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Fall 9-1-2001

BADM 446.02: Strategic Management

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University of Montana School of Business Administration

BADM 446 – Strategic Management

Instructor: Rick Wishcamper
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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 8:10-9:00 | GBB L13 |
| Section 2 | MWF 9:10-10:00 | 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) written case study analyses, and 3) written examinations.

1. Students should read 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 20% of your final grade.
2. There will be two written case study analyses due during the course of the semester. The first case, Real Networks due 10/12, is an analysis of a case provided in the book and is worth 10% of the class grade. The second case, Montana Power, is the major project of the semester. Students will both write and analyze this case. It is worth 40% of the class grade. Students should work in groups of two to complete the case analyses. I expect these case studies to be of professional quality. Please see Written Case Analyses section below.
3. There will be three multiple choice/short answer essay examinations. Performance on each comprises 10% of the class grade (total=30%). There will no make-up exams given.

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.

Grading:

| | |
|---|------------|
| Class preparation, discussion, and in class assignments | 20% |
| Case Studies | 50% |
| Exams | <u>30%</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 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 and also over email. Throughout the course of the semester, I will send updates, extra credit assignments, and current articles via email. It is your responsibility to send me your email address so that I can put you on the class distribution list. Please do this the first week of 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> |
|-------------|------------------------|----------------|--------------------------------|
| 9/5 | Intro & Overview of SM | | Strategic Intent (in class) |
| 9/7 | Intro & Overview of SM | 1 | |
| 9/10 | Analyzing Case Studies | | Robin Hood (Handout) |

| | | | |
|-------|--|----|--|
| 9/12 | The External Environment | 3 | |
| 9/14 | The External Environment | | How Competitive Forces Shape Strategy |
| 9/17 | The Internal Environment | 4 | |
| 9/19 | The Internal Environment | | Case 5 The Replacements |
| 9/21 | The Internal Environment | | Case 3 Wizards of The Coast |
| 9/24 | Competitive Advantage | 5 | |
| 9/26 | Competitive Advantage | | No Reading |
| 9/28 | Business Level Strategy | 6 | Guest Lecture: Tom Swenson |
| 10/1 | Business Level Strategy | | Generic Business Strategies |
| 10/3 | Exam Review | | No Reading |
| 10/5 | Exam #1 | | |
| 10/8 | Competitive Strategy | 7 | Video in class |
| 10/10 | No Class prepare case study | | |
| 10/12 | No Class | | Case 11 Real Networks Written Analysis #1 Due 5pm |
| 10/15 | Competitive Strategy | | Case 16 The Home Video Game Industry |
| 10/17 | Corporate Strategy | 9 | |
| 10/19 | Corporate Strategy | | From Competitive Advantage to Corporate Strategy |
| 10/22 | Corporate Strategy | | Case 8 AOL and the Internet (A) |
| 10/24 | Corporate Development | 10 | |
| 10/26 | Corporate Development | | Frogs Leap Video (In class) |
| 10/29 | Corporate Development | | No Reading |
| 10/31 | International Strategy | 8 | |
| 11/2 | International Strategy | | Reading TBA |
| 11/5 | International Strategy | | Case 25 Kentucky Fried Chicken |
| 11/7 | Exam Review | | |
| 11/9 | Exam #2 | | |
| 11/12 | No Class | | |
| 11/14 | No Class Holiday | | |
| 11/16 | Designing Org Structure | 11 | |
| 11/19 | Designing Control Systems | 12 | |
| 11/21 | Designing Control Systems | | Reading TBA |
| 11/23 | Corporate Governance | | Case 27 Nucor |
| 11/26 | No Class (Holiday) | | |
| 11/28 | Matching Structure and control to Strategy | 13 | |
| 11/30 | Matching | | Case 21 Wal –Mart Stores |
| 12/3 | Strategy for Start-ups | | How Entrepreneurs Craft Strategies that Work |
| 12/5 | Dynamic Competitive Strategy | | Hand Out Dynamic Competitive Strategy |
| 12/7 | No Class | | Montana Power Company Written Analysis #1 Due |
| 12/10 | Review for Exam | | |
| 12/12 | Review for Exam | | |
| 12/14 | Exam #3 | | |

Written Case Analyses

Notes and Guidelines for Case Analyses

Writing the analysis of a case study may be something you are unfamiliar with. However, developing the skills required for writing such a report is important. The analysis should not simply restate the facts in the case, but instead should take our understanding of what is happening in the case to a higher level. Demonstration of a high level of understanding requires application of the various concepts and models to that bring greater clarity to the situation in the case. Some of the case studies provide guiding questions at the end. Use these to help generate your analysis but do not simply answer these questions. In addition, one of our first class sessions will be devoted to case studies and how to conduct a thorough analysis. **Your case analysis should include the following sections:**

1. Executive summary
2. Analysis of the situation (important to apply theories from the text here)
3. Strategic Alternatives
4. Selected strategy
5. Plans for implementing recommended strategy (include assessment of potential negative outcomes and challenges as well)

If you have questions regarding how to write a case analysis, please see me.

Written case analyses must be no longer than five pages of text (double-spaced, 12 point times new roman font, 1.5 inch left and right margins, 1 inch top and bottom) plus 5 pages exhibits. I will be critical of papers that do not follow these guidelines. Anything beyond five pages will not be read. This is done with the purpose of helping you learn to write in a concise, yet thorough manner. In addition to the written section, you are expected to provide supplementary exhibits, tables, etc. **You can use no more than five pages for these exhibits.** The written section will be evaluated as a professional report. This means that the report is representative of one that you would expect to read or produce if you were currently working in the industry. This means the paper should not have grammar, typing, or spelling errors. It should be professionally presented. **Please note: Professional presentation does not mean that because you outspent your classmates on plastic binders and a slick color cover page you will receive a higher grade. I can see through the fluff, believe me.**

Most important: There is no right or wrong answer to a case study. I will not provide “the answer”, so please don’t ask. Also, what the company has done since the case study was written does not matter. They may have been better off with a different strategy. Reports that utilize information that was available after the case was written will receive a lower grade. There is no need to do research on the company outside of what is provided in the case. Economic figures (e.g., inflation, interest rates, etc.) and competitor information available during the time of the case are acceptable for incorporating in your analysis.

In class discussions

Students should come to class prepared to discuss the case studies. Because you are required to turn in your case study at the beginning of class, you might want to make an extra copy so that you have it with you for the discussion. **I encourage groups to bring overhead transparencies of salient exhibits and points as this will help your class participation grade. In addition to your own points, I encourage you to prepare overheads that provide strong arguments against strategies that you think other groups might select.**

DUE TO THE NATURE OF CASE STUDIES, LATE PAPERS WILL NOT BE ACCEPTED.

QUIZZES

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.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

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.