

SHIDLER COLLEGE OF BUSINESS
UNIVERSITY OF HAWAII

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Office Hours: Wed. & Fri
12 noon to 1 pm, by appt.

FALL, 2013
BUS 345 O & E: STRATEGIC MANAGEMENT

Course Description:

CONTENT:

BUS 345 is the CBA capstone core course that focuses on the strategic management of firms, emphasizing business in the Asia Pacific region. It deals with the function and responsibilities of a general manager and is designed to train students to be able to make strategic corporate decisions in an analytical and integrative way. This is an integrative course in two respects. First, the course takes the perspective of the firm as a whole and examines how policies in each functional area can be integrated into an overall company strategy. Second, it takes a broad view of the environment that includes the customers, technology, economics, capital markets, competitors, special interest groups, and government entities. Thus, it draws together ideas from other functional/discipline based courses. A major objective of this course is to present a body of analytical tools for strategic decision making, taking into account various critical considerations.

The field of strategic management explores how firms achieve competitive advantage in the context of single and multi-business firms. The single-business firm must leverage its distinctive strengths to exploit industry opportunities. Similarly, the multi-business firm must increase the competitive position of each business unit in order to add value. Accordingly, we will explore what managers do to create value in and across businesses. In addition, we will consider the role of alliances, acquisitions, and divestitures, as they comprise an increasingly significant component of strategy.

Key tasks of the general manager that are emphasized in the course include:

Formulating strategy to achieve a sustainable competitive advantage,

1. Managing diversification and growth,
2. Allocating resources strategically,
3. Coping with multiple stakeholders,
4. Designing dynamic organizations and decision-making processes, and
5. Creating value in a global context.

We start at the business level and examine the challenges of managing a firm competing in a single industry. An integral part of this study is an exploration of the environment, resources, and capabilities underlying strategy and how they may be leveraged across varying settings and situations. In most large- and medium-sized firms, corporate strategy is different from business strategy because of the multiplicity of businesses in which the firm is involved. We explore the differences between corporate- and business-level (or divisional-level) strategies and the requirements each places on managers at different levels in the firm.

Most of the courses you have taken at Shidler thus far deal with how to excel in functional areas, such as accounting, economics, finance, human resources, information systems, marketing, or operations management. Employers expect graduates to have such functional expertise. However, employers also want graduates to understand the “big picture.” Therefore, the overarching perspective in this course is that of the general manager with regard to the health of the entire firm or a multi-market or multi-product division.

Functional specialists will benefit from the general management perspective developed in this course even though they may not be (or even want to be) general managers. The basis of strategy is that every function’s actions should be coordinated with the overall needs of the business. In fact, functional specialists are the people on whom general managers can be subject to sub-optimizing pressure, they too need to understand the general manager’s perspective.

Learning Goals & Course Objectives

The main content objectives for the course:

-This is an oral focus course and a main objective will be to enhance your oral communication ability

This is an Ethics focus course and a main objective will be to enhance your thinking and decision analysis of ethical issues in business.

-Develop and reinforce a general management perspective that integrates concepts across functional areas

-Provide framework and tools for strategic analysis

-Understand the implications of strategy for the internal organization

-Understand the implications of the global environment for strategy

-Meet a UHM graduation requirement.

Required Reading

The textbook for this course is a custom designed version of Strategic Management: Concepts and Cases by Frank T. Rothaermel, published by McGraw-Hill, 2013.

You may purchase either the e-book or the loose-leaf print version of the custom text.

Instructions for purchase may be found as an email attachment at the end of this syllabus.

Student Preparation

For the learning process to be really effective, it is necessary that you carefully prepare the cases/readings before class and actively participate in the case discussions during the class, and in your teams. Students are expected to be fully prepared for each class.

Student Information Sheet

The purpose of this form is to help me get to know who you are. Please complete the form below, detach it, and return it to the Professor by the third class session. There is a 5 point penalty for not returning the SIS with photo by the third class meeting.

