

Course Syllabus - Narrative

MGMT 4800

STRATEGIC MANAGEMENT

SPRING 2017

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Office hours: Monday: 9:00am – 11:45am; 2:30pm – 5:00pm
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Tuesday - 1:00-2:15pm (Hazy 243)
Text: Strategic Management, 3rd ed., Frank T. Rothaermel, McGraw Hill,
ISBN: 978-1-259-42047-4

COURSE DESCRIPTION - MGMT 4800 - STRATEGIC MANAGEMENT - 3 Credit Hours - Offered: FA, SP, SU

MGMT 4800 is required of students pursuing baccalaureate degrees in the Udvar-Hazy School of Business and Communications at Dixie State University. This is a "capstone" course, which focuses on the role of the business manager in analyzing, formulating, and implementing business strategies to gain and sustain competitive advantage in the marketplace.

Long-term business success requires synergistically integrating and aligning the functional business disciplines of Accounting, Economics, Management, Quantitative Business Analysis, Information Systems, Finance, Marketing, and the Legal and Social Environment. International business issues overlay all of the functional business disciplines.

A course fee is required to pay the cost of the Major Field Test (MFT), the final exam for this course (https://www.ets.org/mft/about/content/bachelor_business). The MFT was independently written by the Educational Testing Service, and administered independently by a certified proctor.

COURSE PREREQUISITES – all of these prerequisite courses can be concurrent enrollment:

- MIS 3050 Management Information Systems
- FIN 3150 Managerial Finance I
- MGMT 3400 Management and Organizations
- MGMT 3600 Production and Operations Management
- MKTG 3010 Marketing Principles

COURSE DESIGN

This is a 'blended' course using a 'flipped' design. Blended means that both the computer (CANVAS), and the classroom are used for teaching. Flipped means that students introduce themselves to the textbook chapter material, prior to coming to class. Classroom time is used solely for applying the textbook content to real-world situations.

Students begin each week by going to "modules" for this course on CANVAS, for that assigned week, and complete all the homework assignments, which they will upload to the instructor.

It is expected that students will spend approximately five hours each week completing all homework assignments. In addition to those five hours, students will spend approximately 75 minutes each week, in CANVAS, completing the administrative tasks of their homework assignments, such as uploading assignments, etc.

Our class will gather in our Udvar-Hazy classroom on Monday or Tuesday of each week for our classroom time, which will be 1 hour and 15 minutes, used as follows:

- 5 Minutes: Roll call, announcements, review schedule and expectations
- 25 Minutes: Visiting professors answer questions about the MFT content
- 5 Minutes: Instructor introduces today's textbook chapter and case
- 40 Minutes: Student groups present assigned case INTEGRATED with the textbook

MGMT 4800 is designed to engage the life-long learning skills of 'study to teach,' 'teach to learn,' 'learn to apply,' summarized as follows:

- Study to Teach – Students will learn the textbook's principles and theories of Strategic Management by studying them with the mind-set that they are going to be asked to teach what they learn, to others.
- Teach to Learn – Students will teach what they have studied to their peer class members to further learn the textbook theories and principles.
- Learn to Apply - Students will apply what they have learned within the context of real-world case studies, and within the context of a semester long term project, where they gather data about a real company, analyze it, formulate a business strategy, and write a plan to implement their recommended strategic plan.

The Major Field Test, our final exam for this class, is designed "to measure students' mastery of their chosen field of study...[business]."

Note: This is intended to be an engaging, active learning, capstone course in business. The instructor does not use the lecture format. Students are expected to be active participants as teachers, and actively

participating class members, during each classroom session. Students are also expected to actively participate in CANVAS facilitated discussions with their peer students.

In the classroom, the instructor does not lecture, but acts as a facilitator, a coach, a mentor, a guide, and/or as an experienced business practitioner to assist students to actively think as business strategists in finding ways to integrate all their previously learned functional disciplines in business, to create and sustain competitive business strategies. This facilitated discussion will occur during student MiniCase/Chapter Presentations, and during professor facilitated classroom discussions. Students will be expected to respectfully challenge other student's strategic thinking. Because the instructor expects engaged student teaching and learning, **the instructor reserves the right to adjust final grades as much as one full grade depending on his sole assessment of the genuine effort of the student to submit homework assignments prior to their due date, to consistently attend class, and to actively participate in classroom discussions, and CANVAS discussions, throughout the semester.**

COURSE COMPONENTS

This course consists of five (5) components. (Note: Students are welcome to work-ahead and complete homework assignments as fast as they would like.) All homework assignments must be submitted (uploaded) to the instructor, using CANVAS.

