

**THE UNIVERSITY OF TEXAS AT EL PASO**  
**MGMT 4300: STRATEGIC MANAGEMENT**  
**CRN 20935**  
**SPRING 2024**

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or by appointment.

**COURSE DESCRIPTION**

Welcome to Management 4300! This course focuses on the understanding of why some companies perform better than others. As advanced undergraduate students you already know that companies are complex entities that require many types of specialized knowledge such as accounting, finance, operations management, marketing and human resources management. In this class we will build on what you already know in these different areas while focusing on the behavior and performance of the entire organization.

More specifically, the course is designed to provide you with theoretical knowledge, frameworks and a business simulation experience to understand how companies can develop and sustain a competitive advantage through the development and redeployment of firm resources and capabilities within and across industries. The course can be described in two words: pragmatic and eclectic. It is *pragmatic* because I will be teaching about issues and concepts relevant for your future business career. It will contextualize key theoretical ideas through the use of a business simulation. It is *eclectic* because I draw upon a wide variety of theoretical ideas.

**COURSE LEARNING OBJECTIVES**

To overarching goal of the course is to understand the key elements of strategic management of a company: analysis of the firm and its competitive environment, analysis of strategic alternatives, and development of strategic recommendations. This will be achieved through the following learning objectives and corresponding activities and assessments:

LEARNING OBJECTIVE	ACTIVITIES	ASSESSMENT
Define strategy and understand its importance	Readings: textbook chapter 1	Exam
Understand the concept of competitive advantage	Reading: textbook chapter 1	Exam
Understand the impact of the external environment on profitability	Readings: textbook chapter 2	Exam Group assignment

LEARNING OBJECTIVE	ACTIVITIES	ASSESSMENT
Understand the development and redeployment resources and capabilities as the source of competitive advantage	Readings: textbook chapters 3-5	Exam Group assignment
Understand vertical scope decisions and their impact on competitive advantage	Readings: textbook chapter 8	Exam Group assignment
Understand horizontal scope decisions and their impact on competitive advantage	Readings: textbook chapters 9 and 12	Exam Group assignment
Understanding strategic alliances and their impact on competitive advantage	Readings: textbook chapter 11	Exam Group assignment

In addition, the College of Business Administration has established two learning objectives for its BBA program assessed via this course. They are the following:

A1: Students will understand essential knowledge of strategic management.

D2: BBA students will prepare and make a persuasive, professional speech on a current business topic.

## LEARNING METHOD

To achieve the course learning objectives goals you are expected to read all materials, engage with the class through the response system and discussion boards, and collaborate with your team on a final project. I believe that learning occurs most effectively when you are actively engaged in the process. Therefore, if you want to learn and do well in the course you have to *prepare* and *participate*.

## COMMUNICATION

I will use Blackboard to communicate with you regularly. During office hours I am available in person or via Zoom.

## TEXTBOOK

Note that there are two versions of the book (with and without cases). You do not need the cases, but the version with cases can be cheaper to rent in electronic format. Note that you do not need to buy the book with MyLab. The version with the cases is the following:  
Strategic Management and Competitive Advantage: Concepts and Cases, 6<sup>th</sup> Edition  
ISBN-13: 9780136878674

Details at: <https://www.pearson.com/en-us/subject-catalog/p/strategic-management-and-competitive-advantage-concepts-and-cases/P200000005821/9780136878674>

The version without the case is the following:

Strategic Management and Competitive Advantage: Concepts, 6<sup>th</sup> Edition

ISBN-13: 9780134743080

Details at: <https://www.pearson.com/en-us/subject-catalog/p/strategic-management-and-competitive-advantage-concepts/P200000005822/9780134743080>

## EVALUATION

See class schedule on Appendix A for a summary of important dates.

### Overview

(1) Class participation	24%
(2) Exams (3)	50%
(3) In-class group assignments	16%
(4) BBA video	5%
(5) Group evaluation	5%
(7) COBA exit survey (extra credit)	1%

### Description

(1) Class participation (24%)

Individual synchronous class participation is an important component of the course. It will be assessed through iClicker. Earning at least 85 % of all points available in the semester is required to obtain the full share of participation in the final grade. *You must have geo-located attendance recorded through iClicker in order to earn participation points.*

You can participate with iClicker through the web or the app. Students who do not have an existing iClicker account, need to go to <https://www.iclicker.com/students> or download the iClicker Student app from the App Store or Google Play to sign up for a student account. iPad users need to change the search to iPhone App.

