



UNCG

Bryan School of
Business *and* Economics

Course Syllabus

MGT 491.03 – Business Policy and Strategy

Bryan 160

T 600-850

INSTRUCTOR INFORMATION:

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Required Texts:

Strategic Management: Text and Cases by Dess, Lumpkin & Eisner. 3rd Edition (2007).
McGraw-Hill/Irwin, ISBN 0073267201.

Course Catalog Description

Capstone case based course in top management policy and strategy determination. Students learn to integrate various business functions and to develop skills and judgment in solving problems of the organization as a total system in relation to its environment

Course Objectives:

1. Understand the difference between strategy analysis, strategy formulation and strategy implementation.
2. Understand how a fit between strategy and structure is a key implementation issue and assess the appropriateness of various combinations with respect to firm performance.
3. Acquire a thorough understanding of how fitting functional strategy to business strategy is

important to achieving organizational goals.

4. Describe and apply a number of strategy supportive tools and programs (e.g. five forces model, SWOT analysis, portfolio matrix models and change management models).
5. Elaborate on the strategic issues introduced when a firm moves from domestic to multi-domestic or global competition.
6. Identify the steps require to scale and expand the business over time to serve larger market segments and larger shares within a segment.
7. Discriminate relevant from irrelevant strategic information in case studies of a firm.
8. Explain the role of government policy in creating incentives and disincentives for a variety of competitive conditions for both domestic and international competition.
9. Conduct a significant strategic review of a publicly traded organization to determine current strategic position.
10. Synthesize an analysis of a firm's current strategic position with information regarding the firm's core competencies and market trends to craft a strategy for the future.

Course Overview

Strategy refers to the formulation of basic organizational missions, purposes, and objectives; development of policies and program strategies to achieve them and; efficient execution of implementation processes that result in the achievement of organizational objectives.

While the role of the general manager is often vaguely defined, you will have the opportunity during the course of the semester to outline the parameters for top management decisions and decision making. You will have the opportunity to provide clear and concise direction for the firms that are assessed. The relative success of this course for your development will be determined by: (1) your diligence in attacking the opportunities provided by the assignment, (2) your ability to synthesize learning from your diverse course work and subsequently apply this knowledge to ambiguous real-world contexts; and (3) your willingness to acknowledge personal deficiencies and leverage the competencies of your peers.

This course is designed to provide you with the opportunity to develop an essential managerial tool.....confidence in your ability to structure problems and make decisions. This course provides you with an opportunity, perhaps unique to your undergraduate experience, to synthesize the functional areas of accounting, marketing, finance, information systems, and economics into a comprehensive strategic analysis of a firm. The confidence acquired should increase your ability to make decisions within an integrative framework.

EXPECTATIONS:

The workload in this course is above average at a minimum and at a maximum unbounded. Few CEO's or top managers will suggest that every possible option was considered or that the decision made could not have been improved had additional analyses (time) been available. Accordingly, this course should be among the most mentally taxing, interesting, and best courses of your undergraduate experience. *If you do it right, the course will be among the most demanding and most enjoyable courses you will take. If you do it wrong, you may get by, even score well, but you will have forfeited an opportunity to develop a perspective that will enhance your opportunities for advancement (promotion and/or income).* It is important that

each of us work consistently and diligently to complete the objectives of the course. My pledge is to work as hard as anyone else in this course to make it a success for you.

EVALUATION:

Class participation	10%
Case Quizzes (8 @ 1.5% each)	12%
Duo Case write-ups (2 @ 7% each)	14%
MGT 491 Examination 1	12%
MGT 491 Examination 2	13%
MGT 491 Journal	9%
Company Analysis (Oral)	10%
Company Analysis (Written)	10%
Bryan School Exam	10%
Total	<u>100%</u>

Grading Scale

A (91-100)	----->	A-= 91-93.9	A=94-95.9	A+=96-100
B (82-90)	----->	B-= 82-83.9	B=84-88.9	B+=89-90.9
C (73-81)	----->	C-=73-74.9	C=75-79.9	C+=80-81.9
D (64-72)	----->	D-=64-65.9	D=66-70.9	D+=71-72.9
F (0-63.9)				

Class Participation (10% to -10%):

Class participation is a combination of attendance, in-class comments, in-class exercises, and evaluation of peer presentations.

