PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

RICHARD M. MCCABE

MBA 682.25

BUSINESS STRATEGY

FALL 2003

WEEKENDS

FRIDAYS – 6:00 P.M. - 10:00 P.M.
SATURDAYS – 8:00 A.M. - 5:00 P.M.

PEPPERDINE UNIVERSITY PLAZA

SYLLABUS
Weekends:
Fridays 6:00 – 10:00 p.m.

Pepperdine University Plaza:
Saturdays 8:00 a.m. – 5:00 p.m.

Instructor:
Richard M. McCabe

Office:
None (Adjunct), Contact Nancy Hills (310-568-5544)

E-mail:
rmccabephd@cs.com (preferred) or rmccabe@pepperdine.edu

Fax:
562-594-5808 (Call first)

Home Address:
1015 Catalina Avenue
Seal Beach, CA 90740-5870

Home Phone:
562-594-5808

Course Description:
"This capstone course examines the running of an enterprise from the chief executive officer's point of view. It is designed to help students conduct external and internal assessments of an organization, identify its key strategic issues, identify and choose from alternative strategies, and defend those decisions. In short, students learn to conduct a strategic analysis and make sound, ethical strategic decisions. Integrating most of what has been covered previously in the program, the course uses a variety of experiential methods, including case studies and a strategic project on a real company, to test application of the course concepts."

"Development of oral and written communications skills is stressed in this course, as is understanding global social, political, and environmental issues."

"Students are required to participate in a business-decision simulation workshop…" which "...provides students with the opportunity to develop and implement a strategic plan over time and to apply a variety of tools and concepts acquired throughout the program."

Course Objectives:

1. To learn to appreciate the perspectives and responsibilities of the chief executive officer and to think and manage strategically.

2. To understand some of the current, critical issues in strategic management.

3. To learn to apply the skills of critical analysis in the strategic management context, including identification of opportunities, differentiating symptoms and causes, generating alternative courses of action, choosing an alternative, and planning its implementation.
4. To learn to consider the changing technological, business, and social environments in our strategic thinking. This includes global considerations, the risks involved in environmental assessments, the need to expand our abilities to conceive alternatives, and the roles of values and ethics in strategy.

5. To use concepts and tools and views from previous courses in this course on strategic management and to align the several views and concepts.

6. To understand that strategic management is a process and to develop your own mental model of that process in our real world.

7. To enhance the ability to organize thoughts logically and present them clearly, precisely, concisely, and persuasively.

8. To enhance the ability to defend and support recommendations given there is often no "best" strategy.

**Required Texts:**


Package of Articles for McCabe's MBA 682 Course.

**Grading:**

To earn the minimum grade expected of graduate students (B), all work must be submitted on schedule and be of high quality. And class participation must be high quality and active. A general guideline is that three hours of preparation are expected for each class hour.

Late assignments or clearly substandard work may cost you one grade (each).

Grading will be based on the scores on the several activities weighted as follows:

- Class participation 20%
- Strategy project 15% (10, 3, 2)
- Simulation 20% * (18, 2)
- Group case 12% * (7, 3, 2)
- Individual cases 15%
- Case/topical discussion leadership 10%
- Literature review 5%
- Group Peer Evaluation 3%

* most of these scores will be team scores
Grades are assigned as follows:

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**Attendance Policy:**

Class attendance and participation are critical to the achievement of the course objectives. The class participation/preparation grade is based on attendance, quantity of participation, and quality of participation.

**Conduct**

“The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

**Dismissal** – separation of the student from the University on a permanent basis.
**Suspension** – separation of the student from the University for a specified length of time.

**Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student's privileges may accompany probation.” See current catalog.

**Policy on Disabilities**

Assistance for Students with Disabilities

“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer at (310) 506-6500. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of this catalog.)” GSFM Catalog.

**Instructional Philosophy:**

To achieve the course objectives requires a multi faceted approach to learning. We will employ a variety of methods to create a dynamic, interactive, learning process. These methods will include, but not necessarily be limited to, readings, seminar type lectures and discussions, individual and group case analyses and discussions, individual and group projects and presentations involving real businesses. Students in this program typically bring a wealth of knowledge about organizations to the classroom and we will use that knowledge to articulate these concepts and principles as clearly as possible.

The key to acquiring knowledge, understanding, and wisdom is commitment to and involvement in the learning process. As a graduate student with practical business experience you are expected to participate in the learning process actively, responsibly, and competently. This will require thorough preparation for each class and for all group activities. In some cases this requires some preparation beyond the assigned work.

**General Performance Expectations:**

Each student can reach the objectives of this course through:

1. Competent preparation, demonstrated by active participation in assigned activities and class discussions.

2. Integration of the subject matter in all oral and written reports and discussions.

3. A professional approach, demonstrated by a mature, responsible and managerial attitude toward the work of the course, including respect for the other participants' thoughts and contributions, and professionally prepared reports and presentations.
4. Punctuality, both in attendance at classes and group meetings, and in presentation of the work required for the course.

