

University of Indianapolis  
School of Business  
Course Syllabus

**MBA 690 – Strategic Analysis**  
**Thursdays 5:45-8:45 P.M.**

**Instructor:** Dr. Karl Knapp  
**Office:** Esch 052K  
**Phone:** 317-788-4911

**Office Hours:** Tues & Wed 11:30-1:00,  
Thurs 12:30-2:30 or by appt.  
**Email:** [KnappK@UIndy.edu](mailto:KnappK@UIndy.edu)

### **Description**

This class will focus on providing experience in the strategic management process including strategy formulation, implementation, management and evaluation. The purpose is to provide a broad overview of both strategic management theories and concepts and skill development within a dynamic team-based learning environment. The principle objective is to allow students to integrate their theoretical business knowledge of the fundamental management disciplines together with practical business experience.

### **Course Objectives**

- Develop critical thinking/reasoning skills
- Develop an experiential understanding of the strategic management process
- Practice strategic thinking and decision making processes in the executive leadership and management role
- Enable students to:
  - Conduct a situational analysis including both internal and external influences
  - Analyze various business strategies and create a strategic business plan
  - Explore the interrelatedness of key functional areas within organizations
  - Help others to promote a long-term, positive, friendly, and supportive class atmosphere by discussing issues, exploring alternatives and reaching consensus in a team environment

### **Course Communications & Resources**

Students are expected to check their UIndy e-mail accounts on a regular basis.

### **Required Materials**

**Textbooks** – Hunger & Wheelen (2007) *Essentials of Strategic Management, 4<sup>th</sup> ed.*, ISBN 0-13-148523-7  
*Capstone® Business Simulation Student Guide 2008*, Management Simulations, Inc.™

### **Attendance**

As adults, your attendance is up to you. Student attendance and participation have been shown to be linked with learning. As such, I recommend that you attend class regularly. Attendance and class participation will be used by the instructor to make decisions on borderline grades.

### **Makeup Exams and Late Work**

Exams are to be taken on the date determined by the instructor. Alternative, make up exams, will be administered at the discretion of the instructor.

Assignments are due printed, stapled, and ready to hand in at the beginning of class on the day designated. Late assignments will be discounted by one letter grade (10%) for each class period that they are late.

### **Academic Dishonesty and Plagiarism**

“Plagiarism is the passing off of another person's work as if it were one's own” (Plagiarism, 2006)<sup>1</sup>.

Cheating or plagiarism will not be tolerated. Penalties are severe. Cheating or plagiarism will be handled according to the student handbook.

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<sup>1</sup> Plagiarism. (2006, August 5). In Wikipedia, The Free Encyclopedia. Retrieved August 5, 2006, from <http://en.wikipedia.org/wiki/Plagiarism>

### **Grading Scale**

93.00 - 100.00 A	90.00 - 92.99 A-	87.00 - 89.99 B+	83.00 - 86.99 B
80.00 - 82.99 B-	77.00 - 79.99 C+	73.00 - 76.99 C	70.00 - 72.99 C-
67.00 - 69.99 D+	63.00 - 66.99 D	60.00 - 62.99 D-	00.00 - 59.99 F

### **Graded Work & Weighting**

The following work will be weighted in calculation of the final grade as follows:

<b>Assignment/Exam</b>	<b>% of Total</b>	<b>Points</b>
Exam 1 (Chapters 1-4)	15%	150
Exam 2 (Chapters 5-7)	15%	150
Exam 3 (Chapters 8-10)	15%	150
Homework		
Simulation Situation Analysis & Tutorial	10%	100
Strategic Audit & Business Plan	15%	150
Ethics Paper	10%	100
Group Stockholder Presentation	5%	50
Simulation Results	15%	150
<b>Total Points</b>	<b>100%</b>	<b>1000</b>

### **Extra Credit & Other Adjustments**

Extra credit assignment opportunities are not planned, but may be granted by the professor. The professor reserves the right to adjust the final grade based on his judgment of student performance. Class participation (good/bad) may modify the final grade (up/down) based on the professor's judgment.

### **Professor's Note**

The professor reserves the right to modify or add to the above class outline or syllabus if in his judgment such modifications or additions it would improve the learning experience. The professor will notify students in advance in class and via email of any changes.

### **Disability**

If you need course adaptations or accommodations because of a disability please contact the professor.