Since this is an integrative course, the class depends heavily on student participation for maximum effectiveness. Students should review the assigned material prior to coming to class and be prepared to discuss the major themes. The topics that we will cover in this class are of current interest and many times you will see examples of these concepts in such publications as Business Week, Fortune, Forbes, Wall Street Journal and the business section of your daily newspaper.¹ It is highly recommended that you subscribe to and get in the habit of reading at least one of these periodicals on a regular basis. Doing so will also help you with your MGT 491 journal.

Regular attendance is essential to your mastery and understanding of this course, therefore, you are expected to be present and participate in non-verbal or verbal ways at every class.

¹ You will be provided an opportunity in class to obtain discounted subscriptions. It is not a requirement of this course that you accept one of these offers.

Occasionally, unavoidable circumstances will result in an inability to attend class. Though absenteeism is generally discouraged, two absences may be reasonably expected to occur. The student should expect reductions to the class participation portion of the grade for missing more than two classes.

On occasion, we will do experiential (hands-on) exercises in class. Your involvement in these exercises will be one aspect of class participation. These exercises are typically *not* announced in advance.

Note: I view attendance on case discussion, company analysis presentations and course evaluation as especially important class participation activities.

It is imperative to be courteous to your peers during lectures, during case discussions, and during presentations. Positive class participation carries a weight of plus or minus one letter grade in this course. The class participation grade is a positive function of your positive contributions to the class and a negative function of your discourtesy to those who have the floor at any point in time. You start with five points. This score assumes that you attend class regularly, are polite to peers and the professor, and do not contribute to class discussions. Scores increase to a maximum of 10 points for regular class participation and exemplary attendance. Scores decrease to a maximum of 10 negative points for discourteous behavior and excessive absenteeism. Lively discussion is encouraged and the line between course relevant activity and discourtesy or indifference to the speaker is easily drawn.

Case Quizzes (12%)

On the day designated for case discussion, a quiz will be given prior to the discussion. The quiz question will be randomly selected and taken verbatim from the quiz questions provided to the student in advance of the quiz. Quizzes will be scored in five point increments (e.g. 100, 95, 90, 85....60.....0).

Eleven minutes will be allotted for completion of the quiz. The quiz will always be given at the beginning of class. Consequently, students arriving late will have less time to complete the quiz. Quizzes will typically be returned at least one class prior to the next quiz.

Eight case quizzes are scheduled for this semester. If you do not complete a quiz you will receive a zero on that quiz. Quizzes can be taken early without penalty. Quizzes taken late will incur a penalty of 10 points per 24 hour period.

Case Write-ups In Duos (14%):

Several cases have been assigned throughout the semester as detailed in the course schedule. Each member of the class is responsible for submitting, with a partner, **two different written case analyses** for course credit. The student is responsible for finding a partner for discussion and preparation of the case write-up. *A different partner must be acquired for each case.* Both students will be assigned the same grade on the case *unless* both agree at the time of the submission that an alternative weighting² is more appropriate.

The document should be typed, should not exceed 3 pages, and must be turned in at the beginning of the class period. The document should be of font size 12pt or larger with standard one-inch margins. Spacing (single or double, etc) is left to the discretion of the authors. Tables and figures may be prepared and referenced as supporting material where appropriate and will not be counted as part of the three page maximum.

Cases are multi-faceted and a comprehensive written analysis is a time-consuming endeavor. Cases are generally written from one of two perspectives which include; 1) to demonstrate how competitive advantage is achieved; 2) to present a key problem or set of problems facing an organization. Consequently your case analyses should follow one of two general outlines

Problem Resolution	Competitive Advantage
What is the key problem(s) facing the organization?	On what basis has the firm achieved competitive advantage?
What strategies, policies <i>could</i> be put in place to address this problem(s)?	What strategies, policies and external events have been most important in achieving this advantage?
What would you do? Why?	Is the advantage sustainable (wide moat) or tenuous (narrow moat)? What should the firm do now? Why?