- 1) **"Study to Teach" by reading textbook chapters, MiniCases, & taking Quizzes** - Students will read the textbook chapters to become acquainted with the Theory and Principles of Business Strategy, and **take online chapter quizzes using CANVAS**. Students will also **read and become acquainted with assigned MiniCases**, which have been specifically selected to provide students with real-world examples of how the textbook theory and principles can be applied. It is very important that students read to acquaint themselves with the textbook chapters and the cases to be discussed in class, so they can be active participants in the discussion during class.
- 2) **"Study to Teach" by writing detailed answers to "Textbook Chapter Questions"** - Prior to coming to class each week, students will use the "Textbook Chapter Questions" template, provided in CANVAS, to prepare thorough answers to the textbook chapter questions listed below, with the mindset that they are going to teach their answers to someone else.

Students must write their answers to the textbook questions in "outline format," illustrated by the examples at the links below. Note: If the questions ask for models, they should be included, and placed at the beginning of your answer. These models can be produced using digital technology, as reflected in the Chapter 4 example below, or they can be hand drawn, as reflected in the Chapter 7 example below. Models cannot be cut and pasted from other models, nor can students take pictures of other models and paste them into their homework answers.

- [Chapter 4 Example - Outline Format](#) 
- [Chapter 7 Example - Outline Format](#) 

TEXTBOOK CHAPTER QUESTIONS:

Chapter 1 – What Is Strategy?

1. Define strategy. Describe the three (3) elements of a good strategy. Pages 6-8. See also, LO 1-1, page 24.
2. Explain competitive advantage and sustainable competitive advantage? Page 8.
3. Explain Industry and Firm Effects, the two primary factors of firm performance. Pages 11-12.
4. Model Exhibit 1.3 on page 16, and explain the five steps of Stakeholder Impact Analysis.

Chapter 2 – Strategic Leadership: Managing the Strategy Process

1. Explain the role of vision, mission, and values in the strategic management process. Pages 34-40, summarized by Learning Objective LO 2-1, on page 56.
2. Model Exhibit 2.4, page 44, and list the capabilities associated with each of the five levels of effective strategic leaders.
3. Model Exhibit 2.5, page 45. Define and explain: corporate strategy, business strategy, and functional strategy, pages 44-46. See also, LO 2-5, page 57.
4. Define the three approaches managers rely on to strategize for competitive advantage: top-down strategic planning, scenario planning, and strategy as planned emergence. Pages 46-53. See also, LO 2-6, page 57.

Chapter 3 – External Analysis: Industry Structure, Competitive Forces, and Strategic Groups

1. Model Exhibit 3.1, page 67. Outline, with detail, each of the six components of “The Pestel Framework,” discussed on pages 67-72. See also LO 3-1, page 96. Under the Economic segment, detail the five macroeconomic factors discussed on pages 68-69.
2. Model Exhibit 3.2, page 75. Outline, with detail, each of Porter’s five competitive forces that shape strategy, plus the sixth force, complements. Pages 72-89. See also, LO 3-2, page 96.
3. Model Exhibit 3.3, page 84. Explain how competitive industry structure shapes rivalry among existing competitors, pages 82-89. See also, LO 3-3, page 96.

Chapter 4 – Internal Analysis: Resources, Capabilities, and Core Competencies

1. Model Exhibit 4.3, page 110. Differentiate among a firm’s resources, capabilities, core competencies, and activities, pages 108-111. See also, LO 4-1 and LO 4-2, pages 132-133.
2. Model Exhibit 4.5, page 113. Explain how to apply the VRIO Framework to assess whether a resource of the firm qualifies as contributing to the firm’s sustainable competitive advantage, pages 113-117. See LO 4-4, page 133.
3. Model Exhibit 4.8, page 128. Define “value chain,” page 127. Explain, how a value chain analysis can help managers understand which of the firm’s activities, in the process of transforming inputs into outputs, generate differentiation, and which of the activities drive costs. Pages 127- 129. See also, LO 4-7, page 133.

