

Augsburg College
BUS440 – Strategic Management
Course Syllabus – Fall, 2009

Instructor: (Dr.) Peter J. Stark

Expected Schedule: Every Other Thursday: 9/10 to 12/03 – 5:30 to 9:30p

While every possible effort will be made to adhere to the published schedule for your course, “life happens” and adjustments may need to be made over the course of the term. Your understanding and collaborative approach to dealing with any changes will be appreciated.

Office: Rochester: Intinerant! / On Campus: MEM323A
Office Hours: Rochester: 5:00p to 5:30p Thursdays @ classroom
Or by phone or appointment

Phone : Minneapolis: 952-476-0577 - 7 days a week
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Recommended texts and readings:

- **Paradigms: The Business of Discovering the Future.** Joel Arthur Barker (1992), Harper Business, New York. (Available through Amazon.com)
- **Systems Thinking Basics: From Concepts to Causal Loops.** Anderson, V. and Johnson, L.; Waltham, Massachusetts: Pegasus Communications. (ISBN: TBA)
- **Modern Competitive Strategy (2nd Ed.)**, Walker, G. (2007), McGraw-Hill Irwin, Boston. (paperback: ISBN: 978-0-07-310284-9)
- **How to Use Financial Statements: A guide to understanding the numbers.** Bandler, McGraw-Hill Irwin, New York.

In addition, the following books/articles/cases will also be provided via the internet for your use as supplemental references for material covered in class. I will identify what articles go with which class sessions and which are required as we progress through the term. I will have all of these articles up on the web for you to access as soon as I can post them!

- **Competition and Business Strategy in Historical Perspective;** Harvard Business School #9-798-010
- **Note on the Structural Analysis of Industries;** Harvard Business School product # 9-376-054.
- **How Competitive Forces Shape Strategy,** (Porter); Harvard Business Review reprint #79208.

- **Building Your Company's Vision**; (Collins & Porras); Harvard Business School product # 410x.
 - **The Core Competence of the Corporation**; (Prahalad & Hamel); Harvard Business Review Reprint # 90311)
 - **Strategic Intent**; (Hamel & Prahalad); Harvard Business Review Reprint # 89308
 - **Choosing the Right Global Strategy**; (Ghemawat); Harvard Business Review Reprint Collection # 1866.
 - **Collaborative Advantage: The Art of Alliances**; (Kanter); Harvard Business Review Reprint # 94405.
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Hello and Welcome to the Fall Term!

Over the course of the next 13 or so weeks, we're going to dig into an area of business management that many consider to be the most critical for organizations to master – one that organizational leadership deals with in a variety of ways every day. **Strategy focuses on determining the overall direction of an organization – what it “intends” to do and how it plans on going about doing what it intends to do in a strategic context as an organization.** It addresses such questions as: How do you turn “visions” into organizational realities that add tangible value to their stakeholders? How do you decide what business or value added activity to pursue? What forces exist in the environment that may help you either realize or prevent you from realizing your strategic intentions and how do you anticipate those that are emerging as the world around you changes rapidly? How do you decide to buy or divest yourself of a business type or strategic partner? How do you decide what actions to take to maximize the value of your organization to ALL of its stakeholders?

Strategy involves exploration and examination of an organization's external and internal environments, its choice of strategic intention, the appraisal and development of its resources and capabilities necessary to realize its intentions and the selection of the appropriate organizational structure, systems and processes required to support its pursuit of its most desired future. While this course will enable you to learn specific principles and techniques to assist you in understanding strategic problems and afford you an opportunity to practice applying these principles and techniques through case analysis, **this course will also focus heavily on helping you learn the critical thinking skills that are essential to succeeding in the rapidly changing marketplace we now live in.**

As this introduction suggests, this course is intended to be highly integrative – it will involve and build heavily upon other learning – both within your business coursework as well as your liberal education coursework - that you have already done as well as provide a platform for future learning. If we are successful as a learning community over the next 13 or so weeks, you will probably leave this course with more questions than answers ... however, you will be asking much better questions than when you started!

