University of St. Thomas

ETLS 808-01 Engineering and Manufacturing Capstone Course
ETLS 858-01 Technology Management Capstone Course

INSTRUCTORS: Dr. Frederick M. Zimmerman

CLASS MEETS: 6:00 - 9:00 p.m. Monday

CLASSROOM: Frey Science and Engineering Center (OSS LL18)

INSTRUCTOR’S OFFICE:
University of St. Thomas
Mail #OSS101 (Zimmerman)
2115 Summit Ave.
St. Paul, MN 55105--1079
E-mail: fmzimmerman@stthomas.edu
Phone: 651-962-5751 Fax: 651-962--6419

TEXTBOOKS and READINGS:
INSTRUCTOR SELECTED READINGS will be the primary readings and will be handed out by the instructor.

STUDENT SELECTED MATERIAL relating to the STRATEGIC QUESTIONS

COURSE OBJECTIVES:
The course has several objectives:

- To familiarize the class members with the important concepts pertaining to the development of company strategy and the attainment of company objectives.
- To integrate into a cohesive body of knowledge some of the concepts and ideas that may be needed to function effectively in today's challenging global economy.
- To improve our collective knowledge of contemporary issues facing industry at this time.
- To improve our ability to communicate effectively both orally and in writing.
- To improve our ability to function on multi-disciplinary teams.
- To incorporate ethical considerations into our analysis of problem situations.
- To understand the impact of technical considerations in a global societal contact.

To achieve these ends, we employ a format where the material is drawn from conference proceedings, technical literature, case histories, guest speakers and real world experience. Class members provide a great deal of the material. Although the topics for the student reports are usually preselected, there is considerable latitude for members of the class to add their own contributions. Participation in all discussions is strongly encouraged. Emphasis is on the student making a contribution to his or her own learning and to the learning of others.

COURSE METHODOLOGY:
During the course, we will use the text material and cases for some of the material we cover. Additional material will come from invited speakers, students presentations and reports, discussion, and special handouts (sometimes offered by class members).
LEARNING OUTCOMES:
Students completing the course should be able to:

- Demonstrate the ability to understand and use theory, skills and techniques necessary to function effectively in operations leadership positions. (SE6, MS1, TM2)
- Demonstrate the ability to function in a multi-disciplinary team-based environment as either a team leader or team member. (SE9, MS2, TM2)
- Demonstrate competitive advantage through planning, strategy and control. (SE1, MS7, TM1)
- Demonstrate an understanding of contemporary issues and their impact on professional and ethical behavior in a global and societal context. (SE14, MS8, TM7)
- Demonstrate the understanding of functional strategies supporting the business strategy and competitive advantage being sought. (SE2, MS7, TM5)
- Demonstrate an awareness of the profound impact of the global economic environment on manufacturing and service operations. (SE16, MS9, TM3)
- An understanding of professional and ethical responsibility. (SE13, TM5, MS9)

DESCRIPTION OF MAJOR ASSIGNMENTS:
The major assignments for the course will be active participation in the discussions, one special in-class report, and one special assessment project which is a final paper due on the last day of class. The final paper should be a scholarly treatment of the business strategies and policies of a particular company. This analysis should employ the principles and materials covered in class and cannot be a project used for another class.

The papers should be written in a scholarly way with research into the literature and case histories relevant to the topics being discussed. References to academic material and the concepts covered in class are especially appreciated. The memo in the last portion of the syllabus will provide some insight as to how the papers are graded.

Also, each person will be expected to produce, either individually or in teams, one separate report for presentation to the people in the class. The subjects for these reports are designated in the syllabus as Strategic Questions. Presentation should be formal and should run as long as you want up to 23 minutes for the entire team. Presentations are to be accompanied by a typewritten report of about four pages in length plus exhibits when included. Copies of the report should be provided for each person in the class.

THESIS PROJECT:
Those few individuals who are enrolled in the MMSE Capstone Course who will be completing a master’s thesis will be expected to complete at least the first three chapters of their thesis project as a part of this course. The thesis chapters will serve as the final paper for these students. The special requirements of the thesis project will be covered in a separate meeting with the MMSE students. The instructor is pleased to meet with students at any time regarding their thesis.

GRADING POLICY AND PERSONAL GOALS:
We encourage each participant to formulate their own goals and objectives in taking this course and a personal goal statement will be collected during the third session. On-going evaluation of students by the instructors is limited to narrative feedback involving observations and suggestions but there may not be letter grades given out in the middle of the class. For most class participants, the Capstone Course is the last class taken before reception of the master’s degree, so the experience of the class members in this course is usually extensive and at this stage in their education. The participants are generally well-prepared academically. The instructor will be helpful when asked to be involved. The instructor will be happy to meet with anyone who has specific questions.

