

MGT 790 – Strategic Management

University of Tennessee, Martin

Basic Information

Course Section: Management, MGT 790, sections NC1

Course Title: Strategic Management

Meeting Time and Place: On-line

Course Credit Hours: 3

Textbooks and Other Required Materials: Dess, Gregory G., Lumpkin, G.T., and Taylor, M.L. 2010. *Strategic Management: Creating Competitive Advantages, 6e*. McGraw-Hill-Irwin. New York. ISBN Number: 978-0-07-724626-6. Other materials may be included in Blackboard. (Course Syllabus, Other readings)

Note: The professor reserves the right to amend the policies addressed in this syllabus in the event of unique circumstances.

Course Information

Course Description/Information:

MGT 790 Strategic Management and Business Policy (3): One of the primary goals of this class is the integration of all business disciplines along with assessing both legal/ethical issues that may arise in the form of business interaction. This is a capstone course focusing on policy, strategy, and the integration of all business functional areas, including analysis of the implications and relevance of social, ethical, environmental, competitive, and international considerations for top-level organizational decision making. Along with text and reading related quizzes and class discussion, student teams will conduct and present case studies for organizations currently operating in today's business environment in order to gain exposure to all elements of a business simultaneously.

In this course as we process many different aspects of strategic management, students should regularly assimilate the relationships between the given subject matter and its effects on the various functional areas of an organization. Recognizing that the strategic management process involves all functions of an organization in an interrelated manner is crucial to individual success in this course as there will be numerous exercises, discussion topics, and exam questions that address the integration of business functions. Overall, one may think of a business much like a spider's web in which activity in one functional area may affect the structure of the entire system and all areas in conjunction with one another enable the firm's existence.

Course Resources: All students are enrolled in Blackboard. In Blackboard, you can find the course syllabus and power points that will correspond to the chapters in the textbook.

College Mission Statement:

The college's main priority is the delivery of excellent undergraduate education in business disciplines as well as international studies and political science. Student-faculty interaction is central to this education process. Moreover, the college emphasizes experiential-learning opportunities, a global outlook, quality graduate instruction, scholarly research, university and professional service, and west Tennessee economic development.

BSBA Learning Objectives related to the CBGA Mission:

- BSBA 1 Develop an understanding of the global aspects of business
- BSBA 2 Have an understanding of the ethical aspects of business and complete ethical assignment
- BSBA 3 Demonstrate competence in critical thinking
- BSBA 4 Demonstrate effective verbal and written communication skills
- BSBA 5 Demonstrate an understanding of the business core
- BSBA 6 Demonstrate competence in their major

MGT 490 addresses all of the BSBA objectives.

Course Specific Objectives

By the end of the semester, students will:

1. Have an understanding of the ethical aspects of business. – The integrated nature of business assignment addresses ethics in business. (obj. 2)
2. Students should develop their critical thinking skills. – The students are required to develop a SWOT analysis of a company. With this analysis, students are required to develop critical strategic alternatives that the company should develop to improve their business. (obj. 3)
3. Develop verbal and written communication skills. – A SWOT analysis is assigned as a written assignment. Students are required to give a team presentation of this SWOT. An integrated nature of business assignment is also required as an individual paper. (obj. 2, 3, 4, 5, 6)
4. Have an understanding of the business core. – An integrated nature of business assignment covers all business functions. (obj. 2, 3, 5, 6)
5. Demonstrate competence in their major. –All assignments require students to address major specific material. (obj. 5, 6)
6. The preparation of the SWOT analysis will promote exposure to global business. (obj. 1)

Course Communication

Communication with students will be accomplished by email, or phone calls. Email is the best means of communication with the instructor outside of specified class times. The instructor will regularly check email each day during operating business hours. In most instances, the instructor will return emails within 2 business days depending on the urgency of the issue. Note: Sat/Sun/Holidays are not regular operating business days.