Our Objectives:

- ◆ To understand organizations as “human systems” and strategy in the context of “systems interdependencies and dynamics”
 - ◆ To understand the concepts, techniques and “tools” of strategic thinking and strategic management such that you will be able to think about complex management situations from a strategist’s perspective and have the means to consider and evaluate an organization and the effectiveness of its strategy
 - ◆ To understand strategic thinking as a discipline and gain awareness into how organizations manage for long-range success. More specifically: to develop your capacity to think strategically about an organization, its industry position, how it can gain a sustainable competitive advantage, and how its strategy can be implemented and executed successfully
 - ◆ To gain hands on experience in thinking critically, systemically and strategically in the process of long-range organizational decision-making, evaluating strategic options, developing strategic plans, and implementing strategic initiatives
 - ◆ To gain exposure to a wide variety of organizations in a global context
 - ◆ To reinforce the importance of ethical principles, personal/ organizational values, and socially responsible management practices.
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My Approach to Teaching:

Although it may not seem immediately relevant, I believe giving you a sense of my teaching philosophy will give you a clearer picture of my expectations of you and will help you be more successful in this course.

First, the single source of competitive advantage for an organization today lies in the ability of its human assets to out think, out learn and out create its competitors to The Future in a wholly non-linear environment. This means that your value to any future employer will be primarily not what you currently know, but how your ability to learn and apply this learning in a constantly changing, highly ambiguous and very uncertain environment. This means *you must be able to THINK, not just memorize.* In order to help you do this, I have to be a catalyst for your and all of your classmates very different learning processes. In this role you can expect me to challenge you, push you, encourage you and do pretty much whatever it takes (short, of course, of physical harm or mental or emotional abuse!) to try to help you learn. *I reserve the right to vary from the syllabus at any time to pursue a discussion that facilitates learning for the class.*

Second, learning needs to be an enjoyable experience for all of us – the reality is that we simply learn better when we’re having fun. This process is greatly enhanced by your active participation – your questions, comments, thoughts and engagement in the dialogue will add significantly to your and your classmates learning experience. *I expect that everyone will help me in creating a positive learning environment by coming to class prepared, being open to learning, and being accepting and considerate*

of everyone else's learning processes. Keep an open, but highly curious, mind and while it's fine to critique an idea in class, it's not okay to criticize or personally attack the people who have these ideas. Remember, the guy with the pet rock is living on an island in the Caribbean and a 15,000lb business gorilla couldn't kill off two guys in a garage that came up with a little software system called "Windows". There's no such thing as a dumb idea or a dumb question in this class.

Basic Ground Rules:

I. Attendance:

You're adults; I'm not your parent. Consequently, I believe you can self-manage your attendance and I don't need to supervise this aspect of your education. I will not be taking attendance and the decision to attend or not attend any given class or series of classes for that matter is entirely yours.

Having said this, I strongly believe that your constructive contribution is a fundamental and integral part of this course and, as a learning community, our learning is diminished if you're not physically, emotionally, spiritually and intellectually present in the room with us. The challenge and value of submitting your thinking to the open forum of the class can not be duplicated through other means.

Thinking – in real time – is essential to gaining and improving your critical strategy development skills and it is your thinking – not your ability to regurgitate the texts or your achievement or defense of the "right answer"- that I evaluate. Consequently, if you miss one or more of our classes, you will likely have great difficulty meeting the learning requirements of the class and you are accountable for these learning requirements whether you attend class or not.

Understandably, life is unpredictable and has its challenges and there will be circumstances that may cause you to miss class. If this is the case, please connect with me either in person or electronically to discuss a means of getting you back on track with the class. (See "VI" below)

II. Class Preparation and Contribution

I expect you to come to class prepared to participate in the day's discussion or activities – **and to actually participate.** This means I expect you to not only bring the necessary materials to class, but also to actually have READ them beforehand and contribute your thinking during class.

