

School of Business & Management Sciences
Indiana University-Purdue University Fort Wayne

Course Syllabus for

Administrative Policy - 21092 - BUS J401 - 02

Type	Time	Days	Where	Date Range	Schedule	Type	Instructors
Class	6:00 pm - 8:45 pm	T	Kettler Hall G46	Jan 09, 2012 - May 06, 2012	Lecture		Dr. Zelimir W. Todorovic

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OFFICE HOURS: Thursdays 2:00-2:50 p.m.

(or by appointment)

Prerequisites: Senior class standing.

Required Texts and Materials:

Dess, Gregory G., Lumpkin, G.T., Eisner, Alan B., *Strategic Management: Text and Cases, 5th edition* (McGraw-Hill Irwin, ISBN 13-9780073404981)

Thompson, Stappenbeck, and Reidenbach, *The Business Strategy Game* (online edition delivered at www.bsg-online.com) THERE IS AN ADDITIONAL COST FOR BSG

What this course is about and why you are required to take it:

J401 is intended to be a challenging and exciting capstone course for the undergraduate business school curriculum. It is first and foremost a course about “strategy” and about “managing for success.” The course focuses on the realities of the competitive business environment which rewards company managers who (1) have an astute, timely strategic game plan for running the company, and (2) implement and execute the plan with proficiency.

This is a “big picture” course, a trait that makes it a truly different kind of course from many other business school courses. Virtually all of the other required and elective courses you have taken were concerned with a specific functional area (production, marketing, finance, accounting) and/or a well-defined body of knowledge (economics, statistics, legal environment). More than a few of your previous courses have been highly structured and related closely to a well-developed body of theory. Some provided quantitative techniques for you to sink your teeth into. Others related to information and specific skills the faculty believe you needed to acquire. This course shares few of these traits. The problems and issues surrounding the tasks of crafting and implementing strategy cover the whole spectrum of business and management. Many variables and situational factors must be dealt with at once. Weighing the pros and cons of one strategy option versus another entails a total enterprise perspective and good judgment about how all of the relevant factors combine to shape what actions need to be taken.

The faculty at IPFW (as well as at all other good business schools) have seen fit to require you to take this course for several good reasons: (1) to drive home what the role and tasks of the strategy manager are, (2) to introduce you to what strategy means, (3) to lead you through the in and outs of formulating and implementing a strategic plan, (4) to teach you to use the tools and techniques of situation analysis, and (5) to give you practice in exercising good business judgment and making sound decisions.

A major purpose of the course is to sharpen your abilities to “think strategically” and weigh things from the perspective of what is best for the enterprise as a whole. Accomplishing this purpose means drilling you thoroughly in the tools of strategy analysis and exercising you in the managerial task of sizing up a company’s strategic position. It means systematically exposing you to the rigors of industry and competitive analysis, to the ingredients of an attractive strategic plan, to the importance of building a sustainable competitive advantage, to the special demands of operating in an increasingly global competitive environment, and to the varied administrative tasks associated with implementing and executing the chosen strategy as well as circumstances permit. And it means instilling a strong sense of ethical principles and values into the process and tasks of managing.

The content of the course has all of the ingredients needed to keep your interest and attention. The glamour and the grand sweep of “strategizing” and managing an enterprise down the road of success make the course lively, fascinating, and fun. We sincerely hope this course will be the very best course you have ever had—that it will prove to be instrumental in making you: (1) “competitively superior”, (2) successful in your career, and (3) much wiser about the secrets of first-rate management.

We shall explore in some depth how and why a well-conceived well-executed strategy nearly always enhances a company’s long-term performance. In studying the tasks of managing strategy we shall also try to integrate much of the knowledge you have gained in the core business curriculum.

