

Fall 2016 (Thursday 7:00 – 9:45 PM)
Systems Engineering and Management (SYSM) 6320 (Executive MS in SEM Program)
STRATEGIC LEADERSHIP

Professor Mike Peng
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General Course Information

Pre-requisites, Co-requisites, & other restrictions Current enrollment in the Executive MS in SEM program

Course Description

This course focuses on the strategic challenges confronting leaders and firms in the global economy. A firm's strategy is its "theory" of how to gain competitive advantage and compete successfully in the marketplace. Strategic leadership is the process that leaders, especially executives, develop and implement a firm's strategy. Our objective is to have an enhanced understanding of the most fundamental question in strategic management and leadership: ***What determines the success and failure when leading companies around the world?***

Learning Outcomes

Fostering an ***executive mindset***, this strategic leadership course helps you:

- Develop a sound awareness and understanding of the fundamental challenges associated with strategic management and leadership
- Leverage resources and capabilities that will enable you to emerge as a strategic leader

Texts

1. M. W. Peng (2017). *Global Strategy*, 4th ed. Boston: Cengage Learning. This is the first time that *Global Strategy* has switched to a complete digital e-book (the digital product is called MindTap). There are no traditional hardcopies.
Purchase option 1: BUNDLE: ePack MindTap@Management + loose-leaf version (ISBN10: 1-337-49784-3; ISBN13: 978-1-337-49784-8)
<https://www.cengagebrain.com/shop/ProductDisplay?langId=-1&storeId=10151&catalogId=10057&productId=174928>
Purchase option 2: LMS Integrated MindTap@Management (ISBN10: 1-305-57707-8; ISBN13: 978-1-305-57707-7)
<https://www.cengagebrain.com/shop/ProductDisplay?langId=-1&storeId=10151&catalogId=10057&productId=737372>
Purchase option 3: (a) Go to UT Dallas bookstore; (b) Get a printed access card, make sure to find the correct product: MindTap@Management, 1 term (6 months) Printed Access Card for Peng's *Global Strategy*, 4th edition (ISBN 13: 978-1-305-57703-9, which is different from option 2, but both ISBNs refer to the same book)

Helpful Training Resources

<http://services.cengage.com/dcs/mindtap/start/resourcelist/#/student-resources-selftraining-videos>

Student Registration and Login Video

<https://www.youtube.com/watch?v=5G1NHp1Op5s&feature=youtu.be>

2. Packet (7 additional articles).

Course Policies

Grading (credit) Criteria	<p>Participation 40%</p> <ul style="list-style-type: none"> • Two (2) one-page <i>individual</i> papers (20% = 10% x 2) Two on debates/ethics OR one on a case (not assigned to your group) + one on a debate/ethics issue • Contributions to class discussions (20%) <p>Team presentation on a debate based on a case 20%</p> <p>Term project: One (1) <i>group</i> case write-up 40%</p> <p style="text-align: right;">Total 100%</p>
Requirement on the use of hardcopies to submit your work	<p>Unless otherwise noted, all graded work (one-page papers, team presentation slides, and term project papers and slides) needs to be submitted in <i>hardcopy</i> to the professor in person. In other words, please do not email me ahead of time—nobody has that kind of time to open, print, and bring your work to class. It is your professional responsibility to bring your hardcopy work to me in class. Also, please do not procrastinate and wait till the last minute. Printers are known to have a nasty habit of breaking down before class starts.</p>
Two Individual 1-Page Papers (both on debates/ethics OR one on a case + one on a debate/ethics issue)	<p>Stylistic requirements are:</p> <ul style="list-style-type: none"> • Typed, and cannot exceed one page, with one inch margin on four sides of the paper. If you have performed extensive outside research (such as most recent Internet posting), you may attach one page as an appendix, which can only be a direct printout or a spreadsheet but cannot be your write-up; • You may present your paper in paragraph form, in which case <i>single space</i> is allowed, or in outline form as bullet points; • The font size cannot be smaller than 10 (I am using “times new roman” 10 point now); • Submit a <i>hardcopy</i> at the <i>beginning</i> of the class—no cover page please; • While you may form study groups to discuss these questions, the position paper should be written strictly on an <i>individual</i> basis <p>One-Page Paper(s) on Ethics and/or Debates: Strategic leaders cannot shy away from debates. Most textbooks present knowledge “as is” and ignore the fact that the field has numerous inconclusive but important debates. <i>Every</i> chapter of the <i>Global Strategy</i> text has a section on “Debates and Extensions,” some of which have significant ethical dimensions (see also the critical discussion questions on ethics in <i>every</i> chapter). Pick any one debate/ethical dilemma to write one or two papers.</p> <p>You need to both summarize the debate/ethical dilemma (less than ½ page), and answer the question: <i>How does the assigned chapter/reading help you understand and participate in the debate?</i> For example, between two contrasting positions A and B, you had always intuitively supported A (before taking the class). Now you find assigned readings to intellectually support your original support for A. Or, despite your initial belief in A, through this course, you now support B. Tell us why. Be assertive. You need to show <i>your voice</i>. Specifically, it is required that you use expressions such as “I believe,” “I think,” and “I disagree.”</p> <p>This assignment is to be done on an <i>individual</i> basis. A hardcopy is required at the beginning of the class when this debate is discussed.</p>

