

Course	MNGT 5650 Management and Strategy
Term	Fall 1 - August 15, 2009 Start Date – October 17, 2009 End Date
Instructor	Name: Dr. Johnny Morris Phone: (561) 310-6841 Email: JohnnyMorris37@Webster.edu
Catalog Description	Strategic management refers to managerial decisions and actions that influence the long-run direction and performance of an organization. This course introduces the basic analytical concepts and processes underlying environmental scanning, strategy formulation, strategy implementation, and evaluation and control of strategies. The course also addresses specific topics, including the central role of the organization's purpose in formulating effective strategy, the identification, development, and leveraging of core competencies, the increasing use of strategic alliances, globalization and strategy, and the organization's ability to develop and sustain competitive advantages.
Prerequisites	None: Recommended, 12 hours of master's level courses.
Course Level Learning Outcomes	<p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> • Explain the whole and parts of the Strategic Management process. • Describe the roles, which the general manager and middle managers play within the hierarchy of strategies. • Use SWOT Analysis to analyze the situation of a firm and its industry. • Illustrate the relationship between a firm's value chain configuration and competitive advantage. • Explain the different forms of strategy, such as <i>generic</i>, <i>directional</i>, <i>diversification</i>, and <i>international</i>. • Identify the nature of and triggers of strategic change. • Apply ethics and leadership principles to strategizing. • Case Analysis <ul style="list-style-type: none"> ○ Apply the knowledge of the previous objectives in conducting case analyses of firms and industries. ○ Develop analysis recommendations and defend them in both oral and written formats.
Materials	<p>Required Text:</p> <p>Thompson, A.A., Strickland, & A.J., Gamble, J.E. (2008). <i>Crafting and Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases</i>, 16th Edition, ISBN-13 9780073381244– McGraw-Hill Publisher.</p>

Grading	Activity	Due	Points
	Class Participation	Classes 1-8 (3 points per class)	24
	Strategic Plan Overview	Class Two	8
	Environmental Analysis	Class Three	8
	Case Analysis (Case will be assigned by Instructor)	Class Four	10
	Case Analysis (Case will be assigned by Instructor)	Class Six	10
	Final Strategic Plan Written Paper	Class Nine	25
	Oral Presentation	Class Nine	05
	PowerPoint Presentation	Class Nine	10
Total Points Possible			100

Grading Scale:	
A	93-100
A-	90-92
B+	87-89
B	84-86
B-	80-83
C	70-79
F	69 and below

PARTICIPATION CLASSES ONE - EIGHT: 24% of Final Grade

This class will be a place where discussion is the principal way that we spend our time, and students will be primarily responsible for the quality of our class discussions. Therefore, a class norm is that you share the responsibility for learning with your fellow students and the instructor. Participation in class discussions requires prior preparation, attention, effective listening, good questions, and the ability to make connections with other knowledge and experiences. Your participation in class discussions also means addressing other students, not just the instructor. Because you have valuable insights and experiences that can enrich the learning context of the class, you will be expected to contribute to class discussions in ways that enhance and advance the group's understanding of the topics being discussed, while simultaneously being attentive to the

comments of other class participants.

STRATEGIC PLAN OVERVIEW CLASS TWO: 08% of Final Grade

Submit a 350-word paper that gives a general overview of the organization you will be using to create your Strategic Plan. Include a brief background of the organization and its mission, vision, and values. Be prepared to orally discuss your strategic plan overview in class.

ENVIRONMENTAL ANALYSIS CLASS THREE: 08% of Final Grade

An organization's external environment has three components: the remote environment, the industry environment, and the operating environment. Using the organization you have chosen for your Strategic Plan, you will conduct an Environmental Analysis. Describe several major changes that you expect to have a major impact on the remote, industry, and operating environments of your chosen organization in the next five years. Based on your analysis, create a set of three to five long-term objectives for the organization. This analysis should be 1,500-2,000 words in length.

CASE ASSIGNMENTS CLASSES FOUR AND SIX: 20% of Final Grade

Some case assignments will require only oral reports, while others will require written reports. Additionally, some case assignments will be individual, while others will be team assignments. In some instances, the professor will assign specific questions to be answered. In other instances, it will be the student(s)' responsibility to identify the top 2 or 3 strategic issues (or problems) in the case and to make specific recommendations for addressing the issues identified. In either instance, students are expected to use appropriate analysis techniques and incorporate appropriate concepts from the readings and lectures. More details will be provided during the first class.