The document should be well constructed with the reader able to follow the thought pattern of the writer. *Mere collections of case facts ordered logically will not be well received. You must synthesize a number of facts using a number of tools to weave a compelling narrative and plausible set of recommendations.*

You are allowed and even encouraged to work with your multiple peers when preparing case write-ups but the final product must be reflective of your duo's synthesis of the material. Grading will be numerical (*i.e.* 61,62...100). The rigor with which the case is prepared will likely be one indirect determinant of your ability to achieve an excellent class (case) participation grade. Grading cases is very time intensive. In an effort to timely feedback for

² *Alternative Weighting Example:* Jill and John submit a case and both agree that Jill should get 55% of the credit and John should get 45% of the credit. The case is scored as a 90. The total exam points available to Jill and John are 2x90=180. Since the agreement was that Jill would get 55% of the credit. Jill gets 55% x 180 = 103 on the case. John gets 45% x 180 = 81 on the case.

improvement, each case will be returned before the next case due date or that case will be delayed.

NOTE: Students arriving more than 10 minutes late to class on case days will be deemed to have missed the assignment. The purpose of the assignment is invalidated if class time is used to complete the analysis, so *prepare written case analyses in advance of class*. Reasons such as “the printers in the lab were not working today” or “when I went to print before class, the disk was corrupted” are insufficient to justify an extension of the time to prepare the case. Frame each class assignment for yourself as a product that is due for the Board of Directors. The Board will not reschedule their meeting to accommodate glitches associated with last minute preparation and technology failures that could have been overcome with advance preparation.

If for some reason you must be late for class and have completed your analysis in a timely fashion you may:

- 1) deliver the document to the staff in room 366 of the Bryan Building between 8:00 am and 5:00 p.m.;
- 2) deliver the document to me in Bryan 352 during office hours;
- 3) fax the document to my attention at (336) 334-4141 with the fax machine determining the time/date of record.
- 4) email the document to kblowe@uncg.edu.

Exams (25%):

Both exams will consist of multiple choice and short answer questions/cases derived from the lectures, text, handouts, and outside readings. A typical exam would provide you with 45 multiple-choice questions and 4 short answer questions. From these you will “build your own exam” by selecting 40 multiple-choice questions and 3 short answer questions. The exam weights are approximately two-thirds multiple choice and one third short answer/case. The tests are not intentionally structured to be cumulative but the nature of the material results in a *de facto* need for cumulative course knowledge. Exam one will carry a weight of 12% of the course grade and exam two will carry a weight of 13% of the course grade.

Note: Under certain circumstances and with appropriate advance notification (at least a week) exams may be taken earlier than the scheduled exam date without penalty. Students taking an exam later than the scheduled exam date will receive their actual score or the class average for that exam, whichever is lower.

MGT 491 Journals (9%):

The purpose of the MGT 491 is for you to demonstrate that you can recognize MGT 491 concepts as they are presented in the popular press and can interpret those items correctly. For the journal you need to clip readings from magazines, newspapers, annual reports, etc or print similar materials found on-line. Attach to the reading at least one paragraph explaining, in your own words, what course concept the readings relates and what the insight the author

intended to convey.

You will be asked to provide your first ten journal entries on **September 26th**. This journal will be used primarily to evaluate your progress and to provide feedback. A grade of pass or fail will be assigned for these first ten journal entries. A “fail” on this product will result in a 15 point deduction on the final journal grade. The **final journal** is due at the beginning of class, **6:00 pm, on November 28th**. Each correctly completed reading/interpretation will be awarded five points up to a maximum of 105 points.

Company Analysis: Written (10%), Oral (10%):

You will form groups of 4-7 students and each group will perform an in-depth analysis of a company of your choice. The text chapters should be treated as an essential resource and guidebook for conducting the analyses. Experience suggests that the quality of projects is improved when the group is composed of multiple majors (i.e. accounting, management, finance, ISOM, etc). Other important variables are schedule compatibility, research skills, and presentation skills. Highlights of this comprehensive analysis will be presented to the class in 20 minutes or less during the final exam period. **A comprehensive written report is due no later than 7:00 pm on Tuesday December 12th**. Further preparation guidance is provided in Appendix A.

Bryan School Examination (10%): All students taking any section of MGT 491 this semester are to take the Bryan School comprehensive examination. The examination is designed to test your recall of the core elements of your business training (i.e. common body of knowledge courses). **The test is scheduled for Friday, November 3, 2006 from 2:00-5:00 pm. The exam is one-day only and make-ups are not possible.** Therefore all Bryan School students are required to take the test at this time. **Please inform employers, family members and significant others now, approximately three months in advance, that you have this obligation.** The test carries a weight of 10% of the course grade.