Chapter 5 – Competitive Advantage, Firm Performance, and Business Models

1. Define the following three (3) frameworks to measure and assess firm performance: Accounting Profitability, pages 143-148, and LO 5-1 on page 167; Shareholder Value Creation, pages 149-151, and LO 5-2 on page 167; and Economic Value Creation, pages 151-156, and LO 5-3 on page 167. Be sure to include all performance measures and ratios that apply to each of the three frameworks.
2. Model Exhibit 5.8, page 157. Explain the four (4) key questions answered by the Balanced Scorecard. Pages 157-158. See also LO 5-4, page 167.
3. Model Exhibit 5.9, page 160. Explain the three (3) dimensions of the Triple Bottom Line, (economic, social, ecological, and also called: profits, people, and planet), which are fundamental to a sustainable strategy, pages 159-160. See also LO 5-5, page 167.
4. *Note to students (this is not a test question): Attentively read "Implications For The Strategist," on pages 165-166. Compare what you read there to the six components of the outline required for your final "Strategy Term Project Recommendations Report" to be submitted at the end of the semester. In the second bullet point, notice the words, "integrate and align," and "metrics that aggregate upward." In the third bullet point, notice the words, "both quantitative and qualitative performance dimensions," and, "holistic." All of these words and phrases are different ways to reference step 5 of the outline, "synthesis of alternative solutions," which comprises the heart, the most important part, of your Strategy Term Project Recommendations Report.*

Chapter 6 – Business Strategy: Differentiation, Cost Leadership, and Blue Oceans

1. Define *strategic position*, and *strategic trade-offs*, page 166.
2. Model Exhibit 6.2, page 179. Explain the four (4) quadrants of the two generic business strategies: differentiation, and cost-leadership. Pages 178-179.
3. Discuss the three (3) value drivers of a differentiation strategy, pages 180-182, and outline the benefits and risks of a differentiation strategy, page 192.
4. Discuss the four (4) cost drivers of a cost leadership strategy, pages 183-190, and outline the benefits and risks of a cost-leadership strategy, pages 192-193.
5. Define *blue ocean strategy*, and *value innovation*—including the four key questions managers must answer to achieve successful value innovation, pages 194-197.

Chapter 7 – Business Strategy: Innovation and Entrepreneurship

1. Model Exhibit 7.2, page 213. Describe the (4) four-steps of the innovation process. Pages 212-215. See also, LO 7-1, page 243.
2. Model Exhibit 7.4, page 218. Describe the five (5) distinct stages of the industry life cycle, pages 219-224. See also, LO 7-3, page 243.
3. Model Exhibit 7.7, page 225. Describe the five (5) different customer segments, pages 225-228.
4. Explain the challenge of "*Crossing the Chasm*," pages 225-226. See also LO 7-4, page 244.
5. Model Exhibit 7.10, page 232. Describe the four (4) types of innovation, pages 232-236, including how to respond to disruptive innovation, pages 237-238. See LO 7-5, page 244.
6. Explain the *open innovation* approach to research and development, pages 238-240, and as reflected in Exhibit 7.12, page 239. See LO 7-6, page 244.

Chapter 8 – Corporate Strategy: Vertical Integration and Diversification

1. Define corporate strategy, including the three (3) questions that executives must answer to determine their corporate strategy, page 255. See also, LO 8-1, page 284.
2. Define “Transaction Cost Economics,” page 258, then Model Exhibit 8.4, page 262, and discuss each alternative along the Make-or-Buy Continuum. Pages 261-264. See also LO 8-3, page 284.
3. Define “vertical integration,” page 264, and “industry value chain,” page 265, then model Exhibit 8.5, page 265, describe backward and forward vertical integration, page 267. See also LO 8-4, page 285).
4. Identify the benefits and risks of vertical integration, pages 267-269. See also LO 8-5. Page 285.
5. Describe the alternatives to vertical integration: taper integration and strategic outsourcing, discussed on pages 270- 271. See also LO 8-6, page 285.
6. Define “diversification” and explain the four (4) main types of business diversification, pages 272-275. See also LO 8-7, page 285.

