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### BADM 446.02: Strategic Management

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*University of Montana - Missoula*

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# *University of Montana School of Business Administration*

## **BADM 446 – Strategic Management**

**Instructor:** Rick Wishcamper  
Office: 342  
Phone: 243-5695  
Email: rick.wishcamper@business.umt.edu

**Office Hours:** MW 3:30 – 5:00

**Text:** Hill and Jones, Strategic Management  
Additional readings are on reserve at the Mansfield Library and are posted on my web site.

**Class Time:** Section 1      MWF 9:10-10:00      GBB L13  
Section 2      MWF 10:10-11:00      GBB L13

### **Teaching Philosophy and Class Expectations:**

#### **Course Overview:**

This course is designed to provide a basic foundation for understanding the processes involved in the design and implementation of strategy within business organizations. Throughout the course the emphasis will be on applying the course material and the students' knowledge to realistic and relevant problems faced by business professionals.

#### **Course Requirements and Assignments:**

The course will have three components: 1) weekly text chapters, cases, and other readings, 2) papers, and 3) written examinations.

1. Students are required to read the weekly readings from the textbook and associated case modules prior to the first day they are scheduled. Students will be expected to read each assigned chapter, reading, or case study **and come to class prepared to discuss the chapter or case**. The required reading is considered a minimum. Thus, students should be actively reviewing other literature and topics of interest. Without your input, our class is limited to the text and my interpretation. There will be **random quizzes** and in class exercises based on the assigned reading which will make up 30% of your final grade.
2. There will be two major writing assignments due during the course of the semester. The first assignment, due 3/7, students will write a Porter's five forces analysis for a selected company. The second assignment, due 5/9, will be a case analysis in which students are required to design the strategic planning **process** for the company in the case. Each written assignment will be worth 15% of the class grade thus written assignments account for 30% of the class grade. Students should work in groups of three to complete the written assignments. I expect these case studies to be of professional quality. Please see Expectations for Written Assignments section below.
3. There will be three multiple choice/short answer/essay examinations. The first two exams will each be worth 10% of the class grade, the third exam, which will be cumulative, will be worth 15% of the class grade. Thus, exams will account for 35% of the class grade. Students who cannot attend on the day of an exam MUST make PRIOR arrangements for a make-up exams.

The University of Montana Student Handbook states that students are expected to do 3 hours of work outside of class per week for each credit. Thus, this course has been designed to take approximately 10 hours of outside work (reading, research, writing) per week. **If you are not willing to commit to this level of work you should take this course from another instructor.**

### **Attendance and Participation Policy:**

Student participation and interaction are crucial to the success of this course. I consider the instructor student relationship to be a partnership in which both parties are expected to pull their weight and contribute to the overall value of the course. Thus, I expect you to attend class sessions prepared to participate and contribute. Therefore, only two absences without an official University excuse will be allowed. For each additional absence your course grade will be lowered 1/3 of a letter grade. Participation and preparation is worth 5% of the total course grade and will be computed based on a combination of class attendance, completion of in class assignments, and quality and quantity of individual's contributions to class discussions.

### **Grading:**

|   |           |
|---|-----------|
| Quizzes/ In class Assignments/Attendance/Etc. | 30%       |
| Writing Assignments (Strategic Plan)          | 30%       |
| Exams   | 35%       |
| Participation and preparation                 | <u>5%</u> |
|   | 100%      |

Grading Note: Strong writing skills are invaluable in ANY industry or business discipline. As seniors in business school I have high expectations for the quality of your writing and will grade accordingly. Please see the Expectations for Written Assignments section below.

### **Late Work:**

Late work will not be accepted. All assignments will be due on the date specified by this syllabus unless otherwise announced. All chapters and assignments are DUE on the date listed below. Failure to complete an assignment or to have read a chapter by the due date will result in a zero for that assignment and for that class session.

### **Course Changes and Communication:**

In order to be responsive to your needs and interests, I reserve the right to make changes to the schedule throughout the course of the semester. Any changes will be announced in class.

### **ADA Accommodation Statement:**

Students with any type of documented disability that may interfere with learning in class may negotiate a reasonable accommodation early in the semester.