Attendance

Because 345"O"&"E" is a case-oriented course relying on class participation for its success, attendance at every class is considered extremely important. However, health issues are also very important. If you are seriously ill, it may be wise for you to get medical attention early-on and to follow your doctor's advise, including staying home to rest and get better if that is best for your well-being.

NOTE: The case presentations by teams require the teams to meet outside of class time. We understand how difficult it may be for all team members to be present at such meetings. From time to time during the semester, class time at the end of a session will be made available for team meetings. Be sure to use this time effectively, as full participation of all team members is important for the success of team presentations.

Disability Access

Students with disabilities are encouraged to contact the KOKUA program for information and services. Services are confidential and students are not charged.

ORAL & ETHICS FOCUS:

Bus 345'O'&'E' is an Oral Communication focus Course:

Oral communication skills benefit students academically, interpersonally, and in their future careers. Students who participate in class discussions are more involved in their own learning. Students who can express themselves will find it easier to give oral presentations in class as well as to interact with their instructors and with other students. Employers seek applicants who have excellent oral communication skills.

Because UHM believes that its students should be prepared to use oral communication skills in a variety of contexts, including public presentations and group and interpersonal interactions, an O course is required for graduation.

Each student will offer three oral presentations to the class during the semester. Oral presentations are video taped and we review their playback in order to enhance student feedback of their oral presentation skills. Individual and/or group feedback will be provided.

Bus 345'O'7'E' is an Ethics Focus Course:

In preceding core courses (Bus 311,312,313,314 & 315) you have covered ethics topics which coupled with the ethics coverage in this course leads to the E designation. In other words, Ethics has been integrated across the core and this course is the one that carries the ethics designation.

Team Presentations

The class will be formed into three teams. These teams will work together for the entire semester. Each team will make three Oral Presentations; two of these will be based upon cases from the text, the third presentation will be based upon the teams research at a local company chosen by the team.

Exam:

There will be one in-class midterm. The midterm exam will be a multiple-choice exam covering all text chapters.

Final Term Paper:

There will be a final term paper, the topic of which will be explained in class.

Grading

30% Oral Team Case Presentations: Oral case analysis presentation will be evaluated each of three times during the semester. Each presentation will be worth 10% of the grade:

15% Ethics Focus: Student analysis of ethical issues in business during the case studies presentations is evaluated in terms of rigor of ethical decision taking. Each text case oral presentation will contain an ethics discussion.

30% Midterm-Exam....Multiple choice questions on all chapters

15% Final Term Paper

10% Student participation in class and in group preparation

The above percentage allocations are approximations given to act as guidance. They are not a rigid fixed formula. The Professor reserves the right to use his judgment in the final determination of grades.

Peers Evaluation Form for Oral Presentation

	1 25%	2 25%	3 25%	4 25%	100% Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Students presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Students does not have grasp of information; student cannot answer questions about subject.	Students is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of the class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct. Precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points: 0 – 500 %	

NOTE: DETACHABLE PAGE< PLEASE DO NOT PRINT ON BACK

BUS 345 O: STRATEGIC MANAGEMENT
STUDENT INFORMATION SHEET

The purpose of this form is to help me get to know who you are. Please complete the form below, detach it and return it to me.

Name:

Student ID#:

Phone:

Email:

Major Field:

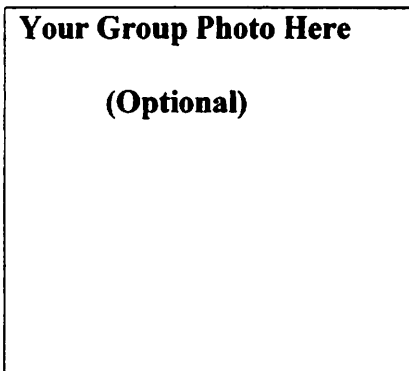
Work Experience:

Career Objective:

Hobbies:

Other Comments You Wish To Share:

<p>PHOTO (required) Please attach a snapshot of yourself here.</p>



Bus345 "O" & "E"