Students who score less than a “C” on the exam will have the option to complete an additional targeted exercise to improve their grade. The grade on this additional exercise will be averaged with the grade received on the Bryan School exam to establish a new grade for this portion of the course. The nature and timing of the additional exercise will be at the discretion of the instructor. The nature and timing of the additional exercise is also likely to vary between sections of MGT 491 and between students within a section of MGT 491 as a function of deficiencies indicated by the Bryan School exam.

OTHER:

Blackboard: A number of course documents will be posted in Blackboard. A number of class communications will be sent to the class via Blackboard. Please be sure you have access to this course via Blackboard and that ***you check your UNCG assigned email account frequently.*** For purposes of this course I will assume you check your email daily and thus you will be aware of any communications or requests sent at least 24 hours prior to our class

meetings. Student assistants in the computer labs can help you with the use of Blackboard.

Extra Credit: Like corporations, I do not give extra credit assignments. It is important that you perform well at the designated times and by the designated deadlines.

Honor Code: All students, by the act of registering for this course, have agreed to abide by the UNCG Honor Code. If you are not familiar with the content of this agreement you can go to www.uncg.edu and search on the term honor code.

Inclement Weather: In the case of inclement weather please access the UNCG webpage to determine whether class will be held or cancelled.

APPENDIX A

INSTRUCTIONS FOR COMPANY ANALYSIS PROJECTS

The purpose of this exercise is to provide you with an opportunity to hone your analytical and oral/written presentation skills as well as continue to build your group work skills (e.g. coping with frustration skills). The exercise will require a considerable amount of joint group activity and enable you to practice working with people who have different points of view, and different backgrounds. It is hoped that each group will attempt to maximize the benefit derived from this exercise by taking advantage of individual strengths and balancing out weaknesses.

Frame: Approach this project as though you are a consulting group hired by the company to present a strategic analysis of the firm. Assign responsibilities based on your individual areas of expertise. Devise a schedule of meetings. Decide on the time and place of each meeting. Keeping a record of who attended of the meeting, what was planned and what was accomplished. Include these with your written report. Elect a separate team leader for the oral and written presentations. Give these individuals the authority to make decisions and veto choices. However, ALWAYS remember that the purpose of the exercise is to allow you to use and integrate concepts and skills gleaned in this and other classes. You only penalize yourself if you fail to apply the relevant concepts.

Some students find it useful to think of the group project as writing their own case study. This is useful to the extent that it helps you visualize your task as weaving a company's "story", presenting facts and figures that support the story and leading the reader to understand the current issues and challenges. From this understanding the reader can then evaluate the plausibility of the concluding highlight of your presentation, your recommendations for the company.

The oral presentation is a selected subset of your written analysis. You want your audience to be able to strongly agree with the statements:

1. I know considerably more about this company than when the presentation started.
2. I understand the company's vision and mission (or at least what the group inferred)
3. I understand the competitive conditions in this firm's industry (external analysis)
4. I understand the company's strength and weaknesses (internal analysis).
5. I understand the strategies the firm is pursuing (competitive positioning)
6. It is clear to me what this group thinks the company needs to do now (recommendations).
7. This group answered questions well.
8. This group displayed knowledge beyond the content of their presentation.
9. The quality of the visual aids and/or handouts was high.
10. The group was professional in manner and their dress was appropriate for the task.

PART I - GROUPS

1. Each group in the class must consist of no more than 7 people (experience suggests 3-6 is ideal).

2. It is the opinion of most instructors in this course that the best projects come from groups, which are diversified in terms of educational backgrounds. The quality increase generally comes from increased balance in the final product.

PART II - ALLOCATION OF POINTS

1. This project is worth 20% of the total course grade.
2. 10% of the course grade will be determined by the written company analysis and 10% will be determined from the presentation in class.

