

Strategy Capstone

22-BA-580 (002): TH 4:00-5:45PM: Lindner 107
Fall 2009

Course Syllabus

INSTRUCTOR	Sidney L. Barton, Ph.D.
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PREREQUISITES	Senior standing and the completion of all course requirements in the Junior Core. If you do not meet the course prerequisite requirements, you are responsible for dropping this class from your schedule.
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COURSE DESCRIPTION	This course is intended to be the culmination of your undergraduate curriculum. As a capstone course, it provides a framework for integrating knowledge from functional foundation courses throughout the undergraduate curriculum. You will be expected to analyze and assess internal operations of a firm and the external and competitive environment of an industry. Students will also be asked to formulate effective competitive strategies for firms under conditions of domestic and international uncertainty. Comprehensive case studies, readings and industry simulations will be used to help the student understand the difficulties and challenges of effectively implementing strategic plans. This course is designed to challenge your analytical and decision-making skills, as well as develop interpersonal skills important to your future success.
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COURSE MATERIALS	<ul style="list-style-type: none">• <u>Essentials of Strategic Management: The Quest for Competitive Advantage</u>, Gamble and Thompson, 2008, Irwin/McGraw-Hill.• Thompson, Stappenbeck, and Reidenbach, <i>GLO-BUS: Developing Winning Competitive Strategies</i>, (register to participate at www.glo-bus.com). To complete registration, you will need (1) a credit card and (2) the company registration card provided by the instructor.• ASK INSTRUCTOR FOR REGISTRATION CODE BEFORE SIGNING UP.
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OFFICE/TEL	505 Lindner / 556-7126 / Sid.Barton@uc.edu
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OFFICE HOURS	Tuesdays 3:00 – 4:00 pm. If you need to see me outside of normal office hours, please feel free to call/email for an individual appointment.
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IMPORTANT DATES	Classes end: Sunday, December 6 Exam Week: December 7-12
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ACADEMIC INTEGRITY	University rules and regulations will be enforced. See <u>The Student Handbook</u> for further details. If you have any questions, please ask the instructor.
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Course Objectives:

1. To develop a managerial point of view - a capacity for analyzing and solving problems from a broad business and company-wide perspective.
2. To integrate the knowledge learned in functionally oriented classes as well as the management integral concentration curriculum.
3. To practice distinguishing between basic causes of business problems and attendant symptoms.
4. To demonstrate understanding of the ethical and social implications of management decisions and actions within organizations.
5. To practice conceptualizing, communicating and implementing business strategic plans.
6. To develop habits of orderly, analytical thinking and skill in reporting conclusions effectively in both written and oral forms.
7. To practice organizing and conducting tasks within a group setting.

GRADE EVALUATION:

Individual - Class Participation & Pop quizzes	200 points
Individual – Case Executive Summaries (2)	400 points
Team – Sim: Performance (Quizzes/SP/rank)	150 points
Team – Sim: Presentation & Paper	<u>250 points</u>
Total	1000 points

Grading Scale:

Points	Grade	Description
930+	A	Excellent
929 - 900	A-	
899 - 870	B+	
830 - 869	B	Good
800 - 829	B-	
799 - 770	C+	
730 – 769	C	Satisfactory
700 - 729	C-	
699 - 669	D+	
630 - 670	D	Poor
<629	F	Fail

Computer software packages such as spreadsheets and word processors will be available as learning support tools in the computer lab. Most of the case assignments will require the use of these packages.

Students are encouraged to use e-mail as a communication vehicle with the instructor and your classmates. The course syllabus, assignments and other course material will be available via Blackboard.

Teams

Teams should be formed the first week of classes, and each team will be expected to complete a number of assignments during the quarter. Team size will vary depending on the class size. The instructor will announce the maximum team size the first week of classes. You may choose your own teams, subject to the approval of the instructor. If you have difficulty finding a team, please contact the instructor. Teams are expected to be self-directed and self-managed. If your team is experiencing problems, please see the instructor as soon as possible for assistance in resolving them. *Each team member will evaluate team member participation at the end of the term and these evaluations will be factored into each individual's course grade. If you do not participate with your team on the simulation, you will not pass this class.*

Class Participation & Pop Quizzes

Your participation grade will be a function of three inputs. First, you can't participate if you are not present. Therefore, attendance will be taken every class period via a sign up sheet. Make sure you sign this sheet every class period. Second, you must come prepared to discuss assigned readings and cases. I will use regular quizzes during the term to assess student preparation for the daily discussions. These quizzes will cover both chapter and case materials. I have found this technique works well for those students who do not regularly contribute during the class. Third, students are expected to regularly volunteer comments relating to the assigned readings and cases. You may also be called upon at random to discuss assigned readings and cases. Because of the size of the class, I will not attempt to grade your verbal participation during the class, as this detracts from the discussion. Therefore, at the end of the quarter, each person will be required to submit a self-assessment of their verbal participation during class. This self assessment should include any information that substantiates your contributions. I will discuss this criterion during class for clarification. ***However, as a hint, you might find it useful to maintain a personal log of your class comments to document your self-evaluation assessment.***

Individual Case Analyses

Each person is required to prepare a case analyses for two cases discussed during the quarter. Each case will have a list of assignment questions specific to the case issues. The case analysis should not exceed 5 single-spaced pages with a font of 12 pt. You may add no more than 5 exhibits or tables to your analysis and the main findings from those appendices must be included in the body of your paper.

