

**SCHOOL OF BUSINESS & MANAGEMENT SCIENCES
INDIANA PURDUE UNIVERSITY-FORT WAYNE**

Course Syllabus for

[Strategic Management - 22056 - BUFW M590 - 01](#)

Type	Time	Days	Where	Date Range	Schedule	Type	Instructors
Class	6:00 pm - 8:45 pm	R	Kettler Hall 128	Aug 24, 2009 - Dec 20, 2009	Lecture		Dr. Todorovic

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OFFICE HOURS: Thursdays 4:50-5:50 p.m.

(or by appointment)

COURSE PREREQUISITES: Per SBMS requirements or with permission of professor.

TEXTS: Dess, Gregory G., Lumpkin, G.T., Eisner, Alan B., *Strategic Management: Text and Cases*, 4th edition (McGraw-Hill Irwin, ISBN 13-9780073404981)

Recommended Text: Crossan, Fry and Killing; 2005, *Strategic Analysis and Action*, 6th Ed., (Pearson Prentice Hall, Toronto, ISBN13-127822-3)

OTHER READINGS: (1) Other readings (online and/or hard copy) as assigned by the instructor.

Course Objectives	Program Goals
To integrate the functional areas of the graduate business curriculum.	- To develop the ability to transcend functional boundaries, synthesizing and integrating information to make complex, short-term decisions with limited information, as well as conduct the research, competitive analysis, and environmental scanning necessary for long-term strategic decisions;
To develop an integrated approach to the analysis and understanding of businesses and industries in their competitive environments.	- To develop the ability to solve problems innovatively, based on a knowledge of the tools, concepts, and theories of each of the functional business disciplines;
To enable students through case studies, critical incidents and videos to assume the roles of professional managers and allow them an opportunity to define and analyze problems and make decisions.	- To develop the ability to apply specialized skills to managerial problems inherent in a rapidly changing global environment;
To develop an ability to formulate astute strategic plans in running an organization in the globally competitive environment.	- To develop the ability to effectively harness and use information technology - To develop effective written, oral and presentation skills;
To develop a framework for critically evaluating the contributions of others	- To develop the interpersonal and team leadership skills needed to build an organizational environment that is effective and conducive to collaboration;
To prepare students to function in the business environment	- To develop a sense of professional and social responsibility in the conduct of managerial affairs.

Course Requirements

Strategic Management is a process for conducting the entrepreneurial activities of a firm for organizational renewal, growth, and transformation (Quick study, 2001)

GENERAL

This course is intended to be a challenging and exciting capstone course for the graduate 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 other business school courses. Virtually all of the other required and elective courses students take 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 students to engage. Others related to information and specific skills the faculty believe students need 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.

This course is designed to help prepare students for the present business environment. Consequently, professional behavior by the students, including timely material completion, regular attendance and participation is expected. Because this course emulates real business environment, students **are intentionally exposed to ambiguity including that of class design**. This may include introduction of cases, text/lecture discussion notes etc., without prior warning. This ambiguity is necessary for two principal reasons: (1) More closely emulate true business environment, and (2) allow for a more flexible connection with the client organizations, which are a crucial element of this course.

Students are expected to come to class having read textbook material. Class lectures are designed to supplement the textbook material not review it. Students or student groups will be called on to present in class **without prior notice**. Group work (in and outside lectures) is a substantial part of this course. Consequently, **peer evaluation done by group members will be incorporated in the determination of the final course grade**.

PARTICIPATION

Participation in the course is crucial element of learning. To be fair to those who participate in class discussions, participation a significant proportion 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:

CRITICAL ANALYSIS REPORT – HAND IN ASSIGNMENT

Students will be asked to individually research an assigned topic and report their findings. Students are expected to synthesize the information from the literature review and extract evidence that demonstrates graduate level understanding of the topic assigned.

Each student will be assigned a topic during the course, which (s)he will research in academic literature. Upon gaining a good understanding of the topic, the student will write a concise report that will demonstrate in-depth understanding of the topic. The report is NOT to be a summary or the repeat of the literature, but rather an elaboration of the topic that demonstrates in-depth understanding.

For example, if a person is researching “institutional entrepreneurship,” the report will define the concept, elaborate what institutional entrepreneurship is, how it relates to other fields of knowledge, as well as its primary purpose. This will be achieved by an in-depth examination of existing literature. The final report will show which aspects of the topic have been well researched, as well as which areas still need further examination.

Criteria for marking the report will be as follows.

Category	Description	%
Research Depth	Research depth refers to the amount of research paper demonstrates. This category also includes the nature of sources used (academic or practitioner), as well as the relevancy (seminal vs. non-seminal)	10
Integration of Thought	This category refers to the amount of integration paper demonstrates. Highly integrated paper will appropriately utilize research material and seamlessly integrate it into the arguments presented	15
Critical Thinking/Originality	This category refers to the amount o original (but supported) arguments that are presented. A paper highly marked in this category will display high amount of critical thinking and conceptual development.	15
Creation of New Thought/Construct	Building on previous category, this category rewards students for actual creation of new arguments and constructs. Such papers go beyond simply presenting original thoughts towards the development of valid arguments.	20
Usefulness	Usefulness refers to the amount of value that a practitioner or academic would derive from this paper. Only supported arguments will be accepted as useful.	10
Grammar and Expression	Proper spelling and grammatical usage	10
Overall Report	Other unique aspects of the report that may not be covered by above categories, or the judgment made at the discretion of the instructor	10
Other	A report is usually assigned full marks for this category, unless there is a deviation observed in terms of report in terms of characteristics expected for master’s level students, or the failure to observe and follow additional class instructions given	10

