



The REACH Program of Trinity International University

BUS 470R: Strategic Planning

Student's Manual 3.1

“Suppose one of you wants to build a tower. Will he not first sit down and estimate the cost to see if he has enough money to complete it?”

Luke 14:28 (NIV)

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I. Course Description

Utilizing case studies, students will develop and improve skills in the critical areas of applied organizational research and management of the strategic and operational planning process. *Three hours.*

II. Course Overview

Strategic management is a broad topic that focuses on an organization's leaders and their role in influencing the direction of their organizations. As we will see, the strategy that an organization adopts is influenced by a variety of factors. Some of the factors can be changed (e.g. a company's culture and personnel), while some factors cannot (e.g. national culture or the broader technological environment).

This course follows the logical progression of strategic management – starting with external analysis (such as the identification of opportunities and threats) and then moving to internal analysis (such as understanding distinctive competencies and competitive advantage). However, the majority of this course focuses on designing and implementing various organizational strategies. The course textbook is filled with cases that highlight each of the major challenges of strategic management.

III. Course Materials

Required

Hill, C., & Jones, G. (2010). *Strategic management: An integrated approach* (9th ed.). Boston, MA: Houghton Mifflin Company. ISBN 978-0-538-75106-3

IV. Course Policies

1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style. This includes:

- an APA title page (including a running header and page number)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person's work or ideas.
- a “References” page (it is not called a “bibliography”)
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others' work or ideas properly will lead to charges of academic dishonesty. See below for more information.

2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another's student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an "F" for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

3. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- a. 10% off for up to 24 hours late
- b. 20% off for up to 48 hours late
- c. assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate Dean grant the request.

4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an "F" for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

V. Course Outcomes

“At the end of this course, the students will be able to...”

1. Summarize the nature and role of strategic management
2. Identify opportunities and threats in an organization’s competitive environment
3. Define an organization’s distinctive competencies and competitive advantage
4. Recognize and formulate strategies at the following levels: functional, business, corporate
5. Discuss the ethical dimensions of strategic management.
6. Recognize the biblical principles of management and planning found in the Bible

VI. Course Requirements

1. Worksheets (five @ 100 points each) = 500
2. Final Project Paper = 100
3. Final Project Presentation = 100
3. Participation = 60

Total Points = 760

VII. Grading Scale

Your final course grade will be based on the total number of points that you earn throughout the course:

Percentage	Grade
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	F

VIII. Course Schedule

Session One Overview

Outcomes for Session One

“At the end of this session, the students will be able to...”

1. Define the concepts of strategy, competitive advantage, and profitability
2. Utilize a SWOT analysis along with other tools to understand and describe companies, their strategies, and their behaviors
3. Analyze companies using a variety of models
4. Describe the effects of external influences such as buyers, rivals, suppliers, imitation products, and demand on corporate behavior
5. Explain the life cycle of a company

Assignments Due for Session One

1. Read Hill & Jones Chapters 1, 2, & (Appendix) C1-C12 – *Analyzing a Case Study and Writing a Case Study Analysis*
2. Complete Worksheet #1
3. Read the instructions for the Final Project Paper and the Final Project Presentation (see Session Six Documents). We will discuss these in Session One.

Session Two Overview

Outcomes for Session Two

“At the end of this session, the students will be able to...”

1. Describe the four building blocks of competitive advantage and how they are developed by companies
2. Discuss the predictable causes of failure on a corporate level and what can be done to avoid them
3. Evaluate the source and role of competencies within organizations
4. Explain the concept of efficiency in relation to the best practices of businesses
5. Identify the challenges and benefits of attaining superior quality in the design and strategy of service and product releases
6. Analyze the process of innovation as a response to market stresses and demands

Assignments Due for Session Two

1. Read Hill & Jones Chapters 3 & 4
2. Complete Worksheet #2

Session Three Overview

Outcomes for Session Three

“At the end of this session, the students will be able to...”

