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| Course | PROC/MNGT 6000—INTEGRATED STUDIES IN PROCUREMENT & MANAGEMENT | |
| Term | FALL 1, 2009 August 17 – October 16, 2009 | |
| Instructor | Name: Dr Ed Hibsman Phone:310-377-9446 Email: hibsmanx@cox.net | |
| Catalog Description | In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of case study analysis, a research project, or management plan. The emphasis is on the student's development of written analytic material that can be utilized for program assessment as well as individual student assessment. Prerequisite: completion of all other required courses in this major. | |
| Prerequisites | All other required core classes in the program major area. Graduate and professional level of knowledge of key management functions, theories, practices, and tools, in particular solid knowledge of and graduate level skills in financial/economic analysis and human relations practices. | |
| Course Level Learning Outcomes | Outcome | Expectation |
| | 1. Students understand the important facts, terminology, concepts, principles, and theories in the area of Strategy. | Students can discuss the results of research that links strategic variables to firm performance (e.g. The PIMS findings) Students can describe the various models and methods used to conduct external and internal analysis (e.g. SWOT, BCG, Porter, etc.) |
| | 2. Students can conduct industry analysis to assess the relative market position of a firm or product division. | Students can prepare a written analysis of a business situation, including market structure, within the parameters of the Porter 5 Forces Model or standard Economic Market Structures to assess market conditions. |
| | 3. The student will be able to use accounting and financial information to assist in their strategic analysis. | Students can determine the relative well-being of the firm and identify specific performance problems (e.g. inventory management, debt load, etc.) based on financial statements. Students can determine whether the financial condition of the firm will allow |

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| | | the firm to pursue a desired strategy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4. The MA candidate will be able to use quantitative tools to assist in the analysis of the strategy of the firm. | Students can discuss quantitative tools that can be used to assess competitive position and strategy. Students can identify situations when these quantitative tools can be helpful in the analysis. They can apply the tools and interpret the results. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5. The MA candidate can address unstructured business problems that span multiple functional areas. | The MA candidate will, when faced with an unstructured business situation (through a case or simulation), be able to identify the key factors driving problem or situation, the additional information needed to understand the situation, and to set priorities for decision and action. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Materials | Thompson, Jr., Arthur A., Strickland III, A. J., and Gamble, John E., <i>Crafting and Executing Strategy</i> , 16th Edition, McGraw Hill/Irwin. ISBN: 0073381241; ISBN-13: 9780073381244. You can call MBS Direct at 800-325-3252 and give your school name, site or program, and course number or access the Virtual Bookstore at http://www.mbsdirect.net/webster . | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grading | <table border="1"> <tr> <td>Class participation</td> <td>Required</td> </tr> <tr> <td>Mid-Term Exam</td> <td>25%</td> </tr> <tr> <td>Research</td> <td>10%</td> </tr> <tr> <td>Final Exam</td> <td>35%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Performance of “Executive data package and presentation</td> <td>30%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table> <table border="1"> <tr> <td>93-100</td> <td>A</td> </tr> <tr> <td>90-92</td> <td>A-</td> </tr> <tr> <td>87-89</td> <td>B+</td> </tr> <tr> <td>84-86</td> <td>B</td> </tr> <tr> <td>80-83</td> <td>B-</td> </tr> <tr> <td>70-79</td> <td>C</td> </tr> <tr> <td>0-69</td> <td>F</td> </tr> </table> <p>The GRADUATE catalog provides these guidelines and grading options:</p> <ul style="list-style-type: none"> • A/A- Superior graduate work • B+/B/B- Satisfactory graduate work • C Work that is barely adequate as graduate-level performance • CR Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, | Class participation | Required | Mid-Term Exam | 25% | Research | 10% | Final Exam | 35% | | | Performance of “Executive data package and presentation | 30% | Total | 100% | 93-100 | A | 90-92 | A- | 87-89 | B+ | 84-86 | B | 80-83 | B- | 70-79 | C | 0-69 | F | |
| Class participation | Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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practicums, or specified courses.

- **F** Work that is unsatisfactory
- **I** Incomplete work
- **ZF** An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.
- **IP** In progress
- **NR** Not reported
- **W** Withdrawn from the course

NOTICE: IT IS EXPECTED THAT JUST PRIOR TO START OF CLASS WEBSTER UNIVERSITY MAY ADD A LEARNING ASSESSMENT EXERCISE TO THIS CLASS, WHICH WILL COMPRISE A PART OF THE STUDENT GRADE. THE INSTRUCTOR WILL DISCUSS THIS EXERCISE DURING THE FIRST CLASS.

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| <p>Activities</p> | <p>The primary class activities will be discussions of the material presented in the class, case presentations and case discussions, the business simulation and discussions of the simulation.</p> <p><u>GUEST LECTURERS</u></p> <p>If appropriate student career/topic interest exists, industry/guest lecturers may be invited to cover topics dealing with a) actual operations, b) career views, and c) selected topics.</p> |
| <p>Policy Statements:</p> <p>University Policies</p> | <p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, (all students are expected to be in class and prepared to begin on time. All pagers, wireless phones, or other electronic devices must be turned off, or switched to vibrate when you enter the classroom) disruption of class by inconsiderate behavior (latecomers, noisy devices) is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to</p> |

disciplinary action, including removal from the course.

Student Assignments Retained

From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.