The weighing of student involvement is approximately as follows.

- Participation in class: 30%
- Presentation and preparation of in-class reports: 25%
- Final Paper and Special Assessment Project: 45%
INTEGRITY AND PROFESSIONALISM:
All students are expected to understand and follow the University of St. Thomas policies on Academic Integrity. These are described in St. Thomas documents. It is important that all reports and activities achieve a high level of professionalism. We encourage dignified presentations, good background research into topics and well written and well delivered presentations. Investigative reporting is strongly encouraged. We believe that companies are looking for similar levels of professionalism.

The University is a community of learning. Its effectiveness requires an environment of mutual trust and integrity. Academic dishonesty undermines this environment. In general, soliciting, receiving or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. Plagiarism or failure to disclose original sources is dishonest, violates the mutual trust necessary between faculty and students, undermines the assessment of the University and its students, and takes unfair advantage of fellow students. (From ETM Graduate Student Handbook 2004-2005)

The following statement of plagiarism is reprinted here for the use of faculty and their students.


Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author’s words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author’s idea, you must say that you are doing so. In every instance, you must also formally acknowledge the written source from which you took the material.

The only time you can use a source without formal acknowledgment is when you refer to a specific phrase, statement, or passage that you have used and acknowledged earlier in the same paper. If the writer has already formally acknowledged the specific source of a phrase, there is no need to acknowledge it again. Nor is there any need to enumerate the sources of a summary statement based on several different passages that have been used earlier in the paper and have already been acknowledged. But you are free to skip the acknowledgment only when you are referring a second time to exactly the same material. When you use new material from a source already cited, you must make a new acknowledgment.

Here are five ways of plagiarizing:

Word-for-word continuous copying without quotation marks or mention of the author’s name.

Copying many words and phrases without quotation marks or mention of the author’s name.

Copying an occasional key word or phrase without quotation marks or mention of the author’s name.

Paraphrasing without mention of the author’s name.

Taking the author’s idea without acknowledging the source.

If there is anything about plagiarism you do not understand, ask your professor.

PARTICIPATION:
Participation: Your participation grade will be based on the following criteria: a) Attendance: If you are not in class you cannot participate. Your presence is necessary but not a sufficient element for a good participation grade. b) Preparation: Students are expected to read the materials assigned for each class session and to be prepared to participate in classroom discussions. c) Quality: Well thought out comments backed by information from your readings and research will be required for a good participation grade. Joseph Pieper stated that “Anyone who considers dialogue, disputation, debate, to be a fundamental method at truth must already have concluded and stated that arriving at truth is an affair that calls for more power than the autarchic individual possesses. He must feel that common effort, perhaps the effort of everybody, is necessary. No one is sufficient unto himself and no one is completely superfluous; each person needs the other.”

Absences in excess of two times may result in a lowered grade for the course.

COURTESY TO GUEST SPEAKERS
The guest speakers for the Capstone Course take their own time and serve without pay to spend time with the UST students. After their presentations, please introduce yourselves and thank them for coming. Also, PLEASE LOOK UP THE WEB SITES OF THE SPEAKER'S COMPANY, ORGANIZATION OR UNIVERSITY so we can have a meaningful discussion.
COURTESY TO THOSE PRESENTING THE STRATEGIC QUESTIONS
The responsibility for making a successful session is not solely the responsibility of the students making the presentations on the strategic questions. Please take some of your own time to research these issues so you can ask meaningful questions.

COURSE DESCRIPTION
The Engineering Capstone Course (ETLS 808) is designed to provide the graduating student with a long-term perspective on emerging issues and progressive trends in industry. The course provides an integrative approach to the formulation and implementation of strategy and policy based on examples of both successful and unsuccessful strategies and initiatives. It emphasizes organizational policy, company objectives, alternative strategic decision making, international planning and control. This course builds on formal communication skills and integrates the knowledge that students have acquired in other courses to develop a perspective of global business.