## Course Schedule

Week	Wednesday
1/15	<p>Course overview and purpose</p> <p><b>Simulation</b></p> <ul style="list-style-type: none"> <li>Organize teams</li> <li>Assign roles / create organizational structure</li> <li>Register simulation and download materials</li> <li>Read Team Member Guide – Chapters 1-4 (Online)</li> <li>Capstone Business Simulation® Manager Guide</li> </ul>
1/22	<p><b>Homework 1 DUE – Situation Analysis &amp; Tutorial Completion</b></p> <p><b>Lecture:</b> Essentials of Strategic Management – Chapters 1-2</p> <p><b>Simulation</b></p> <ul style="list-style-type: none"> <li>Discuss Team Member Guide – Chapters 1-4</li> <li>Read Essentials of Strategic – Chapters 1-2.</li> <li>Situation Analysis. Begin Simulation practice round 1 – each team member take one product and make all of the decisions. Then, as a team, collaborate and work to achieve consensus on final decisions for production, marketing, R&amp;D and finance. Enter decisions for Simulation Practice Round 1 by midnight, Sunday January 25<sup>th</sup>. Practice Round 1</li> </ul>
1/29	<p><b>Lecture:</b> Essentials of Strategic Management – Chapters 3-4</p> <p><b>Simulation:</b> Practice Round 2 (Debrief Round 1)</p>
2/5	<p><b>Lecture:</b> Ethics and business (introduce ethics paper)</p> <p><b>Simulation:</b> Practice Round 3</p>
2/12	<p><b>Simulation:</b> Debrief practice round 3</p> <p><b>Exam 1</b> – Essentials of Strategic Management – Chapters 1-4</p> <p><b>Complete Peer Review #1</b></p>
2/19	<p><b>Lecture:</b> Essentials of Strategic Management – Chapters 5-6</p> <p><b>Project</b> – Introduce Strategic Audit &amp; Business Plan</p>
2/26	<p><b>Simulation:</b> Competition Round 1</p> <p><b>Ethics Paper DUE</b></p>
3/5	<p><b>Lecture:</b> Essentials of Strategic Management – Chapter 7</p> <p><b>Simulation:</b> Competition Round 2</p>
3/12	<b>SPRING BREAK</b>
3/19	<p><b>Exam 2</b> – Essentials of Strategic Management – Chapters 5-7</p> <p><b>Lecture:</b> Essentials of Strategic Management – Chapter 8</p> <p><b>Simulation:</b> Competition Round 3</p>
3/26	<p><b>Lecture:</b> Essentials of Strategic Management – Chapters 9</p> <p><b>Simulation:</b> Competition Round 4</p> <p><b>Complete Peer Review #2</b></p>
4/2	<p><b>Lecture:</b> Essentials of Strategic Management – Chapters 10</p> <p><b>Simulation:</b> Competition Round 5</p>
4/9	<p>Class Exercise</p> <p><b>Simulation:</b> Competition Round 6</p>
4/16	<p><b>Exam 3</b> – Essentials of Strategic Management – Chapters 8-10</p> <p><b>Simulation:</b> Competition Round 7</p>
4/23	<p><b>Simulation:</b> Competition Round 8</p> <p><b>Strategic Audit &amp; Business Plan DUE</b></p> <p><b>Complete Peer Review #3</b></p>
4/30	<p><b>Final Debrief for Stockholders</b> – Team Presentations – team strategies, financial situation, team’s successes, mistakes and key learning points from the simulation. Include results from <u>Round 7</u>.</p>