1. Describe the process of creating a business model
2. Identify the four generic competitive strategies and their appropriate usage in business
3. Recognize the need for consistently updated business models to meet the demands of customers and the changing market
4. Discuss the factors that contribute to the formation of competitive business strategies
5. Explain the role of maturity on strategy
6. Utilize game theory in decision making
7. Differentiate high-tech markets and strategies from conventional businesses and their operating procedures and plans
8. Analyze the challenges of high-tech products and services, the use of paradigm shifts in response to technology advancements, and the issues technology as a whole brings to business

Assignments Due for Session Three

1. Read Hill & Jones Chapters 5-7
2. Complete Worksheet #3
3. Visit www.gametheory.net and spend at least 30 minutes exploring the website, participating in activities, and reading articles.

Session Four Overview

Outcomes for Session Four

“At the end of this session, the students will be able to...”

1. Explain the risks and benefits of international expansion
2. Describe the factors that make international markets attractive
3. Explain the fundamental nature of strategic alliances and the effect they have on national and international business
4. Differentiate corporate strategy from other planning tools and directional objects
5. Differentiate horizontal integration, vertical integration, and strategic outsourcing along with their risks and benefits to the firm as a whole
6. Discuss the reasons behind and benefits of diversification within corporations
7. Describe the failure risks to ventures and the steps that can be taken to avoid them
8. Explain the process of making acquisitions, the reasons behind their formation, and the barriers to their successful integration

Assignments Due for Session Four

1. Read Hill & Jones Chapters 8-10
2. Complete Worksheet #4

Session Five Overview

Outcomes for Session Five

“At the end of this session, the students will be able to...”

1. Summarize the relationship of stakeholders to a company and the obligations that a company must undertake in order to maintain the relationship
2. Describe the nature of business ethics with reference to real world scenarios
3. Discuss the nature of agency relationships and the need for governance structures that arise from them
4. Explain the relationship of business strategy and organizational structure
5. Utilize a knowledge of corporate culture, functional models, and control systems to effectively design systems to structure organizations
6. Discuss the relationship between strategy and structure
7. Assess the need for a new corporate structure given changing business conditions and strategies

Assignments Due for Session Five

1. Read Hill & Jones Chapters 11-13
2. Complete Worksheet #5

Session Six Overview

Outcomes for Session Six

“At the end of this session, the students will be able to...”

1. Demonstrate a thorough knowledge of case analysis
2. Evaluate the strategic action plan of a firm for completeness and feasibility
3. Apply models and strategic theory to real world case studies
4. Integrate biblical truths with secular business theory
5. Utilize research materials to provide a fully developed understanding of a research company
6. Assess the needs of a corporation based on models, data, and similar case precedent

Assignments Due for Session Six

1. Complete the Final Project Paper and Prepare to Deliver the Final Project Presentation
2. Read the assigned cases that will be presented during the final session. Your instructor will list those cases for you. In this way, you will be familiar with the cases that your fellow students will present. Take brief notes on important facts.

IX. Course Documents

Session One Documents

Worksheet #1

For the following questions, your total word count should be a minimum of 1500 words and a maximum of 2400 words (5-8 pages, double spaced). Be concise.

After reading Hill & Jones Chapter 1, complete the following:

- Discussion Questions 1-6
- Closing Case: *Planning for the Chevy Volt*, Questions 1-5

After reading Hill & Jones Chapter 2, complete the following:

- Discussion Questions 1-4
- Closing Case: *The United States Beer Industry*, Questions 1-4

Read (Appendix) C1-C12 – *Analyzing a Case Study and Writing a Case Study Analysis*

Read the instructions for the Final Project Paper and the Final Project Presentation (see Session Six Documents). We will discuss these in Session One.

Session Two Documents

Worksheet #2

For the following questions, your total word count should be a minimum of 1500 words and a maximum of 2400 words (5-8 pages, double spaced). Be concise.

After reading Hill & Jones Chapter 3, complete the following:

- Discussion Questions 1-5
- Closing Case: *Southwest Airlines*, Questions 1-4

After reading Hill & Jones Chapter 4, complete the following:

- Discussion Questions 1-4
- Closing Case: *Boosting Efficiency at Matsushita*, Questions 1-2, 5-6

Session Three Documents

Worksheet #3

For the following questions, your total word count should be a minimum of 1500 words and a maximum of 2400 words (5-8 pages, double spaced). Be concise.