2013 Class Schedule

DATE	TOPIC	PREP READINGS
8/28,30 Week 1 (Ethics and Leadership)	Introduction To Course	None
	Meyers Case (in class handout) Form Teams for Case Analysis Select Video & Overhead Assistants	
9/4,6 Week 2	St Mgt Process & Ext Anal Industry Analysis Case Analysis Presentation Hints and Suggestions	Chapters 1 & 2
9/11,13 Week 3 (International Ethics)	CEOs & Int Anal Byerite Case (in class handout) Return SIS to Prof	Chapter 3
9/18,20 Week 4	Competitive Analysis Team meeting prepare for Oral Presentations	Chapter 4
9/25,27 Week 5 (Oral Presentation)	Cost Leadership & Differentiation Case 1, Team A (Rogers' Chocolates)	Chapter 5
10/2,4 Week 6 (Oral Presentation)	Innovation & Str Entrepreneurship Case 1, Team B (Jet Blue)	Chapter 6

10/9,11 Vert Integration/ Diversification Chapter 7
Week 7 Case 1, Team C (De Beers)
(Oral Presentation)

10/16,18 Mergers & Networks Chapter 8
Week 8 Team meeting for research on local case

10/23.25 Global Strategy Chapter 9
Week 9 Case 2, Team A (LEGO Group)
(Oral Presentation)

10/30,11/1 Org Design & Strategy Chapter 10
Week 10 Case 2, Team B (Cemex)
(Oral Presentation)

11/6,8 Ethics/Corporate Governance & Leadership Chapter 11
Week 11 Case 2, Team C (Cola Wars in China) Chapter
(Oral Presentation) (Read Coke/Pepsi as background)

11/13,15
Week 12 Midterm Exam Chapters 1=11

11/20,22
Week 13 Return Midterm exam
Local Case Research and Field Work

12/4,6
Week 14 Three Local Case Presentations
(Oral Presentation) (45 min max time for each Oral Presentation)

12/11
Week 15 Final Term paper Due
(NOTE: Term paper may be turned at any previous class session, but
must be turned in to Professor Doktor personally. On 12/11 students from both Wed and
Fri sections may turn in Term Papers between 10am and 11 am in Shidler office C501c.)



Bus 345 (Bob Doktor) ebook and print direct to student link information

Figuracion, Dimpna

Wed, Jul 31, 2013 at 8:23 AM

<Dimpna.Figuracion@mheducation.com>

To: ROBERT DOKTOR <bobdoktor@gmail.com>

Cc: Raegene Nakamura <raegene@hawaii.edu>, "Figuracion, Dimpna"

<Dimpna.Figuracion@mheducation.com>

Aloha Professor Doktor:

Please reference the direct to student link(s) information for both ebook and print options. Attached are the student instructions for the ebook purchase (pdf file) which you may email to students.

Please let me know if you have any additional questions regarding the information provided below--I'm happy to assist! And my sincerest thanks to you and your students for the opportunity to work with you on your content needs for Bus 345 this Fall semester! (Please also note: print desk copy tracking to arrive by Friday of this week).

All the best,

Dimpna

eBOOK:

Ebookstore link: www.mcgrawhillcreate.com/shop , ISBN 9781121884007, Robert Doktor Bus 345 (O) & (E), \$70.00 (please reference attached student ebook instructions)

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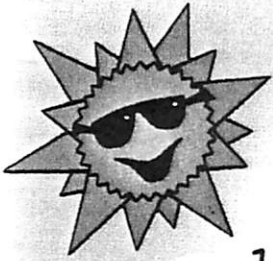
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Da Pidgin Ten Commandments Hawaiian Style