Course Objectives:

1. To develop your capacity to think strategically about a company, its present business position, its long-term direction, its resources and competitive capabilities, the caliber of its strategy, and its opportunities for gaining sustainable competitive advantage.
2. To build your skills in conducting strategic analysis in a variety of industries and competitive situations and, especially, to provide you with a stronger understanding of the competitive challenges of a global market environment.
3. To give you hands-on experience in crafting business strategy, reasoning carefully about strategic options, using what-if analysis to evaluate action alternatives, and making sound strategic decisions.
4. To acquaint you with the managerial tasks associated with implementing and executing company strategies, drill you in the range of actions managers can take to promote competent strategy execution, and give you some confidence in being able to function effectively as part of a company’s strategy-implementing team.
5. To integrate the knowledge gained in earlier core courses in the business school curriculum, show you how the various pieces of the business puzzle fit together, and demonstrate why the different parts of a business need to be managed in strategic harmony for the organization to operate in winning fashion.
6. To develop your powers of managerial judgment, help you learn how to assess business risk, and improve your ability to make sound business decisions and achieve effective outcomes.
7. To make you more conscious about the importance of exemplary ethical principles, sound personal and company values, and socially responsible management practices.

Grading and Performance Evaluations:

Your course grade will be based on the following components and percentage allocations:

- Your performance on The Business Strategy Game simulation exercise 25%
- **Winning team gets an A for the BSG Segment of the course**
- Group case presentation 10%
- Group written case 15%
- Participation in class discussion of cases 15%

- Exams on lectures/text materials/readings 30%
 - ETS EXAM – School Requirement 5%
- 100%

Pedagogy:

The approach to teaching/learning...

1. Lectures by instructor 30% of in-class hrs.
2. Practicing the tasks of managerial analysis and decision-making via use of actual case studies—analysis/discussion by whole class (students do most of the talking) 60% of in-class hrs.
3. Practicing the tasks of crafting and executing strategy via the *The Business Strategy Game* simulation exercise. Out-of-class team meetings.
4. Exams 10% of in-class hrs.

Policies for Attendance, Participation, and Assignments:

Attendance at all class sessions is expected, but it is required on those days an assigned case is discussed in class. Absence from class on case discussion days is a serious matter and should be discussed with your instructor. Roll may be taken during any class, and especially on case discussion days for participation credit.

If you must miss class discussion of an assigned case, you are required to turn in a completed 3 page case analysis exercise for the assigned case. The make-up work for the missed case discussions is due no later than the following class period (except by prearranged consent of the instructor). Failure to satisfactorily complete and hand in the “make-up” work at the next class meeting will result in a 2-point penalty deduction from your overall course average for each case discussion absence without a satisfactorily-completed written make-up (thus if your final average is an 82 [B-] and you have three unmade-up absences from case discussions, your final average will be reduced to 76[C]). Absences from class discussions of cases, even if made up by turning in completed case analysis may be penalized at the discretion of the instructor.

Due to the fact that participation in class discussion of cases counts as a factor in determining your overall grade in the course, **each student MUST contribute significantly to in-class analysis and discussion of the cases.** Each student is expected to be an active participant in case discussions and to offer meaningful analysis and convincing arguments for the position you stake out. Your grade on class participation is something to be earned by contributing your assessments and judgments to the discussion. **Merely coming to class and listening to the discussion of assigned cases is not sufficient; attendance is not participation.** You should, therefore, make a conscientious effort to be sufficiently prepared to make intelligent, timely comments regarding the managerial issues raised in the cases—this entails reading the assigned cases, completing case analysis **and** exercises, and bringing any other discussion materials to the class.

Levels of classroom participation

In addition to the participation requirements presented above, the following is a general guideline for classroom participation. Participation in the course is crucial element of learning. To be fair to those who participate in class discussions, participation composes 20% of the final course grade.

Highest range (A)

- Excellent Performance, someone at this level regularly initiates and contributes towards the understanding of the material. Their comments make deep and make significant contributions to our class discussions. These students attend all classes and are always prepared.

Medium range (B)

- Very good performance, Student attends all the classes and makes a greater than average contribution to class discussions. These students are well prepared for class room discussions.

Low range (C)

- Person at this level makes only sporadic contributions, but they are present at most lectures

Lowest range (D)

- Person attends majority of the classes, but make little or no contribution

Please note that this is a subjective determination (as it is in business world also). Participation mark will be ascertained at the **sole discretion** of the instructor using the above template.

Another manner in which classroom participation is measured is the readiness of student groups and/or individual students, to present case(s) listed in the outline of this syllabus on a moments notice. Students may NOT be given any advance notice (thus simulating real world environment). In cases where students are provided with cases not listed in this syllabus, students will be given time in class to examine the cases. Time pressure techniques may be utilized to train students to develop instantaneous effective strategic positions.