Chapter 9 – Corporate Strategy: Strategic Alliances, Mergers & Acquisitions

1. Model Exhibit 9.1, page 297. Define the “build-borrow-or-buy framework, including the four (4) sequential questions that executives must answer to determine whether to build, borrow, or buy, pages 297-299. See also, LO 9-1, page 316.
2. Define “Strategic Alliances,” page 299, and discuss the five (5) common reasons why firms enter strategic alliances. Pages 300-304. See also, LO 9-2, page 317.
3. Describe the three mechanisms for governing strategic alliances. Carefully review Exhibit 9.2. Pages 304-306. See also, LO 9-3, page 317.

Chapter 10 – Global Strategy: Competing Around the World

1. Define “globalization,” page 329, “multinational enterprise,” “foreign direct investment,” and “global strategy,” page 330. See also, LO 10-1, page 354.
2. Discuss the three (3) advantages, and three (3) disadvantages of going global. Pages 333-338. See also, LO 10-2, page 354.
3. Explain each of the four (4) dimensions of the CAGE distance Framework. Pages 339-342.
4. Model Exhibit 10.6, page 345. Discuss each of the four (4) different strategic positions to gain and sustain competitive advantage when competing globally. Pages 344-348. Carefully consider Exhibit 10.8, page 349, as you write your answer. See also, LO 10-5, page 354.
5. Define “national competitive advantage,” page 348.
6. Model Exhibit 10.9, page 350, and discuss the four (4) interrelated factors of Porter’s Diamond Framework that explain national competitive advantage. Pages 350-352.

Chapter 11 – Organizational Design: Structure, Culture, and Control

There are three (3) key levers that managers have at their disposal when designing their organizations for competitive advantage: Structure, Culture, and Control.

1. Define "Organizational Structure," page 371, and describe the four (4) key building blocks of organizational structure. Pages 371-372. Carefully review Exhibit 11.3, page 373, when writing your answer. See also, LO 11-3, page 393.
2. Define "Mechanistic Organizations" and "Organic Organizations." Pages 372—374. See also, LO 11-4, page 393.
3. To gain and sustain competitive advantage, not only must structure follow strategy, but also the chosen organizational form must match the firm's business strategy. See LO 11-5, page 393. Model and discuss each of the following:
 1. Functional structure, Exhibit 11.5, pages 375-377.
 2. Multidivisional (M-form) structure, Exhibit 11.7, pages 377-381.
 3. Matrix structure, Exhibit 11.9, pages 381-384.
4. Define "organizational culture," including a definition of "values," "norms," and "artifacts." Pages 384-386.
5. Explain where organizational cultures come from, how organizational cultures change, and how organizational culture can be the basis of a firm's sustainable competitive advantage. Pages 386-389.

Chapter 12 – Corporate Governance and Business Ethics

1. Define, and explain the role of "corporate governance," pages 407-408. See also LO 12-2, page 420.
2. Define "agency theory," including reference to "principal-agent" problems, "adverse selection," and "moral hazard," pages 408-409. See also, LO 12-3, page 420.
3. Define "board of directors," pages 409-412. See also, LO 12-4, page 420.
4. Define "business ethics," page 414, and explain the relationship between strategy and business ethics, pages 414-417. See also LO 12-6, page 421.

3) **"Teach to Learn" by teaching MiniCases INTEGRATED with your answers to "Textbook Chapter Questions":** Every week in class, an assigned group of students will use an assigned MiniCase to teach class members (student peers) how to gain and sustain competitive advantage in the marketplace. Note, it is mandatory that student groups INTEGRATE their answers to "Textbook Chapter Questions" into their MiniCase presentations, and discuss management scenarios that students will likely face as managers in the real world of business.

It is also expected that each group presentations include relevant video, audio, current event news and periodical articles, sample products, role plays, cell phone based audience responses (www.polleverywhere.com; kahoot.it), etc. Students are encouraged to "Be the Professor you always wished your Professor would be!"