**General Requirements of the Course:**

In order to make the learning process effective, rewarding, and enjoyable, everyone's involvement and commitment is expected. Involvement includes active participation in class and on your teams. Commitment includes meaningful prior preparation for all class and group requirements, effective research, and quality presentations by both individuals and groups.

Class attendance and participation are critical to this learning process. Work due in a class must be received during that class. If you are unavoidably absent, get the work to me anyway. And, please advise me before the class when you must be absent.

All written assignments and scheduled presentations should be considered business documents or presentations. All written work should be typed, double spaced (unless otherwise noted), and in a reasonably sized font. Pages should be numbered. Please staple multiple pages. Do not use covers or binders. Page limits do not include attachments (figures, diagrams, tables, etc.).

Some assignments will be team assignments. Teams will be formed early in the trimester. It would be advantageous if each team had a variety of industry backgrounds and functional interests among its members. However, the most important criterion may be the ability of the group to meet outside of class.

Reference to additional materials will be helpful in this course, is encouraged, and is graded on some work. However, be careful in your selection of additional references. They should be respected in the business and management professional communities.

General guidelines for case analysis are presented in the text (T&S) and in a note appended to this syllabus.

**Specific Requirements:**

*Individual Activities*

**Individual Case Analyses** - Each student will individually analyze several cases during the trimester. Following the general guidelines for case analysis in T&S and my note on case analysis, each student should prepare a short written case report for each of the required cases. These reports will be due the day the case is scheduled to be discussed in class and should be approximately 3 pages in length. Generally, 1 page or less should suffice to identify the 2, 3, or 4 issues you think important, 1 page or slightly more for your analysis, evaluation, and identification of alternative resolutions for each of the issues identified, and 1 page or less to identify the alternative you prefer to resolve each
of the issues, the evidence for each of your choices, and the actions necessary to implement each of your chosen alternatives. For these cases assume you are advising the CEO or general manager of the organization (or one of the organizations) described in the case and write your analysis from that perspective.

**Leading a Discussion** - Each student will lead a class discussion during the trimester. Several students will lead case discussions. The other students will lead assigned article discussions. Preparation for case discussions will include (in addition to the 3 page report noted above, if required per the schedule) preparation and submittal on the day of the discussion of a one-page summary (single spaced) of the facts of the case, and a one page (double spaced) outline of the discussion. You should bring enough copies of the summary and outline for each student and your instructor.

Preparation for an assigned article discussion (in addition to normal preparation of the assignment to be discussed) will include preparation and submittal on the day the article is scheduled to be discussed, of a one page summary of what the article says (single spaced, not including any of your views on the subject) and a one page outline (double spaced) of the discussion. You should bring enough copies of the summary and outline for each student and your instructor. Article analysis guidelines will be discussed in our first class session.

These discussions are intended to involve the entire class. Reference to additional materials beyond those assigned is appropriate and will enhance the discussion and grade. However, you must focus on the case or article and get the meat of those included in the discussion. Each discussion is expected to take approximately 30 minutes, including class questions and answers.

**Individual Strategic Analysis Project** - Each individual will conduct a strategic analysis project involving a real company. Each student should choose a company with which he or she is familiar. This may be the business in which he or she is currently or has been previously employed, a family business, or a business you conduct as an individual. You may even choose a business you plan to start (as an individual or with others) but this may be more difficult for the purposes of this project.

There are six parts to this project. Please see the course schedule for the due dates for the several parts. First, please identify the company or business which will be the subject of your project, and describe the nature of the business, your association with it, very briefly its history, any strategic issues facing it of which you are aware at the start, and the resources and allies who can help you with information for the project. This part should be approximately 2 pages in length and is also referred to as the Project Proposal or Plan.

The second part of the project is a strategic analysis of the firm and identification of the key strategic issues facing it. This analysis should be approximately 8 pages long.

Third, from the list of key strategic issues identified in Part 2, select one issue and create a detailed set of strategy recommendations with an implementation plan for each strategy.
This part should be approximately 7 pages in length.

Fourth, each student will make a short presentation on his or her project to the class. The presentation will be limited to about 5 minutes and we will allow an additional 5 minutes for questions. We will stick to the time limits. A one page outline of each presentation will be required on the date of the presentation. Copies of the outline should be made available for all students and your instructor.

Fifth, a complete report, to include parts 1, 2, and 3, is due near the end of the trimester. **This is not a case study.** This project report should generally follow the outline of the text and should include use of appropriate tools discussed in the text or articles used in class. You may refer to and use other tools and concepts from outside readings as well.

Last, each student will submit an approximately 2 page post mortem on his or her project.

