strategy A **PPoint**: Corporate Strategy B

	Corporate Strategy	*Framing questions:* How do managers reconcile the strategic vs. human aspects of a merger or acquisition? What are the key managerial challenges and tradeoffs?
		
		Task: Post-acquisition Integration Simulation
		Article: Can this Merger be Saved? (*Harvard Business Review*)
		
		Pre-Simulation Memo *GRADE*
		   • One-page description/statement about your team's *intentions* for:
		       o What is your team's opinion about the post-acquisition integration plan?
		       o Which elements of the plan will you support? Which elements will you oppose?
		       o Which teams will you try to influence to support or oppose the integration plan?
		
		Post-Simulation Memo *GRADE*
		   • One-page description/statement about your team's:
		       o Final level of support/opposition for the overall plan, and specific elements?
		       o Negotiation process: Which teams did you contact? Why? What did you discuss?

	Final Exam/Project	*GRADE*

COURSE POLICIES

Submission of Assignments
Explicit instructions will be given when each assignment is handed out.

Attendance Policy
Given the nature of this program, it is hard to imagine that anyone would ever miss class except for a very good reason.

Makeup Policy
Makeup quizzes and exams will only be given if there is an excused absence. If it is possible, you must notify me before the quiz/exam date.

Excused Absences
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.