Each student group will teach two (2) MiniCases per semester. On the first day of class, student groups will be determined, and MiniCases will be assigned to each group. **It is expected that the level of personal and group preparation for these case presentations will be superior. Note: the day students present in class, they are expected to come to class dressed in business attire. For men, ties are required. For women, dresses are encouraged. At a minimum, for women, pantsuits are required.**

Students will be graded on both the quality and thoroughness of their MiniCase/Textbook Chapter presentation, using the grading criteria, and points, reflected in the rubric attached to this assignment.

Presentation grades will be heavily influenced by Peer Evaluations, prepared by each group member, regarding how well each group team member contributes and performs. Peer Evaluation forms can be found as a link on the weekly module in Canvas, under the heading: Group _ - (Case Name #_, INTEGRATED with Chapter _, and Peer Evaluation). The link is titled, "[Group Peer Evaluation form](#) .

This Peer Evaluation should be submitted (uploaded) using CANVAS, prior to the class period when they present, or no later than 15 minutes after the class period ends, on the day they present. Failure to submit this review will cause a loss of ten (10) points on your individual presentation grade. The presentation grades of **group members who are identified as not fairly pulling their weight in group performance and teamwork, will be significantly lowered.**

4) **"Learn to Apply" by completing weekly Strategy Term Project modules on a real-live functioning company, and writing a Recommendations Report:** A semester long "Strategy Term Project" will teach each student how to gather data to prepare a strategic management analysis for a real-world company, use that data to formulate a data driven strategic plan for that company, and then implement that plan to achieve profitable results.

On the first day of class, each student will be asked to identify an active functioning company that they are passionate about, or want to work for. End-of-chapter module assignments require weekly "hands-on" data collection and analysis of their selected company, applying the tools, concepts, principals, and theory, discussed in each chapter to that selected company. **Note: Each student should first read all of the Strategy Term Project questions, found at the end of each of the 12 chapters, before selecting a company for their Strategy Term Project, and critically assess whether their considered company will provide them the data required to get a good grade on this project.**

Prior to coming to class each week, students will prepare their answers to the questions asked in the **"Strategy Term Project" (STP)** module at the end of each chapter, and upload (submit) their answers to the instructor, using the template provide in CANVAS. This weekly "Module" endeavor breaks this term-long project into a series of focused, targeted "Strategy Term Project Modules," with specific questions that must be addressed at the conclusion of each textbook chapter.

Note: To adequately answer the questions for each STP module, it is expected that each student will submit at least two typed pages for each module. All STP module questions must be written using the "outline format." STP modules not submitted prior to the due date will be assessed a late penalty of 5 points for each late assignment.

By the end of the semester, each student will not only have practiced using key strategic management processes to increase understanding and application of the textbook theories and principles, but each student will be able to conduct a strategic management analysis of any company in their future. This Strategy Term Project fulfills the AACSB, and ACBSP, requirements for an integrative management exercise.

Towards the end of the semester, each student will use the template provided in CANVAS to submit "Strategy Term Project Recommendations Report," for their semester long strategy term project. This 3-5-page document must clearly state the business strategy the student recommends for their term project company.

Also, near the end of the semester, each student will take approximately five (5) minutes to present a summary of their Strategy Term Project Recommendations Report to the class, using the findings from their own written document.

5) **Major Field Test in Business** – On the first day of class, the instructor will hand out a 3-ring binder of materials to assist each student in their preparation for the Major Field Test in Business, which test also serves as the final exam for this class. Click on this link to view ([MFT - Sample Test Questions](#) ). This same material has been posted on CANVAS.

Students will work in groups (the same initial groups assigned to prepare MiniCase presentations) to help each other 'study to teach' and 'teach to learn' all eight MFT business disciplines, plus international issues, which overlay all eight functional business disciplines.

Homework "modules" for each week in CANVAS, will guide students to read and study one section of the MFT material each week. Students will report their completion of this assignment by responding to a Yes/No on-line quiz administered in CANVAS.

Videos or PowerPoints, prepared by DSU professors for each MFT subject, have been posted to CANVAS. Students will come to class each week having first read and studied the MFT material in the 3-ring binder scheduled to be discussed that day, and having viewed the MFT video posted for that section. Students will be expected to actively engage in discussions with various DSU professors who will come to our classroom as expert guest lecturers for each MFT subject. These MFT discussions will occur during the first 25 minutes of most of our classes.