Management of Technology (ETLS 858) students are required to complete a capstone project as a part of this course. This self-contained project will include a written and oral presentation to members of the Department, outside sponsors, and other interested parties and should clearly demonstrate that the desired outcomes are fulfilled. Prerequisite: Completion of 30+ credits

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Session # 4 February 21 -- Monday

From Strategy to Leadership
Competitive Dynamics
The Internal Environment
Strategic Question Number 1

Turnaround Experience Pt 4
Authentic Leadership
Success that Lasts
Student Selected Readings

Session # 5 February 28 -- Monday

From Leadership to Culture
Business Strategy
Strategic Question Number 2

The Seven Ages of a Leader
Moral Leadership
Student Selected Readings

Guest Speaker: Mr. Bill Moore
Chief of Staff
Minnesota AFL/CIO

Session # 6 March 7 -- Monday

From Leadership to Governance
Corporate Governance
Toxic
Acquisition & Diversification Strategies
Strategic Question Number 3

Leadership & Motivation
When Followers Become
Student Selected Readings

Guest Speaker: Dr. Toby Madden
Staff Economist
Ninth Federal Reserve Bank

Session # 7 March 14 -- Monday

From Governance to Ownership
Labor and Management
Strategic Question Number 4

Trouble in Paradise
Manufacturing Works Pt 3
Student Selected Readings

Session # 8 March 21 -- Monday

From Ownership to Stewardship
Video: VH-5323 Anatomy of a Corporate Takeover
Labor and Management
Strategic Question Number 5

Delusions of Success
Manufacturing Works Pt 3
Student Selected Readings

Session # 9 March 28 -- Monday

International Strategy
Innovation and Product Development
Strategic Question Number 6
Strategic Question Number 7

Better Way to Innovate
Why Good Projects Fail
Student Selected Readings
Student Selected Readings
Session # 10 April 4 -- Monday
Cooperative Strategy
Strategy in the Public Area
Guest Speaker: Mr. C. M. (Chuck) Denny
Founder and retired CEO
ADC Telecommunications

No Session -- Monday April 11

Strategy and the World View
Guest Speaker: Rev. David W. Smith
University of St. Thomas Professor of Theology, Peace and Justice

Session # 11 April 18 -- Monday
Strategic Leadership and Tactics
Geography of Trust
Risky Business of Hiring Stars
_**Strategic Question Number 8**_  
*Student Selected Readings*

Session # 12 April 25 -- Monday
Motivation, Rewards and Incentives
Motivation and Rewards
Selling Strategy Internally
_**Strategic Question Number 9**_  
*Student Selected Readings*

Session # 13 May 2 -- Monday
Strategy as a Systems Problem
Change and Remedial Management
Forming Distinctive Competencies
Cost Effectiveness as a Strategic Necessity
_**Strategic Question Number 10**_  
*Student Selected Readings*

Session # 14 May 9 -- Monday
Brief Presentation of Assessment Projects
Additional issues raised by class Members
FINAL COURSE/INSTRUCTOR RATINGS BY STUDENTS
Some Comments on Term Papers and Strategic Questions

Strategic Questions

The class reports should cover some very specific information relating to the general subject matter of the course and to the subject area of the individual class session. Among the material that should be included are the following items:

1. Narrative information of the subject being covered (the story).

2. Quantitative information showing important factual material such as:
   a. the level of revenue at various stages of the case
   b. the level of profits at various stages of the case
   c. other relevant material such as inventories, gross profits or overhead expense

3. Some insights (if obtainable) into the character traits of the people involved.

4. Your analysis and conclusions.

In some instances, the report will not relate to a business situation but rather to a book or manuscript. In these cases, the above criteria will have to be modified. One additional hint might be to try to learn something about the author and the situation surrounding the writing of the document. These insights are often helpful to class members.

Note: The strategic questions are not solely the responsibility of the group doing the presenting. Other class participants are expected to read some related material from business or academic publications and to contribute meaningfully to the discussion.

Time Available for Strategic Questions

Occasionally, some class participants have not observed the time limits for the class reports. Although the instructor always appreciates interest in and dedication to the subject matter, exceeding time limits does impact the scheduling of the class because we need time to discuss what has been presented as well as to enjoy the presentation. Both class participants and the instructor will appreciate it if the reports can be confined to the twenty-five minutes for the entire report team. This time, though short, is usually substantially longer than one has to make one’s point in business meetings. This will allow time for the class to meaningfully discuss the topics presented.

We all appreciate your cooperation in this matter.