CLIENT CASE PROJECT

Client case project will be done by students within a group setting, and will account for a significant portion of the overall mark. Group projects are real life projects faced by community leaders and entrepreneurs. Student groups will work with assigned entrepreneur(s) and will be engaged in actual consulting activities. The project consists of two parts:

1. Comprehensive Report
2. Class presentation

Report

In order to give students a valuable real life exposure to strategic issues in the business world, the class will be divided into small groups which will address real world situations. Done under the supervision of the IPFW faculty, these groups will:

- Analyze organization's internal and external environments,
- Develop an understanding of strategic issues at hand,
- Research and gather relevant information,
- Propose alternatives,
- Develop and present corrective recommendations
- Justify the recommendation made

Final report will be evaluated by the actual client as well as the instructor.

The report will include (but is not limited to) the following:

- Description and background of the organization
- Description and background of the outside environment of the organization, including recent changes
- Description of the problem at hand
- Discussion of the strategic issues involved
- Alternatives available to the organization, and their anticipated consequences
- Alternative chosen
- Justification of the chosen alternative

Students are encouraged to use exhibits to visually supplement their paper. The report is expected to be comprehensive while being concise.

Preliminary group reports are due as per course outline. These reports are summarized rough (although fairly complete) drafts of the project. Groups are expected to present these reports to the class in an effective and professional manner.

Oral Team Presentations:

Oral presentations consist of a 20-minute presentation followed by a 10-minute question-answer session. All the team members should assume the *role of consultants* employed to present the analysis and recommendations to the assigned company's senior management (or the Board of Directors). All team members are expected to show evidence of equal contributions to the presentation, both the formal 20-minute presentation and the 10-minute Q&A portion. All team members, however, do not necessarily have to present.

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 audience. Under absolutely no circumstances are team members to become defensive or unprofessional in these presentations, as such action could lead to a mark of “F” for the report.

Appropriate dress for presenters is business casual. Appropriate dress for client presentations is business formal.

PEDAGOGY

The approach to teaching/learning...

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| 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) | 50% of in-class hrs. |
| 3. Group and Individual assignments (Including Client based work: research, development and analysis, and report) | 20 % of in-class hrs.
Significant out of class time |

GRADING FORMAT

Participation	25%
Critical Analysis Report	25%
Group Work	50%
<i>(Report 30%)</i>	
<i>(Presentation 20%)</i>	
<hr style="width: 100%; border: 0.5px solid black;"/>	
<i>Total</i>	<u>100%</u>

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%		

DYNAMIC GROUP 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

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 M590 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.

Enjoy the Journey!

Course Outline

Week	Date	Syllabus Outline
1	Thursday, August 27, 2009	Introduction to the Course, Chapter 1: Introduction to Strategic Management , Review of Case Analysis Method to Be Used in This Course (Chapter 13)
2	Thursday, September 03, 2009	Client presentations to the class
3	Thursday, September 10, 2009	Chapter 2: The External Environment Case 40: MacDonald's Video Cases: Morgan Spurlock – Super size Me (MacDonald's) Video Cases: Pink Golf and the Art store
4	Thursday, September 17, 2009	Chapters 3: Internal Environment and Chapter 4: Intellectual Assets Case 31: Wal-Mart Video Case: Wal-Mart (Parts 1 and 2) Video Case: Yum Brands also if time permitting
5	Thursday, September 24, 2009	Chapter 5 Business Level Strategy Case 18: Southwest Airlines Chapter 6: Corporate Level Strategy Video Case: Jet Blue and Southwest Videos
6	Thursday, October 01, 2009	Chapter 7: International Strategy Chapter 8: Entrepreneurial Strategy and Competitive Dynamics, Video Case to be announced
7	Thursday, October 08, 2009	Chapter 9: Strategic Control / Corporate Governance Case 10: Enron Case
8	Thursday, October 15, 2009	Dynamic Group Discussion – Client Case (For reference this session only please see Dr. Ma in KTG52) (All teams are expected to meet at the location chosen by the individual team)
9	Thursday, October 22, 2009	Video Case: Enron Whistle Blower Chapter 10: Effective Organizational Designs, Chapter 11: Strategic Leadership
10	Thursday, October 29, 2009	Team 1 Practice Presentation (20 min with 10 min questions), Team 2 Practice Presentation (20 min with 10 min questions), Team 3 Practice Presentation (20 min with 10 min questions),
11	Thursday, November 05, 2009	Dynamic Group Discussion – Client Case (All teams are expected to meet at the location chosen by the individual team)
12	Thursday, November 12, 2009	Chapter 12: Innovation and Corporate Entrepreneurship Open discussions, casual atmosphere, refreshments (Preliminary client reports due beginning of class)
13	Thursday, November 19, 2009	Dynamic Group Discussion – Client Case (All teams are expected to meet at the location chosen by the individual team)
14	Thursday, November 26, 2009	Thanksgiving
15	Thursday, December 03, 2009	Final Practice Presentations - All teams
16	Thursday, December 10, 2009	Formal Client Presentations (Final client reports due beginning of class)
17	Thursday, December 17, 2009	Submission of end of course documents (peer-evaluations, reflection papers, literature supplements)

NOTES