**Behavioral Expectations** (may modify final grade on instructor's discretion)

	A	B	C	D	F
<b>Participation</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/> Student does not interrupt the class or other class members; Utilizes active listening skills	<input type="radio"/> Student very rarely interrupts the class or class members; Utilizes some active listening skills	<input type="radio"/> Student rarely interrupts the class or class members; Listens fairly attentively	<input type="radio"/> Student has a tendency to interrupt the class or class members. Does not listen attentively	<input type="radio"/> Student interrupts the class or class members; Does not listen at all
Interaction	<input type="radio"/> Student interacts very frequently and actively in the class; Asks excellent, clarifying questions	<input type="radio"/> Student interacts frequently and actively in the class; Asks good clarifying questions	<input type="radio"/> Student interacts sometimes in the class; Asks good questions	<input type="radio"/> Student interacts rarely in the class; Sometimes asks good questions	<input type="radio"/> Student does not interact in the class; Does not ask questions
Original Thought	<input type="radio"/> Student thinks for themselves; Questions items when they disagree; Provides alternative points of view and demonstrates respectful debate skills	<input type="radio"/> Student usually thinks for themselves; Questions items when they disagree; Usually provides alternative points of view and demonstrates respectful debate skills	<input type="radio"/> Student sometimes thinks for themselves; Questions items when they disagree; Sometimes provides alternative points of view and demonstrates respectful debate skills	<input type="radio"/> Student rarely thinks for themselves; Accepts most information on face value; Rarely provides alternative points of view and demonstrates limited respect in debate	<input type="radio"/> Student does not think for themselves; Accepts all information on face value; Never provides alternative points of view and demonstrates no respect in debate
Relevant Comments	<input type="radio"/> Comments made are relevant to the discussion, linked to the comments of others and aid to understanding of the situation	<input type="radio"/> Comments made are usually relevant to the discussion, linked to the comments of others and aid to understanding of the situation	<input type="radio"/> Comments made are mostly relevant to the discussion and aid to understanding the situation	<input type="radio"/> Comments made are barely relevant to the discussion and aid in a small way to understanding the situation	<input type="radio"/> Comments made are not at all relevant to the discussion
New Ideas	<input type="radio"/> Comments made introduce new ideas from the book, personal experience or other sources	<input type="radio"/> Comments made introduce sometimes incorporate new ideas from the book, personal experience or other sources	<input type="radio"/> Comments made are mostly "safe" repetitions of case facts with some analysis and conclusions	<input type="radio"/> Comments made are all "safe" repetitions of case facts without analysis and conclusions	<input type="radio"/> Comments made are merely reiterations of recent prior comments
Preparation	<input type="radio"/> Student obviously reads and thoughtfully considers chapters and cases before class	<input type="radio"/> Student reads and considers chapters and cases before class	<input type="radio"/> Student reads most chapters and cases before class	<input type="radio"/> Student rarely reads chapters and cases before class	<input type="radio"/> Student does not read before class
Attendance	<input type="radio"/> Student attends almost all class sessions	<input type="radio"/> Student attends most class sessions	<input type="radio"/> Student attends majority of class sessions	<input type="radio"/> Student partially attends class sessions	<input type="radio"/> Student does not attend class sessions

**University of Indianapolis  
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Homework Assignment**

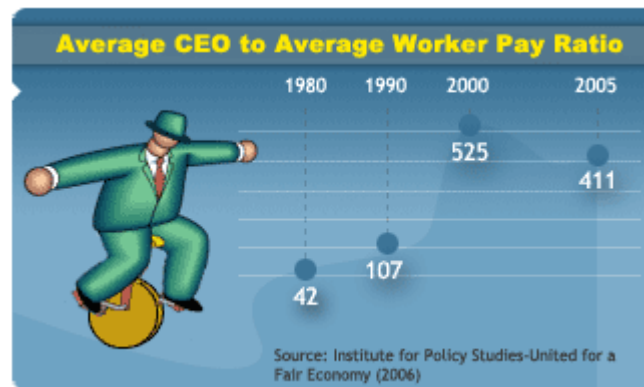
**MBA 690 – Strategic Analysis  
Ethics Paper**

**Overview**

**2005 Trends in CEO Pay (from AFLCIO.org)**

In 2005, the average CEO of a Standard & Poor's 500 company received \$13.51 million in total compensation, according to an analysis by The Corporate Library. This represents a 16.14 percent increase in CEO pay over 2004.<sup>[1]</sup>

A reasonable and fair compensation system for executives and workers is fundamental to the creation of long-term corporate value. However, the past two decades have seen an unprecedented growth in compensation only for top executives and a dramatic increase in the ratio between the compensation of executives and their employees.



Source: [http://www.aflcio.org/corporatewatch/paywatch/pay/index.cfm#\\_ftnref2](http://www.aflcio.org/corporatewatch/paywatch/pay/index.cfm#_ftnref2)

**Assignment**

Write a 3-5 page paper which looks at the current levels of executive compensation in light of the various ethical decision models, such as: utilitarianism, legal rights, moral rights, human rights, contractual rights, Kant's categorical imperative, distributive justice, justice as fairness, retributive justice, compensatory justice, ethic of care, front page of the NY Times test.

Are the current levels of executive compensation ethical? By which ethical standards? Which ethical standards and decision models do you think are relevant in this analysis?

The data given above is just one representative view of executive compensation. I expect that you will do additional research and data gathering to support your analysis and conclusions.

