



School of Business Administration

Strategic Management BSAD 689

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Class Hours : 5:30 p.m. – 9:00 p.m. (Sunday through Thursday)
Class Dates : July 13, 2009 – July 29, 2009
Classroom : CSH 108

Texts:

Required:

David, Fred R. (2009) *Strategic Management: Concepts*
(12th edition) Upper Saddle River, New Jersey: Prentice Hall. (ISBN- 10:0-13-601569-7)

Hitt, Michael A.; Ireland, R. Duane; Hoskisson, Robert E. (2009) *Strategic Management: Cases* (8th edition) Mason, Ohio: South-Western Cengage.
(ISBN- 10:0-324-58113-0)

Course Description:

Strategic Management requires that students integrate relevant knowledge gleaned from previous core business course experience. Extensive case work and library research are demanded. Students work with a real organization to develop a comprehensive strategic plan. The student should have completed all MBA core requirements or be currently enrolled in the remaining courses.

Course Objectives:

At the end of the course students should be able to:

1. Use the strategic management process to understand competitive forces and to develop competitive advantages.
2. Analyze complex business situations from management's perspective.
3. Appreciate the interdependence of all business functions and operations.
4. Be more proactive in ascertaining and acting upon opportunities that may occur in the macro-environment.
5. Identify what an organization wants to achieve and know how they will do it.
6. Develop creative alternatives to resolving business problems, choose a strategy from among the alternatives generated, and effectively and efficiently implement the proposed course of action.
7. Work cooperatively in a group and collectively communicate results and recommendations based on objective and subjective analyses of business case problems.

Course Procedure:

Class lectures are designed to explain and supplement the text. Visual aids and the Internet will be used.

Readings and discussion of articles related to Strategic Management.

Comprehensive case studies will be assigned, analyzed and discussed.

In-class individual and group work.

Group case analysis and presentations to the class.

Students are expected to come to class well prepared, having read the material assigned for the day and able and willing to participate in class discussion.

Class Attendance, Late Work, Make Up Work:

Students are expected to attend all classes and to be on time. Coming to class late or leaving before the end of class will be regarded as a tardy. Three tardies equals one unexcused absence. Being late by more than 15 minutes, or leaving class more than 15 minutes early will be counted as an absence. A student will be penalized by two percent for each unexcused absence

Late work will not be accepted. Assignments are to be handed in at the beginning of the class period on the day the assignment is due.

Make-up work or make-up tests are not permitted.

The instructor will use his own discretion in deciding whether an excuse is acceptable or not.

Academic Integrity:

Students are expected to display honesty in all matters relating to academic requirements for this course. Course work wherein a student has been dishonest will receive zero points. Please see the latest Andrews University Bulletin for complete details relating to academic integrity.

Food is not allowed in the Classroom.

Assignments:

1. Two case studies done independently by each student – analyzed only in part. Answers are to be typed, double-spaced, and not exceed three pages.
2. Four comprehensive case studies as a participating member of a group of four or five students. Each group will present their analyses to the class, and one typed copy per group should be handed in. The typed copy needs to be double- spaced and not exceed six pages, plus exhibits. The first two group cases must follow the traditional format. The third and fourth group cases need to follow the “David” format. Each case must not exceed six pages, in addition to any exhibits. Points for the group cases will be allocated as follows:

Creativity.....	5
Participation.....	5
Content.....	15
Answer questions.....	3
Ask questions.....	2
Typed case analysis....	<u>10</u>
Total	40

4. Each student in each group will read five articles and type out a two page summary of each article (double spaced). The typed two pages must include a half page stating your reaction to the article. Groups will discuss and debate the articles in class.
5. All students are required to take the Educational Testing Services (ETS) test. This is a standardized test that provides the School of Business Administration the opportunity to use the test as a direct outcomes learning measure in assessing the performance of Andrews University MBA students when compared to national norms covering the major

courses taught in an MBA program. A total of 5 % of your grade will be determined by your performance on the ETS test.

Assigned Cases:

Short Cases: (Individual)

#1. External analysis only. A-1 Lanes and the Currency Crisis of the East Asian Tigers (pp. 13 – 23).

#2. Internal (including financials) analysis only. Ford Motor Company (pp. 123 – 138).

Comprehensive Cases: (Group)

#3. Boeing: Redefining Strategies to Manage the Competitive Market (pp. 49 – 63).

Traditional method.

#4. The Home Depot (pp. 153 – 163).

Traditional method.

#5. JetBlue Airways: Challenge Ahead (pp. 205 – 221)

David's method.

#6. Nestle': Sustaining Growth in Mature Markets (pp. 261 – 273)

David's method.

Prescribed Articles:

#1. Kaplan, Robert S., Norton, David P. "Using the Balanced Scorecard as a Strategic Management System" *Harvard Business Review*. (July- August, 2007).

#2. Hamel, Gary and Prahalad, C.K. "Strategic Intent" *Harvard Business Review*. (July-August, 2005).

#3. Bartlett, Christopher A., Ghoshal, Sumantra. "Changing the Role of Top Management: Beyond Systems to People" *Harvard Business Review*. (May-June, 1995).

#4. Kim, W. Chan, Mauborne, Renee A. "Value Innovation: The Strategic Logic of High Growth" *Harvard Business Review*. (July/August, 2004).

#5. Hamel, Gary. "The Why, What and How of Management Innovation" *Harvard Business Review*. (February 2006): 72-84.

Examination:

One final examination. A comprehensive case study presented in groups. Half of the class, divided into groups, will present case (a), and the other half of the class, divided into groups, will present case (b). Cases (a) and (b) will be assigned a few days before the final examination date.

Grading:

Your grade will be determined by using the following weighting:

	%
2 Short case analyses (2 x 8%)	16
4 Group cases & presentation (4 x 10%)	40
5 Articles – summaries and discussion (5 x 2%)	10
Final Examination – Case analysis	25
ETS Test	5
Participation*	<u>4</u>
Total	100

*Participation points are NOT automatic. Students are expected to contribute ideas, not to engage in private conversations, not to leave the classroom other than at regularly scheduled breaks, and to return from scheduled breaks on time.

The Grading Scale used will be as follows:

A	>94%	C+	70 – 74%
A-	90 - 94%	C	65 – 69%
B+	85 - 89%	C-	60 – 64%
B	80 – 84%	D	< 60%
B-	75 – 79%		



Teaching and Assignment Schedule

(July 13, 2009 – July 29, 2009)

<u>Session</u>	<u>Topic</u>	<u>Assignment Due</u>
1	Introduction How to Prepare and Present a Case Analysis “Strategic Management: The Basic Steps”	None
2.	The Nature of Strategic Management	Article #1 & # 2
3	The Business Vision and Mission	#1 Short Case (External analysis)
4	The External Assessment	#2 Short Case (Internal analysis) Article #3
5	The Internal Assessment	#3 Group Case (Traditional Method) Article #4
6	Strategies in Action	#4 Group Case (Traditional method) Article #5
7	Field trip	None
8	Strategy Analysis and Choice	#5 Group Case (David Method)
9	ETS Test	
10	Implementing Strategies: Management And Operations Issues	None

11	Implementing Strategies: Marketing, Finance/Accounting, R&D, and MIS Issues	#6 Group Case (David Method)
12	Strategy Review, Evaluation and Control	None
13	Final Examination	