PART III - ASSESSMENT

1. The instructor will assess the oral presentation by combining his personal evaluation with the ratings completed by each member of the class. Class members will use the evaluation instrument provided as Exhibit I to rate each presentation. The written case analysis will be assessed by the instructor using two criteria: 1) readability, clarity of presentation and flow; and 2) the extent to which it fulfills and exceeds the outline below. A group grade will be assigned accordingly. Peer evaluations (see Exhibit II) will be used to determine differences in individual contributions and individual grades. The method for this redistribution will be demonstrated on the first day of class.
2. Thus, the peer evaluation will be the distinguishing factor within the group. Each person in the group will evaluate the other persons in terms of the quality and quantity of their contribution to the overall product. I expect honest, professional behavior in this regard, with all personal differences, which inevitably arise, put aside.
3. In the case where a member of a group consistently receives an inferior rating in any category of the evaluation by all his/her peers then that person's total project grade will be appropriately reduced. Similarly, consistently superior ratings will be appropriately rewarded. Inferior/superior individual contributions will be adjusted for in a manner consistent with the approach outlined in "Alternative Weighting Example" (see earlier footnote). See also Part VI, performance monitoring for remedies in cases of abusive under-performance by a group member(s).
The hoped for result is that each member will be cooperative and consistently striving to do more than the rest of the group thus constantly serving to improve the product. In the "real world" organizational members seek to gain choice assignments and to equal or outperform other organizational members while being viewed as a "team player" who can work with and get things done through other people. In this respect you should treat your group members as organizational members of a policy group.
4. If the majority of the group feels that a particular group member is not adequately contributing to the project, then they should schedule a meeting with me as early as possible to discuss alternatives or they should elect to "fire" that individual from the group. Earlier in the semester firings are less problematic (from the standpoint of the professor providing alternative assignments to the fired person) than late in the semester firings. Consequently, the group should hold members accountable early and

be willing to address social loafing (free-rider) situations.

PART IV - GUIDELINES FOR THE WRITTEN CASE ANALYSIS

1. Choose a company for analysis and begin collecting data as soon as possible. A good analysis takes time and may require several revisions before a final version can be obtained.
2. As first step, find the company in Value Line and/or on the Internet. Call the Investor and Public Relations Departments of the company you are analyzing. Ask them to send you Annual Reports, Form 10-K's, environmental statements, recent CEO speeches and any other information pertinent to the time period you are researching (Annual Reports are also available at the library). You will need to fully utilize the resources of this and other libraries to bring scope to your analysis. Brokerage firms are also an excellent source of industry and firm analysis. Neither the New York Times nor Fortune magazine has a lock on the truth. *Company Web pages* often provide a wealth of information including many of the documents listed above. While company web pages can provide a wealth of information please keep in mind that they also contain a generally positive and often self-serving perspective on the prospects for the company.
3. Begin your analysis with a clear definition of what you consider to be the company's mission and challenges (each member should come up with potential challengers and opportunities and then the group should meet and decide on a few main challenges and opportunities that they would recommend the CEO make a priority.
4. If the company that you are analyzing has several SBU's in different industries focus your analysis on the dominant one from which it derives the greatest proportion of its revenues or the one for which comparable industry data is more widely available.
5. **THE EXTERNAL ENVIRONMENT:** Describe the external environment the firm is facing by assigning each group member one of the following tasks (see text for guidance):
 - i. Identify and analyze the industry's dominant economic characteristics
 - ii. Identify and analyze the current driving forces in the industry
 - iii. Identify and analyze the five forces of industry competition
 - iv. Prepare a strategic group map of the industry. Discuss the implications
 - v. Identify and analyze future key success factors

As a group, edit this section to avoid needless repetition and draw conclusions about the overall attractiveness of the industry. As a group, summarize this section by listing in point form the opportunities and threats facing the company. Discuss the implications.

6. **THE INTERNAL ENVIRONMENT:** Describe the internal environment the firm is facing by assigning each group member one of the following tasks (two members should be

assigned the financial analysis):

- I. Review the leadership of the company. Are any patterns or inconsistencies present?
- ii. Perform a financial analysis. Analyze the findings
- iii. Identify and analyze the structure and culture of the company
- iv. Identify and analyze the other relevant skills and competencies (e.g. marketing, human resources etc) of the company

As a group, edit this section to avoid needless repetition and draw conclusions about the capabilities of the company. Summarize this section by listing in point form the strengths and weaknesses facing the company. Discuss the implications.