As a final measure of preparation for the MFT, student groups will be asked to teach two assigned MFT topics to their fellow class members. These teaching presentations will last approximately seven (7) minutes for each subject.

The Major Field Test will be taken in one of the computer labs on campus, and will be the final exam for MGMT 4800. This exam, independently written by the United States National Educational Testing Service (ETS), will be proctored independently by Dixie State College's Professional Testing Center. Prepare well!

All semester long, students should help each other to prepare to take their final exam, the "Major Field Test in Business (MFT)." This test, and preparation for this test, constitute approximately 25% of your final grade. This test is written and administered by Educational Testing Services (ETS), a 3rd party independent testing service.

In summary, to assist students in preparing themselves for this final exam, The Major Field Test in Business (MFT), the following materials, homework assignments, and activities, have been provided and scheduled:

1. Nine (9) documents, one for each MFT subject, prepared by DSU professors who are specialists in each subject.
2. Nine (9) videos or PowerPoints, one for each MFT subject, prepared by DSU professors who are specialists in each subject.
3. Student led discussions on Canvas, regarding each MFT subject, designed to prepare students for an in-class Q&A with the professor who prepared each of the nine videos or PowerPoints.
4. Personal visits to our classroom, by each of the content specialist professors, to answer student questions
5. Student study groups assigned to 'study to teach' each MFT content section

6. One week prior to the MFT exam, student groups will prepare a one page (front and back) cliff notes type of handout for each subject they are assigned to teach, and they will bring hardcopies to distribute to each of their fellow class members at the start of class. Click on this link for ([examples of cliff notes type handouts](#)  ). Students will take approximately seven (7) minutes per subject to teach their assigned MFT content section to the class. Student groups will also engage class members in a discussion of sample test questions for each of their assigned subjects.

Active student participation in each of the above MFT preparation steps will be necessary by each student to enable them to get a good score on the MFT. It is vital that students discipline themselves to study all semester long for this major test because it is your final exam, and constitutes approximately 25% of your final grade.

ATTENDANCE

Attendance will be monitored each week using the attendance module in CANVAS. CANVAS awards 100 points for attendance. CANVAS automatically divides 100 by the number of times the instructor takes role, to determine the number of points awarded for each attendance. The instructor does not intend to take role every class period, but will randomly choose when he will take role. Those in their seats at the exact beginning of class will be marked present. Students entering the classroom after the moment when role was initially taken will be marked late, and CANVAS will automatically deduct attendance points. Students, who leave class early without getting permission to do so from their instructor, will have their attendance grade for that day changed to "late" status. Students not attending class, except for excused absences, will be marked absent and will not get any points awarded for attendance that day.

HOMEWORK TIME COMMITMENT

It is expected that this course will require the general rule of time commitment to a course: at least two hours work out of class for every hour in class. For this blended course, which is the equivalent of 2.5 hours of classroom time per week, that equates to approximately 5 hours of out-of-class work per week.

DIXIE STATE UNIVERSITY - INSTITUTIONAL LEARNING OBJECTIVES (ILO):

- **Skills:** Develop foundational skills in information literacy, quantitative reasoning, critical and creative thinking, inquiry and analysis, teamwork and varied modes of communication.
- **Knowledge:** Acquire comprehensive knowledge of human cultures and the physical and natural world, through engagement with contemporary and enduring questions.
- **Innovation:** Synthesize and collaborate across general and disciplinary-specific studies for creative resolution of complex problems within and beyond the university campus.
- **Responsibility:** Acquire civic, community, and intercultural knowledge and develop social competence while engaging as a responsible, global citizen.

- **Grit:** Develop initiative, leadership, perseverance, and excellence.

UDVAR-HAZY COLLEGE OF BUSINESS - PROGRAM LEARNING OBJECTIVES (PLO):

Program Learning Outcomes (PLO): This course is intended to address the following Bachelor of Business program learning objectives:

- 1 Students will demonstrate a working level knowledge by successfully applying core business concepts and functions in accounting, economics, management, quantitative business analysis and statistics, information systems, finance, marketing, and the legal and social environment, all with an overlay of international business issues. Measures: The "Major Field Test in Business." Average student scores are recommended to benchmark in the 80th percentile.
- 2 Students will be able to recommend viable courses of action for complex business situations, by collecting assessment data and identifying key issues; performing appropriate quantitative and qualitative analysis of those key issues; synthesizing data and information to form alternative solutions; and recommending an alternative as the best course of action. Measures: Business Case Study Analysis Assignment.