Preparation of the group written case assignment:

The written case assignment is to be prepared on a group basis. It is expected that the content of your written case will reflect you team analysis rather than re-stating the case. The nature of the written assignment will be distributed in class or by email.

The criteria for grading written case presentations include:

Identification of key problems/strategic issues.

1. Use of appropriate analytical tools techniques, including the use of charts and tables where appropriate. You are expected to demonstrate that you can use the tools and techniques of strategic analysis presented in the chapters. Both breadth and depth of analysis will be evaluated.
2. Presenting realistic, workable, well-supported recommendations for action.
3. Use of good communication skills—failure to use good grammar, spelling, and other written communication skills may result in a full one-letter grade reduction.
4. Evidence of adequate preparation, pride of workmanship, and display of professional attitude and approach.

Cases turned in after the scheduled due date are eligible for a grade no higher than a B+. **No late papers will be accepted if submitted more than 3 days past the scheduled due date** (except by prearranged consent of the instructor).

All written cases are to be typed (double-spaced) and should incorporate correct form, spelling, grammar, sentence structure, and communication skills. Reports are not to exceed eight (8) double spaced pages, except for exhibits and references.

Papers which, in the opinion of the instructor, employ disproportionately poor grammar and poor quality written communication skills will be assigned a grade that is a full one-letter lower than would otherwise be assigned.

Oral Team Presentations:

Oral presentations consist of a 20-minute presentation followed by a 10-minute question-answer session. You and your team members should assume the *role of consultants* employed to present your analysis and recommendations to the assigned company's senior management—(you do NOT have the option of ignoring this assigned role). All team members are expected to make roughly equal contributions to the presentation, both the formal 20-minute presentation and the 10-minute Q&A portion.

All presentations should incorporate the use of attractive, effective PowerPoint slides.

Your grade on the presentation will be based on six factors:

1. The clarity and thoroughness with which your team identifies and articulates the problems facing the company and the issues which management needs to address
2. The caliber (depth and breadth) of your team's analysis of the company's situation and demonstrated ability to use the concepts and tools of strategic analysis in a competent fashion
3. The breadth, depth, and practicality of your team's recommendations, degree of detail and specificity of recommended actions, caliber of supporting arguments
4. The caliber of your PowerPoint slides
5. The degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your part of the presentation
6. Your personal contributions to your team's answers to the questions posed by the class—how well you defend and support your team's analysis and recommendations during the Q&A period. Every team member is expected to answer at least one question posed by the class (or else there is no individual contribution for the instructor to grade!!!!!!).

Appropriate dress for presenters is business casual.

Time Requirements:

Anyway you look at it, the workload in this course is heavy. The time requirements are fairly significant:

- Expect to spend 2-3 hours completing each decision for *The Business Strategy Game* and doing all the strategic thinking and external-internal environmental analysis needed to win the competitive battle in the athletic footwear market. A few more hours will be needed the first week to get over the start-up hump.
- Expect to spend 1 1/2 to 3 hours preparing a case for class discussion (you will need 2-3 pages of notes/answers to the study questions in front of you each day to sparkle and shine in the class discussions!). Trying to wing it is ill-advised!
- Expect to spend 8 to 15 hours (this varies according to your own personal efficiency and skills) doing the group written case.
- There's an oral team presentation that can take 8-12 hours of preparation time.
- There are 13 chapters of text material to examine. There are chapter end questions, and self-tests for each of the chapters which you should utilize to test your command of the material.
- There are two exams and two quizzes.

Don't let the hours/time requirements intimidate you. All of the assignments that comprise the course aim at (a) improving your grasp of important tools and concepts, (b) enhancing your ability to use and apply them correctly, and (c) sharpening your business decision-making judgment. The course has been deliberately designed to push you to do your best under pressure and to be very real-world in terms of what you learn and what you can take with you of practical value as you launch your business career. In a very real way, the entire course is your "final exam" for business school.

Dynamic Discussions:

The value of group dynamics is often underestimated. For your group to function well, it must go through the group development phases (Forming, Storming, Norming, Performing). Dynamic discussion times represent a safe time for conflicting opinions and views to be presented in a safe environment

Use of email:

The primary method of communication with the class outside of our classroom time will be with electronic mail (todorovz@ipfw.edu). Feel free to contact me by e-mail to schedule appointments or to ask short questions about the simulation or other course requirements.