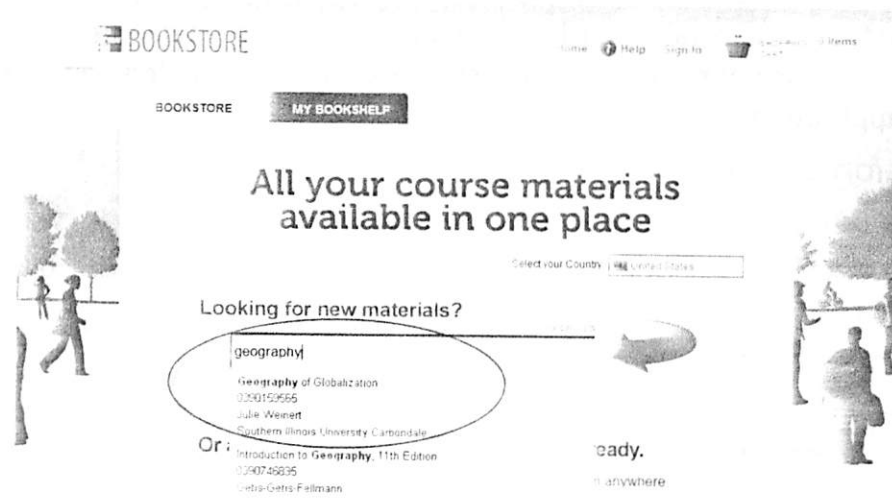
1. God is numbah one.
2. No make da kine statues.
3. Watch yo' mout. No swea with God's name.
4. On Sunday, no can do notting.
5. Leesen to yo' muddah and yo' faddah.
6. No murder nobody.
7. No go moemoe with yo' bradah's wahine.
8. No cockaroach notting.
9. No lie, brah!
10. No be jealous of one noddah person's stuffs.

Oh, an one noddah ting...
no talk stink about nobody, bumbye
you get bachi.