MGMT 4800 - COURSE LEARNING OBJECTIVES

Students will be taught and tested on their abilities to apply significant business facts, concepts, theories, and analytical methods, learned in their core functional business classes, to create sustainable business strategies. These sustainable business strategies will synergistically integrate and align the functional business disciplines of accounting, economics, management, quantitative business analysis and statistics, information systems, finance, marketing, and the legal and social environment, with an overlay of international business. **(Major Field Test in Business) (PLO 1)**

Students will prepare to meet the demands of real-world business, as employees and as managers, by learning how to:

- conduct a proper **analysis** of the business,
- **formulate** strategy across business levels, and
- **implement** that business strategy, while acknowledging that gaining and sustaining competitive advantage is an iterative and recursive process.

Students will accomplish this by addressing the questions below, guided by:

AFI STRATEGY FRAMEWORK (PLO 2):

Strategy Analysis (A):

1. *The strategic leadership and the management process*: What roles do strategic leaders play? What are the firm's vision, mission, and values? What is the firm's process for "creating" strategy and how does strategy come about? (Chapter 2)
2. *External analysis*: What effects do forces in the external environment have on the firm's potential to gain and sustain a competitive advantage? (Chapter 3)
3. *Internal analysis*: What effects do internal resources, capabilities, and core competencies have on the firm's potential to gain and sustain a competitive advantage? (Chapter 4)
4. *Competitive Advantage, firm performance, and business models*: How does the firm make money? How can it assess and measure competitive advantage? What is the relationship between competitive advantage and firm performance? (Chapter 5)

Strategy Formulation (F):

1. *Business strategy*: How should the firm compete: cost leadership, differentiation, or integration? (Chapters 6 and 7)
2. *Corporate strategy*: Where should the firm compete: industry, markets, and geography? (Chapters 8 and 9)
3. *Global strategy*: How and where (local, regional, national, and international) should the firm compete? (Chapter 10)

Strategy Implementation (I):

1. *Organizational design*: How should the firm organize to put the formulated strategy into practice? (Chapter 11)
2. *Corporate governance and business ethics*: What type of corporate governance is most effective? How does the firm anchor strategic decisions in business ethics? (Chapter 12)

Using the AFI Strategy Framework, and the end of chapter Strategy Term Project modules as their guide, each student will individually complete a strategy term project by collecting data about a real-live company, then analyze that data to determine key issues, then synthesize all collected data to formulate alternative solutions, and determine and recommend a preferred alternative solution to implement as the best course of action. After all 12 modules have been completed, each student will prepare an end of semester "Strategy Term Project - Recommendations Report" that will be presented to the class, and uploaded to the instructor for grading. **(PLO 2)**

ASSIGNMENTS and GRADE allocations – Final grade computation will be as follows:

	%	Points	Course
	<u>Grade</u>	<u>Possible</u>	<u>PLO</u>
Attendance	10%	100	
Study to Teach - Textbook & Case Readings, Quizzes	15.2%	152	1
Study to Teach - Answers to Textbook Questions	15.0%	150	1, 2
Teach to Learn - (2) MiniCases & Textbook Questions		15.0%	150
			1
Learn to Apply - Strategy Term Project: Modules & Rpt.		22.0%	220
			1, 2
Major Field Test in Business	<u>22.8%</u>	<u>228</u>	1
TOTALS	100%	1,000	

Note: Students will be invited to have a one-on-one, or telephonic, grade review with the instructor prior to submission of the student's final grade.

GRADING SCALE:

A = 93 – 100%	B+ = 87 – 89.9%	C+ = 77 – 79.9%	D+ = 67 – 69.9%
A- = 90 – 92.9%	B = 83 – 86.9%	C = 73 – 76.9%	D = 63 – 66.9%
	B- = 80 – 82.9%	C- = 70 – 72.9%	D- = 60 – 62.9%
		F = 0 – 59.9%	

LATE ASSIGNMENTS

All assignments should be turned in at the beginning of class, at least 2 minutes prior to the due date stated on CANVAS. Homework assignments turned in late, because of unexcused absences, **will have a five (5) point deduction per assignment. Late assignments will be accepted up to one week after the due date. Even with excused absences, assignments will not be accepted if turned in more than one week past the due date, except in extenuating circumstances.** Spelling, grammar and general quality of writing will be considered in point values.