Course Requirements/Expectations

Assignments: As in business settings, assignments are expected to be on time and legible. Late assignments will be penalized 10% for each day late. There is a tentative schedule; it will be fine-tuned as we go. The SWOT analysis should have no more than one error per two pages. Grammatical error limits may be placed on written assignments. Papers exceeding these limits will be subject to additional incremental penalties.

GRADE STRUCTURE:

The following list provides the grade structure for the class including weighting of assignments. Also an assignment chart is provided which identifies each assignment and the week assigned. Management 790 consists of two primary areas for grading: Individual efforts and Group efforts. Each of these areas is comprised of multiple assignments identified below.

Grade Scale:

Points earned will be converted to 100% scale and your letter grade awarded as follows.

90-100% = **A**, 80-89% = **B**, 70-79% = **C**, 60-69% = **D**, 59% below = **F**

****Important:** You must make a B or better in this course in lieu of taking a comprehensive exam. The student must bring at least a 3.0 GPA into this course.

Weekly Assignment Chart: (you may use this as a checklist) (Preview week not included)

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Quiz 1	Quiz 2	Quiz 3	Quiz 4	SWOT Paper
Discussion Board	Discussion Board	Discussion Board	Discussion Board	SWOT Presentation
Team Assignment 1	Team Assignment 2	Team Assignment 3	Exam 2	
	Exam 1			
	Integrated Nature of Business Functions Assignment			

*early submissions are accepted and encouraged

ASSIGNMENT FORMATTING:

Discussion assignments:

During weeks 1-4 students are required to participate in class discussion.

Written assignments:

All written assignments should be prepared using **Microsoft Word** and submitted as an attachment via the corresponding Blackboard assignment link. All written assignments are subject to review of writing ability. Within some assignments, writing ability will constitute a portion of the assignment grade.

With respect to content of written assignments, both breadth and depth of analysis are major components of grades. This includes citing (on exams, assignments, cases, etc.) all borrowed work. With respect to appearance, all written work is expected to be error-free, logical and well organized, and coherent. Avoid rambling discussion and verbosity. Consider your written work as “Reports to Management,” such as you might submit to a client of a management consultant, or your employer who assigned you responsibility for a complete staff report. You should not plagiarize in any form or fashion in your written assignments.

Quizzes:

All quizzes will be administered using Blackboard. The quizzes will vary in length ranging from approximately 20-30 questions each. There will be a time limit for each quiz with approximately 1 minute per question. These quizzes will be multiple choice covering any of the reading material assigned for a given week. This includes material from the Dess et. al. text and any other reading assignments made within a given week. Students are permitted to use text, notes, slides, and other relative material when taking the quizzes. The presentation of these quizzes will be 1 question at a time with no backtracking permitted. All quizzes must be completed by Saturday night of the following week. These quizzes may be taken prior to the week due. To protect the future integrity of this course no 'question specific' or itemized feedback will be provided. Instead the highest grade will be curved to 100 with the remainder of the class receiving the same additional points.

Exams:

There will be two exams during the term. Each of these exams will be essay format regarding any material covered in the current portion of the course (i.e. the 1st exam will cover material from weeks 1 & 2; the 2nd exam will cover material from weeks 3 & 4). Students are permitted to use text, notes, slides, and other relative material when taking the exams. Exams will be available only during the specified week. There will be a time limit for each exam.

SWOT Paper/Presentation:

A separate document/guide is provided at the end of this syllabus.

***Note:** With the exception of the Exams all assignments will be available for completion prior to week assigned and may be submitted early. Blackboard will not accept submission of any assignment beyond the due date. If submitted late (directly to me or otherwise) heavy penalties will be levied.