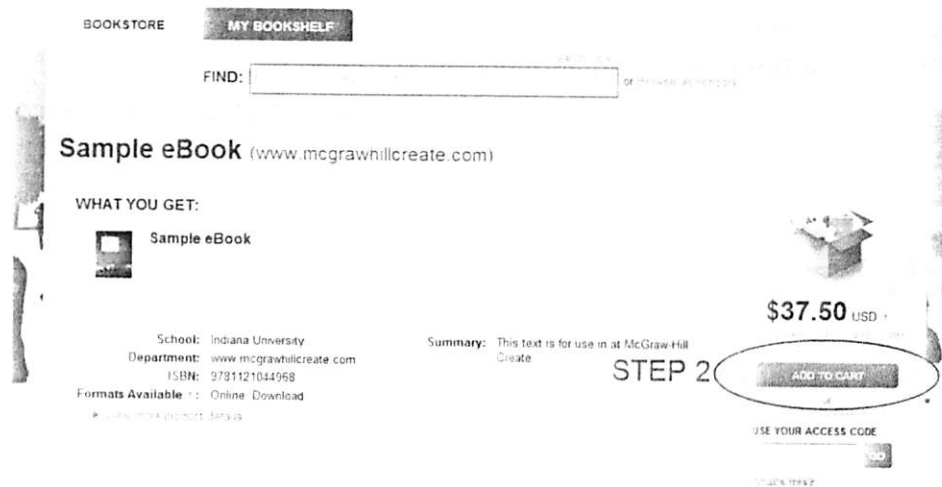


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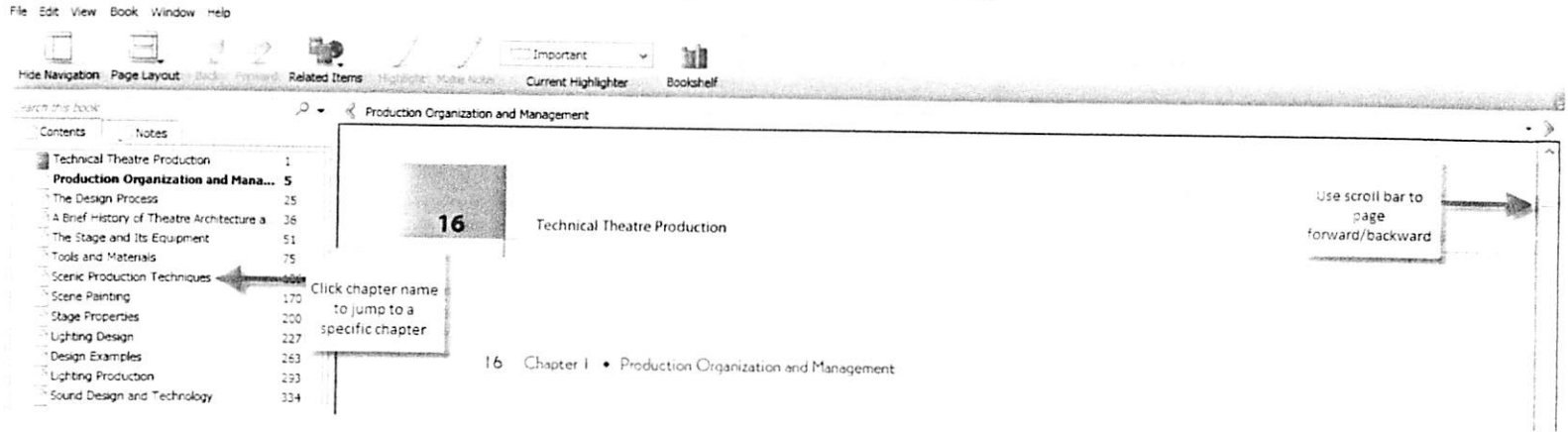
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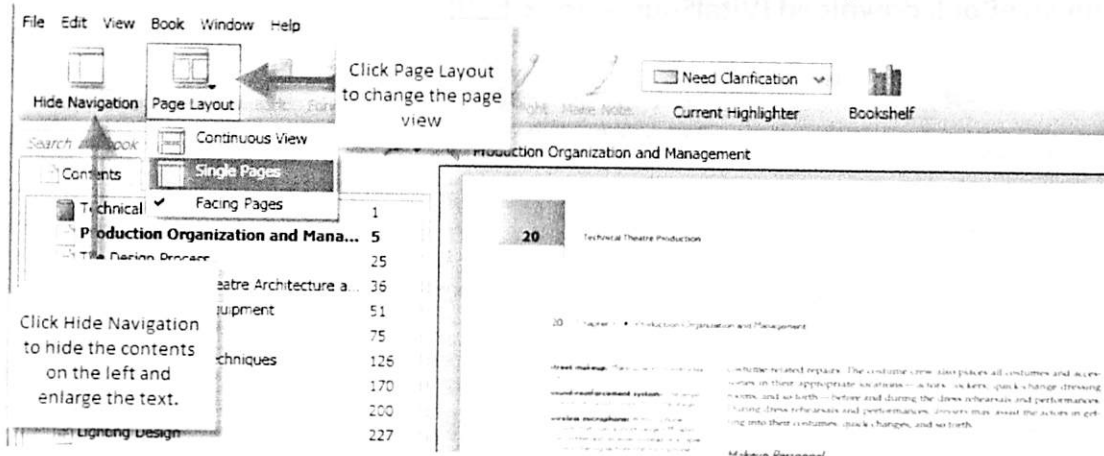
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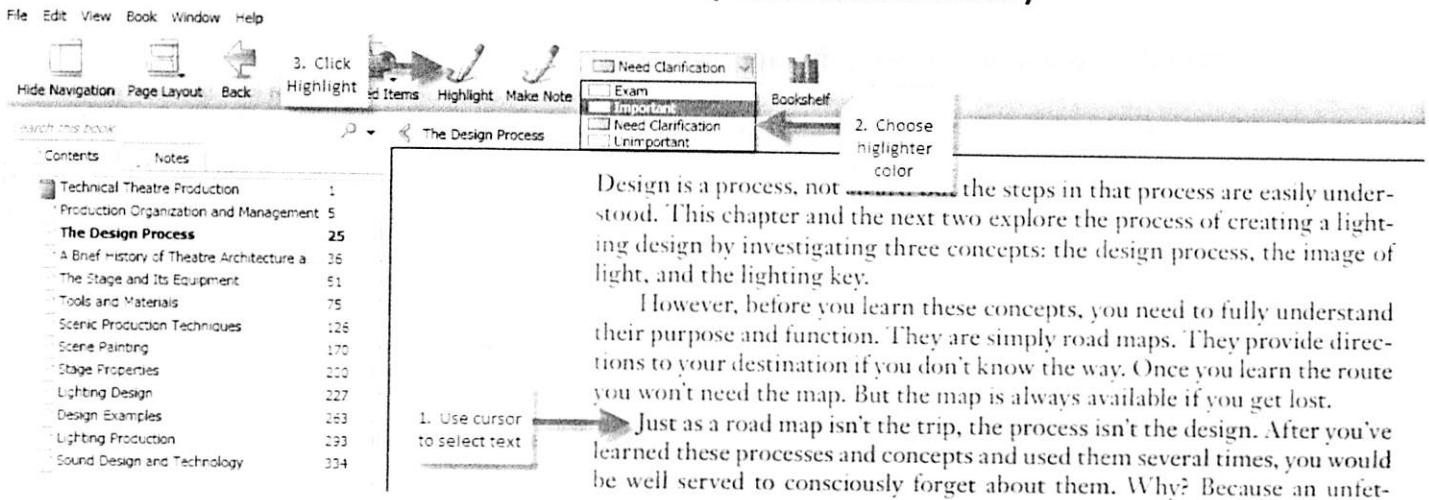
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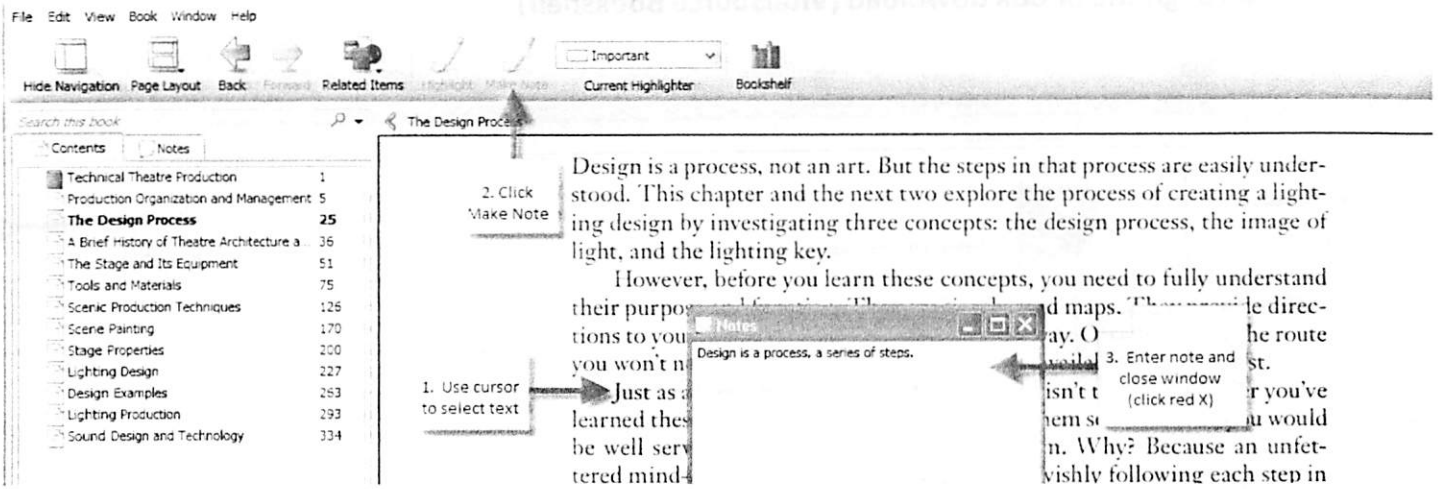