If you're really going to be fully prepared, you will have also given thought to the questions and context of the materials to be discussed. I may call on you to lead a discussion on any given day, so if you have not been able to prepare adequately for the discussion, please make certain you tell me before the class session begins. Regardless of your level of preparation, however, I expect you in class and to have brought your brain with you.

Let me also clarify: "participation" does not simply mean "showing up". Learning is an active, systemic process and the best learning comes from a multi-faceted dialogue involving as many perspectives on an issue as possible. Learning is also an integrative activity that involves thinking about issues at both the 35,000ft theoretical altitude as well as their practical, sea level application. In this scenario **YOU are the "integrator" of theory and practice** and because concepts are often big and hairy and strategic problems very complex multiple brains are necessary to be able to grasp or apply them.

YES, I evaluate class participation – it will count for 20% of your class grade and I will assign participation grades based on the QUALITY of your participation, not the quantity. I can not stress enough that participation is more than merely “being present” for a class ... hogging bandwidth isn’t going to cut it either!

Here are some of the criteria I’ll use to evaluate your participation:

- ◆ Are the points that are made relevant to the discussion in terms of increasing everyone’s understanding or are they merely a regurgitation of facts or someone else’s thinking? Do they provoke learning in some meaningful way?
- ◆ Are you raising thoughtful questions, challenging conclusions and/or in some other way sharing the fruits of your thinking about and insights into organizations and the strategy process?
- ◆ Are you distinguishing among different kinds of data – that is, facts, opinions, assumptions and inferences?
- ◆ If you’re making an assertion, are your implications clearly drawn? Can the logic of your assertion be followed?
- ◆ Do the comments take into consideration the ideas offered by others earlier in the class, or are the points isolated and disjointed? The best contributions following the lead off tend to be those which reflect not only excellent preparation, but good listening and interpretive and integrative skills as well.
- ◆ Are you connecting a relevant concept, theory or model to the exercise at hand
- ◆ Are you pointing out the implications of alternative approaches to a problem or issue
- ◆ Are you identifying and/or commenting on the meaning of _____.
- ◆ Are you phrasing penetrating questions to which the group can respond?
- ◆ Are you summarizing the essence of a reading or exercise?
- ◆ Do the comments show evidence of a thorough reading and consideration of the material read?

Levels of participation:

The following descriptions will give you a sense of how I propose to “calibrate” your class contributions in this area:

1. **“4.0/A” Level = Outstanding Contributor** – worth potentially a full step up in grade

Contributions reflect thorough preparation. Ideas offered are usually substantive; provide one or more major insights as well as direction for the class as a whole. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished significantly.

2. **“3.0/B” Level = Solid Contributor** – worth potentially a half step up in grade

Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Arguments, when presented, are generally well substantiated and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished considerably.

3. **“2.0/C” Level = Adequate Contributor – Baseline Expectation**

Contributions in class reflect satisfactory preparation, Ideas offered are sometimes substantive; provide generally useful insights, but seldom offer a major new direction for class discussion. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished considerably.

4. **“1.0/D” Level = Marginal Contributor – potentially “downsizes” a grade**

Contributions in class reflect marginal, yet inadequate preparation. Ideas offered are seldom substantive; provide few, if any, insights; and rarely proved a constructive direction for the class. Integrative comments and effective arguments are absent. Class contributions are, at times, “cherry picking” efforts – the making of isolated, obvious and/or confusing points.

5. **“0.0/F” Level = Unsatisfactory Contributor – definitely ‘downsizes’ a grade**

The person has said little or nothing in class. Hence, there is no adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed. Virtually no participation credit can be offered this individual beyond that which might be generated by perfect attendance.

In terms of the discussion, you may feel free to initiate a discussion, respond to your peers’ opinions or thoughts, respond to my questions and feel free to take an active role in all activities. You may expect me to call on you directly during class, to ask for volunteers and request short, informal presentations to generate dialogue. **ALL contributions are valid and valuable.** Please do not feel that you can’t contribute because you are uncertain of a thought or an answer or an idea. Often thinking out loud in an open forum of your peers is the best way to sharpen your own thinking process – and those of your classmates!