The case analysis is due at the start of class on the day the case is discussed. **Case analyses will not be accepted late.** *Please put your name on a separate page at the end of your analysis. This allows me to grade the assignment with more objectivity.*

These are individual assignments so you may not discuss the cases, your analyses or your write-ups with anyone else nor may you use content prepared by others. *No outside case data should be used in preparation of the case assignment.* The assignment questions for the case analysis and additional guidelines for structuring the case analyses will be place in Blackboard during the second week of the term.

At least one case analysis must be completed by the 5th week of the quarter. I highly recommend not doing consecutive case write-ups since you will not have the benefit of seeing your feedback on the previous case.

Team Simulation & Presentation

Each team will be expected to prepare an industry analysis and strategic plan for your firm, weekly management progress reports, weekly input decisions, and a written audit and presentation of your team's performance at the end of the simulation exercise. The initial decisions will be more time consuming as your team learns the mechanics of the simulation, but it will become easier as the quarter progresses. The simulation offers an opportunity for students to practice formulating and implementing various strategies in a dynamic and competitive international market.

Administrative Policies/Course Methodology

- A. Topics discussed in this class will be covered through a combination of lecture, case studies, video presentations and group discussions. A case course accomplishes its objectives only when students prepare and become involved in the activities of the entire class.
- B. I consider the 21 class sessions in this course the minimum required to cover the essentials of this topic. I understand that other demands such as interviewing and illnesses may require you to miss some class work. If it will be necessary for you to miss more than 1 class, *I strongly advise you to take this class another quarter*. Any person with more than 2 absences is likely to be administratively dropped from the class.
- C. I would appreciate it if you would let me know in advance via email if you're planning to miss a class. If you do miss a class, it is your responsibility to find out from your classmates what material was covered and what additional assignments if any were made.
- D. Some assignments will be done in a group setting and must be completed in part outside of class. If you cannot meet outside of class with your group, you should not take this class.
- E. You are encouraged to meet in groups for general class preparation; however, preparation of the individual case write-ups should not be done with others. In addition, material from previous Business Policy classes should not be used and such use would be considered a violation of the University's Academic Honesty policy (see The Student Handbook).
- F. You are expected to be prepared for every class. Since I frequently call on individuals whose hands are not raised, you should let me know before the start of class if some emergency has made it impossible for you to be adequately prepared for class.
- G. Given the importance of class participation, I like to use your name when calling on you. In order to do that, I ask that you use a name card for every class.
- H. Team and individual assignments may not be turned in late and you will receive a zero for the case if it is not completed on time.
- I. No makeup work is usually assigned.
- J. Any changes to this syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. All students will be held responsible for completion of all course components. Failure to meet these

requirements in a timely manner will result in a failing grade being given for that portion of the class.

- K. Given the importance of this course, I will do all that I can to use class time effectively and ask that you do the same.

Note on Class Participation

A typical class will consist of both lecture and class discussion of an assigned case. I will usually ask one or more students to leadoff the discussion by answering a specific question about the case or the chapter material. Anyone who has read the assigned material and thoroughly prepared the case (including the assignment questions) should be able to adequately handle the questions. After the initial analysis of the case, I will open the discussion to the rest of the class. As a group, we will then build a complete analysis of the situation and address the problems and issues presented in the case.

Most managers, particularly general managers, spend very little time reading and even less time writing reports. The vast majority of their interactions are verbal. For this reason, considerable emphasis in this class is devoted toward development of verbal skills. The classroom should be considered a laboratory in which you can test your ability to convince your peers of your solution to a problem and your ability to achieve the desired results. Some of the things that contribute to effective class participation are:

1. Is the participant a good listener?
2. Are the points made relevant to the discussion? Are they linked to the comments of others?
3. Do comments show evidence of analysis of the case or comprehension of the assigned reading?
4. Do comments add to our understanding of the situation?
5. Does the participant distinguish among different types of data (i.e., facts, opinions, beliefs, etc.) and consider the reliability of such data in decisions?
6. Is there a willingness to participate regularly and frequently?
7. Is there a willingness to test new ideas or are all comments "safe" (repetition of case facts without analysis or conclusions)?
8. Is the participant willing to interact with other class members?
9. Do comments clarify and highlight the important aspects of earlier comments and lead to clear statement of the concepts being covered?
10. Can the student answer the assigned questions for the case or respond to questions about the assigned reading?

Both process and content considerations should be used in evaluating the class participation component of your grade. Students sometimes complain at the end of the term that they had their hands raised and were not called upon frequently enough during the term. If you think this is happening to you, it is your responsibility to let the instructor know as early as possible in the term so that I can focus more attention on you. I will not always call on a student every time their hand is raised so you must be thoroughly prepared for each class so that you have several

contributions to make each class session. Note that your self-evaluation of class participation at the end of the term will be based on these ten items listed above.