



Management Analysis

BUSADM 550

SP '06: Jan 26 – May 11

UW-Milwaukee S241

5:30 – 8:10 pm

This class is being taught in a blended/hybrid format. A portion of the in-class time is replaced by out-of-class collaborative learning activities, including online learning and discussion, group projects and peer review.

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Hours: Before or after class & by appointment

Course Description

As stated in catalog: Administrative processes under conditions of uncertainty including integrating analysis of policy determination at the overall management level. Capstone course in business administration. Prereq: sr st & admis to Bus Adm major (excluding Pre-Bus Adm srs & University Special Students with no undergrad degree); Bus Adm 202(P) or 301(205)(P); Bus Adm 330(P), 350(P), 360(P), & English 205(P).

Student Learning Objectives

After successful completion of this course students will:

1. Identify major strategic management concepts, theories and models and identify business situations in which you apply them.
2. Apply some management decision-making techniques and support tools in exploring and briefly analyzing various companies' problems.
3. Apply concepts and techniques you learned in your major courses and in this course in order to perform an in-depth analysis and evaluation of one complex company situation.



4. Devise a well constructed set of recommendations and arguments supporting your proposed alternative strategic actions for a company.
5. Demonstrate understanding of the relationship between strategy formulation and strategy implementation.
6. Analyze an organization based on its internal strengths and weaknesses and its external opportunities and challenges.
7. Learn to formulate effective strategies at all levels of an organization based on the organization's mission, vision, values and culture.
8. Identify the role that managers and leaders at all levels of an organization play in achieving sustained organizational effectiveness.

Required Educational Tools

Academic Articles: Any required articles for reading are listed with each weekly assignment and are accessible through the D2L course site.

Desire2Learn: Online learning activities are required, and will be factored into your grade as indicated in the evaluation section of this syllabus. Course handouts, presentation materials, links and discussion forums are located at the course Desire2Learn (D2L) site. The URL for the D2L server is accessible from the UWM Home Page. You will find login information and student help in using D2L at your D2L home page.

Text

Hill, C.W. & Jones, G.R. (2004) Strategic management: An integrated approach, 6th ed., New York: Houghton Mifflin Co.



Course Policies and Procedures

Make up policy:

Absence from an exam or presentation will be approved for the following reasons only (documentation is required):

- a. Participation in an authorized University activity;
- b. Confinement due to illness, **under a doctor's care**;
- c. Death in the immediate family;
- d. Participation in legal proceedings that requires your presence;
- e. An emergency, such as an injury or hospitalization of you or a significant other.

General Policies and Procedures: Information regarding change of grades, financial obligation, grade appeal and complaint procedures, sexual harassment, record-keeping, responsibility for evaluating academic progress are available at the University of Wisconsin-Milwaukee's website. www.uwm.edu

Written Work: All papers should be word processed, double-spaced, and single sided. A title page and a reference page are required for any written assignment. Good grammatical format is expected. Please use APA format for all papers. Be aware of plagiarism issues to insure violation does not occur. Please retain a copy of all work submitted.

Academic Misconduct: Turning in class assignments (papers, presentation notes, etc.) which are not your own, or using someone else's print and/or non-print material without proper citation, collaborating on graded projects/exams without permission, etc., will result in the immediate failure of this course. Academic misconduct will be reported to the Investigating Officers of the University of Wisconsin-Colleges and the University of Wisconsin-Milwaukee's College of Letters and Science and School of Business Administration. Additional sanctions may be recommended.

Plagiarism

Plagiarism is the unacknowledged borrowing of information, wording, organization, or ideas. Whether the original source is public (e.g., a newspaper or critical article) or private (e.g., a classmate's paper), indebtedness in any of the above areas needs to be indicated. Where the exact language of the source is repeated, the borrowed material must be treated as a quotation and be placed within quotation marks. However, by merely changing a few words or the word order or by paraphrasing, plagiarism is not avoided. There is nothing wrong in acknowledging an intellectual debt to someone. The reader is only concerned that something new has been said about the material, which was used, that it contributed in some way to the development of the ideas written. To assemble material without developing it in any way is a waste of the writer's and the reader's time. The danger of plagiarism is not the pain of discovery, for which the penalty is sure, but the delusion of accomplishment where there has been none.



-From handout by Department of English, Trenton State College

Classroom Behavior: There will be a very strong commitment to the development and maintenance of a teaching and learning environment that supports equality of opportunity and respect for differences based on gender, culture, age, ethnicity, disability and sexual orientation. Enrollment in this course assumes that you will treat everyone in the class with respect, which includes avoiding the use of abusive behaviors or profanity.