	<p>As an expert on certain debates, <i>please be prepared to participate in these debates in class</i>. Of course, I expect everybody to have read these debates and be able to participate. But I may call on the experts, those who write the papers on these debates, to add more to our discussion.</p> <p>One-Page Paper(s) on a Case: Given the space constraints, you will be better served if you focus on one or two discussion questions in this paper. Please don't attempt to answer all discussion questions in this 1-page paper. Please select a case <i>not</i> assigned to your group for presentation.</p>
<p>Team Presentation on a Debate based on a Case</p>	<p>As a group of 2-3 students, you will present a debate based on a case. It will normally be presented after the lecture is over but before the class discussion begins. You will have 15 minutes and 12 slides. Slide 1 is the mandatory title slide, with all names (alphabetical order of last names) and emails.</p> <p><i>Please make your slides readable</i>—you will lose points if classmates sitting in the back row cannot read the slides you present. Although case discussion questions are helpful, do not attempt to answer them all. The key here is to <i>focus</i> on one debate (as suggested).</p> <p>You choose the most effective format to present the debate. One possibility is to have team member 1 present side A and team member 2 present side B. Alternatively, the entire team can represent side A, and engage the rest of the class as side B.</p> <p>Please prepare one <i>hardcopy</i> handout (12 slides printed on both sides of 1 sheet) for the professor.</p>
<p>Term Project: Case Write-Up</p>	<p>This is a group-based exercise (1) to write your own case study (6-8 pages) and (2) to write your own case analysis (2-4 pages)—for <i>a combined total of 10 pages</i> excluding the title page and any attachments, such as figures, tables, appendix, and references.</p> <p>Your guiding question is: "<i>How can we solve a strategic problem in global strategy and leadership?</i>" The first part will be a case study focusing on a hard-to-tackle strategic leadership problem. <u>Examples</u> include:</p> <ul style="list-style-type: none"> • How to profit from the global recession? • How to divorce from our JV partner while minimizing the damage to our interests and reputation? • How to govern a newly acquired foreign company? • How to be socially responsible while maintaining our financial bottom line? (Example: Our company is losing money and having to lay off people, do we still want to contribute to charities?) • How to withdraw from a foreign market? • How should we approach business in countries in financial trouble? (Example: Assuming we're not in PIGS countries [Portugal, Ireland, Greece, and Spain] now, but now their asset prices are low and the cost for our expansion there is low. However, given their financial trouble and collapsing economy, should we avoid them or should we march in?) <p>Make sure you use <i>question marks</i> (?). Note these examples are not an exhaustive list.</p> <p>Try to follow the format of the cases that we study during the term, give enough details on the background of the firm, and focus on a difficult decision. This part should take approximately 6-8 pages. The second part will be your analysis and recommendations to these managers in terms of how to proceed, which should take about 2-4 pages (similar to your case analysis mentioned earlier)—at least 2 pages should be devoted to <i>recommendations</i>. All together, the ideal length is 10 pages, excluding attachments such as figures and tables. In terms of the attachments, please be reasonable. <i>Under no circumstances can the total report (all inclusive) exceed 20 pages—I will stop reading after p. 20.</i></p>