**Literature Reviews** - Each student will select: 1. an article from a popular business periodical such as Business Week or Fortune; or 2. a series of articles from a business newspaper such as The Wall Street Journal or the Los Angeles Times Business Section; or 3. an article from a professional or academic business or management publication such as the Harvard Business Review, the Sloan Management Review, or the Academy of Management periodicals; or 4. a recent book; which focuses on some aspect of **strategic management**. The assignment is then to write a one and one half (1 1/2) page (single spaced) paper containing an executive summary of the article content (somewhat less than 3/4 page) and the application of textbook concepts to the subject (somewhat more than 3/4 page). Since the intent of this assignment is to illustrate **strategic management** concepts in real world practice, the application of concepts will be weighted more than the summary of content. This is intended to be an objective illustration of concepts applied to practice, not a critique. Each student will present a very brief (10 minutes) oral report on the selected topic. The oral report should include both the content summary and the application of theory. An additional 10 minutes will be allowed for discussion by the class. As with your case and assigned article discussions, you should bring enough copies of your 1 1/2 page paper for each class member and your instructor. We must keep these discussions short!

**Team Activities**

**Team Case Analysis** - Each team will prepare and present one case analysis during the trimester. The general guidelines for case analysis should be followed. The team should prepare a case report to be submitted per the schedule. These reports should address 4, 5, or 6 issues in the case and should be approximately 8 pages long. Copies of a one page summary (single spaced) of the facts of the case and a one page (double spaced) outline of the team presentation should be distributed to the class before the presentation. The case presentations should be limited to 20 minutes, and an additional 10 minutes will be allowed for class discussion. Again, assume you are advising the CEO or general manager of the organization (or one of the organizations) described in the case and write and present your analysis from that perspective. All members of each team are expected
to participate in the presentation. A 2 page Team Case postmortem will be required of each student.

**Simulation** - Each team will participate in the Pepperdine simulation. This involves three activities: preparation of a team strategic plan prior to the simulation weekend, participation as a team member in the simulation, and individual completion and submittal of a simulation post mortem of no more than 3 pages. The team strategic plan is due the weekend prior to the simulation weekend. The plan should contain the items specified in the handout and should be approximately 10 pages in length, not including attachments you deem appropriate.

**Peer Evaluation** - Each team will prepare and submit a peer evaluation regarding the individual contributions to the team activities.

**Other Notes**

**Postmortems** - The three postmortems required (Team Case, Simulation, and Individual Project) are intended to provide feedback to your instructor on the value of each of these activities to you in learning strategic management, and suggestions as to how their effectiveness as learning tools can be improved. Each postmortem should address the "process" implied in the activity - the team process in the case of the two team activities and the analytical process in the case of the project, and the "content" of the activity - the value of the subject matter of the case or the simulation or the project to you in learning this subject.

**Other** - The importance of class and group participation cannot be overemphasized. But it is important also to understand that the quality of the contribution is as important as the quantity of participation. The quality of the contribution will be improved with adequate preparation for each discussion, discussions of issues and principles with classmates, broad participation in class, and the attitude that you are espousing and defending a position or point of view and not yourself as an individual. We have all established our credentials for participating in this course.

Mid term feedback on participation will be available.

**Instructor Consultations:**

I expect to be in the building one hour before class each week to meet with students. I will stay after class (a reasonable period) to meet with students. And I will meet with students at other mutually agreeable times.

You are encouraged to consult with me if you have any doubts about your progress in Business Strategy. And I am available for discussion of related interests which are beyond what we can cover in class.
A Note on the First Weekend Classes:

Each weekend of a weekend course is equivalent to three sessions of a course which meets weekly. We have a lot of work to do to prepare for each weekend. The purpose of this note is to ensure we all understand the expectations for our first weekend.

All of the required texts are needed for our first weekend.

Preparations for the first weekend include reading, studying, and preparing to discuss:

1. Chapters 1 - 4 of the Thompson and Strickland text,
2. The articles by Mintzberg and Lampel, Collins and Porras, and Kaplan and Beinhocker in the collection of readings,
3. Cases 2 (Solar), 3 (WWF (A)), and 4 (Pi Kappa Phi ), in the Thompson and Strickland text.
4. The Guide to Case Analysis on pages C2 – C16 of the Thompson and Strickland text,
5. My Note on Case Analysis (at the end of this syllabus), and

We will discuss the content of all of the reading materials as well as the processes appropriate for case analysis and article analysis (critical thinking), literature review preparation, and the individual strategic analysis project, during this first weekend.

We will establish student teams for the team case analyses and for the simulation weekend (same teams for both team activities) during this first weekend. We will also fill out a detailed schedule with each student signing up for one literature review, and for either a case discussion or an assigned article discussion.