Attendance: Classes will start and end on time. Research indicates that attendance is positively correlated with the grade achieved for a course. Partner with someone you trust. If you miss a class, get in touch with your partner to see what you've missed. This is your responsibility. Class/group participation is a crucial part of this course. Please refer to the attachment entitled, "Class Participation," located in the syllabus for further details. Remember that you cannot participate in class without being present.

Disabled Students: If you have a disability which may affect your performance in this course, you are responsible for contacting me during the first week of class regarding any need for special accommodations. I will be glad to work with you in meeting your needs.

Drop Policy: You may drop the course with written approval through the date specified in the **Schedule of Classes**. After this date, drops will be permitted only for reasons of extraordinary circumstances unrelated to academic performance in the course. To drop the course after this date, you must obtain written permission from me and you must file a written appeal with your school/college advising office. Both must approve the drop.

Equal Treatment: No student shall be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond a student's control.

Religious Observation: You will be allowed to complete graded assignments and other course requirements at an alternative date and time if your participation in a religious observation prevents you from completing the assignment on the scheduled date. You are responsible for contacting me at least two weeks in advance regarding the need to reschedule the assignment dates.

Incomplete: An incomplete may be given in lieu of a final grade as related to illness or other unusual and substantiated cause beyond your control provided this occurs near the end of the semester, and provided that all prior course work has been completed. Please provide me with written, verifiable proof of your particular circumstances. This proof must clearly indicate that the emergency prevented you from completing the assignment(s).



Dr. Jay's Ground Rules

1. Come to class prepared.
2. Partner with someone in the class. If you miss a class, get in touch with your partner to see what you've missed. **This is your responsibility.**
3. In case I am unaware of the situation, **anyone** in the class who is distracted by chat from others has my support to ask the individuals involved to be quiet.
4. To achieve the total number of points for the work you have done, submit assignments on time. If you have an emergency arise, talk to me about it.
5. If you have a general information type of question between classes, please post it in the D2L forum designed for that purpose so that all may benefit from reading responses.
6. Please refer to the attachments titled **Class Participation** attached to this syllabus for guidelines regarding how class participation will be evaluated. **This will comprise 10% of your grade.** I will take attendance regularly and this will be **one** of the criteria considered when evaluating points earned for participation.
7. If you have special needs as related to disabilities, please let me know at the beginning of the class so that we may make the appropriate accommodations for you.
8. When sending email messages to me, please include BUSADM 550 in the title of the message. If I ask that you submit something to the dropbox in D2L, please do that versus emailing it to me.
9. Appropriately label all work with your name, date of submission and any other organizing indicators such as title of assignment, question number, page number etc. **THIS INCLUDES ANY WORK SUBMITTED ONLINE.**
10. To avoid confusion for all, please be very careful to upload files and complete postings in the correct areas within D2L. **For ease of reading for everyone, use the HTML editor for all postings.**
11. Always save and back up computer files that contain work you have submitted for the course.
12. Any assignment submitted needs to be in edited written [Standard Written English](#) as related to grammar, punctuation, spelling and syntax.



Evaluation

Your performance for the class will be evaluated as follows:

1.	Group Participation	10% (peer review grade)
2.	Class Participation	10% (individual grade)
3.	Online Assignments	25% (individual grade)
3.	Organizational Assessment	25% (group)
4.	Case Analysis	25% (individual)
5.	School of Business Case Analysis	5% (individual)
TOTAL		100%

The scale below **approximates** the grade you will earn. There may be slight variations **in either direction**, depending on class performance as a whole.

A	94-100%	C+	78-79%	D-	60-63%
A-	90-93%	C	74-77%	F	< 60%
B+	88-89%	C-	70-73%		
B	84-87%	D+	68-69%		
B-	80-83%	D	64-67%		

Organizational Assessment (25%)

Your major group project in this class is a comprehensive organizational assessment. The purpose of this assignment is for you to learn how to assess an organization's position in the market and based on that evaluate its current strategies and recommend changes or improvements in strategy formulation and/or strategy implementation. You will complete a portion of that assessment each week.



To begin work on this assignment, during week one you will need to select an organization to work with. Each week of this course will include investigating different aspects of the organization you have selected. Therefore the organization that you select will either need to be a publicly traded company where the information that you need will be accessible through news releases, articles and web sites, or it will need to be a local company that is willing to share the information you need in a timely manner. Please refer to page 32 of your text for more detailed information regarding selecting an organization.