	<p>The best papers will show evidence of some investigative efforts—digging for more information, interviews/phone calls/emails with managers—and of synthesis and careful editing. They will also be insightful, going beyond the most obvious lessons to draw out the story behind the story.</p> <p>The quality will be evaluated along content and process dimensions (60% and 40%, respectively). Careful editing and streamlining is expected. Simply “cut and paste” sections written by different coauthors will result in a very poor grade. Appendix 2 gives a complete list of the grading criteria—pay attention!</p> <p>Outside research is expected. Please properly document your sources either in footnotes/endnotes or in APA format (that is, author name, year format, such as [Peng, 2016]) with a reference list attached at the end of your work. Please see the section on “Academic Professionalism and Citizenship” for more information.</p> <ul style="list-style-type: none"> • One inch margins should be left on four sides of the paper, and the font size cannot be smaller than 10 (I am using “times new roman” 10 point now); • On the title page, list everybody’s name (and email) by alphabetical order; • Also on the title page, include a 1-paragraph, double-spaced executive summary (less than 100 words); • Double space your main text (references and tables can use single space) • There is no length limitation about attachments (e.g., graphs and references). But be professional and reasonable—remember not to exceed 20 pages. <p>Each group will give a presentation to the rest of the class on the last day of class—under 20 minutes with no more than 15 slides (slide 1 will be a required title page with names and emails). In addition to the presentation, the following items are required for submission on the presentation day:</p> <ul style="list-style-type: none"> • Handout (6 slides per sheet, printed on <i>both</i> sides of the paper) to the professor • One hardcopy of the paper to give to the professor <p>Normally, everybody in the group gets the same grade. However, if there is any significant free rider, please file a complaint against this individual—the form is posted on eLearning. Your complaint will be stronger if there are other members in your group who also file their complaints. I will investigate and talk to that individual. Therefore, anonymous complaint cannot be entertained. You will have to report your name, and your name will be revealed to the person about whom you are complaining. Please note this complaint mechanism is totally optional, and I hope none will need to use it.</p>
<p align="center">Class Participation</p>	<p>Since the course is built almost exclusively around the case method, attendance and participation are very important and required of each student. As in the real world, the cases are rich in detail, yet open-ended and incomplete at the same time. Therefore, do not approach a case as you would a book chapter or a magazine article. In order to derive maximum benefit from the case method, it is essential that you mentally “get inside” the case.</p> <p><i>Class participation will be graded based on the subjective assessment of the professor. Given the extensive group-based work and the high caliber of the students, my previous experience suggests that this is likely to be a key area of differentiation in your final grade.</i> Please note that you will not earn full mark for “class participation” if you simply show up and offer a few casual remarks.</p> <p><u>“Dos” for Case Discussions</u></p> <ul style="list-style-type: none"> • Keep an open mind • Relate outside experience • Be provocative and constructive <p><u>“Don’ts” for Case Discussions</u></p>