7. Identify and evaluate the effectiveness of current corporate and business strategies. Be specific.
8. Now develop a few key recommendations for action that you believe would address the main problems. Be prepared and justify all the statements you make. Specifically indicate how each recommendation will address the problem (or leverage the opportunity) that you identified.
9. Write a cover letter to the CEO explaining your recommendations and their merit. Try and sell your analysis. This letter should be no more than one page. It should be to the point and convey only the essence of your analysis.
10. The written case analysis should be no more than 20 pages double-spaced. There is no limit on appendices and exhibits.
11. Appendices and exhibits should look professional. You are not required to computer generate them, but it is recommended that you do so. It is legitimate to include textual material in the appendices to supplement the analyses. For example, an industry analysis containing the five forces that shape the level of competition in an industry can be briefly discussed in an appendix. The body of the paper can then expand on one or two forces that are particularly relevant to the case you are discussing. Similarly the financial analysis and ratios can be included in the appendix and the case analysis can build on the appendix to draw conclusions and implications.
12. As always, JUSTIFY all the statements you make. Most importantly, be very careful about every sentence you write. There should be no grammatical and spelling errors. The paper should be professionally presented. You will be graded primarily on the quality of the content but also on the overall appearance as well. **The written product is due on Tuesday December 12th at 7:00 pm.** You may turn the product in before the due date if everyone in the group agrees it is ready for evaluation.

PART V - GUIDELINES FOR THE ORAL PRESENTATION

1. The oral presentation is 10% of the course grade. Consider seeking advice and coaching from the UNCG speaking center to improve your presentation.
2. The class will evaluate the group (see exhibit I) and provide feedback on the effectiveness of its presentation. Student names will be removed from the feedback forms and provided to the presenting group. It is hoped that these comments will give you additional insight into the material provided in your presentation (which may improve the written product), providing you with a better understanding of the strengths and weaknesses of the material presented. This peer feedback should also be useful for informing future presentations in the professional arena.
3. Try and be original and interesting. **Do not rely on your notes too much. The audience must feel you know what you are talking about inside and out. Reading the audience a report does not inspire that level of confidence.** If you have not practiced the full presentation at least twice it will show. Keep in mind that you are a consulting group presenting to the board of directors of a firm. Use high quality overheads, and other audio and visual aids. I recommend that you have a handout describing the framework of your presentation. Pay particular attention to the introduction and conclusion.
4. Each group will have a maximum of 20 minutes to make the presentation including time for questions and answers. After each presentation, *up to 5 people will be randomly called upon* to ask questions of the presenting group. This approach will hopefully increase the attention level of the audience and it will provide group members with valuable experience in reacting to unexpected situations and thinking on their feet. Again, the intent is to simulate the organizational setting here. If you are presenting material you should be prepared for contingencies in anticipation of audience questions. If you are invited to a meeting (presentation) you are responsible for gleaning value from its contents and to make intelligent queries that prevent the squandering of organizational resources.
5. I plan to have your presentation recorded by video camera for later review. Please let me know if you object to being recorded for religious or other valid reasons and I will attempt to accommodate you.

PART VI - PERFORMANCE MONITORING

Begin each meeting by confirming that prior obligations were met and if not what remedial action is appropriate. In case you run into any problem that cannot be handled within the group you are encouraged to involve me. We can meet and try to reach an acceptable solution to your (their) problem. **NOTE: Each group has the right to “fire” a group member**

for cause (e.g. missing assignments, insufficient effort). A group member can be fired if 2/3rds or more of the group members deem the firing is an appropriate course of action. Members who are "fired" may have to register for the course again depending on the timing of their dismissal, their performance in other aspects of the class, and the time available to complete an alternative assignment.

PART VII - GENERAL COMMENTS

1. Professionalism is expected of every group in its written work, and its oral presentation. This includes dressing in a professional manner and conducting the presentation with high quality overheads, slides and other audio or visual aids.
2. The written presentation must be *typed in a uniform manner*. If you delegate parts of the written presentation to individual group members it is important that you build time into your project schedule to allow for a thorough editing of the document. The written report **should flow as though it was written collectively** rather than individually.
3. Your individual evaluations of the other members in the group will be held in strict confidence.
4. The hardest thing to do is to begin. So get going. Once you get started, it will be less difficult and more interesting than it seems initially.

PLEASE COME AND SEE ME IF YOU HAVE ANY QUESTIONS. I WILL BE HAPPY TO ATTEMPT TO ANSWER THEM FOR YOU.