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| <p>Course Policies</p> | <p>This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student.</p> <p>Class meetings are to be treated as important business appointments. Because so much of the value of this course comes from class discussion, attendance is required. There are, of course, excusable absences. However, they will always be for reasons that are beyond your ability to control. Please talk to me about any absences.</p> <p><u>RESEARCH</u></p> <p style="text-align: center;"><u>AREA OF INTEREST – PART A</u></p> <p>By the end of the third class period, each student will select an area/topic of interest involving research, project preparation and presentation of a proposed new business strategy <u>and</u> policy. This area could be a current job situation or an area of interest involving a creative opportunity for a proposed strategy and policy and their subsequent implementation and management. The selected area/topic of interest will then become the focus of subsequent research and management presentation.</p> <p>Each student will conduct research, within or related to his/her area of interest, entailing review of 3 - 4 relevant literature or interview sources. The research can be augmented by 1 - 2 cases in the textbook. The results of this research should support the subsequent management presentation proposing a new strategy and policies. At the conclusion of the research a brief report shall be submitted to the instructor listing the research references and summarizing findings (2 - 3 pages) in accordance with a professional level of report formatting.</p> <p>This research should be structured to answer specific entrepreneurial questions, such as “What is the proposed service or product?” “What is the proposed strategy, its expected results, over what time period?” “How will it differ from our current strategies?” “What are contingent recoveries or changes?” “What are the potential risks?” “What is the projected increase in ROI?”</p> <p>Statistical confidence/reliability should be assessed and further, specific statistical analyses should be recommended to increase confidence/reliability of the findings.</p> <p>This research should be accompanied via structured interviews and/or library/computer searches. More detailed guidance is available, if desired.</p> |
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CURRENT TOPICS –PART B

The student shall select a topic from a current professional business periodical dealing with a major strategic issue, such as product liability strategies, labor-management issues, mergers and acquisitions, major product introductions or terminations, legal/class action issues, bankruptcies, and reorganizations, critical staff acquisitions and retention. The student shall prepare a brief management analysis and present it to the class consisting of

- a. the description of the basis strategic issue(s);
- b. announced and probable strategies of the involved parties

BUSINESS LITERATURE--PART C

The student may be assigned an additional assignment to critically review a current, major management book and make a management presentation summarizing the particularly useful aspects of the book to formulating complex and high risk management strategies. Typically, the book would be of the type listed in the New York Times Top Business Best Seller List.

CORPORATE SIMULATION - TEAM

The students may be required to conduct, lead and participate in a Corporate Financial Simulation Exercise. Separate log-on and program initiation instructions are issued on this exercise. **IT IS EXTREMELY IMPORTANT THAT EACH STUDENT COMPLETE PREP WORK ON THIS SIMULATION PRIOR TO FIRST CLASS.** Students will need to arrange computer access and will need to meet as an Executive Group separately from the class session. Initiative to organize, arrange, and meet is of importance.

CORPORATE SIMULATION - INDIVIDUAL

In addition to the Team Simulation, each student may be required to complete an individual Capsim exercise during the last 3 weeks of the course. Separate instructions will be issued to access the COMP-XM Program. This part is designed to assess individual student learning and is part of an overall Capstone program.

PROJECT PRESENTATION

Upon selecting an area of interest and conducting relevant research, the student should begin efforts to formulate, prepare, propose, “sell”,

implement and manage a proposed new strategy and policies.

Each student shall prepare an “executive data package” summarizing the study efforts and recommendations, and present his/her project to the class. A copy of the “Executive Data Package” should be provided to each student. While no rigid structure is required, the content, substance and format should follow reasonable logic and reflect principles covered in the course. The “executive data package should be submitted for grading at the time of the presentation. No sensitive data should be included. Both the “executive data package” and the class presentation should contain sufficient data and logic to substantiate depth of knowledge and the recommendations. Ten of the total thirty points for the “executive data package” will be devoted to the financial payoff analysis of the proposed strategy proposal.

| Weekly Schedule | Weekly Schedule |
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| | <p>Week 1</p> <p>Topics: Introduction to Class Introduction to Course, The Entrepreneurial Model, Socio-Economic Principles, Basic Principles of Management Constituency: Entrepreneur, Consumer, Investor, Manager, Employees, Government, Problem-solving Logic, Resources. Return on Investment, Leadership Skills</p> <p>Read Chapter 1</p> |
| | <p>Week 2</p> <p>Strategic Concepts: Supply , Demand, Marketing, Return on Investment, Competitiveness, The U.S. and Global Business Environment, The Entrepreneur, The Investor/Venture Capitalist, Business Ethics and Integrity</p> <p>Read Chapter 2</p> |
| | <p>Week 3</p> <p>Management Functions and Business Processes, Innovation, Automation, Financial and Investment Analysis for Product Viability - Research Topics due to Instructor</p> <p>Read Chapter 4 Table 4.1</p> |
| | <p>Week 4</p> <p>What are Strategy, Policy, and Vision? Published Visions, Mission Statements, Substantive Strategy Formulation, Types and Levels of Strategies, Development and Ownership - Pre Midterm Review</p> <p>Read Chapters 5 - 9</p> |
| | <p>Week 5</p> <p>Assessment of internal sources and external opportunities (SWOT analysis) - Midterm - Research Reports due to Instructor</p> <p>Read Chapter 4</p> |
| | <p>Week 6</p> <p>Competitive Strategy Product – Demand Positioning of Resources</p> |

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| | <p style="text-align: center;">Read Chapters 5, 7, 8, 9</p> <hr/> <p>Week 7 Implementation, How to Manage a Strategy, Consistency vs. Change, Conflicts of Strategy</p> <p style="text-align: center;">Read Chapters 11-13</p> <hr/> <p>Week 8 Project Presentations</p> <p style="text-align: center;">- Pre-Final Review</p> <hr/> <p>Week 9 Project Presentations</p> <p style="text-align: center;">- Final Exam</p> |
| Additional Information | None |