### Ethics Paper Grading Rubric

	<b>Exemplary (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Score</b>
Appropriate utilization of multiple ethical frameworks (40%)	Paper uses 4 or more ethical frameworks and has relevant discussion to analyze the issue	Paper uses 3 ethical frameworks or has somewhat relevant discussion to analyze the issue	Paper uses 2 ethical frameworks or only partially relevant discussion to analyze the issue	Paper uses 1 ethical framework or discussion is not relevant to analysis of the issue	
Quality of the research done on the subject (20%)	Paper draws on several sources for information directly relating to analysis of the issue	Paper draws on multiple sources of information mostly relating to analysis of the issue	Paper draws on a couple of sources of information somewhat relating to analysis of the issue	Paper draws on a limited sources of information barely relating to analysis of the issue	
Quality of the writing (20%)	Writing flows excellently. Paragraphs are coherent in presentation of issues. Transitions between paragraphs flows seamlessly. Introduction and summary tie the paper together well.	Writing flows fairly well. Paragraphs are somewhat coherent in presentation of issues. Transitions between paragraphs are usually present. Introduction and summary tie the paper together.	Writing flows somewhat. Paragraphs are partially coherent in presentation of issues. Transitions between paragraphs is choppy. Introduction and summary are only partially present.	Writing flows poorly. Paragraphs are not coherent in presentation of issues. Transitions between paragraphs are missing. Introduction and summary are missing or poorly written.	
Freedom from grammatical and spelling errors (10%)	No grammatical or spelling errors.	1-2 minor spelling or grammatical errors.	3-4 minor or 1-2 major spelling or grammatical errors.	Paper is fraught with spelling and grammatical problems.	
Formatting and overall appearance (10%)	Paper is well formatted, and appeals to the reader upon first glance.	Paper is decently formatted, and somewhat appeals to the reader upon first glance.	Paper is questionably formatted, and is slightly not appealing to the reader upon first glance.	Paper is poorly formatted, and does not appeal to the reader upon first glance.	

**University of Indianapolis  
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Homework Assignment**

**MBA 690 – Strategic Analysis  
Strategic Analysis Report**

***Assignment***

Pick a company. For this assignment you will do a complete strategic analysis on that company. I expect that you will do research and analysis using at least the following strategic analysis tools:

- SWOT Analysis
- Strategic Factor Analysis Summary Matrix
- TOWS Matrix
- Analysis of the competitive strategy(s) utilized by the firm (using Porter's competitive strategies)
- Analysis of the industry attractiveness of each division/product line using Porter's five forces model
- Analysis of the competitive position / business strength of each division/product line
- Mapping of the prior two factors using a GE business screen analysis

Based on your analysis of the current situation, make recommendations for the business in the following areas:

- Changes in competitive strategy position (using Porter's generic competitive strategy model)
- Changes in the portfolio of businesses/product lines
- Changes in offensive tactics
- Changes in defensive tactics
- Changes in vertical growth strategies
- Major strategic functional strategies that must be implemented by key functions to accomplish these strategic thrusts
- Analysis of the current organizational cultural reaction to these strategies – does the culture need to be changed in order to implement these strategies? If so, how?

***Output Required***

1. A professionally formatted and written strategic analysis report with the content described above

**Strategic Analysis Report Grading Rubric**

	<b>Exemplary (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Score</b>
Quality and insightfulness of the strategic analysis and recommendations (40%)	Report utilizes all of the strategic analysis tools outlined above and demonstrates clear mastery of the use of the tools. Recommendations are in perfect alignment with the analysis.	Report utilizes most of the strategic analysis tools outlined above and demonstrates fairly clear mastery of the use of the tools. Recommendations are in alignment with the analysis.	Report utilizes some of the strategic analysis tools outlined above and demonstrates some skill in the use of the tools. Recommendations are mostly in alignment with the analysis.	Report utilizes only a few of the strategic analysis tools outlined above and demonstrates fairly lack of mastery in the use of the tools. Recommendations are not in alignment with the analysis.	
Quality of the research done on the subject (20%)	Paper draws on several sources for information directly relating to analysis of the issue	Paper draws on multiple sources of information mostly relating to analysis of the issue	Paper draws on a couple of sources of information somewhat relating to analysis of the issue	Paper draws on a limited sources of information barely relating to analysis of the issue	
Quality of the writing (20%)	Writing flows excellently. Paragraphs are coherent in presentation of issues. Transitions between paragraphs flows seamlessly. Introduction and summary tie the paper together well.	Writing flows fairly well. Paragraphs are somewhat coherent in presentation of issues. Transitions between paragraphs are usually present. Introduction and summary tie the paper together.	Writing flows somewhat. Paragraphs are partially coherent in presentation of issues. Transitions between paragraphs is choppy. Introduction and summary are only partially present.	Writing flows poorly. Paragraphs are not coherent in presentation of issues. Transitions between paragraphs are missing. Introduction and summary are missing or poorly written.	
Freedom from grammatical and spelling errors (10%)	No grammatical or spelling errors.	1-2 minor spelling or grammatical errors.	3-4 minor or 1-2 major spelling or grammatical errors.	Paper is fraught with spelling and grammatical problems.	
Formatting and overall appearance (10%)	Paper is well formatted, and appeals to the reader upon first glance.	Paper is decently formatted, and somewhat appeals to the reader upon first glance.	Paper is questionably formatted, and is slightly not appealing to the reader upon first glance.	Paper is poorly formatted, and does not appeal to the reader upon first glance.	