Frederick M. Zimmerman

Dr. Fred Zimmerman is Professor of the Manufacturing Systems Engineering and International Management at the University of St. Thomas in St. Paul, Minnesota and has taught at the University of Minnesota, Universidad Catolica in Montevideo, Uruguay and at the Czech Management Center in Celovice, Czech Republic. Prior to returning to academia in 1985, Dr. Zimmerman had spent over 25 years in industry as an engineer, manager, vice president and president primarily with IBM, National Computer Systems and an NCS affiliate company — CAMAX. He has served on the boards of directors of 14 corporations including his recent board assignments; Park Industries, Bermo, Energy Systems Group, Minnesota Wire and Cable and Winnebago Industries. He is the author of numerous professional and technical articles plus the McGraw-Hill book entitled THE TURNAROUND EXPERIENCE: REAL WORLD LESSONS IN REVITALIZING CORPORATIONS and MEASUREMENT OF THE INDUSTRIAL ECONOMY and THE RELOCATION OF INDUSTRY published by the St. Thomas Technology Press. His most recent book is titled MANUFACTURING WORKS: THE VITAL LINK BETWEEN PRODUCTION AND PROSPERITY is co-authored by Dave Peal of the Pioneer Press which discusses the relationship between manufacturing and community prosperity. The book was released in 2002 by Dearbon Trade Press, an arm of the Washington Post newspaper. Dr. Zimmerman resides in Minnetonka with his wife, Joanell. The Zimmermans have five children and have housed over eighty foster children.
Term Papers

General Assignment
The general assignment for the final paper will be to provide a summary and critique of the strategy, policy and implementation of a real company within the framework of the following format:

- Section I -- Company Background and History (Including Corporate Purpose)
- Section II -- Corporate Management and the Background of Key Principals (Leaders)
- Section III -- Financial Performance -- Last Ten Years
- Section IV -- Key Elements of Corporate Strategy
- Section V -- Tactical Approaches to Strategic Initiatives
- Section VI -- Apparent Company Policies or Operating Conventions
- Section VII -- Your Appraisal of the Company’s Implementation
- Section VIII -- Your Appraisal of the Company’s Future

Term papers are evaluated against four main criteria:

1. Useful Knowledge
2. Rigor
3. References
4. Style and Impact

Useful Knowledge
This is a more involved criteria than whether the subject area is interesting. Many subjects are interesting. The question is, can the information from the paper be USED. Can it be used without substantial additional research on the part of the reader. Or, would the reader have to do extensive additional extra work in order to utilize the concepts embodied in the paper. Some papers make it easy for the reader to use the information.

There is also a question whether the paper relates to a relevant question. Usually this is not a problem. It is of value to your company, it is probably relevant. Sometimes, summary information of what the leading companies are doing can provide some additional insight into the importance of the topic. Topics with longer term impacts can be relevant and useful. Our industrial environment does have to change.

With respect to the assignment to study the strategy and policy of a particular company, the report should include some analytical and financial information in order to be useful. Market statistics, industry statistics, operating statistics and other indicators of strategic success or failure are of great interest and high regard.

Rigor
What is meant by rigor is a scientifically sound procedural approach to examining the question. This often involves some detail, some test data or other evidence and an outline of the basic conceptual model.

It is occasionally true in industry that some individuals can say things which will be accepted by an organization largely because of the individual's credibility. My own experience has been that this is usually a very small number of people. Important questions have to be examined on the basis of good evidence. Often back--up information or other elements of rigor are not shown in the final report to management. However, it is nice to have it available in case somebody asks penetrating questions regarding the methodology behind the recommendations. What is necessary is for the reader to be at ease so that no significant questions of meaning surface in either the analysis or the recommendations which follow from it.
Style and Impact

The style that is appropriate for a report should match the requirements of the reader. Most readers tend to appreciate professionalism in a report. The report should be well structured, succinct and easy to read. The report should contain an outline so the reader can quickly form an impression of what material is to be presented. The printing should be clear so the report can be easily read — even by people with failing eyesight (a common attribute of both professors and business executives). Key paragraphs should have topical headings. Key concepts should be underlined, made bold or placed in italics. The meaning of acronyms should be clearly spelled out. Some well-placed diagrams should illustrate main points. If all of these attributes are present, the report will have impact. It is the impact that is sought.

Glen Kerfoot formerly taught a class in “Clear Writing” at IBM and had authored some books on the subject. It was interesting what he used as his model. It was a child’s letter to Santa Claus. Most letters to Santa have both style and impact.

References

Many years ago, when I was an undergraduate, we had a profession who was especially demanding regarding the use of references. His name was Professor Bronfenbrenner (we called him Professor Bunsenburner) and he had the irritating habit of bringing a list of important questions to class and then going down the row of students and asking each one to provide the appropriate citation. His frequent saying was:

“If you are going to do professional work, you have to not mind doing one of two things. You have to not mind reading the literature or not mind being wrong.”