STRATEGIC PLAN (WRITTEN, ORAL, AND POWERPOINT PRESENTATION IN CLASS) CLASS NINE: 40% of Final Grade

The Strategic Plan will be a 5,000-7,000-word paper with an accompanying PowerPoint presentation. The paper and PowerPoint presentation will advocate the adoption of the strategic plan by the organization's Board of Directors. Prepare and orally deliver a comprehensive 10-15-slide Microsoft® PowerPoint® presentation. Your classmates will be acting as the Board of Directors, and they want to learn your plans for their organization. Be prepared to support your ideas and answer their questions

You should focus on your current organization or, with instructor approval,

	<p>another organization of your choosing. The Strategic Plan should be developed in stages throughout the course. The presentation should thoroughly cover the entire Strategic Plan. The project format of the report should generally adhere to the Suggested Strategic Plan Outline and Timeline. (Review Strategic Plan Outline and Timeline below)</p> <p>It is highly recommended that you begin working on this plan as soon as possible and continue working on it throughout the entire course.</p> <p><u>SUGGESTED STRATEGIC PLAN OUTLINE AND TIMELINE</u></p> <p><u>YOU SHOULD PACE YOUR FINAL PROJECT PREPARATION ACCORDING TO THE FOLLOWING SCHEDULE:</u></p> <ol style="list-style-type: none"> 1. Week Two Company Background 2. Week Three Vision Statement 3. Week Three Mission Statement 4. Week Three Values Statement 5. Week Three Environmental Analysis <ol style="list-style-type: none"> a. Week Three Internal Environment b. Week Three External Environment 6. Week Four Long Term Objectives 7. Week Five Strategic Analysis and Choice 8. Week Six Plan Goals and Implementation 9. Week Seven Financial Projections and Analysis 10. Week Seven Critical Success Factors 11. Week Eight Controls and Evaluation 12. Week Eight Executive Summary
<p>Activities</p>	<p>Class time will be spent on lectures, interactive discussions, group exercises, and critical review of videos and short cases. Some individual exercises may be completed during class, but the majority will be completed outside class. Group exercises will be completed during class; however, there may be individual assignments that must be completed before arriving at class, as a pre-requisite to the specific group exercise. Assignments will be given throughout the course, including short cases and self-assessment exercises. Short quizzes may be given without advance notice to determine if students are reading and learning the assigned material.</p> <p>The final deliverable will consist of a project/paper/PowerPoint presentation. The final project/paper/PowerPoint presentation will cover material that was assigned and discussed throughout the entire term. In addition, class quizzes may also cover material not in the textbook, but which was covered in lectures, videos, class discussions, or additional</p>

	<p>readings. The final project/paper/PowerPoint presentation should be designed to sample from every major area covered in the course, with greater emphasis on critical topics. A topic's importance can be roughly determined by the amount of time spent discussing and working with the topic during class sessions.</p>
<p>Policy Statements: 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, disruption of class by inconsiderate behavior 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 disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>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</p>

	<p>information about that student will be redacted from the assignment or project.</p> <p>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.</p>
<p>Course Policies</p>	<p>Quality of Work There is an absolute level, quality and amount of work that you should accomplish, both in your analysis and discussion of course material, but also in your assignments and research, and most important of all, the final product of these efforts; your final project/paper. The course syllabus will be the final word if disputes arise regarding the quality and amount of work expectations.</p> <p>Quality of Writing You are encouraged to assure that all assignments are spell checked and checked for grammar errors in addition to organizing your weekly project/paper documents in APA 5th. Edition format prior to submission.</p> <p>Reading Assignments Students are graded on achievement, rather than solely on effort. It is the responsibility of each student to prepare for each weekly class and to communicate at a level that leaves the instructor with a clear impression that you understand the material or have exhausted efforts within the time allowed to maximize your understanding of the material covered.</p> <p>Examples of quality participation include but are not limited to; (a) Using points as raised by the Author in the textbook to highlight or illustrate a particular question, position or argument that you wish to make; (b) drawing on one's work experience or life experience to make a point within the context of what the topic, text or assignment is highlighting; (c) and asking questions in a way that reveals what is understood so as to isolate what requires further clarification. While the quality of your participation is more important than quantity, you are expected to remain engaged throughout the total time allotted for this course of study. You are encouraged to consider this a genuine opportunity for learning and exchange.</p> <p>Class Discussion Expectations I expect your class discussions to reflect critical thought. Whenever possible, you should try to relate the course content to real-world applications from your work experience. You are required to orally respond, in class, to the individual and or team discussion questions that will distributed by me weekly.</p>