An approximately 3 page, double spaced, individual written analysis of the Solar Feeder case (Case #2 in the textbook) is due to be turned in this first weekend. See page 6 of the syllabus and the attached A Note on Case Analysis for guidance.

There will be no student-led literature reviews or student-led case or assigned article discussions during this first weekend.

If you have any questions before we meet on September 5th, please call me or e-mail me.
Schedule of Classes:

NOTE: The team business decision simulation workshop will take place for this section on Friday evening November 7th and all day Saturday November 8th, 2003. Mark your calendars now as this is a required part of this course.

Each student is expected to read, study, and prepare to discuss each T&S chapter, each assigned article, and each case (including team cases assigned to other teams) for the class session at which each is scheduled to be discussed. “Assignments Due” are in addition to normal preparation.

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<th>Date</th>
<th>General Topic:</th>
<th>Readings:</th>
<th>Assignments Due:</th>
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<tbody>
<tr>
<td>1. 9/5/03</td>
<td>Strategic Management Process</td>
<td>T&amp;S Chs 1, 2 Mintzberg article</td>
<td>Read T&amp;S Guide to Case Analysis (pp C2-C16)</td>
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<td>Solar Case (#2)</td>
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<td>2. 9/6/03</td>
<td>Industry/Competitive Analysis</td>
<td>T&amp;S Ch 3 Collins article WWF (A) Case (#3)</td>
<td>Turn in individual analysis of T&amp;S Case #2</td>
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<td>3. 9/6/03</td>
<td>Company Resources/Capabilities</td>
<td>T&amp;S Ch 4 Kaplan article Pi Kappa Phi Case (#4)</td>
<td>Read Simulation Player’s Manual</td>
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<td>Simulation 1 - Introduction</td>
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<td>4. 9/19/03</td>
<td>Strategy/Competitive Advantage</td>
<td>T&amp;S Chs 5, 8 Hax article Colorado Case (#7)</td>
<td>Turn in individual analysis of T&amp;S Case #7</td>
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<td>Turn in individual Project Plans (Part 1)</td>
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<td>5. 9/20/03</td>
<td>Implementation - Resources/Structure</td>
<td>T&amp;S Ch 11 Williamson article Robin Hood Case (#25)</td>
<td>Turn in individual analysis of T&amp;S Case #25</td>
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<td>6. 9/20/03</td>
<td>Implementation - Infrastructure/Culture/Leadership</td>
<td>T&amp;S Chs 12, 13 Bartlett article West Indies Case (#31)</td>
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<td>7. 10/3/03</td>
<td>Global Strategy/Internet Strategy</td>
<td>T&amp;S Chs 6, 7 Team Case #1 Team Case #2</td>
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<td>8. 10/4/03</td>
<td>Corporate Strategy</td>
<td>T&amp;S Chs 9, 10 Team Case #3 Team Case #4</td>
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<td>Strategic</td>
<td>Analysis III</td>
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<td>Strategic</td>
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<td>Strategy</td>
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<td>Strategy</td>
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Note: This schedule may change when class size is determined. The first weekend schedule will not change.
McCabe MBA 682 Fall 2003 Articles List


9. Tung, Rosalie L.; “Strategic Management Thought in East Asia;” Organizational Dynamics; Organizational Dynamics; Spring 1994. [ISSN 0090-2616]


11. Schein, Edgar H.; “Three Cultures of Management: The Key to Organizational Learning;” Sloan Management Review; Fall 1996. [ISSN 0019-848X]


13. Astley, W. Graham and Andrew Van de Ven; “Central Perspectives and Debates in Organization Theory;” Administrative Science Quarterly; June 1983. [Partial] [ISSN 0001-8392]
A Note on Case Analysis

My experience with case analyses in management courses suggests that more innovative resolutions for the significant case issues result when this logic is followed in the analysis:

issues - (problems, questions, decisions which must be made)
  first issue
  second issue
  third issue

analysis
  factors affecting first issue
  alternative resolution A for first issue
  alternative resolution B for first issue
  alternative resolution C for first issue

  factors affecting second issue
  alternative resolution A for second issue
  alternative resolution B for second issue
  alternative resolution C for second issue
  alternative resolution D for second issue

  factors affecting third issue
  alternative resolution A for third issue
  alternative resolution B for third issue
  alternative resolution C for third issue

recommendations
  recommended alternative to resolve first issue (A, B, or C)
  why that alternative is the best
  how you would implement that alternative

  recommended alternative to resolve second issue (A, B, C, or D)
  why that alternative is the best
  how you would implement that alternative

  recommended alternative to resolve third issue (A, B, or C)
  why that alternative is the best
  how you would implement that alternative.

Notes: alternatives are usually mutually exclusive
  occasionally, the same alternative may be used for more than one issue
  alternatives based on strategic choices illustrated in the text may be good options.

RMM 3-5-03