DSU POLICIES, PROCEDURES, AND SEMESTER DATES

STUDENTS WITH DISABILITIES:

If you suspect, or are aware, that you have a disability that may affect your success in the course, you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building.

The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516

CHEATING

Cheating will not be tolerated. Cheating encompasses all forms of academic dishonesty, including presenting others' work as one's own, and **not participating fully on team projects**. Cheaters will be disciplined according to school policy.

Dmail

You are encouraged to frequently check your Dmail account. Important class and college information will be sent to your Dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If you do not know your Dmail username or you have forgotten your PIN, visit go.dixie.edu/mydixie, and follow the instructions.

UNIVERSITY RESOURCES: College resources are available to help you succeed:

Disability Resource Center	dixie.edu/drcenter
IT Student Help Desk	dixie.edu/helpdesk
Library	library.dixie.edu
Testing Center	dixie.edu/testing
Tutoring Center	dixie.edu/tutoring
Writing Center	dixie.edu/english/dsc_writing_center.php

DEATH IN THE FAMILY

A student wishing to be excused from classes and delay assignments due to a death in the family will be expected to produce a copy of the death certificate or a funeral service program.

DSC POLICY LINKS

[Policy for Absences Related to University Functions :](http://www.dixie.edu/humanres/policy/sec5/523.html)
<http://www.dixie.edu/humanres/policy/sec5/523.html>

[Disruptive behavior policy/classroom expectations:](http://www.dixie.edu/humanres/policy/sec3/334.html)
<http://www.dixie.edu/humanres/policy/sec3/334.html>

[Academic dishonesty / Academic integrity policy:](http://www.dixie.edu/humanres/policy/sec3/334.html)
<http://www.dixie.edu/humanres/policy/sec3/334.html>

IMPORTANT DATES TO REMEMBER - SPRING SEMESTER 2017

Jan. 9	Classes begin
Jan. 9	Tuition & Fees Due
Jan. 12	Last day to Waitlist
Jan. 13	Last day to ADD without signature
Jan. 13	Courses dropped for non-payment @ 5:00 pm
Jan. 16	Dr. Martin Luther King, Jr. Day (no classes)
Jan. 18	\$50 Late registration fee
Jan. 18	DROP/AUDIT fee begins (\$10 per class)
Jan. 18	Residency Application deadline
Jan. 23	Last day for 100% refund
Jan. 24	50% refund period begins
Jan. 30	Pell Grant Census
Jan. 30	Last day for refund
Jan. 30	Last day to drop without receiving a "W" grade
Feb. 1	Spring 2017 Associate's degree Graduation Application Deadline
Feb. 3	Last day to ADD / AUDIT classes
Feb. 20	President's Day Holiday (no classes)
Feb. 27	Midterm grades due
Mar. 1	Summer 2017 Bachelor's degree Graduation Application Deadline

Mar. 3	Last day to DROP individual classes
Mar. 13-17	Spring Break (no classes)
Mar. 20	Fall 2017 schedule available online
Mar. 20	Summer 2017 Registration open to Seniors (90+ credits)
Mar. 21	Summer 2017 Registration open to Juniors (60+ credits)
Mar. 22	Summer 2017 Registration open to Sophomores (30+ credits)
Mar. 23	Summer 2017 Registration open to all students
Apr. 1	Fall 2017 Bachelor's degree Graduation Application Deadline
Apr. 7	Last day for complete withdrawal from all classes
Apr. 10	Fall 2017 Registration open to Seniors (90+ credits)
Apr. 11	Fall 2017 Registration open to Juniors (60+ credits)
Apr. 12	Fall 2017 Registration open to Sophomores (30+ credits)
Apr. 13	Fall 2017 Registration open to all students
Apr. 26	Classes end
Apr. 27	Reading Day
Apr. 28	Final Exams
May 1	Associate's degree Graduation Deadline - Summer 2017
May 2-5	Final Exams
May 5	Commencement