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	<ul style="list-style-type: none"> • Do not make sudden topic changes; recognize the flow of discussion • Do not repeat yourself and others • Do not "cut" others to "score points" <p>Remember it is the quality of your participation, not the quantity (or “air time”), that will lead to good performance in class discussion. The following criteria are employed:</p> <ul style="list-style-type: none"> • Excellent class participation: The student consistently attends class, consistently contributes to case discussions, and consistently demonstrates superior understanding and insights • Good class participation: The student consistently attends class, consistently contributes to case discussions, and occasionally demonstrates superior understanding and insights • Mediocre class participation: The student inconsistently attends class, inconsistently contributes to case discussions, and rarely demonstrates superior understanding and insights.
Make-up Exams	No
Extra Credit	No
Late Work	Late written assignment will be downgraded by 10% every business day
Academic Professionalism and Citizenship	<p>You are expected to exhibit the highest level of professionalism and courtesy in and out of class. Minimum behavioral expectations include:</p> <ul style="list-style-type: none"> • Turn off cell phones, beepers, and pagers while in class • Arrive punctually to class (if you have to be late in arrival or to depart early, please find a seat closer to the door in a non-disruptive manner) • Do not use laptop.¹ Yes, there is a ban on laptop usage in this class. <p>More seriously, please be aware that anyone who commits an act of scholastic dishonesty is subject to disciplinary actions. Given that this course is writing-intensive, the primary concern is plagiarism—defined as not giving credit to others’ work and representing such work as one’s own. Operationally, if words are copied verbatim, they must be placed in quotation marks and properly documented—either in footnotes or in (name, year) format (such as [Peng, 2016] for my book) with a reference list at the end of your work. Direct quotes should also provide a page number. Quotation marks and page numbers are not necessary when you paraphrase someone else’s work using your own words. Nevertheless, you should still give credit to the origin of these ideas. Failure to do so consists of plagiarism. For an example of adequate documentation of sources, see end-of-chapter Notes sections after each chapter in my book. See also http://www.utdallas.edu/student/slife/dishonesty.html</p>
<u>NOTES from the Bureaucracy</u>	Your mastery of the following notes will be tested during a pop quiz— <i>just kidding!</i>
Student Conduct and Discipline	The UT System and UTD have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i> , which is provided to all registered students each academic year.

¹ A law school professor writes that “The use of laptops is linked not only to poor classroom discussion but also to decreased bar passage rates across the country” . . . [because] “students e-mailing and IMing individuals both in class and out of class, shopping, playing games, watching movies, or surfing the web” (K. Yamamoto, 2007, Banning laptops in the classroom: Is it worth the hassles? *Journal of Legal Education*, 57 (4): 477-515). Two psychology professors report that “even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallow processing” (P. Mueller and D. Oppenheimer, 2014, The pen is mightier than the keyboard: Advantages of longhand over laptop note taking, *Psychological Science*, 25(6): 1159-1168). These two scholarly articles are available upon request.

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	<p>UTD administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (972/883-6391).</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<p align="center">Academic Integrity</p>	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course may use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
<p align="center">Email Use</p>	<p>UTD recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UTD email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UTD provides a method for students to have their UTD mail forwarded to other accounts.</p>
<p align="center">Withdrawal from Class</p>	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
<p align="center">Student Grievance Procedures</p>	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's</p>

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	<p>decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the Dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
Incomplete Grades	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.</p>
Disability Services	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. Please contact: UTD Office of Disability Services, SU 22, POB 830688, Richardson, TX 75083 (972) 883-2098 (voice or TTY)</p> <p>Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.</p> <p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
Religious Holy Days	<p>UTD will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>
Off-Campus	<p>Off-campus, out-of-state, and foreign instruction and activities are subject to state law and</p>

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Instruction and Course Activities	University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm . Additional information is available from the office of the school dean.
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Calendar

(For the 2 x 1p individual HARDCOPY papers: Choice One: 1 case + 1 debate OR Choice Two: 2 debates)

<i>Session</i>	<i>Cases (in the book unless noted otherwise)</i>	<i>Chapters</i>
#1 8/25 [11.305]	Guns of August 1914 (packet)	Introduction Ch 1: Strategizing globally
#2 9/1 [11.305]	Competing in the Indian airline industry (Ch 2 Opening Case)	Ch 2: Industry competition
#3 9/8 [11.305]	Ryanair (Integrative Case 15)	Ch 3: Resources and capabilities
#4 9/15 [1.801]	Bank of America's CSR and the Occupy Wall Street movement (Integrative Case 25) BONUS TALK: History and IPR	Ch 4: Institutions, cultures, and ethics
#5 9/22 [11.218]	Wikimart: Building a Russian version of Amazon (Integrative Case 18)	Ch 5: Growing the entrepreneurial firm
#6 9/29 [11.305]	Texas Instruments in South Korea (Integrative Case 19)	Ch 6: Entering foreign markets
#7 10/6 [11.305]	Jobek do Brasil's joint venture challenges (Integrative Case 20)	Ch 7: Strategic alliances
#8 10/13 [11.305]	The antitrust case on the AT&T-T-Mobile merger (Integrative case 21)	Ch 8: Competitive dynamics
#9 10/20 [11.305]	Emerging acquirers from China and India (Ch 9 Opening Case) BONUS TALK: The global strategy of emerging multinationals from China	Ch 9: Diversifying, acquiring, restructuring
#10 10/27 [11.305]	GE innovates from the base of the pyramid (Ch 10 Opening Case)	Ch 10: Strategizing, structuring, learning
#11 11/3 [11.305]	Global competition in how to best govern large firms (Ch 11 Opening Case)	Ch 11: Corporate governance
#12 11/10 [11.305]	The Wal-Mart effect (<i>Academy of Management Perspectives</i>)	Ch 12: Corporate social responsibility
#13 11/17 [11.305]	Wrap up	
#14 11/24	Thanksgiving	
#15 12/1 [11.305]	Team project presentations	