Just in case you have any remaining confusion or uncertainty here: ***LET ME BE ABSOLUTELY CLEAR ABOUT MY EXPECTATIONS IN TERMS OF YOUR PARTICIPATION IN THIS CLASS:***

The learning process in this class **requires** DIALOGUE.

Consequently:

I expect you to speak:

– to ask questions, make comments, voice concerns, and express disagreements –
to me and to your classmates.

I expect you to challenge your thinking, your classmates thinking and my thinking.

Sitting silent for 7-8 class sessions is not an option.

III. Assignments:

All written assignments should follow the prescribed format. **PLEASE: just staple your assignments together – skip the vinyl covers and other window dressings.** Just a single staple in the upper left hand corner works great.

This is also University level academics – not high school. The real Business World expects you to be able to express yourself and your ideas well and in an easily understandable manner. **Please use impeccable college English – both vocabulary and grammar – and make sure that I have the best possible opportunity to understand what you’re trying to communicate. AND DON’T FORGET TO SPELL CHECK!** Great ideas that aren’t expressed well are a tragedy ... and may affect your grade as well.

If you are concerned about your ability to write cogently and coherently, I strongly encourage you to contact either myself or the University for assistance. I reserve the right to evaluate the quality of your writing as a part of the grading process and may dock papers up to one full letter grade for poor grammar and spelling. I would ask that you please see me if you have any concerns in this area before submitting your work to me.

Please feel free to ask me for any clarification about any assignment BEFORE you submit it.

Unfortunately, once it’s been submitted I can only grade what you’ve written, not what you intended to write. And, please also feel free to seek any clarification about my comments on any of your work.

REWRITE POLICY:

- 1)** If you completely blow a paper (a grade of “D” or below) AND you come to me to discuss it and seek to genuinely learn, I will allow you ONE opportunity to rewrite the paper.
- 2)** If your work improves sufficiently, this process will enable you to *potentially* raise a “D” to a maximum grade of “B” and an “F” to a maximum grade of “C”. These improvements are NOT automatic, however.
- 3)** Papers that receive an initial grade of “C” MAY be permitted to be rewritten on a case by case basis.
- 4)** Rewritten grades are final.

IV. Course Requirements and Evaluation

There will be a wide variety of opportunities for you to demonstrate your learning in this course. Exams will focus on both the basic knowledge necessary to think and talk in the language of strategy as well as your ability to integrate theory and practice; case discussions in class will allow you to practice thinking critically in real time, while the more formal case studies will allow you to deepen your critical thinking skills, both orally and in writing. Group presentation processes are designed to enable you to gain experience in the collaborative strategy development process.

Briefly summarized, your assignments, accountabilities and deliverables for this term as well as their respective contributions toward your grade are weighted as follows:

1) Participation: 20%

Prepared, Informed, Regular, Focused 15%
Pulse and Respiration Bonus 5%

2) Short Paper # 1: Thinking Past the Obvious: Due: TBA 5%

A (suggested 3 - 5 page, double spaced, 12 point font) system description and analysis. Your analysis should include observations and specific examples to support your evaluations and systems inter-relationships. See further details in the discussion that follows.

3) Short Paper #2: Creating the Future, Part I: Due: TBA 20%

A (suggested 3-5 page, double spaced, 12 point font) personal strategic intent. This should demonstrate your thinking around such questions as: what are you going to create in the world of all things possible? What's the value-add for your life on this planet? What is your life going to look like 70 years from now? See further details in the discussion that follows:

4) Short Paper #3: Creating the Future, Part II Due: TBA 20%

A (suggested 3-5 page, double spaced, 12 point font) recapitulation of Part II of Visioning Paper I that includes thorough Macro-environmental and Internal evaluations. Should also include a rethink of Part I if necessary. Demonstrate your thinking process.

5) Short Paper #4: Creating the Future, Part III Due: TBA 10%

A (suggested 3-5 page, double spaced, 12 point font) recapitulation of Parts I and II that includes a discussion of your choice of strategy and its implementation. Demonstrate your thinking process.