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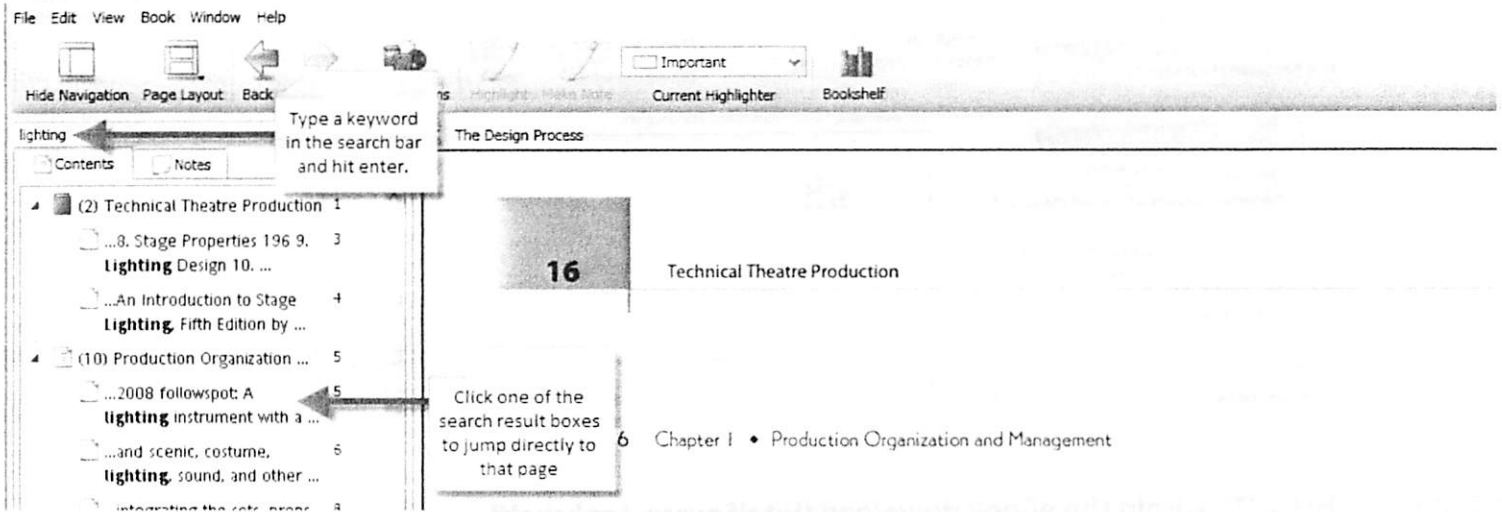