Your Name: _____

Exhibit I

COMPANY ANALYSIS PRESENTATION EVALUATION FORM

Company being analyzed: _____

0.....2.....4.....6.....8.....10
Unacceptable Not that good Acceptable Pretty Good Well Done Outstanding

1. _____ This group was prepared.
2. _____ I know considerably more about this company than when the presentation started.
3. _____ I understand the company's vision and mission (or at least what the group inferred)
4. _____ I understand the competitive conditions in this firm's industry (external analysis)
5. _____ I understand the company's strength and weaknesses (internal analysis).
6. _____ I understand the strategies the firm is pursuing (competitive positioning)
7. _____ It is clear to me what this group thinks the company needs to do now (recommendations).
8. _____ This group answered questions well.
9. _____ This group displayed knowledge beyond the content of their presentation.
9. _____ The quality of the visual aids and/or handouts was high.
10. _____ The group was professional in manner and their dress was appropriate for the task.

COMMENTS TO CLARIFY RATINGS:

PEER EVALUATION FORMS

NAME: _____

Assign a number between 1 (low quality) and 10 (high quality) for the *quality* of each member's contribution. This includes ideas the individual generated, the quality of his or her part in the overall report, etc. (include yourself)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Assign a number between 1 and 10 for the *quantity* of each member's participation. This includes their ability to meet with the group and the amount of individual contribution to the group effort (include yourself).

- 1.
- 2.
- 3.
- 3.
- 4.
- 5.
- 6.
- 7.

After completing this form, write a few sentences on the reverse side describing your perception of each member's involvement, commitment and contribution to the TOTAL project. Do this carefully and thoughtfully. The person's grade will depend in part on your overall evaluation of their performance. Specifically, compare the tasks assigned by the group to each person and his or her execution of these tasks.

You will not receive a grade for this course until this form is turned in to me. I will not share this evaluation with ANYONE. Write your name on the form, fold it and turn it into my mailbox (Bryan 366) or under my door (Bryan 352).

First Case Quiz Questions

Case 1: Robin Hood

1. What problems does Robin Hood have? What issues need to be addressed?
2. Do Robin Hood and the Merry men need a new mission? New objectives? A new strategy?
3. What strategic options does Robin Hood have? Is continuing with the present strategy an option or is the present strategy obsolete?
4. What strategy would you recommend to Robin Hood to deal with the problems/issues he confronts?
5. Why not try to end the campaign by killing the Sheriff?
6. What are the pros and cons of accepting the offer of the barons to assist in securing King Richard's release from prison?
7. What action plan would you recommend to Robin? What action steps will be necessary to make the recommended strategy work successfully?

Remaining Quiz Questions to be distributed as a separate handout.

COURSE SCHEDULE

Class Week	Tuesday	Major Activities
1	August 15	No class meeting. Read syllabus, read emailed articles read chapters 1 and 14
2	August 22	Orientation; Group Assignments, Chapters 1 & 14, Case 1: Robin Hood
3	August 29	Chapter 2 & 3, Case 2: McDonald's
4	September 5	Chapter 3&4 Case 3: Panera Bread
5	September 12	Chapter 4&5 Case 4: Zara
6	September 19	Exam 1 on Chapters 1-5 (6-715pm) Group Work (730pm-850)
7	September 26	Exams Returned, Chapters 5&6, MGT 491 Journals – First 10 Journal Entries Due
8	October 3	Chapter 6, Case 5: Replacements Ltd , Group Work
9	October 10	<i>Fall Break</i>
10	October 17	Chapter 7&8; Case 6: Black Diamond
11	October 24	Group Work
12	October 31	Chapters 8&9; Case 7: Starbucks Corporation
13	November 7	Chapters 10&12; Case 8: Ebay
14	November 14	Exam 2 on Chapters 6-10, 12 (6pm-715) Group Work (730pm-850)
15	November 21	Board Presentations
16	November 28	Board Presentations; MGT 491 Journal – Final Due Date
17	December 5	Final Exam Week – No Class
18	December 12	Written Company Analyses Due 7:00pm

NOTES TO COURSE SCHEDULE: *All dates are approximate and subject to change. Students are expected to be in class and check email regularly for schedule changes. Failure to do so is not grounds for a late assignment or lack of preparation for an examination. It is recommended that group members exchange phone numbers, pager numbers, e-mail addresses, and other communication facilitators. Important and late-developing information about this course will be communicated by email via Blackboard.*