6) Final Exam: 25%

The final exam will be a case analysis based test.

Additional Notes on Each Element:

Tests:

There will be a final exam for this course. The exam will be given in two parts. The first part will be in a multiple choice/true-false format and will focus on your mastery of the “knowledge” of strategy gleaned from the text and class discussions. The second part will focus on your “understanding” of strategy and will be case-based. You will be required to apply and demonstrate your learning to a “live” scenario. The weighting for each part will be 35% MC/TF and 65% case response. Odd as it may sound, this will probably be the most “fun” exam you’ll have during your college career!

Papers:

In addition to the test outlined above, there will be four short papers due for this course, each covering a specific learning that is ancillary and important to your gaining an understanding of strategy as a thinking process rather than the simply application of a model or template.

Short Paper #1: Thinking Past the Obvious - Systems and Strategy

A (*suggested*) 3 - 5 page (double spaced, 12 point font) system description and analysis. Your analysis should include observations and specific examples to support your evaluations and systems inter-relationships. What I'm specifically looking for from you in this paper is as follows; you need to:

a) demonstrate a thorough understanding of systems concepts, principles and dynamics - (25% weighting) - this is an overall sense that you've grasped the concepts and are doing the thinking, particularly in terms of how Systems Theory relates to our discussion of Strategic Management thus far.

b) demonstrate your ability to think critically, systemically and ethically - i.e., the ability to apply systems thinking in real life (identify, diagnose, describe and diagram a systems issue in the context of your values) (30% weighting)

This involves, but is not strictly limited to, providing a clear discussion of ("story about") a system you have observed (or considered) and then a diagram that translates this story into a visual/graphic representation. The story and the diagram need to match - I should be able to start at either place - prose or graphic - and have both tell me the same story. I want you to show me that you can "see" and understand systems and follow the logic of your story; it's about whether you can see, describe and discuss the relationship and the influences between whatever variables you choose.

c) demonstrate a solid understanding of positive and negative reinforcement and Reinforcing and Balancing loops in a system and be able to identify and diagram these links and loops (25% weighting)

d) demonstrate some ability to discuss/apply systems archetypes - if they apply and why not if they don't - (5% weighting on the paper) - don't go trying to fit your system into an archetype - that's a big, fat "WRONG". If the system you've described yields an archetype, great - identify it, describe it, discuss it and you're done. If it doesn't, discuss what you think it may be heading to and why or what's missing that might turn it into a more recognizable archetype.

e) **demonstrate an understanding of Emergence** (5% weighting)

f) **Original thinking and ability to express position well in writing** (5% weighting) - this means spelling, grammar, sentence structure yada, yada, yada - you know the drill.

f) **Pulse and respiration bonus / on time bonus** (5% weighting on paper)

EXTRA CREDIT

g) **demonstrate an understanding of basic Chaos Theory principles** and discuss in at least general terms 1) how they apply to the system you've described and diagrammed and, 2) how they apply to the strategic thinking process. (5% possible bonus)

Short Paper#2: "Creating the Future, Part I"

A (*suggested*) 3-5 page personal strategic intent (double spaced, 12 point font). This should demonstrate your thinking around such questions as: what are you going to create in the world of all things possible? What's the value-add for your life on this planet? What is your life going to look like 70-100 years from now? *Thoroughly* demonstrate your thinking process. What I'm specifically looking for from is as follows; you need to:

a) **demonstrate a thorough understanding of visioning concepts, principles and dynamics**, i.e., that your future is not simply an extension of your past and that your vision going forward is derived from a process of considering a universe of all things possible. (50% weighting).