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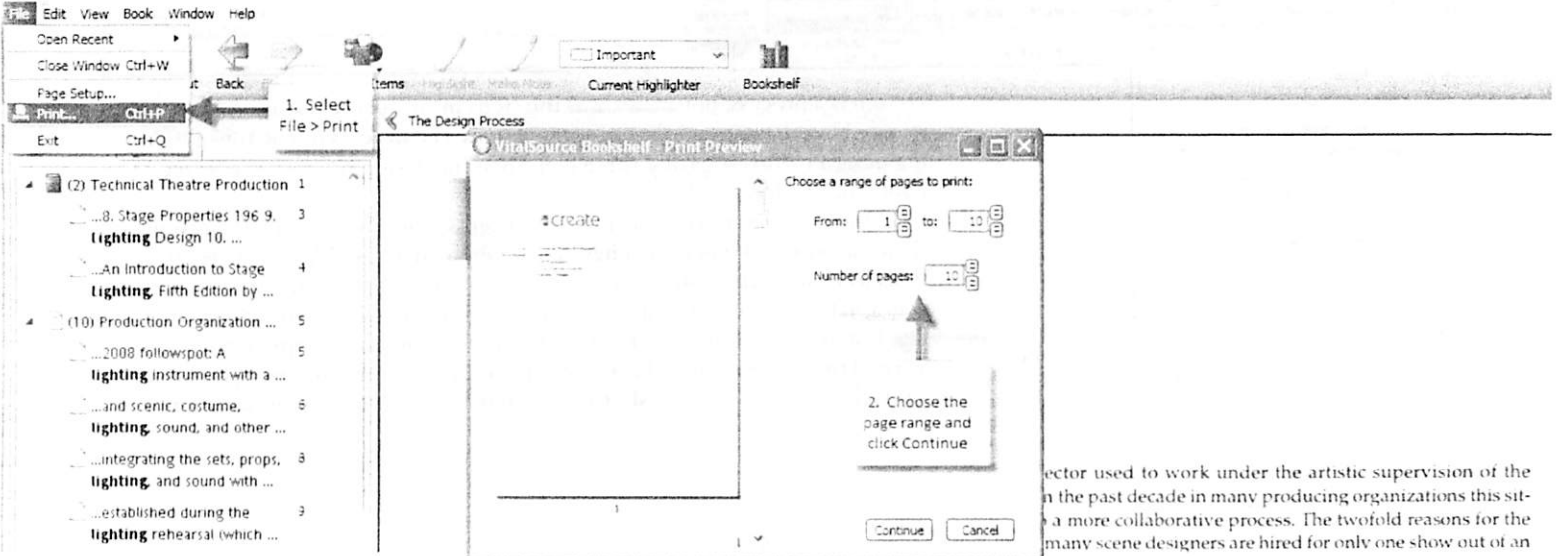
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ector used to work under the artistic supervision of the
in the past decade in many producing organizations this sit-
a more collaborative process. The twofold reasons for the
many scene designers are hired for only one show out of an