GROUP ASSIGNMENT & GROUP FORUMS:

There will be teams established at the beginning of the term (see below). Each team will then be assigned a company as its project. The team will be responsible for researching and analyzing the company as to various successes and failures in attaining its objectives. You should begin working on your project immediately following your first class meeting and continue to work in teams on the project throughout the semester. A written report will be prepared and submitted to your instructor at the close of your last regular class meeting. You will need to submit a copy to your professor and a second copy for the graduate office records. The team will also present an oral report which will involve each team member. The oral presentation should last approximately 30 minutes for each team. All team members will receive the same grade on both the oral and written report adjusted by the results of his (her) peer evaluation, so it is imperative that you work together and successfully integrate your part of the report. It is suggested that you designate one team member as Editor in order to assure a smooth transition from section to section.

Make-up Policy, Bonus Material, Curving, Incompletes and Withdrawals

Similar to most business environments, you will not get credit for things you miss nor should you expect extra compensation for things you are required to do.

- Make-ups will be given only in extreme circumstances recognized by the instructor. The student must notify the instructor in a timely fashion and make arrangements in the special case of a make-up exam.
- Bonus material will not be given in lieu of missed assignments. However, the instructor does reserve the right to provide opportunities when deemed appropriate.

- Similarly, there will be no curving of specific test or assignment grades. However, the instructor does reserve the right to curve final class grades if deemed necessary. (Note: Students should not expect nor depend on curving when forecasting grades.)
- Incompletes will be given only in extreme circumstances and must be expressly supported by either or both the department chair and of the dean of the college. Incompletes will allow the student to complete the unfinished assignments in the following semester.
- Withdrawals from the course will follow UTM policies and will result in zero credit for the course which will result in a full repeat of all exercises to receive credit.

Expectations of Students/Academic Integrity

This is a business course therefore a business atmosphere is appropriate. Individuals are expected to conduct themselves as they would at work or in a business setting. Courtesy to classmates and the instructor is expected.

In the event that a student or group presents any unprofessional or potentially offensive material in an assignment (ie. paper or presentation), the professor retains the right to assign a zero for this grade or to withhold the grade for such material until it can be reviewed by a qualified panel. Before presenting, ask yourself could this offend anyone? Similarly, if a student or group is found to have behaved unethically within the Capsim competition the professor may again retain the right to assign a zero for this grade or to withhold the grade until the instance can be presented and reviewed by a qualified panel.

Congruent with a business environment, inappropriate conduct will not be tolerated. Your instructor will adhere to the college policies related to all instances of class misconduct, including but not limited to cheating as specified in the Student Handbook. Plagiarism will not be tolerated in this class or by the College (as stated in the Student Handbook). Plagiarism is the “intentional use of someone else’s exact words without quotation marks and appropriate credit or the use of someone else’s unique ideas without acknowledgment,” (Alred, G. et al. (2000). Handbook of Technical Writing. New York, NY: St. Martin’s Press.)

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate and graduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction, and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found: http://www.utm.edu/departments/conduct/new_academic_integrity.php

GRADUATE SCHOOL:

In general, the goal of a graduate course is to provoke critical thought beyond that of memorization which is more typically associated with the undergraduate level. Graduate courses require students to rely less on textual analysis in which you strive to attain the “correct” answer, and realize that this may not exist. Graduate school should be an evolutionary cognitive process even if at times an individual is in disagreement with the course text.

During any given course one might disagree with varying perspectives of the authors of text or even the instructor. This is considered a healthy practice for education especially during graduate studies. This is

an exercise of owning ones thoughts in attempt to arise at the “best possible” answer as opposed searching for “correctness”. Within this evolution is it also important to recognize that while there is not necessarily a “correct” answer there is also no one “best answer”. Each person should develop their own individual opinions and take ownership of their own ideals and thought while recognizing that others might arise at different conclusions. It has been my experience that the true challenge of graduate courses is not finding the individual “correct” or “best possible” answer but being able to interpret and understand how and why others arise at differing (sometimes opposing) assessments of situations and to be able to integrate one’s own views with those of others in order to better attack a given phenomenon. Given that perspectives may differ, it does not allow the individual student to undermine exam questions or quizzes based on disagreements in perspective. One must be able to regurgitate the perspectives of the text and professor during these exercises as a means of displaying understanding of the subject matter while opportunities may arise to extrapolate one’s own perspective in open ended subjective assignments.