	<p>BlackBoard</p> <p>Computer usage by students will be necessary for this course, for reference searches, preparation of papers, and preparation of presentations. All written assignments will be submitted to the instructor electronically, via BlackBoard.</p> <p>Timely Submission of Deliverables</p> <p>Late written and or oral presentation assignments will not be accepted. If you know you will miss a class or an assignment, please communicate with me ASAP. I will try to work with you regarding special circumstances. An assignment approved to be submitted late will have the grade reduced by 10% of points possible per day late, from the earned grade for that assignment. I do not approve extra credit or make up course work for any reason. Any time you feel you might be falling behind in the course, it is best to contact me to discuss your situation. No assignments will be accepted after the final day of class. If you believe you will not be able to complete your final assignments on or before the last day of class, you should negotiate an incomplete grade with me. Incomplete grades are not automatic and must be supported as a request in writing to me prior to last day of class. If a student is granted an incomplete grade, the student's final course grade will be reduced one full letter grade regardless of the circumstances under which the incomplete was granted.</p> <p>Grade Disputes</p> <p>Should you have reason to dispute a grade that has been assigned during your course, you should contact me with written support for your grade dispute. I will review the circumstances and advise you of my decision.</p> <p>Contact Expectations</p> <p>I encourage you to contact me if you have questions or comments as the course progresses. If you need to contact me with a personal issue that may affect your performance in this course, I prefer you contact me at JohnnyMorris37@Webster.edu or my cell telephone (561) 310-6841.</p> <p>Syllabus Changes</p> <p>This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student.</p>
<p>Weekly Schedule</p> <p>Week 1 August 20, 2009</p> <p>Week 2 August 27, 2009</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Chap. 1 What is Strategy & Why is it Important <p>Assignment for Week 2:</p> <ul style="list-style-type: none"> • Read Chap. 2 • Prepare Strategic Plan Overview <hr/> <p>Topics:</p> <ul style="list-style-type: none"> • Chap. 2: The Managerial Process of Crafting and Executing Strategy • Submit Written Strategic Plan Overview; Oral Presentation of Strategic

<p style="text-align: center;">Week 3 September 03, 2009</p>	<p style="text-align: center;">Plan Overview in Class.</p> <p>Assignment for Week 3:</p> <ul style="list-style-type: none"> • Read Chaps. 3 and 4 <p><u>Prepare Written Environmental Analysis</u></p> <p>Topics:</p> <ul style="list-style-type: none"> • Chap. 3: Evaluating a Company's External Environment • Chap. 4: Evaluating Company's Resources and Competitive Position • Submit Written Environmental Analysis; Oral Presentation of Environmental Analysis in Class. <p>Assignment for Week 4:</p> <ul style="list-style-type: none"> • Read Chaps. 5 & 6 • Prepare Case Assignment
<p style="text-align: center;">Week 4 September 10, 2009</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Chap. 5: The Five Generic Competitive Strategies • Chap. 6: Supplementing the Chosen Competitive Strategy • Submit Written Case Presentation • Oral Case Presentation <p>Assignment for Week 5:</p> <ul style="list-style-type: none"> • Read Chaps. 7 & 8 • Prepare Case Assignment
<p style="text-align: center;">Week 5 September 17, 2009</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Chap. 7: Competing in Foreign Markets • Chap. 8: Tailoring Strategy to Fit Specific Industry & Company Situations • Submit Written Case Presentation <p>Assignment for Week 6:</p> <ul style="list-style-type: none"> • Read Chaps. 9 & 10 • Prepare Case Assignment
<p style="text-align: center;">Week 6 September 24, 2009</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Chap. 9: Diversification: Strategies for Managing a Group of Businesses • Chap. 10: Strategy, Ethics, and Social Responsibility • Submit Written Case Presentation • Oral Case Presentation <p>Assignment for Week 7:</p> <ul style="list-style-type: none"> • Read Chaps. 11 & 12
<p style="text-align: center;">Week 7 October 01, 2009</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Chap. 11: Building an Organization Capable of Good Strategy Execution • Chap. 12: Managing Internal Operations: Actions that Promote Good Strategy Execution <p>Assignment for Week 8:</p> <ul style="list-style-type: none"> • Read Chap. 13 <p>Topics:</p> <ul style="list-style-type: none"> • Chap.13: Corporate Culture & Leadership: Keys to Good Strategy Execution

<p>Week 8 October 08, 2009</p> <p>Week 9 October 15, 2009</p>	<ul style="list-style-type: none"> • Team Discussions of Assigned Cases <p>Assignment for Week 9:</p> <ul style="list-style-type: none"> • Finalize Oral, PowerPoint, and Written Strategic Plan <hr/> <p>Topics:</p> <ul style="list-style-type: none"> • Oral Presentation, include PowerPoint Slides of Strategic Plan • Submit Written Strategic Plan
<p>Additional Information</p>	<p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p><u>Conduct:</u> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises. 3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University. 4. Theft of or damage to property of the University. Students who cheat

or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings, which are missed for any reason, must be made up.

Determination of Grades Statement:

Determination of grades is based on the following criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level Plus (Grade of "A"): *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a

synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Mastery Level (Grade of “B”): *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook.

Reviewed by: Nicki Nance

Job Title: Faculty Coordinator

Date: 7/16/09