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Managerial Accounting

Use blue arrows to page forward/backward

1

Click chapter name to jump to a specific chapter

Contents Notes

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 - The Changing Role of Managerial Accounting in a Dynamic Business Environment
 - Basic Cost Management Concepts and Accounting for Mass Customization Operations
 - Process Costing and Hybrid Product-Costing Systems
 - Student Success
 - POWER Learning: Becoming a Successful Student
 - Making the Most of Your Time
 - Discovering Your Learning Styles, Self-Concept, and Values

Managerial Accounting

How to MAKE HIGHLIGHTS within the online eBook.

Support eBook Sample

Process Costing and Hybrid Product-Costing Systems (page 3 of 33 — printed page 86)

6 Prepare a departmental production report under weighted-average process costing.

7 Describe how an operation costing system accumulates and assigns the costs of direct-material and conversion activity in a batch manufacturing process.

To highlight, use cursor to select portion of text, then click Make Highlight

We have seen that a product-costing system performs two primary functions:

1. Accumulating production costs.
2. Assigning those production costs to the firm's products.

Product costs are needed for the purposes of planning, cost management, decision making, and reporting to various outside organizations, such as governmental regulatory agencies.

Contents Notes

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Support eBook Sample

Process Costing and Hybrid Product-Costing Systems (page 3 of 33 — printed page 86)

6 Prepare a departmental production report under weighted-average process costing.

7 Describe how an operation costing system accumulates and assigns the costs of direct-material and conversion activity in a batch manufacturing process.

Click Notes tab to view all of your highlights

We have seen that a product-costing system performs two primary functions: 1. Accumulating production costs. 2. Assigning those production costs to the firm's products. This will be covered on the exam. Edit Note Delete Change Highlighter

Job-order costing was described in Chapter 3. This type of product-costing system is used when relatively small numbers of products are produced in distinct batches or job orders and these products.

Add a note, delete a highlight, or change the color of the highlighter

Product costs are needed for the purposes of planning, cost management, decision making, and reporting to various outside organizations, such as governmental regulatory agencies.

Job-order costing was described in Chapter 3. This type of product-costing system is used when relatively small numbers of products are produced in distinct batches or job orders and these products differ significantly from each other. This chapter covers process-costing systems. Process costing is used in repetitive production environments, where large numbers of identical or very similar products are manufactured in a continuous flow. Industries using process costing include paper, petroleum, chemicals, textiles, food processing, lumber, and electronics.

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