While Einstein noted that imagination is more important than knowledge, this is not an exercise in pure fantasy. It is an opportunity to invent, conceive and visualize future promise in view of both present realities and future possibilities. Therefore, I expect to see you demonstrate a genuine combination of both imagination and reflection

b) **demonstrate your ability to think critically and systemically**, i.e., articulate a vision that includes well integrated mission, values and goals statements. What's important to you and why? How do these values translate into your personal sense of mission and your goals for accomplishing it? Are they congruent? Will they enable you to make decisions in view of uncertainty and ambiguity? (50% weighting)

EXTRA CREDIT:

Expand your paper to include 1) a discussion of your understanding of the strategic intent creation process in human systems and a brief review of two organizational visions; and 2) a compare/contrast/critique discussion of individual vs. organizational processes. This should consider the questions posed and answered in your own personal strategic intent creation in an organizational context as well. Thoroughly demonstrate your thinking process. (possible 30% bonus)

Short Paper#3: “Creating the Future, Part II”

A (suggested) 3-5 page recapitulation of Visioning Paper I that includes *thorough* Macro-environmental and Internal evaluations (OT/SW). If necessary, this paper may also include a rethink of Part I. This is an opportunity to for you to explore the fit between your vision and values and both your external and internal environments. What things may help or challenge you in pursuit of your vision? What attributes can you capitalize on and what areas for development must you pursue?

What I’m specifically looking for from you is as follows; you need to:

- a) **demonstrate a thorough understanding of macro-environmental evaluation processes and their general systemic influences as they pertain to the vision and values you’ve outlined for yourself in Visioning Paper #1.** Identify and assess 1) current *and emerging* opportunities or forces supporting realization of your vision and 2) current *and emerging* threats or forces inhibiting or challenging realization of your vision. This includes macro trends, industry and market dynamics (five forces) and competitive considerations. (35% weighting)
- b) **demonstrate a thorough understanding of internal evaluation processes and their general systemic considerations as they pertain to the vision and values you’ve outlined for yourself in Visioning Paper #1.** Distinguish and assess 1) current *and emerging* strengths that you can capitalize on in realizing your vision and 2) current *or emerging* weaknesses that you will need to mitigate or otherwise remedy in order to realize your vision. What skills do you have or need? What attitudes or beliefs? What are your key success factors? (35% weighting)
- c) **integrate and match opportunities, threats strengths and weaknesses with one another and synthesize your external and internal evaluations into a brief, general statement of your strategy for realizing your vision.** (30% weighting).

EXTRA CREDIT: Open to discussion.

Short Paper #4 – “Creating the Future, Part III”

A (*suggested*) 3-5 page recapitulation of your previous two visioning papers that ties the entire strategic thinking process together and then outlines a detailed implementation (“action”) plan for realizing your vision in the context of the external environment as you see it, your internal strengths and opportunities for development, your “competition” and your choice of strategy.

This implementation plan needs to outline specific actions you need to take, when and in what order you need to take them and what resources you will need in order to be able to do so. This emphasis in this paper is to tie your strategy formulation process to your strategy implementation process – congruence and alignment are key evaluation criteria. If, for example, you want to be a brain surgeon and your implementation plan doesn’t include medical school, you’ve got a problem.

NOTE: I will be providing you with more detailed information and specific guidance on each of these papers during the appropriate class session.

V. Academic Integrity and Plagiarism

It is both the College's and my expectation that you will hold yourselves to the highest levels of academic integrity at all times. This means that you will conduct yourselves in an honest and conscientious manner – that you will not cheat on assignments, either by copying another student's work or by plagiarizing other sources.

Augsburg has both stated and implied policies on academic dishonesty that I intend to adhere to in an absolute manner. The following link (to be advised) provides you with information on the College's/Department's views on academic dishonesty and also contains useful information on how to provide references in your research-based assignments to avoid plagiarism. Please read it and apply it rigorously! Questions – ask me!

Please understand: I believe in critical thinking as a process and I will work with you in this regard. I would rather have you turn in pure crap and enter into a learning dialogue with you than have you plagiarize or cheat. Consequently, if you plagiarize or cheat, you will fail this course.