Class Schedule²

1 Introduction / Ch 1: Strategizing around the globe

Additional reading: S. Kasriel, 2016, How I did it . . . Upwork's CEO on how an introverted engineer learned to lead, *Harvard Business Review*, May: 35-38 (PACKET).

In-class exercise: What is your company's strategy? What is its "official" mission statement?

Case: The guns of August 1914 (PACKET)

1. What exactly is strategy?
2. What were the main characteristics of the French and German strategies in 1914?

² Minor changes may be made in the course content as the semester progresses

3. What were the strong points in these strategies? The weak points? What should have been done differently? Why?
4. What are the key lessons?

Debate to be presented: Strategy as plan versus strategy as action (Ch 1)

2 Ch 2: Managing industry competition

Case: Competing in the Indian airline industry (Ch 2 Opening Case)

1. Using the five forces framework, how would you characterize the competition in the Indian airline industry?
2. How much bargaining power do passengers have?
3. Why do new entrants such as AirAsia (Malaysia) and Singapore Airlines come? What different generic strategies do they use? Predict their likely success or failure.

Debate to be presented: Stuck in the middle versus all rounder AND/OR industry rivalry versus strategic groups (Ch 2)

3 Ch 3: Leveraging resources and capabilities

Case: Ryanair (Integrative Case 15)

1. From an industry-based view, assess the strength of the five forces and determine the extent to which Ryanair is positioned against those forces.
2. From a resource-based view, what explains Ryanair's success?
3. From an institution-based view, assess the opportunities and threats presented by the current and future institutional environment (both formal and informal). How should Ryanair proceed?
4. What is your evaluation of the proposal that Ryanair offer free flights in perpetuity? Draw on the three views in your answer.
5. **ON ETHICS:** Evaluate Ryanair's behavior, especially in light of the questionable practices discussed in the case. What changes, if any, would you recommend to CEO Michael O'Leary?

Debate to be presented: Firm-specific versus industry-specific determinants of performance (Ch 2 and Ch 3).

4 Ch 4: Emphasizing institutions, cultures, and ethics

Case: Bank of America's corporate social responsibility and the Occupy Wall Street movement (Integrative Case 25)

1. **ON ETHICS:** Despite such significant contributions to CSR causes, why is Bank of America so resented, not only by the Occupy Wall Street crowd but also by large segments of the general public?
2. **ON ETHICS:** Did or should Bank of America communicate to the Occupy Wall Street crowd about its CSR work?
3. **ON ETHICS:** What should Turner and Smith recommend to the board?

Debate to be presented: pick anything from Ch 12 on corporate social responsibility

BONUS TALK: How history can inform the debate on intellectual property rights

Additional reading: M. W. Peng (2013), An institution-based view of IPR protection, *Business Horizons* (PACKET).

5 Ch 5: Growing and internationalizing the entrepreneurial firm

Case: Wikimart: Building a Russian version of Amazon (Integrative Case 18)

1. From an industry-based view, given the fragmented, rapidly growing nature of online retail space in the Russian-speaking world, how would you characterize the competition in this industry?
2. Why was Wikimart able to secure financing during its early stages of growth? Put differently, if you were an angel investor or private equity investor, what special qualities of Wikimart would attract you?

