



COLLEGE OF BUSINESS

SPRING 2015

COURSE NUMBER: MGT 436 03W-23245

COURSE TITLE: GLB/Business Strategy

INSTRUCTOR: Dr. Guclu Atinc

REQUIRED TEXT: John Parnell. Strategic Management: Theory and Practice, 4th Edition. Sage, 2013. ISBN: 9781452234984. www.sagepub.com/books/. Rental and eBook versions may be available.

COURSE DESCRIPTION: The focus of this course is on strategic management and business policy formulation and implementation. This course is designed to aid the students in synthesizing and applying knowledge accumulated throughout their studies in earlier courses and to introduce them with concepts unique to strategic management. A case based approach is used to provide the students with the opportunity to integrate the functional concepts, skills and techniques acquired in previous courses and to apply these skills to actual business cases.

PREREQUISITE: Senior standing; FIN 304, BA 301, 302, 303, MGT 305, 307, 308, MKT 306. More importantly, students are expected to take this class with enthusiasm to learn.

COURSE OBJECTIVES:

1. KNOWLEDGE OBJECTIVES OF THIS COURSE INCLUDE BUT ARE NOT LIMITED TO:

1. Students will demonstrate an understanding of business strategy and the essential terminology and concepts including the strategic management process, the macro-environment of business, industry competition, various levels of strategy in a business, SWOT analysis, strategy selection, and planning for strategy implementation and control.
2. Students will apply business strategy concepts and the strategic management process to current company and industry situations through case analysis and presentations.
3. Students will demonstrate personal communication and project management skills through a team project.
4. Analyzing internal strengths and weaknesses

5. Recognizing external opportunities and threats
6. Awareness of strategic planning at functional, business, corporate and international levels
7. Using both oral and written communication techniques to facilitate an effective strategic management process.

2. OUTCOMES FOR STUDENTS TO SUCCESSFULLY COMPLETE THIS COURSE INCLUDE:

1. Understanding the concepts related to strategic management
2. Understanding how to analyze external and internal environment of a firm
3. Comprehending different levels of strategy
4. Understanding the challenges of becoming a global manager
5. Understanding entrepreneurial strategy, strategic control and corporate governance
6. Understanding how to create effective organizational designs
7. Understanding strategic leadership through creation of learning and ethical organizations
8. Understanding how to manage innovation and fostering corporate entrepreneurship

Global Course: This course has been selected as a Global Course – tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world. The term project in this course will be utilized to assess the QPE student learning outcomes for each student. Students are responsible to upload a copy of the project to their ePortfolio in ManeSync.

For this course, MGT 439 Business Strategy, the second individual case study where students will be able to examine specific global business situations will be used. The case will focus on situations which require an examination and understanding of global dynamics. The case analysis product will be graded and returned to each student to be included in their ePortfolio. (To access the student ePortfolio, go to myLeo (<https://leo.tamuc.edu>) and log onto your account. Then go to the ManeSync tab.)

CLASS MEETING: Online

CLASS LOCATION: Online

TEACHING METHOD: Lecture, case studies, pre-recorded and live sessions, discussions

OFFICE & TELEPHONE NUMBER: BA 310, Phone: 903-886-5685, Cell: 318-245-2870 (cell phone to be used only in emergencies)

EMAIL ADDRESS: guclu.atinc@tamuc.edu

OFFICE HOURS: Tuesdays 2:00-5:00 p.m. (other times by appointment)

ATTENDANCE POLICY: Due to the nature of this class there is no attendance policy. However, students of the online class are expected to be active participants.

MAKE-UP POLICY: Unless there is an officially documented reason for missing an exam, no make-up exams will be given.

STUDENTS WITH DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services, Texas A&M-Commerce, Gee Library, Room 132 – Phone (903) 886-5150 or (903) 886-5835 – Fax (903) 468-8148 – StudentDisabilityServices@tamuc.edu

CODE OF STUDENT CONDUCT: All students will follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See Student's Guidebook at <http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf>. Plagiarism and other forms of academic dishonesty are not tolerated. Instructors "are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is "Academic dishonesty." It includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material." See 13.99.99.R0.03 Plagiarism <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03Plagiarism.aspx>

Penalties for students guilty of academic dishonesty could include failing this course, disciplinary probation, suspension, and expulsion.

COURSE COMMUNICATION: Students are required to check their e-mail at least once a day for class information. The primary mode of communication in this class will be e-mail messaging. You should also check the eCollege platform for announcements, to access the course documents via Doc Sharing, post comments on the discussion board, and to check your grades. All the audio and video files will be uploaded to eCollege.

