

# UNIVERSITY *of* MISSOURI

ROBERT J. TRULASKE, SR. COLLEGE OF BUSINESS

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## MANAGEMENT 4970 STRATEGIC MANAGEMENT SYLLABUS SPRING 2013



### Instructor

Dr. Per L. Bylund, can be reached at [bylundp@missouri.edu](mailto:bylundp@missouri.edu)

### Schedule

Tuesdays and Thursdays 11:00-12:15 in Cornell Hall 11. *Be on time and come prepared.*

### Office hours

E-mail instructor to set up an appointment.

### Course web site

This course uses Blackboard: [bblearn.missouri.edu](http://bblearn.missouri.edu) Updated syllabus on [PerBylund.com/courses](http://PerBylund.com/courses).

### Course description

This course integrates and builds on knowledge gained in previous courses in your program to develop strategic thinking and analytical ability in a business setting. Specifically, the course uses literature, cases, and analytical discussion to guide students toward structured yet critical thinking about complex business problems. Students are expected to assume the role of manager and act respectfully yet confidently. Consequently, *all students will be treated as adults and a responsible and mature approach to learning and the content of this course is expected.*

**Course literature**

*Strategic Management and Competitive Advantage* (4th ed.) by J. B. Barney & W. S. Hesterly

Also consider reading:

*Competitive Advantage* by Michael Porter

*Competitive Strategy* by Michael Porter

*On Competition* by Michael Porter

*Strategic Management Journal, Strategic Entrepreneurship Journal, Wall Street Journal.*

**Student's responsibilities**

Take an active role in the classroom and beyond, contribute to discussions, be curious of and welcome new and unanticipated thoughts and perspectives, and be respectful of others, their ideas, and experiences. Make wise and informed decisions on how to make the most out of this course, its readings, exercises, and opportunities. Challenge your peers as well as your instructor by respectfully posing carefully investigated and analytical questions.

Note that your instructor is not your mother but a facilitator of knowledge; you will need to decide for yourself what parts of the course you wish to focus on, and how to achieve the grade you prefer. Also note that this course is what *you* make of it. Your instructor does not set your grade – you *earn* the grade through your coursework and achievements. Every student can affect their course grade through making choices using the course structure below.

**Always prepare for class by carefully studying the text** or, where applicable, **read and think about the case** to be discussed. When preparing for a case, consider how to answer these and similar questions:

- What is the problem?
- What information is most relevant?
- What are the alternative solutions?
- What are the salient decision criteria?
- What are direct, indirect, and potential competitors likely to do?
- What is the best solution?
- What is the plan for action and implementation? Timing?
- What is overall impact and evaluation of the plan?

**Instructor's responsibilities**

Provide structure for in-class discussion and opportunities for learning. The course structure is a result of the instructor's knowledge and experience, and the course is aimed at providing opportunities to help students develop the confidence and understanding necessary for entrepreneurship. The instructor is available for discussion throughout the semester and will to the extent possible support and provide feedback on your assignments; the instructor can put you in contact with expert entrepreneurs who may share their experiences and help establish important contacts.

### **Course overview and purpose**

This is your capstone course, which integrates what you learned during your time in the College of Business. If you like business, you will really enjoy this class. It provides the opportunity for you to showcase a broad range of skills, analyze real business cases, and focus on a topic you are especially interested in. The purpose of this course is to adopt a strategic or long-term perspective of organizational effectiveness. It is deliberately placed near the conclusion of your undergraduate education to provide you an opportunity to integrate the knowledge and skills that you have learned in other classes.

The strategic management tools and concepts you will learn in this class are applicable to all organizations: large and small, public and private, for-profit and not-for-profit, and domestic and international. As such, you should find the content and skills developed in this class to be immediately useful in your professional career, regardless of what the next step is on your career path, or what type of organization you will be working for.

### **Course objectives**

Students are expected to take full responsibility for their own studies and their contributions to class discussions and the class experience. This course allows and intends for students to:

1. Develop their capacity to think strategically about a company, its business position, and how it can gain sustainable competitiveness
2. Build the skills to conduct strategic analysis in a variety of industries and competitive situations
3. Integrate knowledge gained in other courses in the program to effectively analyze and solve business problems
4. Learn by hands-on experience how to craft and execute business strategy, reason carefully about strategic options, use what-if analysis to evaluate alternative courses of action, and identify and initiate changes necessary for the organization to stay responsive to changing market conditions
5. Develop or strengthen their business and managerial judgment, which is necessary to confidently and accurately assess business situations, their opportunities and threats

### **Assignments and examinations**

This is an upper-level course for seniors, hence students are assumed to have an interest in the subject matter. Students are expected to always come *well prepared* to class discussions; the course is structured so that each student has the opportunity to maximize the value of course contents and topics through indulging in those topics the student finds of greatest interest/use to him/her. In order to allow for individual learning, there will be only a minimum of exams and homework assignments.

A student's grade will depend on sufficient preparation for and active participation in in-class discussions as well as group work. Grades are based solely on the course elements and de-

liverables specified below; in other words, what grade you earn in this class is in *your* hands.  
There will be no make-up exams or other ways to compensate for missed opportunities.