3. While Wikimart's objective is to become a dominant e-commerce marketplace in Russia and other countries of the former Soviet Union, given the existing competition (such as Ozon.ru), is such ambition realistic?
4. What are some of the viable exit strategies for the two founders?

Debate to be presented: Traits versus institutions (Ch 5)

6 Ch 6: Entering foreign markets

Case: Texas Instruments in South Korea (Integrative Case 19)

1. What opportunities does the Korean tablet initiative provide for TI?
2. How can TI effectively communicate the value of its education solutions to its Korean constituents?
3. How can TI ensure that its products have all of the attributes necessary to meet the needs of the Korean education system?
4. What would make a Korean decision maker feel comfortable to recommend TI as opposed to a Korean product?

Debate to be presented: Liability versus asset of foreignness (Ch 6)

7 Ch 7: Making strategic alliances and networks work

Case: Jobek de Brasil's joint venture challenges (Integrative Case 20)

1. How would you evaluate the IJV between Jobek and Hatteras?
2. What was the international market strategy of Jobek? And of Hatteras?
3. What are the differences between the concept of corporate social responsibility used by Hatteras and Jobek?
4. Based on your evaluation, what should Jobek do?
5. Describe Jobek's current competitive environment. What changes do you foresee in the future? How do you think they will influence Jobek?

Debate to be presented: (1) Majority JVs versus minority JVs AND/OR (2) acquiring versus not acquiring alliance partners (Ch 7)

8 Ch 8: Managing competitive dynamics

Case: The antitrust case on the AT&T-T-Mobile merger (Integrative Case 21)

1. Defend AT&T's position as its CEO.
2. Defend this merger as T-Mobile's or Deutsch Telekom's CEO (both firms were co-defendants in this case).
3. Provide an expert testimonial as Verizon's or Spring Nextel's CEO.
4. Challenge AT&T's position as an antitrust lawyer working for the government.
5. **ON ETHICS:** As a party not directly involved in the case (such as a manager at another firm not in this industry or a student), what do you think is right about antitrust policy? What is wrong about antitrust policy? Why?

Debate to be presented: Strategy versus IO economics and antitrust policy (Ch 8)

9 Ch 9: Diversifying and managing acquisitions globally

Case: Emerging acquirers from China and India (Ch 9 Opening Case)

1. Why have M&As emerged as the primary mode of foreign market entry for Chinese and Indian MNEs?
2. Drawing on industry-based, resource-based, and institution-based views, outline the similarities and differences between Chinese and Indian multinational acquirers?
3. **ON ETHICS:** As CEO of a firm from either China or India engaging in a high-profile acquisition overseas, shareholders at home are criticizing you of "squandering" their money, and target firm management and unions—as well as host country government and the media—are resisting. Should you proceed with the acquisition or consider abandoning the deal? If you are considering abandoning the deal, under what conditions would you abandon it?

Debate to be presented: (1) Product relatedness versus other forms of relatedness AND/OR (2) acquisitions versus alliances (Ch 9)

BONUS TALK: The global strategy of emerging multinationals from China

Additional reading: M. W. Peng (2012), Why China's investments aren't a threat, *Harvard Business Review*, February.

Additional reading: M. W. Peng (2012), The global strategy of emerging multinationals from China, *Global Strategy Journal*, 2 (2): 97-107.

Additional reading: M. W. Peng (2016), The myth behind China's outward foreign direct investment, in *Global Business*, 4th ed. Boston: Cengage Learning.

10 Ch 10: Strategizing, structuring, and learning around the world

Case: GE innovates from the base of the pyramid (Ch 10 Opening Case)

1. How would you characterize GE's traditional strategy of concentrating innovation in developed economies and then diffusing them to the rest of the world?
2. How would you characterize GE's recent efforts to innovate from the base of the pyramid?
3. How can GE manage growth around the world so that it can be successful both locally and internationally?

Debate to be presented: Corporate controls versus subsidiary initiatives (Ch 10)

11 Ch 11: Governing the corporation globally

Case: Global competition in how to best govern large firms (Ch 11 Opening Case)

1. What are the advantages and disadvantages of the publicly listed corporation?
2. Why is there an IPO famine lately?
3. What are the advantages and disadvantages of family ownership?
4. What are the advantages and disadvantages of state ownership?