CASES: Cases constitute to be the major part of this course. They will be used to integrate the material you were exposed to in your previous classes and some new material you are going to be exposed in this class. You have to read the assigned cases thoroughly and must be ready to answer the related questions. The case method is intended to lead us to a debate. During this debate, sometimes we will reach a consensus while other times a single "right answer" may not emerge. The idea is not always to find the right answer but the reasoning process we adopt in our analyses.

GROUP PROJECT: Each group (composed of 4-5 students) will be assigned to analyze a case, prepare a report and present it in class using visual aids (e.g., handouts, PowerPoint slides, overheads). The students of the online class will write a report and prepare the related PowerPoint slides. Use the concepts you learn in this class and previous classes to perform your analysis. You will get to rate your group members based on their contribution. I do not want you to come to me to complain about your group members. Try to solve problems in your group as if you will do in real life. Keep in mind that 25 percent of your grade for the group presentation will depend on how your group members rate you individually. In other words, learn how to be a good team player. It is up to you how to organize your paper/presentation, but you should at least address the following issues:

- Diagnosing the company's situation, including external opportunities and threats, internal strengths/capabilities/resources and weaknesses/liabilities, thorough financial analysis, etc.
- Identifying problems the company is facing
- Developing various action alternatives that can address the problems

- Analyzing the pros and cons of various action alternatives
- Making your conclusion and recommendations as specific as possible

In short, you assume the role of a consulting team for this company. Your team should be able to make specific recommendations regarding the solutions to the identified problems of this company. One member of your group should upload the final report to Dropbox in eCollege.

EXAMS: There will be 2 (two) exams. Exams will include multiple choice and essay type questions.

JOB SEARCH/CAREER ASSIGNMENTS:

JS/C Assignment 1: Your first assignment consists of two parts.

1. Students should provide a current copy of their resume. Many of you will be graduating soon and will be searching for a job. If you don't have a current resume—you need one!
2. Prepare a list of **six** goals in **each** of **three** areas: 1) personal, 2) work/job/career/professional, and 3) fantasy. There will be a total of 18 goals. You may want to think of these in the context of short, intermediate, and long range.

JS/C Assignment 2: Networking is frequently the way people find their next jobs. In fact, some job search experts say that more than half of all jobs are found through networking. It will depend on the kind of jobs desired, but this is not a far-fetched claim. The bottom line about networking may be that it is not just who you know that counts; it is who knows you—and that you are looking for a job. This assignment consists of making a list of people to contact about your pending job search and developing a plan for making these contacts and recording results.

JS/C Assignment 3: This assignment involves two components:

1. Prepare a job description for your “ideal” job. This should be a realistic job that you are likely to be qualified for at this time.
2. Prepare a letter of reference for yourself. Assume that you have asked yourself to write a reference letter on your behalf. You may assume that the letter can be written from both a personal and professional perspective (not necessarily something that many of your references will be able to do).

JS/C Assignment 4: Where do you want to be in five or ten years? For this portion, you may have to really use your research or persuasive skills. Try to contact, visit, and/or interview someone who is in the kind of position that you desire in a few years or do some research to determine what the work is like; what experience, education, skills, special knowledge (industry or otherwise) are required; etc.

Major Field Test (MFT): The ETS® Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

This exam will be given at times and locations to be arranged during the early part of the semester usually three or four times during the week of **March 2-6, 2015** and in three locations (Commerce, Rockwall and Dallas). Students should receive at least a month's notice of dates and locations, in order to find a place in their schedule to take this exam during that week. If you know you will not be in North Texas during that week (for example if you are deployed in the military or live more than 90 minutes away from Commerce) it is your responsibility to notify your professor by about **February 6, 2015**, so that an alternative administration site can be arranged.

All students who complete the exam will receive a minimum of 75%. Students whose scores are above 35% for at least 6 of the 9 sub-scores will receive at least an 85%. Students whose scores are above 45% for at least 6 of the 9 sub-scores will receive at least 90%.

INDIVIDUAL CASES (2): These assignments involve students in reading, analyzing, preparing a plan, and submitting individual written cases. Two will be assigned during the semester. The purpose is to apply your business knowledge from a variety of functional areas (such as finance, marketing, management) to solve a real business strategic issue. There will be several questions to guide the discussion. Generally cases follow this format: (1) a summary of the relevant situation in the case, (2) Internal analysis of the firm, including current corporate and business level strategies, (3) external analysis, (4) SWOT analysis culminating in identification of a problem (which may be in fact an opportunity), (5) proposal of 2 or more alternative courses of action that will help solve the problem or exploit the opportunity, (6) evaluation of all alternatives, (7) recommendation of best alternative and (8) implementation issues that need to be considered. The case will be provided at least one week in advance of the due date.