ON-LINE STRUCTURE:

As a benefit to students, the online structure allows a high level of flexibility in the way each person approaches coursework. Students are able to customize their coursework in a means that caters to one’s personal schedule. While one student may structure his or her study for early mornings another may find that mid-nights are a better time to focus on coursework. Within this flexibility, resides the beauty of this adaptation of technology to higher education. Differences in time zones, work schedules, employees who travel are minimized by such an approach. This allows not only the students but universities as well to expand their horizons.

While the on-line approach to learning allows great flexibility, one thing remains constant and that is that course work must be completed by a specified due date. Thus please remember that the material covered in this 5-6 week class must be comparable to the material covered in a 17 week semester. This class in particular is not even offered in a “live section” 5 week summer term as are most other classes. Instead the summer term of this course is stretched across 2 summer sections for 10 weeks as it requires a large volume of material to be covered in great depth. Thus, you must understand the demand that will be place upon you throughout the six weeks of this course will be heavy due to the nature and importance of this graduate “policy” course. It is this course in particular that must be equal to a regular course plus comprehensive exams for the program. In essence, rather than taking comprehensive exams for all coursework you are required to do an in depth case analysis to eliminate the comp. process. Thus, this requires a greater overall effort which in your case is highly condensed to 6 weeks.

With these time pressures in mind, I have attempted to condense readings and assignments to core concepts and core areas to promote your advancement though this course while covering all essential material. As a result, when compared to a typical summer session, I should expect to see no differences in performance on exams, quizzes, and especially case analyses. In conjunction with maintaining the core content of the course the grade structure will be relatively identical to that of all other sections of MGT 790. If during the course of this term any of you have questions or need assistance pertaining to this course please feel free to contact me and I will be glad to provide personal instruction. It is my number one goal to take care of each student so that you all may gain insight from this course as well as to complete the course so that you will earn your degree and advance in some fashion within your live.

ON-LINE CONDUCT CODE:

As was previously stated, I put much emphasis on taking care of my students; however, there have been instances where students have overstepped their boundaries. I personally wish that I didn’t need to implement these conduct policies but because a few bad apples tend to spoil the ‘bunch’ I am forced to define boundaries with all of my students. Please know that these are policies that are instilled directly from my own experience or from other professors’ experiences.

- 1.) Use proper language/tone when communicating with the professor or other students. Utilizing aggressive verbiage, being highly critical the course or the instructor, etc. will not be tolerated. Students may feel pressure during such an intense course do not let emotions get out of control. When using technology students often feel stressed if things are not functioning properly. Try to remain calm and call UTM instructional technology services for help. The professor is not a certified IT person. If need be the professor can make adjustments to certain aspects of the course. *Note: Since technology is not always reliable (downtimes, outages, etc.) I would recommend attempting to submit all assignments at least 24 hours early to prevent the stress of missing a deadline due to technical difficulties.
- 2.) Multiple e-mails concerning the same subject matter within short time frames are inappropriate. If a professor doesn't respond immediately then he or she is not at their computer. With meetings, grading, research, travel and personal issues professors will not necessarily be able to respond instantly. Be patient.
- 3.) Do not phone the professor at home. E-mail is the best means of communication with the professor. E-mails will be responded to periodically throughout the day and night by the professor; however this does not mean it will be the same times every day. If you need to contact the professor via phone you may do the following. E-mail the professor with your contact info for a return phone call or permission to call, during business hours call the professor's office phone or contact the departmental secretary (731-881-7238) and have her contact the professor at home.
- 4.) Do not include any offensive material in papers or presentations. Be professional. Ask yourself would the chancellor, dean, etc. approve of this or would this offend anyone I know. If the answer is yes then it is probably in appropriate. If only person is offended then there is cause for reprimand. In the event that I feel there is a problem with a presentation I will turn it over to my department chair and the dean of the college for review by a college panel to determine the outcome.
- 5.) Do not expect favoritism. All students are treated equally. The professor will be glad to assist those who ask for assistance; however I will not complete the work for you.
- 6.) Do not plagiarize. Plagiarism will not be tolerated. Be sure to **CITE ALL BORROWED MATERIAL**. A good rule of thumb is: if you're not sure cite it anyway. Written work will be subjected to anti-plagiarism software.