Points will be awarded as follows (each item explained below):

100	topic project/presentation
20	topic discussant
100	case analysis
25	board member
35	peer evaluation
80	topic quizzes (may drop lowest)
<u>115</u>	Participation (class discussions: 60; note cards: 45; news topics: 10)
Total:	475

Based on awarded points, your grade will be as follows:

95.0%-	A	82.5%-	B	72.5%-	C
90.0%-	A-	80.0%-	B-	70.0%-	C-
85.5%-	B+	77.5%-	C+	60.0%-	D
				< 60.0%	F

The exact nature of each assignment will be decided in class, but the instructor always has the final word and points are awarded at his discretion. In general, the following is expected:

*Topic Project/Presentation* 100 points

Each group must choose one core concept to strategic management and sift through the scholarly literature (i.e., scholar.google.com, not www.google.com) to learn “everything” about this concept. Use the library and look at top journals in the field such as *Strategic Management Journal*.

The group’s acquired knowledge should be summarized in a report, complete with references (you should have a minimum two pages of references), due at the end of the semester. It must also be presented to the class (20 minutes) along with an application on a business firm of your choice. Use what you have learned in class to present a relevant case and how your understanding for the concept helps you understand a change/decision in the business. Make it interesting. Your presentation slides are due at 8 a.m. the day before your presentation to your instructor and topic discussants. (Yes, there will be late penalties.)

*Topic Discussant* 20 points

As topic discussants, you receive the topic presentation slides 24+ hours in advance. Study the topic, slides, and case, and be ready to lead a discussion with the presenting group on the topic. You have 10 minutes after the discussion to ask questions, attempt clarifications, and discuss the relevance of the case and topic.

*Case Analysis* 100 points

Each group is responsible for studying and analyzing one of the cases in the book and presenting their findings to the class. (See case preparation questions above to guide your presentations.) You act as consultants analyzing the particular firm, and the assigned board members will base their decision to hire or fire you on the relevance and importance of what you present. A lot of money for your consulting firm is at stake, so make sure your presentation provides real value. Make good use of the time.

The board members have allowed you to take 35 minutes to make your case, so make good use of the time. They will then ask questions and assess your analysis and conclusions, and make a decision of whether they will hire or fire you.

Your presentation slides are due at 8 a.m. the day before the presentation to your instructor and board members. (Yes, there will be late penalties.)

*Board Member* 25 points

You act as member of the board of a large company that has problems finding consensus on a corporate strategy. Therefore, you have invited consultants to study your present situation and the estimated future developments in the market. They will present their findings and suggest a strategy as well as provide reasons why this strategy is superior. Your job is to prepare for their presentation (study the case, the slides, and related information) and for 10-15 minutes ask clarifying questions to understand the superiority their solution. You will then decide whether they have done a good job and are hired to implement the strategy they presented. Your final decision is to hire, maybe hire, or fire the consultants.

*Topic Quizzes* 50 points

We will have a number of topic quizzes during the course of the semester. They will be on the topic covered that day *or the discussion during the previous lecture*, so make sure to always prepare for class and review the material afterwards. Your quiz with the lowest score (%) will be dropped, i.e. will not count toward your course grade.

*Participation* 115 points

Class participation. Your participation is necessary to make this course interesting and enjoyable. Please contribute to the discussions and ask many intelligent questions. Your participation each class period is noted and will be rewarded accordingly. Participation in 22 or more classes guarantees 60 points; 15 or more gives you 45 points; 10 or more 30 points; 5 or more 15 points; and 1 or more 5 points. *Please make sure your instructor notes your contribution*; if you do not confirm *by the end of the class period* and your instructor happens to have missed to make a note of your contribution, you have irrevocably lost the point. You cannot regain lost points.

Note cards. You will be asked to write your impressions, questions, assessments of case presentations, what you learned, etc. on note cards at the end of class. These are worth 5 points each if you follow your instructors' instructions.

News topics. We will discuss relevant business news at the beginning of class, so make sure to follow media outlets such as the *Wall Street Journal*. Your contribution of a relevant and interesting news item, or to the class discussion of it, will earn you one point. You can earn up to ten points during the course of the semester, but a maximum of one point per class session. *Make sure your instructor notes your contribution*; if you fail to confirm by the end of the class and your instructor happens to have missed to make a note of your contribution you have irrevocably lost the point. You cannot regain lost points.

### **Outline of the Course (will be updated)**

1/22	Introduction, course overview
1/24	Chapter 1
1/29	Chapter 2
1/31	Chapter 3
2/5	Case discussion
2/7	Case discussion
2/12	Chapter 4
2/14	Chapter 5
2/19	Case discussion
2/21	Group case I
2/26	Group case II
2/28	Group case III
3/5	Group case IV
3/7	Chapter 6
3/12	Chapter 7
3/14	Chapter 8
3/19	Chapter 9
3/21	Project work
3/26	Spring break
3/28	Spring break
4/2	Chapter/cases
	...
4/25	Topic presentation
4/30	Topic presentation
5/2	Topic presentation
5/7	Topic presentation
5/9	Topic presentation

### **Attendance and participation**

You are expected to attend and participate in, as well as prepare for, all class discussions *that you find of interest*. Note that you are not required to attend, but it is *your responsibility* to keep up to

date with all information relevant to the course (some of which will be provided in class), submit all assignments according to instructions and on time if you wish to get credit, and be a respectful and valuable colleague in all group assignments and class discussions.

Poor performance/participation in class discussions and other group work will result in lower grades according to the above section: Assignments and examinations. The instructor reserves the right to dismiss/drop students from this course in case of excessive absenteeism, failure to submit sufficient assignments for a grade, or significantly poor performance.

### **Academic Dishonesty**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

### **Students with Disabilities**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

### **Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>); or the MU Equity Office (<http://equity.missouri.edu/>), or by email at [equity@missouri.edu](mailto:equity@missouri.edu). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.