Most of us felt uncomfortable at the time. But, as I look at American industry today, I wonder how many managers are winging it totally on their own without the benefit of the accumulated experiences of others.

The proper use of references does not mean a footnote every other sentence. Too many formal references can be confusing and destroy the continuity of the presentation. But, it is appropriate to provide evidence that the most relevant scientific work of others or the relevant experiences of other companies were considered in your analysis and recommendations.

SPECIAL NOTE: Avoid Extensive Downloading from the Internet

It is no secret, of course, that these days anyone can get a great amount of information on any particular company from the Internet. We, at St. Thomas, greatly encourage the use of the Internet but we, of course, want the paper to be of your own creation. There is a policy on these matters which is listed under the “Academic Integrity” section of the Graduate School of Business Student Handbook, Page 81. It appears similarly in the handbooks for other programs. Beyond this stated policy, these general guidelines might be helpful:

Avoid downloading full paragraphs of materials or texts.

Avoid downloading data from tables without adding additional measurements or analysis of your own.

Clearly annotate the source of all material.

Use many sources, rather than a few sources, for the material of your report.

Use academic, as well as business press, references.

Make full use of the academic databases available through the University of St. Thomas libraries. Among the most useful for this class are Business Source Premier, Business & Industry, Business & Company Resource, OFFSTATS, Dow Jones (Factiva), Expanded Academic, General Business File, Jstore, Lexis-Nexis Academic Universe, Standard & Poors, Stat-USA, and Worldscape Global. Many other specialized databases are available to St. Thomas students.

Summary

I hope these ideas will be helpful to you. The purpose is not only to explain the grading process for this course, the purpose is to be of some help to you in the future. Perhaps these ideas can be of help to you in your graduate program at St. Thomas. More importantly, perhaps they will be of help to you in industry.

If you have any questions, please call us at 651-962-5751.

Fred Zimmerman
Examination of Strategic Questions

Question 1 -- WHAT ARE THE BEST MANAGED COMPANIES LIKE?

Statement of Problem
The December 27 issue of Forbes Magazine recently listed the 25 "Best Managed Companies" in the United States with one billion dollars or more in sales. What are these companies like? Is there any commonality? Compare at least a few of these companies in profit rates, growth, technology, manufacturing efficiency, cost of operation and financial strength. What operating strategies appear to be advantageous for established and emerging markets in the years ahead? What are your interpretation of what makes good strategy and what are your predictions for less capable companies in the future?

Possible Resources:
Forbes Magazine
Business Week and other business publications
Other resources as the team members deem appropriate

Participants:

Question 2 -- WILL THE SAGGING U.S. DOLLAR HELP OR HURT?

Statement of Problem
The value of the U. S. Dollar has fluctuated greatly in recent months. Are these usual statistical variations or are there permanent forces in place which might alter which of the world's currencies are preferred as "reserve currencies?" What might happen in this regard and what are some of the possible scenarios? How would each of these impact the economy of this country and the world? How does the situation look over a 30 year period?

Possible Resources:
Frankfurter Allegemeine
Economist Magazine
Foreign business and economic periodicals
Recent WORLD PRESS and other articles
Purchasing, Logistics and Distribution course
Other resources as the team members deem appropriate

Participants:
Question 3 -- COMPARE US STEEL, BETHLEHEM, NUCOR, STEEL DYNAMICS AND LTV?

Statement of Problem

Go back twenty years and appraise the status of the nation’s steel industry. How long has it been since big steel was well run? What caused it to stop being good? How much difference is there in productivity from one company to another? Was Bethlehem Steel good? Was LTV good? Was National good? What were the managers like? Did they drink? Was Jim Ling a capable, insightful, well-educated executive? What else happened?

Possible Resources:
Local newspapers
Business Week
Forbes
Moodys
The book, MANUFACTURING WORKS
Other resources as the team members deem appropriate

Participants:

Question 4 -- WHAT HAPPENED WITH OLDSMOBILE?

Statement of Problem

Until the summer of 2004, Oldsmobile was the longest surviving automotive nameplate in the United States. Examine the sales statistics for what was, at one time, the experimental division of General Motors. What innovations did the division provide? When did the peak sales take place and what produced the decline? What lessons are there in this history that will be useful to us in the management of projects?