In the event that, any of these boundaries are crossed the professor will report the incident to the department chair and the director of on-line studies for review. Depending on the circumstance the student may be immediately dropped from the course. The professor reserves the right to drop any "problem student" from the course. More serious issues like being dropped from a program or even the university will be handled by other authorities.

Congruent with a business environment, inappropriate conduct will not be tolerated. Your instructor will adhere to the college policies related to all instances of class misconduct, including but not limited to cheating as specified in the Student Handbook. Plagiarism will not be tolerated in this class or by the College (as stated in the Student Handbook). Plagiarism is the "intentional use of someone else's exact words without quotation marks and appropriate credit or the use of someone else's unique ideas without acknowledgment," (Alred, G. et al. (2000). Handbook of Technical Writing. New York, NY: St. Martin's Press.)

Please know that I always try to give the students the benefit of the doubt. In most situations, I try to consult the student to work through issues before any action is taken. Again, it is not my objective to bring

any negativity to the course. I hope to have a smooth running course without conflict; however I must address these issues just in case the bad apple appears on the branch.

CBGA Statement of Ethics, Revised September 2014

CBGA ETHICS STATEMENT

We strive to be—Ethical, Trustworthy, **Honest**, Idealistic, Compassionate, Service-Minded **ETHICAL** in communications with others and our actions. We know that ethical behavior contributes to and strengthens the learning environment. We support teamwork but do not tolerate collusion. **TRUSTWORTHY** and to fulfill responsibilities with integrity, timeliness, and honor. We regard trustworthiness as a jewel that should be visible to all, that can be lost with one poor decision, and that should never be compromised. **HONEST** and genuine in all transactions. We tell the truth with sincerity and respect in order to maintain an honorable reputation. We endeavor to integrate a system that assists us in achieving goals. **IDEALISTIC** and to set high, moral, and achievable goals and to establish a value system that assists us in achieving goals. We endeavor to integrate professionalism into all aspects of the educational experience. **COMPASSIONATE** and to take a stand of compassionate concern for others and to acknowledge the value within each human being. We encourage a rich learning environment demonstrating our belief that all people have the right to be treated with dignity and respect. **SERVICE-MINDED** to cultivate a sense of community and a spirit of teamwork by supporting peers, colleagues, and the UTM community. We acknowledge the investment made in UTM by many individuals, our state, and our nation by sharing the resources of our knowledge and time with the community.

Standard of Conduct

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

<http://www.utm.edu/departments/conduct/conduct.php>

Disability Services

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Any student eligible for and requesting accommodations due to a disability must provide instructors with a letter of accommodation from Disability Services. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731-881-7605.

MANAGEMENT 790: FUNTIONAL INTEGRATION CHART

	Accounting	Business Law	Economics	Finance	Ethics	Management	Marketing
Accounting							
Business Law	1 Accounting/ Business Law						
Economics	2 Accounting / Economics	3 B. Law/ Economics					
Finance	4 Accounting / Finance	5 B. Law/ Finance	6 Economics/ Finance				
Ethics	7 Accounting/ Ethics	8 B. Law/ Ethics	9 Economics/ Ethics	10 Finance/ Ethics			
Management	11 Accounting/ Mgmt.	12 B. Law/ Mgmt.	13 Economics/ Mgmt.	14 Finance/ Mgmt.	15 Ethics/ Mgmt.		
Marketing	16 Accounting/ Mktg.	17 B. Law/ Mktg.	18 Economics/ Mktg.	19 Finance/ Mktg.	20 Ethics/ Mktg.	21 Management/ Mktg.	