DISCUSSION/PARTICIPATION: I will have discussion topics for you during certain weeks. I expect each of you to be active participants. The discussions may be about a specific case in the book or a general business topic.

EVALUATION:

Individual Cases	15 percent
Group Project	20 percent (peer evaluations will impact your grade)
Participation/Discussions	10 percent
MFT	10 percent
JS/C Assignment	5 percent
Midterm Exam	20 percent
Final Exam	20 percent

90-100 percent	A
80-89 percent	B
70-79 percent	C
60-69 percent	D
less than 60 percent	F

Keep in mind that you are going to be accumulating points throughout the semester!
(In other words, try to get as many points as you can, including the occasional bonus points)

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT	NOTE
Week 1	Introduction to class, syllabus, formation of groups		Welcome to MGT 439
Week 1	Chapter 1 – Fundamentals of Strategic Management	Chapter 1	
Week 1	Chapter 2 - The Industry Competition	Chapter 2	JS/C 1 due
Week 2	Chapter 2 - The Industry Competition	Chapter 2	JS/C 2 due
Week 2	Chapter 3 – The External Environment: Political-Legal and Economic Forces	Chapter 3	MFT arrangements
Week 3	Chapter 4 – The External Environment: Social and Technological Forces	Chapter 4	
Week 3	Chapter 5- The Organization: Ethics and Corporate Social Responsibility	Chapter 5	Individual Case #1 due
Week 4	Chapter 5- The Organization: Ethics and Corporate Social Responsibility	Chapter 5	JS/C 3 due
Week 4	Chapter 6 - Corporate-Level Strategies	Chapter 6	
Week 5	EXAM 1		Chapters 1, 2, 3, 4, 5, and 6
Week 6	Chapter 7 – Business Unit Strategies	Chapter 7	JS/C 4 due
Week 6	Chapter 8 – Functional Strategies	Chapter 8	
Week 7	Chapter 8 – Functional Strategies	Chapter 8	
Week 8	Chapter 9 – Strategy Formulation	Chapter 9	
Week 9	Chapter 10 – Strategy Execution: Structure	Chapter 10	
Week 10	Chapter 11- Strategy Execution: Strategic Change Culture and Leadership	Chapter 11	
Week 11	Chapter 12 – Strategic Control and Crises Management	Chapter 12	Individual Case #2 due
Week 12	Extra- Corporate Governance		
Week 13	Course Review		
Week 14-15	Group Projects/Presentations		PPT and paper due
Final Exam Week	FINAL EXAM		Chapters 7, 8, 9, 10, 11, 12

The above schedule is tentative and subject to change throughout the semester

Grading Rubric for Job Search/Career/Personal Development Plan:

Criterion	Unsatisfactory D or < D Less than 70%	Satisfactory C or C- 70 to 79%	Good B 80 to 89%	Exceptional A 90 to 100%
Topics : Inclusion of topics appropriate for the assignment and use of qualitative and quantitative information appropriate for the	Paper does not include satisfactory discussion of the topics	Paper included a minimal presentation and discussion of assigned topics and appropriate supporting documentation	Paper included an appropriate presentation and discussion of assigned topics and appropriate supporting documentation	Paper provides an outstanding level of presentation and discussion of the topics

topics				
Learning and Comprehension : Demonstrate understanding the topics including an ability to make an application of learning, Comprehend the topics by being able to express the topics in one's own words	Paper lacks a satisfactory understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates a moderate level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates an good level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates an outstanding level of understanding of the topic and/or inclusion of application of the topic to a management or business situation