Possible Resources:
BUSINESS WEEK
AUTOMOTIVE INDUSTRIES
AUTOMOTIVE NEWS
WARD'S DEALER BUSINESS
MECHANICAL ENGINEERING
Other resources as the team members deem appropriate

Participants:
Question 5 -- WHY DID CONDIT GET FIRED AS CEO OF BOEING?

Statement of Problem:
For many years, Boeing was the largest exporter in the United States. From World War II on the company was known for excellence in engineering and manufacturing until the past decade. What happened? Was Condit a good CEO? In your view, was he a good person? What, specifically was the reason for his firing and should it have occurred earlier?

Possible Resources:
BUSINESS WEEK
SCIENTIFIC AMERICAN
AVIATION WEEK
MECHANICAL ENGINEERING
Other scientific and engineering publications
Other resources as the team members deem appropriate

Participants:

Question 6 -- WHAT IS YOUR IMPRESSION OF PARMALAT?

Statement of Problem
Parmalat is a large company. What did the company do right in order to become large? What did it do wrong? How did it get into trouble? What mistakes were made? What lessons are there for manufacturing and engineering or for business management?

Possible Resources:
Italian publications
BUSINESS WEEK
FORBES
FORTUNE
Other scientific and engineering publications
Other resources as the team members deem appropriate

Participants:
Question 7 -- WHAT IS THE WORLD SITUATION WITH WATER?

Statement of Problem
Which countries have it? Which countries do not? What is the likely long-term supply and demand scenario? Importantly, what technical problems would have to be overcome in order for the world’s pressing water problems to be reduced. What can we learn from studying the water industry in general? What strategic business and engineering opportunities exist regarding water? What is the company Pentair doing?

Possible Resources:
- SCIENTIFIC AMERICAN
- MECHANICAL ENGINEERING
- Technology Risk Management course
- Other scientific and engineering publications
- Other resources as the team members deem appropriate

Participants:

Question 8 -- IS THE KMART / SEARS MERGER LIKELY TO WORK?

Statement of Problem
At different times, both Sear and KMart were identified as the nation's largest retailer. After recently exiting from bankruptcy, KMart is merging with (or acquiring) Sears. What does this mean for employees, investors, and communities as well as for the strategies of expansion by acquisition and outsourcing? Is there evidence that the top managers of these companies are competent? How has the rapport with customers fared at each of these giant companies? Does Eddie Lampert's track record justify this venture? Is he competent?

Possible Resources:
- Business Week
- Forbes
- Wall Street Journal
- Standard and Poors
- Moodys

MANUFACTURING WORKS: THE VITAL LINK BETWEEN PRODUCTION AND PROSPERITY.
computer industry suppliers

Participants:
Question 9 -- WHAT IS GOING ON WITH HEALTH SOUTH?

Statement of Problem:
At one time, Health South was known as one of the most up and coming companies in the United States. What has happened to the company over the years? Have they always been well-run? When did the current troubles start? What is your personal opinion of Mr. Scrushy and what is his personal background?

Possible Resources:
- Business Week
- Forbes
- Wall Street Journal
- Standard and Poors
- Moodys
- Other resources as the team members deem appropriate

Participants:

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Question 10 -- WHAT WAS STRATEGICALLY WRONG THESE FAILED COMPUTER PRODUCTS?

Statement of Problem
A few years ago, A WEB SITE was created "In Search of Stupidity. com. (http://www.insearchofstupidity.com/Stupid_Marketing/Museum_Exhibits/Stupid_Products/stupid_products.html.)
Take a look at these products to see if you can detect patterns in the strategic management of the companies that announced these products. Keep in mind that the strategic management task involves far more than the mere identification of a strategy. Strategic management involves marshaling resources, market timing, effective project management, expertise at implementation and other factors which we will be discussing in class.

Possible Resources:
- Dow Jones Factiva
- computer industry publications
- Moodys
- computer industry old hands

Participants:
Personal Goal Statement

Participant's Name:______________________________________

Employer:_____________________________ Position:__________________________

Home Address:________________________________ City:_________________ Zip:_____

Work Telephone #:______________________________________

I am particularly interested in studying the following aspects of strategy and policy:

________________________________________________________________________

________________________________________________________________________

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I wish to accumulate new KNOWLEDGE in the following areas:

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I wish to obtain new SKILLS in the following areas:

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I wish to attain new VALUES AND PERSPECTIVES in the following areas:

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I would like to contribute to the Class by sharing my own specialized knowledge in the following areas:

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________________________________________________________________________

I plan to complete my ASSESSMENT PROJECT on the following company or topic:

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