After reading Hill & Jones Chapter 5, complete the following:

- Discussion Questions 1-7

After reading Hill & Jones Chapter 6, complete the following:

- Discussion Questions 1-5
- Case Study: *Warfare in Toyland*, Questions 1-3

After reading Hill & Jones Chapter 7, complete the following:

- Discussion Questions 1-6

Session Four Documents

Worksheet #4

For the following questions, your total word count should be a minimum of 1500 words and a maximum of 2400 words (5-8 pages, double spaced). Be concise.

After reading Hill & Jones Chapter 8, complete the following:

- Discussion Questions 1-5
- Case Study: *MTV Networks*, Questions 1-3

After reading Hill & Jones Chapter 9, complete the following:

- Discussion Questions 1-5

After reading Hill & Jones Chapter 10, complete the following:

- Discussion Questions 1-4

Session Five Documents

Worksheet #5

For the following questions, your total word count should be a minimum of 1500 words and a maximum of 2400 words (5-8 pages, double spaced). Be concise.

After reading Hill & Jones Chapter 11, complete the following:

- Discussion Questions 1-6

After reading Hill & Jones Chapter 12, complete the following:

- Discussion Questions 1-5
- Closing Case: *Strategy Implementation at Dell Computer*, Questions 1-3

After reading Hill & Jones Chapter 13, complete the following:

- Discussion Questions 1-5

Session Six Documents

Final Project Report

Complete a fully developed case study analysis as described in (Appendix) C1-C12 – *Analyzing a Case Study and Writing a Case Study Analysis* of your book.

On the first day of class, your instructor will assign you to specific groups and assign your group a case from the back section of the book. The ideal group size is four students, though some groups may have three.

Each member of the group is responsible for writing approximately 10 pages of the final project. Review and follow the case study outline as described on pp. C2ff. You will notice that there are eight sections. However, your group must also integrate analysis from a Christian worldview throughout the paper. Or, if you like, you may choose to include a separate section called “Analysis from a Christian Perspective.” During the class sessions, your group will be given time to work on your project.

Each member of the group is responsible for developing two or (depending on the group size) three of the eight elements – though you will necessarily need to include your other group members along the way. More specifically, given that each step is integrated with (and sometimes dependent on) the others, you cannot write your sections in isolation from your fellow group members – particularly when writing the recommendations section, to which each group member should actively contribute.

You will need to do additional research on the company beyond what is presented in the book. The group as a whole is responsible for composing an executive summary (in lieu of an abstract), an introduction, a conclusion, and a list of references.

Criteria for Evaluation

Your instructor will clarify the assignment and evaluate your work using the document “Instructor Evaluation for Written Work.”

Final Project Presentation

Each group will present its case to the class for up to 40 minutes during session 6 – with an additional 5 or 10 minutes for questions and answers. Do not go over your allotted time. Each member of the group will be responsible for presenting the sections of the case that he or she prepared in final written project. Ideally, each member of the group will present for 8-10 minutes.

While you are not required to produce and to utilize visual aids (such as handouts and PowerPoints), please do so if they will enhance your presentation. [Note well: if your visual aids are not enhancing your presentation, they are necessarily detracting from it!] However, you are required to present your instructor with a detailed outline (two or three levels deep) of your presentation before you begin.

Criteria for Evaluation

Your instructor will clarify the assignment and evaluate your work using the document “Instructor Evaluation for Oral Presentations.”