VI. Excused absences:

You may be excused from assigned class work or deadlines only in the event of a severe personal circumstance (death of an immediate family member, hospitalization) or for certain religious reasons. **Job interviews, for example, do not qualify as a severe personal circumstance – please schedule such events around tests and other important class activities.**

If some unscheduled emergency makes it impossible for you to take a test, hand in an assignment or otherwise participate in a class activity, *please let me know as soon as you possibly can to avoid jeopardizing your grade.* If you miss a test or an assignment without a valid or reasonable reason, your grade on that element defaults to "0". If you miss the final exam without permission, your course grade defaults to "0". Again, any questions in this area please see me.

Special Note on Absences:

There will undoubtedly be times when you will feel the need (or the urge, perhaps) to miss class for whatever reason – some valid, some less valid, some completely imagined. Having said this, however, let me very clear about my position on your missing class: in the "real world" no one supervises your attendance; if the work doesn't get done, you risked getting fired. The same holds true for this class – you're adults and you're free to make the choice not to show up for class, but as long as you are registered, you're accountable for the work. Your attendance directly impacts your grade in this course – if you need to be away from class, **TALK TO ME**. I'll be glad to work with you as necessary, but you have to talk to me so I know what's going on.

VII. Students with Disabilities

It is both mine and the College's policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the me and the College accordingly as early in the term as possible. Adaptation of methods, materials or testing may be made as required to provide for equitable participation."

VIII. Reservation of Rights to Change the Syllabus

This syllabus and accompanying course schedule are subject to change to meet either extenuating circumstances or emergent learning opportunities that may arise over the course of the term.

I am genuinely interested in your learning and your well-being. Please feel free to come by my office if you have any problems with this course or with school in general. I look forward to working and learning with you this semester!

Peter J. Stark

Augsburg College: Strategic Management (BUS440)
“Anticipated Syllabus” – Fall, 2009

Week	Topic(s)	Readings	Due
1	Intro / Orientation to the course	Introductions; Course Outline & Syllabus Review; Learning Community Formation	
	Strategy Precursors, Part I: Introduction to Critical Thinking Critical Thinking Exercise	Barker: <i>“Paradigms”</i>	<u>Read before coming to class</u>
	Strategy Precursors, Part II: Introduction to Systems Theory History of Systems Theory Defining Systems; Finding Stakeholders Understanding Feedback: Interactions and Loops Uncovering Systems Structures & Finding Strategic Leverage Systems Exercises & Ethics Review	- Senge: Creating the world anew (handout) - Kim: Event thinking to systems thinking (handout) - Anderson & Johnson handout Kim: Systems Archetypes (handout)	

2	Systems Paper Discussion		Strategy and Systems Paper Due
	Strategy & Ethics Case Study and Discussion	<i>Parable of the Sadhu (Available before class)</i>	
	Introduction to Strategy Formulation and Strategic Management Case Exercise	- Walker Chapter 1 Case to be assigned	

3	Vision and Strategic Intent Creation	-Collins & Porras	
	Macro-environmental Analysis: Part I:	- Walker Chapters 2 thru4 - Structural Analysis of Industries	
	Macro-environmental Analysis: Part II	- HBR Handout - Case to be assigned	

4	Internal Analysis: Part I Value Chain & Core Competencies	- Walker Chapter. 5	Strategic Thinking Part I Due
	Internal Analysis: Part II Financial Analysis / OTSW Review	- Bandler – all	
	Intro to Strategy Selection Generic Strategies	- Walker Chapters 6 & 7	

5	Corporate Strategy and Business Strategies	- Case TBA	Strategic Thinking Part II Due
	International Strategy	-Walker, Chapter 8 - Case to be assigned -Ice-Fili – handout	
	Introduction to Strategy Implementation	Handouts Case To be assigned	
	Structuring the Organization Socio-Technical Systems	Handouts	

6	Strategic Position and Strategic Alliances Case Analysis	Northwest Airlines Case handout	Strategic Thinking Part III Due
	Corporate Governance	Walker Chapter 11 Discussion case to be advised	
	Strategically Intended Change	IRS Change Case Corning Change Case	
	Course Summary – Exam Review		

	Final Exam		
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