Note the following regarding iClicker:

- You do not need to purchase a subscription to use iClicker because it is provided to you free.
- When registering for the course use your name as listed on Goldmine, UTEP ID and UTEP email address.
  - If you need to change your email address, or password, edit your account profile. Do not create and use more than one account, as you will only receive credit from a single account.
- The software's geolocation feature is more accurate with Wi-Fi. For additional tips see <https://macmillan.force.com/iclicker/s/article/Attendance-Geolocation-Tips>

- For help with the classroom response system contact immediately technology support at Library Room 300, [helpdesk@utep.edu](mailto:helpdesk@utep.edu) or 915-747-4357.

(2) Exams (50%)

There are three in-class exams: the first two each account for 15% of the course grade, while the third one contributes 20% to the course grade. *You are not allowed to access any materials during the exams.* You will need to use [Respondus Lockdown browser](#). The exams contain multiple-choice questions. *The questions can be based on the textbook, all other course materials, and class discussions.* Dates: February 14, March 27 and April 29.

(3) In-class group assignments (16%)

You will work with your group in class to understand how to understand how Artificial Intelligence (AI) tools such as ChatGPT can help you analyze companies and their strategies. *Punctual attendance (no later than twenty minutes before the official starting time of the class) is required to earn credit. Your grade for group assignments will be weighted by individual attendance to assign individual grades.* The details for each assignment will be available at the beginning of the corresponding session. Dates: January 31, March 4, March 18 and April 15 during class.

Grading: Each session will require a submission. Refer to grading rubric in Appendix B. The grade from the rubric will be transformed to a 100 point scale.

Group work:

I expect teams to have some healthy task conflict and solve it in a constructive manner.

However, *in extreme cases of free-riding or team conflict I reserve the right to remove a student from a team.* In such cases, an alternative assignment may be considered depending upon the specific circumstances of each case.

(4) BBA Video (5%)

Each student is required to submit a professional individual presentation, about three minutes long, explaining (a) their learning experience in the BBA Program, and (b) how this course ties to it. Additional guidance will be posted. This assessment is utilized by the College of Business Administration for accreditation purposes. Due date: April 6 at 11:59 p.m.

(5) Group evaluation (5%)

This component will be based on your peers' confidential evaluation of your contribution to the group assignments. Note the following:

- The group evaluation form is available in Appendix C.
- You should not assess yourself in the form.
- Forms using a scale different from the one listed in it will not be considered.
- Such forms, incomplete forms, and those not submitted will be considered equivalent to granting the maximum grade to all your team members.

- *I reserve the right to void group evaluation forms under suspicion of retaliatory behavior associated with team conflict. If group evaluations are voided, their percentage of the final grade will be reallocated to the group project.*

Due date: April 27 at 11:59 p.m.

(7) COBA exit survey (submission)

You earn this extra credit by simply answering a survey proctored by the College of Business Administration. The link for the survey will be made available on Blackboard.

Due date: May 2 at 11:59 p.m.

### **Course Grading Policy:**

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements.

B: Represents achievement that is significantly above the level necessary to meet course requirements.

C: Represents achievement that meets the course requirements in every respect.

D: Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

F: Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I: (Incomplete) Assigned at the discretion of the instructor only under extraordinary circumstances, (e.g. hospitalization). It requires a written agreement between instructor and student.

Grading scale:

100>A≥90

90>B≥80

80>C≥70

70>D≥60

60>F

### **Re-grading Policy:**

- Requests must be submitted in writing to me. You must identify:
  - The item you believe was incorrectly graded
  - The reasons why
- *All requests must be handed to me within a week of receiving your grade.*

### **Make-up Work:**

I will provide make-up work for students under unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to illness, participation in athletic events or other activities sponsored by the University, serious family emergencies, subpoenas, jury duty and military service. Supporting documentation will be requested. *Make-up exams can be in essay format.*

**Student Conduct:**

Professional and respectful conduct is expected of students. Therefore, I reserve the right to give zero credit for anything I perceive to be offensive, demeaning to others, stalking, or inconsistent with the maturity that I should expect from an advanced undergraduate student. Recognize that there will often be records of these statements. Finally, [Texas Senate Bill 212](#) requires all employees of Texas universities to “report incidents of sexual harassment, sexual assault, dating violence, or stalking allegedly committed by or against a student or employee, to a Title IX Coordinator or Deputy Title IX Coordinator. Under this new law, an employee who fails to report or falsely reports such an incident will also be subject to criminal liability (misdemeanor) and termination of employment.” (source: <https://www.utep.edu/titleix/sb-212.html>)

**Course Drop:**

Course drop deadline is March 28. You must meet with an advisor to complete a course drop. If you do not drop the course and completely stop working on it without contacting me, you will get an “F” grade.