Debate to be presented: (1) Global convergence versus divergence AND/OR (2) state ownership versus private ownership (Ch 11)

12 Ch 12: Strategizing with corporate social responsibility

Case: The Wal-Mart effect

C. Fishman, 2006, The Wal-Mart effect and a decent society: Who knew shopping was so important? *Academy of Management Perspectives*, 20: 6-25. (PACKET—NOTE: This article is the case)

1. Do you think Wal-Mart is a "problem"? Why or why not? In other words, what's wrong about Wal-Mart? Or, what's right about Wal-Mart?
2. Fishman wrote that "Wal-Mart is a creation of us and our money . . . It is also a mirror. Wal-Mart is quintessentially American" (pp. 24-25). Freeman argued that the so-called "Wal-Mart effect" has been present "since the opening of the first Wal-Mart and every other business start-up." If so, does the American style capitalism—or, if we may, capitalism broadly defined—really have a problem?
3. Critics argue that because of Wal-Mart's relentless pressure on suppliers to lower costs, Wal-Mart destroys numerous manufacturing jobs in the United States and sends jobs to countries such as China. Do you think this criticism is fair?
4. While this case focuses on the US economy, Wal-Mart is also "global," in the case that it is now the largest corporate employer and the largest retailer in both Canada and Mexico. It is also the second largest grocer in Britain. It has stores in many other countries. What is the likely Wal-Mart effect on other countries—or the global economy in general?

Debate to be presented: The fundamental debate: Are stakeholders (other than those that Wal-Mart deeply cares about, consumers and shareholders) have a legitimate "claim" here? (Ch 12)

13 Wrap up

14 Thanksgiving

15 Case presentations: Lessons from recent projects in strategic management and leadership

REQUIRED:

- 1 Distribute a one-page handout (maximum 15 slides, with six slides printed on one sheet on one side, double-sided printing) to the professor
- 2 A hardcopy of your 10-page case write up—I prefer 2-sided printing
- 3 STAPLE 1 + 2 (with 1 on top)
- 4 Email both Word and PowerPoint to my TA, Joyce Wang (cxw141430@utdallas.edu), no later than midnight today. In the email subject line, please mark: “Prof Peng’s SYSM class, Group XXX: TITLE.” Please do *not* email the professor.

Appendix 1: About Your Professor

Mike W. Peng (PhD, University of Washington) is the Jindal Chair of Global Strategy, the first holder of such distinction at the Jindal School of Management at UT Dallas. He is a National Science Foundation CAREER Award winner and a Fellow of the Academy of International Business. Professor Peng is widely regarded as one of the most prolific and most influential scholars in global strategy. He is one of the only 95 business and economics scholars listed in *The World’s Most Influential Scientific Minds* and the only UT Dallas faculty member of all disciplines to have attained this honor. His market leading textbooks, *Global Strategy*, *Global Business*, and *GLOBAL*, are studied in business schools in over 30 countries, and have been translated into Chinese, Spanish, and Portuguese. Since joining UT Dallas in 2005, he has been the number one contributor to the top 45 academic journals tracked by *Financial Times*, which has consistently ranked Jindal a top 20 school in research worldwide. His consulting clients include AstraZeneca, Texas Instruments, UK Government Office for Science, the US Navy, and The World Bank. For details, see www.mikepeng.com

Appendix 2: Grading Criteria for Writing Assignments (for your term project case write up)

I. Content Issues (60%)

- (a) Clarity of the story line (10%)
- (b) *Use of concepts and theories* applied to the case (20%)
- (c) Reasonableness of analysis (10%)
- (d) Appropriateness of *recommendations/conclusions* (20%) at least 2 pages

II. Process Issues (40%)*

- (a) Effectiveness of presentation (20%)
(including speech posture, maintaining eye contact with the audience instead of reading off the script, use of visual aids, timing, and answer of questions)
- (b) Effectiveness of written reports (20%)
(including readability, flow, logic, and organization; writing mechanics, such as free of grammatical and spelling errors, use of sections and headings, and page numbering; use of literature; and attachments such as graphs, tables, and calculations, whenever applicable)