**SWOT Team Project – Content & Format
Presentation and Paper
KEY POINTS**

****Note:** Due to the short length of the term, this class is fronted with a temporal obstacle that may not be present in full term semesters. Thus, the instructor understands your situation and will grade accordingly. Depending on these time constraints and availability of information for the company assigned much of the information below may be difficult to obtain in great depth. All teams are urged to “do your best” with the time that you have and know that you will not be penalized for issues arising from time constraints.

Teams should include the following components in the SWOT project (paper and presentation). Each component will be graded separately:

- Abstract
- Table of contents
- Introduction of the team
- Purpose of the report
- Introduction of the company
- History of the company (**Turn in Week 2**)
- External analysis (**Turn in Week 3**)
 - Current Macro Environment
(Demographic, Social, Legal, Economic, Technological, Global, Political, etc.)
 - How LEGAL ISSUES affect strategy (reference BLAW 711)
 - How ECONOMIC ISSUES affect strategy (reference ECON 710)
 - Possible future issues that affect strategy
 - Current Micro Environment
 - Brief History of the Micro Environment
 - Porters five forces (In depth explanation)
 - Possible future issues
 - Description of Opportunities and Threats
 - Bulleted List of Opportunities and Threats
- Internal Analysis (**Turn in Week 4**)
 - Current Internal Environment
 - Stakeholder Analysis
 - Value-Chain Analysis
 - Operations and strategy (reference MGT 730)
 - Marketing and strategy (reference MKTG 710)

Ethics and strategy
Resource Analysis (reference MGT 710)
Human, Physical, Financial, Organizational, Intangible, etc.
BCG Matrix
Financial Ratio Analysis (reference FIN 710)
Description of Strengths and Weaknesses
Bulleted List of Strengths and Weaknesses

- SWOT/TOWS Matrix (**proper format**) (**Turn in Week 5**)
- Explanations of Alternatives developed in SWOT/TOWS matrix
- Recommendations based on alternatives (in order from most important to least important)
- Future of the company
- The role strategic management practice in your company
- Explain: How different functions of the company intertwine to form strategy
- Summary and Concluding remarks from team members
- Bibliography
- Appendices
Include an authentication page stating that each group member contributed to the construction of the paper and that this is the original work of the authors and no outside sources been employed to construct the content or writing of the paper. Include all members' signatures at the bottom of the page.

Paper:

Each bulleted section addressed above should appear in chapter format with each section beginning at the top of a new page. Teams may include additional sections not addressed above.

Typed double space 12 font.

This written report needs to be neat and well organized. It should contain a table of contents along with numbered pages. The paper should contain an introduction and conclusion section and be divided into a logical procession of topics with smooth transitions from one to the next. There is no required official format for the paper. You can organize it in any manner that you see fit. The only requirement is that it looks professional. It should be detailed enough for me to know that you have learned some specific points about strategy and its effects on a company.

Presentation:

Format for the presentation should be a power point presentation which includes some audio video. Full Audio Video is optional however technical difficulty may occur due to file size. Approx. 1 minute of video/ audio time will suffice. All students are required to have access to video equipment which can produce a video that can be digitally compressed to fit inside the PowerPoint presentation. This format is required in both the graduate and undergraduate CBGA capstone courses. An example of an undergraduate presentation will be supplied in the presentation section of Blackboard. Note: Every member must appear in a video portion however, the entire presentation does not have to be a video.

Present this as if you were presenting to a group of business executives. The power point presentation should be around 30 minutes in length (+ or – 5min).

Dress professional. Speak professional. Act professional. Be professional.

Confidence is very important! Practice promotes confidence! Practice! Practice! Practice!

SAMPLE