**STUDENT SUPPORT SERVICES****Disabilities:**

If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

**Counseling:**

Your general well-being is very important to faculty and staff at UTEP. If you are facing a difficult personal situation, please contact the University Counseling Center at 747-5302, or by email to [caps@utep.edu](mailto:caps@utep.edu), or visit the office located in Union West, Room 202. UTEP has specialized staff who can help you.

**ADDITIONAL POLICIES****Academic Honesty:**

"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (UTEP's Handbook of Operating Procedures Section 1.2.2.1) *Suspected cases of academic misconduct will be reported to the Office of the Dean of Students.*

**OTHER POINTS**

It will often occur that I do not directly discuss some of the assigned reading material. In these cases, I believe that this material is important but is easily understood from your reading of it. If you have questions on this material please let me know.

Strategic management is an evolving discipline. I will let you know when the book has limitations on explaining some concepts.

*If you have any questions or concerns about the class, please contact me.*

## **ABOUT ME**

I am Associate Professor of Management at UTEP. I have a Ph.D. in Business Administration with a focus on Strategy and International Management from the University of Minnesota (Carlson School of Management). I also have a M. Sc. in International Economics and Business from the Stockholm School of Economics in Sweden, and a B. Sc. in Industrial and Systems Engineering from ITESM (Monterrey Tech) Querétaro Campus in Mexico. I have primarily taught in the areas of strategic management and international business at upper undergraduate and graduate levels (MBA and Ph.D.). Before joining UTEP I was Assistant Professor of Management at the University of Massachusetts Dartmouth. I was also Full-Time Lecturer at ITESM Campus Guadalajara before pursuing my doctoral degree. Prior to my academic career I worked for Coca-Cola bottling groups in Mexico in marketing and distribution.

My research interests revolve around corporate strategy, international strategy, institutions, and economic geography. My work has been published in *Strategic Management Journal*, *Strategic Organization*, *Journal of International Management*, *European Journal of Political Economy*, *Journal of Behavioral and Experimental Economics*, *Advances in Strategic Management*, *Multinational Business Review*, *Cross Cultural & Strategic Management* and *Innovating Strategy Process* (a Strategic Management Society Series book). I have presented my research at major international conferences organized by the Academy of International Business, the Academy of Management and the Strategic Management Society.

**IMPORTANT NOTICE: THE CONTENT IN THIS SYLLABUS MAY BE SUBJECT TO CHANGE. CHANGES WILL BE ANNOUNCED IN ADVANCED.**

## APPENDIX A

COURSE SCHEDULE - MGMT 4300 CRN 20935			
WEEK	DATE	ACTIVITY	ASSIGNMENTS AND DATES
1	1/15	<i>Dr. Martin Luther King, Jr. Holiday</i>	
	1/17	Welcome and Course Overview	
2	1/22	What is Strategy and the Strategic Management Process? (Chapter 1)	
	1/24	Evaluating a Firm's External Environment (Chapter 2)	
3	1/29	Evaluating a Firm's External Environment (Chapter 2)	First in-class group assignment due 1/31
	1/31	<b>Group Activity: using AI to analyze external environment</b>	
4	2/5	Evaluating a Firm's Internal Capabilities (Chapter 3)	
	2/7	Evaluating a Firm's Internal Capabilities (Chapter 3)	
5	2/12	Review for Exam 1	
	2/14	<b>Exam 1 (Chapters 1 to 3 and related materials)</b>	
6	2/19	Cost Leadership (Chapter 4)	
	2/21	Cost Leadership (Chapter 4)	
7	2/26	Product Differentiation (Chapter 5)	
	2/28	Product Differentiation (Chapter 5)	
8	3/4	<b>Group Activity: using AI to analyze internal resources</b>	Second in-class group assignment due 3/4
	3/6	Collusion (Chapter 7)	
9	3/11	<i>Spring Break</i>	
	3/13	<i>Spring Break</i>	
10	3/18	<b>Group Activity: using AI to analyze business-level strategies</b>	Third in-class group assignment due 3/18
	3/20	Vertical Integration (Chapter 8)	
11	3/25	Review for Exam 2	
	3/27	<b>Exam 2 (Chapters 4, 5, 7 and related materials)</b>	
12	4/1	Vertical Integration (Chapter 8)	BBA Video due 4/6 at 11:59 p.m.
	4/3	Corporate Diversification (Chapter 9)	
13	4/8	Corporate Diversification (Chapter 9)	
	4/10	Strategic Alliances (Chapter 11)	
14	4/15	<b>Group Activity: using AI to analyze corporate strategy</b>	Fourth in-class group assignment due 4/15
	4/17	Mergers and Acquisitions (Chapter 12)	
15	4/22	Mergers and Acquisitions (Chapter 12)	Group evaluation due 4/27 at 11:59 p.m.
	4/24	Review for Exam 3	
16	4/29	<b>Exam 3 (Chapters 8, 9, 11 and 12 and related materials)</b>	College exit survey due 5/2 at 11:59 p.m.
	5/1	Course Synthesis	