## Class Schedule and Assignments:

| <u>Date</u> | <u>Topic</u>                        | <u>Chapter</u> | <u>Case/Assignment/Reading</u>                                  |
|-------------|-------------------------------------|----------------|---|
| 1/27        | Class Intro                         |                |   |
| 1/29        | Intro & Overview of SM              | 1 (due)        |   |
| 1/31        | Strategic Thought                   |                | Strategic Intent (hand out 1/29)                                |
| 2/3         | External Environment                | 3 (due)        |   |
| 2/5         | External Environment                |                | How Competitive Forces Shape Strategy (hand out 1/31)           |
| 2/7         | External Environment                |                | no assignment due– in class exercise                            |
| 2/10        | Internal Environment                |                | <u>Case 3</u> (1pg paper) Wizards of the Coast (in your book)   |
| 2/12        | Internal Environment                | 4              | Bring 5 copies of your resume to class!                         |
| 2/14        | Competitive Advantage               | 5              |   |
| 2/17        | Holiday – No Class                  |                |   |
| 2/19        | Competitive Advantage               |                | Creating Competitive Advantage (hand out 2/14)                  |
| 2/21        | NO CLASS MEETING                    | Read 6         |   |
| 2/24        | Business Level Strategy             |                | Generic Business Strategies (hand out 2/19)                     |
| 2/26        | Exam Review                         |                | no assignment due   |
| 2/28        | Exam #1                             |                |   |
| 3/3         | Corporate Strategy                  | 9+10           |   |
| 3/5         | Corporate Strategy                  |                | no assignment due   |
| 3/7         | No Class                            |                | <b>Written Assignment #1 (Porter's 5) Due 5pm</b>               |
| 3/10        | Corporate Strategy                  |                | From Competitive Advantage to Corporate Strategy (hand out 3/5) |
| 3/12        | Corporate Strategy                  |                | Case 10 Amazon.com (1pg paper)                                  |
| 3/14        | Corporate Strategy                  |                | The Parenting Advantage (hand out 3/14)                         |
| 3/17        | Corporate Strategy                  |                |   |
| 3/19        | Organizational Structure            | 11             |   |
| 3/21        | Organizational Structure            |                | no assignment due   |
| 3/23        | Organizational Structure            |                | <u>Case 5</u> The Replacements (1pg paper)                      |
| 3/26        | SPRING BREAK!!                      |                |   |
| 3/28        | SPRING BREAK!!                      |                |   |
| 3/30        | International Strategy              | 8              |   |
| 4/2         | Exam Review                         |                |   |
| 4/4         | Exam #2                             |                |   |
| 4/7         | Intro to Strategic Planning Process |                | no assignment due   |
| 4/9         | SPP                                 |                | Strategy as Revolution (hand out 4/7)                           |
| 4/11        | SPP                                 |                | no assignment due   |

|      |  |   |
|------|--|---|
| 4/14 | SPP  | <u>Case Study</u> Strategic Planning at Sun Life (hand out 4/9) |
| 4/16 | SPP  | no assignment due   |
| 4/18 | SPP  | Making Strategy: Learning by Doing (hand out 4/14)              |
| 4/21 | Innovation                                       | The Discipline of Innovation (hand out 4/18)                    |
| 4/23 | Review for Exam                                  |   |
| 4/25 | Exam #3 – CUMULATIVE                             |   |
| 4/28 | Mechanics of Conducting a Strategic Job Search   | no assignment due   |
| 4/30 | What is My Calling: Job Search & Life Questions  | no assignment due   |
| 5/2  | What is My Calling: Job Search & Life Questions  | no assignment due   |
| 5/5  | What is My Calling: Job Search & Life Questions  | no assignment due   |
| 5/7  | Open Session: Last Questions and Group Work Time |   |
| 5/9  | Course Evaluations                               | <b>Written Assignment #2 (Peterman) Due</b>                     |

## **Class Preparation, Case Studies, and Class Discussions**

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Students are expected to come to class prepared to discuss the assigned material and case studies. This means that you are expected to have completed the reading and to have prepared questions on any material that you did not understand. I will assume that all students have read and understood the material and thus my lecture will focus on building on that material rather than telling you what you just read.

Students are required to write a one-page analysis for each assigned case study. This analysis should identify the key issue or problem in the case and its underlying cause and suggest a course of action to address the problem or cause. The case analyses will be due at the beginning of class sessions in which the case is discussed.

Students will be expected to participate in class discussions throughout the course of the semester. Simply showing up to class is not enough – students are expected to be prepared and to contribute. Students will be evaluated on the basis of quality and quantity of their in class contribution.

## **QUIZZES**

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There will be random quizzes given throughout the course of the semester. The quizzes will primarily cover material from the various readings assigned as homework; however, any material covered in lecture, case discussions, and in class assignments will be fair game.