X. Evaluation Forms

Instructor Evaluation for Written Work

Student's Name	Course Number BUS 470	Assignment ALP Learning Project
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Specific Requirements	Percentage Distribution Determined by Instructor	Percentage Earned by Student	Instructor Comments		
Organization <ul style="list-style-type: none"> ▪ Introduction¹ and Conclusion² ▪ Section Titles³ ▪ Section Introductions and Conclusions⁴ ▪ Organizing Words, Phrases, and Sentences 	10	<input type="text"/>	▪		
Research / Sources (pp. 91-102 ⁵) <ul style="list-style-type: none"> ▪ Credibility (academic vs. non-academic) ▪ Number of Supporting Viewpoints ▪ Number of Opposing Viewpoints ▪ Primary Research 	10	<input type="text"/>	▪		
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)⁶ ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Synthesis of Existing Ideas and/or Theories 	25	<input type="text"/>	▪		
Discipline-Specific Application <ul style="list-style-type: none"> ▪ Contextualization (individual, group, organization, sub-culture, culture, etc.) ▪ Recommendations (stop, start, continue, modify) ▪ Creation of New Ideas and/or Theories 	25	<input type="text"/>	▪		
Christian Worldview (and Other Worldviews) <ul style="list-style-type: none"> ▪ Use of Scripture (interpretation and application) ▪ View of Scripture ▪ View of God, gods, or Ultimate Reality ▪ View of Humanity ▪ View of Birth, Life, Redemption, & Death ▪ View of Creation/Origin, History, the Present, & the End Times ▪ View of Knowledge ▪ View of Ethics 	10	<input type="text"/>	▪		
Documentation (pp. 155-195) <ul style="list-style-type: none"> ▪ APA Paper Format ▪ APA Title Page (with Header) & Abstract ▪ APA Integration of Sources⁷ ▪ APA "References" Page 	10	<input type="text"/>	▪		
Composition (pp. 1-90) <ul style="list-style-type: none"> ▪ Clarity and Concision ▪ Grammar, Punctuation, and Mechanics ▪ Voice (Academic vs. Non-academic) ▪ Tone (Assertive vs. Passive or Aggressive) 	10	<input type="text"/>	▪		
	Total Possible	Total Percentage Earned by Student	Total Possible Points for Assignment	Total Points Earned	Final Grade for Assignment
	100%		x	=	

Explanatory Notes

¹ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

² An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

³ Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

⁴ Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

⁵ All page references refer to Hacker, D. (2008). *A pocket style manual* (5th ed.). Boston: Bedford/St. Martin's.

⁶ Other categories for analysis include: assumptions, problems, solutions, and predictions.

⁷ There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.

Instructor Evaluation for Oral Presentations

Student's Name	Course Number BUS 470	Assignment ALP Learning Project
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Specific Requirements	Percentage Distribution Determined by Instructor	Percentage Earned by Student	Instructor Comments			
Non-verbal Communication <ul style="list-style-type: none"> ▪ Attire (professional) ▪ Eye Contact (consistent) and Facial Expressions ▪ Posture (straight) ▪ Gestures and Movement (appropriate) 	10	<input type="text"/>	▪			
Verbal Communication <ul style="list-style-type: none"> ▪ Volume and Pitch ▪ Pacing and Pauses ▪ Clarity and Concision ▪ Enthusiasm and Passion 	10	<input type="text"/>	▪			
Organization <ul style="list-style-type: none"> ▪ Introduction⁸ and Conclusion⁹ ▪ Section Titles¹⁰ ▪ Section Introductions and Conclusions¹¹ ▪ Organizing Words, Phrases, and Sentences 	20	<input type="text"/>	▪			
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)¹² ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Synthesis of Existing Ideas and/or Theories 	20	<input type="text"/>	▪			
Discipline-Specific Application <ul style="list-style-type: none"> ▪ Contextualization (individual, group, organization, sub-culture, culture, etc.) ▪ Recommendations (stop, start, continue, modify) ▪ Creation of New Ideas and/or Theories 	20	<input type="text"/>	▪			
Christian Worldview (and Other Worldviews) <ul style="list-style-type: none"> ▪ Use of Scripture (interpretation and application) ▪ View of Scripture ▪ View of God, gods, or Ultimate Reality ▪ View of Humanity ▪ View of Birth, Life, Redemption, & Death ▪ View of Creation/Origin, History, the Present, & the End Times ▪ View of Knowledge ▪ View of Ethics 	10	<input type="text"/>	▪			
Misc. <ul style="list-style-type: none"> ▪ Research (credibility, number, supporting & opposing viewpoints) ▪ Visual Aids¹³ (if used) ▪ Response to Audience Comments/Questions ▪ Time Limit 	10	<input type="text"/>	▪			
	Total Possible	Total Percentage Earned by Student	Total Possible Points for Assignment	=	Total Points Earned	Final Grade for Assignment
	100%		x	=		

Explanatory Notes

¹ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

² An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

³ Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

⁴ Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

⁵ Other categories for analysis include: assumptions, problems, solutions, and predictions.

⁶ Visual aids should only be used if they make a distinct contribution to the presentation; otherwise, they should be avoided. Examples include: PowerPoint, handouts, whiteboards or flipcharts, audio or video, etc.