**APPENDIX B  
GRADING RUBRIC FOR GROUP ASSIGNMENTS**

<b>Group</b>	<b>Points</b>	<b>Score</b> 5 = Excellent 4 = Needs Some Improvement 3 = Needs Significant Improvement 2 = Generally Below Expectations 1 = Unacceptable				
<b>Issue Recognition</b>						
(a) The analysis recognizes the critical issues of the assignment.		5	4	3	2	1
(b) The analysis identifies the relevant information. When information is not available, reasonable assumptions are made based on the context.		5	4	3	2	1
<b>Analysis</b>						
(a) The analysis deals with the relevant problems or critical issues.		5	4	3	2	1
(b) The analysis uses the relevant theoretical background from the textbook and additional materials in the course.		5 (x3)	4	3	2	1
(c) The analysis is coherent. The logical reasoning of the arguments is sound.		5	4	3	2	1
(d) The analysis is cohesive. Sections are well connected.		5	4	3	2	1
<b>Presentation</b>						
(a) The submission is well written. It has minimal misspellings and grammatical errors.		5	4	3	2	1
(b) The submission complies with the format guidelines.		5	4	3	2	1
Total Score:		Out of 50				

*Note: Adapted from Prof. Steven Li (Florida International University) and Walvoord and Anderson (1998). Effective Grading, Jossey-Bass.*

**APPENDIX C  
GROUP EVALUATION FORM**

**Team Number:**

**Name:**

It is necessary to fairly evaluate the contribution that each member of your team made to the team's overall performance. This contribution should reflect your assessment based on the following **Teamwork Outcome Objective:** *Students will work effectively with individuals and teams to accomplish a common goal while demonstrating respect and value for a diversity of opinions, viewpoints, and perspectives.*

**Scale to assess each teammate:**

**Unacceptable (0)** – does not participate in team activities, acknowledges only a few members of the team, is often unprepared for team activities, or does not contribute to the end product of the team.

**Developing (1)** – participates in team activities, acknowledges other members of the team, is a prepared and reliable member of the team, listens attentively to members of the team, and contributes to the end product of the team.

**Acceptable (2)** – gives input and/or recommendations confidently, completes assigned tasks in a timely fashion, respects differing points of views, helps to determine the teams priorities, goals, and procedures, and helps to build consensus for decisions.

**Exemplary (3)** – takes an active position in the team by organizing tasks, speaking for the team, and/or maintaining communication within the team, takes responsibility for the end product which reflects the collective conclusions of the team, and respects and encourages the work of other team members.

Evaluate the contribution of each team member except yourself based on this 0-3 scale. Use only integer numbers. Note that this scale will be converted to a 100-point scale (i.e. granting a 2 is equivalent to granting a 75).

Team Member 1 Name:

Team Member 1 Contribution (0-1-2-3):

Team Member 2 Name:

Team Member 2 Contribution (0-1-2-3):

Team Member 3 Name:

Team Member 3 Contribution (0-1-2-3):

Team Member 4 Name:

Team Member 4 Contribution (0-1-2-3):

Team Member 5 Name:

Team Member 5 Contribution (0-1-2-3):