<p>Writing and paper process issues :</p> <p>Format using instructor's preferences from syllabus Style (APA) Organization Use of headings Use of tables, graphs, charts, maps, diagrams, etc when appropriate Use of appendices when appropriate Provide a list of references and/or use of endnotes where appropriate to the assignment Proper grammar Spelling Appropriate use of words</p>	<p>Paper fails to meet guidelines of the instructor and/or has numerous grammatical and spelling errors and demonstrates a lack of use of organizational and presentation methods that can enhance the reader's ability to understand the paper.</p>	<p>Paper follows instructor's guidelines presented in the syllabus, uses headings and other organizational methods to present the material. Paper has limited grammar mistakes, misspelled and misused words</p>	<p>In addition to following the instructor's format guidelines and providing reasonably good reader-oriented organization , the paper has few grammatical or spelling errors and includes appropriate use of appropriate tables, graphs, etc.</p>	<p>In addition to following the instructor's format guidelines and providing reader-oriented organization , the paper has virtually no grammatical or spelling errors and includes outstanding use of appropriate tables, graphs, etc.</p>
<p>Other specific instructions for the paper :</p>	<p>Student fails to get the paper in on time or has</p>	<p>Paper is turned in on time using the appropriate</p>	<p>Paper is turned in on time using the</p>	<p>Paper is turned in on time using the</p>

			appropriate	appropriate
Page or word length (maximums, minimums, and range) Due dates Use of drop box, email, or other methods to turn the work in	not met other instructions of the assignment referring to page length, and other issues.	procedure and has followed the guidelines for length.	procedure and has followed the guidelines for length and other instructions reasonably closely	procedure and has followed the guidelines for length and other instructions

Class Discussions

Criterion	Unsatisfactory D or < D Less than 70%	Satisfactory C or C - 70 to 79%	Good B 80 to 89%	Exceptional A 90 to 100%
Class Discussions :	Students failed to attend and participate in class discussions.	Students attended class regularly, but did not participate to any notable degree.	Student attended most meetings and participated with some valuable comments and questions.	Student demonstrated exceptional preparation of course material and current events through their comments and questions in class
Threaded Discussions : Discussions topics for this assignment will relate to topics posted on the discussion board. Posts should be original and unique, that are not be repetitive with other comments Replies should be	Student failed to make acceptable posts or replies as contributions to this discussion.	Students posts and replies were of minimal quality for the level expected of a student at this level	Students should provide a moderate level of unique, original posts of reasonable quality and two replies to the posts of other students for this assignment.	Student has demonstrated exceptional work with several high-quality, unique, original posts and replies.
meaningful and provide discussion beyond the "I agree" kind of statement				

Grading Rubric for Cases

Criterion	Unsatisfactory D or < D Less than 70%	Satisfactory C or C- 70 to 79%	Good B 80 to 89%	Exceptional A 90 to 100%
<p>25 Question : Inclusion of topics appropriate for the assignment, in other words the 25 questions, and use of qualitative and quantitative information appropriate for the topics, responding to question that are directly assigned (for individual cases)</p>	<p>Paper does not include satisfactory discussion of the topics</p>	<p>Paper included a minimal presentation and discussion of assigned topics and appropriate supporting documentation</p>	<p>Paper included an appropriate presentation and discussion of assigned topics and appropriate supporting documentation</p>	<p>Paper provides an outstanding level of presentation and discussion of the topics</p>
<p>Learning and Comprehension : Demonstrate understanding the topics including an ability to make an application of learning, Comprehend the topics by being able to express the topics in</p>	<p>Paper lacks a satisfactory understanding of the topic and/or inclusion of application of the topic to a management or business situation</p>	<p>Paper demonstrates a moderate level of understanding of the topic and/or inclusion of application of the topic to a management or business</p>	<p>Paper demonstrates an good level of understanding of the topic and/or inclusion of application of the topic to a management or business</p>	<p>Paper demonstrates an outstanding level of understanding of the topic and/or inclusion of application of the topic to a management or business</p>

one's own words		situation	situation	situation
Writing and paper	Paper fails to	Paper follows	In addition to	In addition to
process issues : Format using instructor's preferences from syllabus Style (APA) Organization Use of headings Use of tables, graphs, charts, maps, diagrams, etc when appropriate Use of appendices when appropriate Provide a list of references and/or use of endnotes where	meet guidelines of the instructor and/or has numerous grammatical and spelling errors and demonstrates a lack of use of organizational and presentation methods that can enhance the reader's ability to understand the paper.	instructor's guidelines presented in the syllabus, uses headings and other organizational methods to present the material. Paper has limited grammar mistakes, misspelled and misused words	following the instructor's format guidelines and providing reasonably good reader-oriented organization, the paper has few grammatical or spelling errors and includes appropriate use of tables, graphs, etc.	following the instructor's format guidelines and providing reader-oriented organization, the paper has virtually no grammatical or spelling errors and includes outstanding use of appropriate tables, graphs, etc.

appropriate to the assignment Proper grammar Spelling Appropriate use of word s Page leng th				
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