

**ORGL 3302**  
**Case Studies in Leadership**  
**Sul Ross State University - Rio Grande College**  
**Dr. T. C. Carson**

**Course Description**

Looking at the job of leading and managing with a strategic focus and utilizing the tools and techniques of strategic analysis as they affect both strategy formulation and strategy implementations are the cornerstones of any course in management and leadership. The central theme of the leadership course is that an organization's chances for *sustained* success are greatly improved when managers/leaders (1) have an astute, timely strategic "game plan" for running the company and then (2) implement and execute the plan with competence and expertise.

The content portion of this course will explain what it means to think strategically about a company's situation and instruct the student in the formal tools and techniques of strategic analysis, crafting a strategy, and then implementing it successfully.

The skills-building portion of the course will be built around case analysis and management simulation exercises designed to help develop critical-thinking skills, exercise business judgment, and provide some experimental contact with strategic decision-making and leadership.

**Course Objectives**

The specific course objectives are to:

1. Develop students' capacity to think strategically about a company, its present business position, its long-term direction, its resources and capabilities, its present strategy, and its opportunities for gaining sustainable competitive advantage.

*Assessment* – case studies, critical thinking exercises, written exams.

2. To build skills in conducting strategic analysis in a variety of industries and competitive situations.  
*Assessment* – case studies, in-basket exercises, predictive models, simulation.
3. To provide hands-on experience in crafting business strategy.  
*Assessment* – written exams, case studies, simulation exercises.
4. To acquaint students with the managerial tasks associated with implementing and executing strategy.  
*Assessment* – case studies, written exams, predictive modeling.
5. To integrate the knowledge gained in earlier core courses and to show how the various pieces of the business puzzle fit together.  
*Assessment* – written case analysis, written exams, case study analysis.
6. To develop students' powers of managerial judgment, build their skills in assessing business risk, and improve abilities to develop results-oriented action plans.  
*Assessment* - Group and individual case analysis, written exams, Written executive summary exercise.

### **Lecture Focus**

**Lecture 1** – Leadership and Management

**Lecture 2** - SWOT analysis

**Lecture 3** – Porter's Five-Forces Model of Industry Competition

**Lecture 4** – Analyzing the External and Internal Environment

**Lecture 5** – Guide to Case Analysis and the Ten Commandments of Case Analysis

**Lecture 6** – Analysis and Evaluation

## **Class Format**

This course provides the student with a unique mix of **critical analysis, application, and communication**. Much of the learning in this course is expected to occur by participation. A typical class session will be discussion (e.g., lecture, video, open discussion) of the assigned topic followed by the assignment of a case relating to that particular topic. Your experience in various firms and industries can be a source of interesting and informative discussions.

**This is primarily a case study class.** Case studies provide one of the major vehicles for applying management concepts and theories. **Case analysis** requires critical evaluation (including interpretation) of both facts and logic to allow for effective case discussions. Case studies also require that the student be prepared and actively involved (communication) in class discussions. Cases allow us to learn, from written scenarios, about company situations and predicaments. These scenarios are very well defined and focused by the case writer(s) or through preparation questions provided for the case.

**Class participation** is an important element of case discussions. Learning depends heavily upon thorough preparation and participation. **The primary emphasis should be on quality participation, not quantity.** The quality of participation, as reflected in careful reading of cases and assigned material, thoughtful reflection, and clear and concise comments, is very important. It is particularly important that your comments fit into and build on previous comments. This requires that we all listen carefully to each other. **Class participation will be judged on the basis of quality and consistency of effort on a regular basis.**

## **Required Material**

Strickland, Thompson, and Gamble, *Cases in Strategic Management*, (12<sup>th</sup> edition), McGraw-Hill Irwin.

***Cases for analysis will come from the text and will be provided on Blackboard. There is no need for you to purchase a textbook for this course.***

## **Grading**

**Reading Assignment 1, Reading Assignment 2, and the Robin Hood Case are graded as "complete, "incomplete," or "no submission." Complete assignments receive a grade of 100. No credit for incomplete, late, or no submission. These 3 assignments are 20% of your final grade.**

**The three graded cases are Johnson & Johnson, Giuseppe's Sausage Company, and Motorola. See the Grading Rubric for grade values. The average of the three case analyses is 80% of your final grade.**

## **Contact Information**

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