## **WRITING ASSIGNMENTS AND INSTRUCTOR EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

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There will be two major writing assignments due during the course of the semester. Students will work in groups of three to complete these projects. I will allow class time for students to choose their groups. *Students should be thoughtful in choosing their group members* as the written assignments count for 30% of the total course grade. *Do not choose your friends or the students sitting next to you*, rather be inquisitive of your other students and create a strong well rounded team for completing the projects. **Students will not receive individual grades** reflecting their contribution to the group project, rather these are group projects and students

will receive group grades based on the total quality of the output. There will be no formal mechanism for evaluating the contribution of team members as I consider managing your group and taking ownership of the quality of the total output to be a major part of the learning experience. Therefore I strongly encourage you to choose your group members carefully, be attentive to how responsibility is divided within your group, and to instill control mechanisms early in the project that will enable you to achieve the quality/grade you desire – this is basic project management. However, I expect all members of a team to participate in all group assignments. If a group member is not pulling their weight, team members can file a complaint with me and can ultimately decide to fire the offending team member.

## **TERMINATION OF ONE OR MORE TEAM MEMBERS' CONTRACTS**

Due to the nature of the group work required in this class, there is the option that individual contracts with a particular group may be terminated at any time up to the last week of the semester. To terminate a contract, ALL other team members must agree with the termination and submit a signed statement describing why the contract has been terminated to Professor Wishcamper and to the individual being dismissed. Individuals who are dismissed from their group have two choices: 1) complete the project on their own, or 2) negotiate entrance into another group in the class.

## **ASSIGNMENTS**

For the first assignment, due 3/7, students will write a Porter's five forces analysis for a company in a case study that I will provide. In addition to the five forces analysis the paper should include one to two concluding pages in which students interpret the five forces analysis i.e. what are the driving forces for the company/industry and based on that what strategic steps should the company take. The entire paper should be no more than seven pages of text with no more than five pages of attachments.

The second assignment, due 5/1, will be a case analysis in which students are required to design the strategic planning process for the company in the case. Note that this is not asking students to create a strategic plan but to design the planning process for a company. Students will approach this project as if they have been hired as consultants by the company to come in and help top management determine how to go about strategic planning and creating a long-term strategic plan. Students should outline the steps the company should take in the process, who in the company should be included in each step, and what the time frame should be for completing the various tasks. The planning process paper should be no more than five pages of text with up to five accompanying exhibits.

## **Expectations for Written Work:**

Your success in the business world will depend, to a large extent, on your ability to communicate. Courses during your first few years at the Business School provided the opportunity to hone your written and oral communication skills. This course will provide you with the opportunity to develop further both of these skills. You will be required to make a formal presentation to your classmates and possibly some external judges at the end of the semester and try to convince them of the strength of your business plan. You will also be required to submit several written business reports, including a comprehensive business plan. The purpose of this section is to help you with your written assignments by providing a number of helpful suggestions as well as outlining my expectations.

**Substance:** You should substantiate what you are trying to convey with facts and data. In most cases, you will be asking the reader of your business report to commit substantial resources--financial, human, or physical--to a project. The decision-maker will not make the decision because you think is a good concept. Rather, you will need to convince the reader by providing hard facts and data with appropriate citations. Your rationale and reasoning should be explained logically and clearly. Effective business reports are not documents put together

at the last minute—they take time to develop.

**Style:** The style of your business reports should be clear, concise, and to the point. The executive reading the report does not want to be entertained. He or she wants the information necessary to make a decision. Avoid flowery language with lots of adjectives and adverbs. Don't use the term "big nail" if the word "spike" more accurately conveys the idea. I have high expectations. If you want to excel in the business world you should too.

**Outline:** Most word processing software includes an outlining function. Use it. Begin your business reports by developing an outline to organize your thoughts and the concepts you are trying to convey. The more comprehensive and detailed your outline, the easier it will be to write the report.

**Proofread:** Carefully proofread each and every paper prior to turning it in. At this point in your academic careers, you should be producing professional quality work. I will NOT be lenient when evaluating sloppy work.

**Exhibits/Appendices:** I do not expect to receive exhibits or appendices with your handwriting on them. Instead, you should have typed exhibit numbers (let me know if you want some help). This includes copying exhibits from other sources. Unless you are using a photograph that cannot be reproduced in PowerPoint, I expect you to make models, charts, and spreadsheets on your own. This takes time but it is all part of being professional. If you require assistance, please do not hesitate to ask.

**Due dates:** Reports are due on the dates assigned and at the start of our business meetings. Late reports will have the grade lowered accordingly. Late case study analyses will not be accepted and will receive a grade of zero.

**Grading:** Reports will be graded as if I were an executive trying to make a business decision based upon the written report. Proper spelling, syntax, grammar, punctuation, bibliography, citations, footnotes, and professional appearance are expected. Your grade may be lowered as much as two full letter grades if these areas are lacking.

**Plagiarism:** Don't do it. Plagiarism includes taking exhibits from books without giving credit and taking any exhibit from another group. Plagiarism will result in a failing grade.