At the end of the semester, your group will present the highlights of your weekly assessments to the remainder of the class.

Assigned Readings

Any readings other than the text will be made available to you electronically within the D2L course site. Other readings will be hosted by a particular web site. Readings will complement the discussions.

Finally, each of you will search for articles in support of your project work. It will be imperative that you know how to do electronic searches effectively.

One of the key differences in an “active” teaching and learning environment is that learners take responsibility for their own learning AND that learning from peers is a vital and significant component of the course. Therefore sharing your reflective insights on the readings during discussions and when completing assignments is paramount. To become and remain a good citizen in this class, you will need to complete readings before participating in discussions and online assignments.

Narrated Lectures

Narrated lectures are available in D2L. These are not, in anyway, a substitute for readings. However, they summarize and highlight major points made in the text.

Online Learning Activities (25% of grade)

As this is a hybrid class, you will have online assignments each week. Most of the time these will be quizzes (multiple choice and true/false) to determine whether you are learning the major points discussed in the readings, in the narrated lectures and in class. The quizzes will, of course, be open book, but they will also be timed. Therefore it will be to your advantage to review the materials prior to taking the quiz. Quiz should be completed on your own.



Case Analysis (25% of grade)

There are numerous cases in Part V of your text. Many weeks a case will be assigned for reading. Each group will be asked to present one of the assigned cases for analysis and class discussion at some point during the semester. Please refer to the rubric when completing this assignment. We will discuss a few cases in class prior to any group presenting so that everyone understands what this assignment entails.

Peer Participation (10% of grade)

Your timely participation in an online course is very important as it affects everyone's teaching and learning experience. Please note that 10% of your final grade will be based on your participation in this course and it will be determined by your peers. They will complete the form below twice—once after the fourth week of the course has been completed and at the end of the course. The last evaluation is the one that will be used to determine the participation grade.

The standard used to evaluate each colleague's participation including one's self is the class's established "Ground Rules" agreed upon during the initial week of class. Please complete the form that follows and submit it to the dropbox following the third week of class and during the last week of class. I will use the mean number of points to determine the total number of points achieved by each group member. ***Again, although I will report the results of the initial peer evaluation, I will only use the last peer evaluation for grading purposes.***



Peer Participation Form

In the table below, please enter the point value you have assigned (0 – 10) to each member of this class, ***including yourself***. After completing the table, please submit to the digital dropbox at the end of the third week of class and during the last week of class.

One of our responsibilities as fellow colleagues is to confront each other regarding poor performance. If you are assigning a point value of ***less than eight (8)*** to any one of your colleagues, please indicate to me whether you addressed the performance issue you had with this individual within one week of its occurrence.

Addressed with colleague: Yes _____ No _____

Submitted by: _____

Name	Point Value



Class Participation (10% of grade)

Class participation is a major component of any active learning environment. Research findings indicate that we retain 5% of what we hear, 10% of what we read, 20% of what we read and hear simultaneously, 30% of what we see demonstrated, 50% of what we discuss, 75% of what we practice (increases to 90% when we immediately apply it to a real situation) and 90% of what we teach. If we believe these research findings, then we know the value of active learning activities as it relates to retention.

Class participation provides an opportunity for members of the class to learn from one another, based on different life experiences and based on unique perspectives gained from studying course materials. It also assists adult learners in learning how to effectively convey ideas to a group in a professional and respectful manner.

Below are the general guidelines that I apply when evaluating class participation.

Excellent Participation

The learner consistently adds value to the discussion. It is evident that the learner has read and reflected on the assigned readings prior to entering into discussions. Comments made indicate an understanding of the major concepts studied, and are relevant to the discussion. Questions and comments brought forward add rigor to the discussion. As an attentive discussion participant, the learner demonstrates reflective participation and formulates thoughtful, respectful responses.

Good Participation

It appears that the learner has read the material. Although comments made are respectful and relevant to the topic, evidence of higher level thinking (application, analysis, synthesis, evaluation) is not consistently present. The student is attentive to the discussion and participates on a regular basis.

Fair Participation

The learner may participate in the discussion, but comments indicate a lack of preparation prior to responding. Participation does not generally indicate familiarity with the concepts being discussed, and comments are not always relevant to the topic.

Poor Participation

The learner's comments are unrelated to the discussion, or the learner is disrespectful of others views, attempts to dominate discussions, demonstrates inappropriate verbal or nonverbal communication, or is inattentive to the discussion at hand generating side discussions, which tend to disrupt others focus of attention.