Grading Scale

A+ = 97-100%	A = 93-96%	A- = 90-92%	
B+ = 87-89%	B = 83-86%	B- = 80-82%	
C+ = 77-79%	C = 73-76%	C- = 70-72%	
D+ = 67-69%	D = 63-66%	D- = 60-62%	(F = <60%)

Other

Students are responsible for all the material in the textbook, cases and classroom discussions. Students are expected to check the website 24 hours before each class. Website will be used to communicate any changes in topics, meeting times or events. As much as all effort has been made to describe W490 in this syllabus, this syllabus is subject to change at the sole discretion of the instructor.

Academic Integrity:

The Academic Honor Code will be in effect throughout all aspects of this course. All violations of the university's policy on academic integrity will be dealt with swiftly and fairly. Students found guilty of academic dishonesty, which includes (but not limited to) cheating, plagiarism, or collusion, are subject to disciplinary action. For detailed information on academic integrity, refer to the university's Academic Honor System.

Students with Disabilities:

The University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations should register with and provide documentation to the Student Disability Resource Center (SDRC) and bring a letter to the instructor from the SDRC indicating the approved academic accommodations. This should be done within the first week of class.

NOTES

Semester Course Outline (Subject to change throughout the semester)

Tuesday, January 10, 2012	Orientation and course preview Chapter 1: Strategic Management: Creating Competitive Advantages
Tuesday, January 17, 2012	Review of Case Analysis Method to Be Used in This Course (Chapter 13) Video Cases: Pink Golf and the Art store, Additional video case TBA
Tuesday, January 24, 2012	Chapter 2: The External Environment Chapters 3: Internal Environment Case: MacDonald's Video Cases: Morgan Spurlock – Super size Me (MacDonald's)
Tuesday, January 31, 2012	Chapter 4: Intellectual Assets Chapter 5 Business Level Strategy Case: General Motors Video Case: Wal-Mart (Parts 1 and 2) Business Strategy Game practice decision 1 due at the beginning of class
Tuesday, February 07, 2012	Case: Southwest Airlines Chapter 6: Corporate Level Strategy Video Case: Jet Blue and Southwest Videos Chapter 7: International Strategy Business Strategy Game practice decision 2 due at the beginning of class
Tuesday, February 14, 2012	Chapter 8: Entrepreneurial Strategy and Competitive Dynamics, Chapter 9: Strategic Control / Corporate Governance Case: Enron: On the Side of Angels Video Case: Enron Whistle Blower Video case to be announced Business Strategy Game decision for Year 11 and Quiz 1 due at 9:00 a.m.
Tuesday, February 21, 2012	Chapter 10: Effective Organizational Designs, Chapter 11: Strategic Leadership Business Strategy Game decision for Year 12 due at 9:00 a.m.
Tuesday, February 28, 2012	Group Work - BSG Reflection (Dynamic Group Discussions) Business Strategy Game decision for Year 13 and Quiz 2 due at 9:00 a.m. Exam 1 - Chapters 1 through 4 (inclusive)
Tuesday, March 06, 2012	Spring Recess – no class
Tuesday, March 13, 2012	Practice Presentations - All teams Business Strategy Game - decision for Year 14, and Strategic Plan due at 9:00 a.m.
Tuesday, March 20, 2012	Group Work - Projects (Dynamic Group Discussions) Business Strategy Game decision for Year 15 due at 9:00 a.m.. Exam 2 - Chapters 5 through 8 (inclusive)
Tuesday, March 27, 2012	Chapter 12: Innovation and Corporate Entrepreneurship Open discussions, casual atmosphere, midcourse review Business Strategy Game decision for Year 16 due at 9:00 a.m
Tuesday, April 03, 2012	Group Work - Projects (Dynamic Group Discussions) Business Strategy Game decision for Year 17 due at 9:00 a.m Exam 3 - Chapters 9 through 12 (inclusive)
Tuesday, April 10, 2012	Practice Presentations - All teams Business Strategy Game decision for Year 18 due at 9:00 a.m
Tuesday, April 17, 2012	Practice Presentations - All teams
Tuesday, April 24, 2012	Final Presentations, All teams,;

Tuesday, January
10, 2012

Educational Testing Service Examination (School Requirement)