



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Face-to-Face BUSI 4359.135 – Business Strategy
Summer 2018: June 4 to July 27, 2018
Tue/Thu 11:00am-1:45pm; Founder's Hall 312

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Vivien Jancenelle
Office: Founder's Hall 318C
Phone: (254) 519 5425
Email: vjancenelle@tamuct.edu – Email is preferred for communications. Please allow 24 hours for a response on a weekday, and 48 hours on a weekend.

Office Hours: *Mon/Wed* - from 10:30am to 11:00am, and 1:45pm to 2:15pm.
Tue/Thu - from 10:30am to 11:00am, 1:45pm to 2:15pm, and 5:00 to 6:00pm.
Other times available by appointment.

Mode of Instruction and Course Access: This course meets *face-to-face*. The TAMUCT Canvas Learning Management System [<https://tamuct.instructure.com>] will be used for supplemental class materials such as PowerPoints and announcements.

Student-Instructor Interactions: I check my email every day on weekdays. For emails sent on a weekend, please allow up to 48 hours for a response. Students with questions are encouraged to reach out to me after each class or during my office hours.

911 Cellular: Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Required Textbook: Strategic Management: Text and Cases 9th Ed. Authors: Dess, McNamara, Einer, and Lee. McGraw-Hill Irwin. ISBN: 978-1259813955

Course Overview and Description: As noted in the course catalog, this class covers concepts and principles of accounting, economics, finance, management, marketing, and quantitative methods relevant to developing successful strategy. Students will be able to engage in problem

solving and business decision making. The course is appropriate for senior business majors during their last semester, and requires the following prerequisites: ACCT 2301, ACCT 2302, ECON 2301, FIN 3301, BUSI 3311, MGMT 3301 and MKTG 3301.

This course is a capstone course where topics such as how firms formulate, implement, and evaluate strategies will be studied through examinations, presentations, a case study analysis, and a computer-based business simulation. The course will integrate the concepts and principles studied in finance, accounting, management, economics, marketing, quantitative methods, and other relevant business disciplines; as the task of crafting and implementing strategy borrows from all courses offered in the field of business and management. Choosing one strategic option over another requires students to have broad business knowledge that takes into account all relevant business factors. A major part of the course will involve applying the concepts and frameworks of this class to the issues faced by today's companies.

Course Objectives: In this course, students will learn why good strategy crafting and execution enhances a company's long-term performance. Students will be required to use logical, analytical, and creative thinking. By the end of the course, students should be able to: a) complete an external analysis of a firm; b) complete an internal analysis of a firm; c) complete an assessment of a firm's current strategy; and d) use the skills acquired in finance, accounting, MIS, marketing courses to create and execute a successful generic strategy for a firm. Students should note that this course is writing intensive, and is intended to help the development of communication skills needed in the business world.

Student Learning Outcomes: After completing this course, students will have a good understanding of:

- a. The definition of strategic management, the strategic management process and its three interrelated and principal activities; the vital role of corporate governance and stakeholder management; the importance of social responsibility; the need for greater empowerment throughout the organization; and how the awareness of a hierarchy of strategic goals can help an organization achieve coherence in its strategic direction.
- b. The importance of developing forecasts of the business environment; why environmental scanning, environmental monitoring, and collecting competitive intelligence are critical inputs to forecasting; scenario planning useful techniques; the impact of the general environment on a firm's strategies and performance; how forces in the competitive environment can affect profitability; and of the concept of strategic groups.
- c. The primary and support activities of a firm's value chain; how value-chain analysis can help managers create value by investigating relationships among activities within the firm and between the firm and its customers and suppliers; the resource-based view of the firm and the different types of tangible and intangible resources, as well as organizational capabilities; the four criteria that a firm's resources must possess to maintain a sustainable advantage and how value created can be appropriated by employees and managers; and the usefulness of financial ratio analysis.
- d. Why the management of knowledge professionals and knowledge itself are so critical in today's organizations; the importance of recognizing the interdependence of attracting, developing, and retaining human capital; the key role of social capital in leveraging human capital within and across the firm; the importance of social networks in knowledge management and in promoting career success; the vital role of technology in

- leveraging knowledge and human capital; and the challenge of protecting intellectual property and the importance of a firm's dynamic capabilities.
- e. The central role of competitive advantage in strateg and the three generic strategies; how the successful attainment of generic strategies can improve the firm's power; the pitfalls managers must avoid in striving to attain generic strategies; how firms can effectively combine the generic strategies of overall cost leadership and differentiation; what factors determine the sustainability of a firm's competitive advantage.the importance of the industry life cycle; and the need for turnaround strategies.
 - f. The reasons for the failure of many diversification efforts; how managers can create value through diversification; how corporations can use related diversification; how corporations can use unrelated diversification; the various means of engaging in diversification; and the managerial behaviors that can erode the creation of value.
 - g. The importance of international expansion; the sources of national advantage; the motivations (or benefits) and the risks associated with international expansion; The two opposing forces – cost reduction and adaptation to local markets – that firms face when entering international markets; the advantages and disadvantages associated with each of the four basic international strategies; the difference between regional companies and truly global companies; and the four basic types of entry strategies.
 - h. The role of opportunities, resources, and entrepreneurs in successfully pursuing new ventures; the three types of entry strategies – pioneering, imitative, and adaptive – commonly used to launch a new venture; how the generic strategies of overall cost leadership, differentiation, and focus are used by new ventures and small businesses; how competitive actions may launch a cycle of actions and reactions among close competitors; and the components of competitive dynamics analysis.
 - i. The value of effective strategic control systems in strategy implementation; the key difference between “traditional” and “contemporary” control systems; the imperative for contemporary control systems in today's complex and rapidly changing competitive and general environments; the benefits of having the proper balance among the three levers of behavioral control; the three key participants in corporate governance; and the role of corporate governance mechanisms.
 - j. The growth patterns of major corporations; each of the traditional types of organizational structure; the implication of a firm's international operations for organizational structure; the different types of boundaryless organizations; and the need for creating ambidextrous organizational designs.
 - k. The three key interdependent activities in which all successful leaders must be continually engaged; the two elements of effective leadership; the crucial role of emotional intelligence (EI) in successful leadership; the importance of creating a learning organization; the leader's role in establishing an ethical organization; the difference between integrity-based and compliance-based approaches to organizational ethics; and the key elements that organizations must have to become ethical organizations.
 - l. The importance of implementing strategies and practices that foster innovation, the challenges and pitfalls of managing corporate innovation processes; how corporations use new venture teams; how corporate entrepreneurship achieves both financial goals and strategic goals; the benefits and drawbacks of real options analysis in making resource deployment decisions, and how an entrepreneurial orientation can enhance a firm's efforts to develop promising corporate venture initiatives.

- m. Effectively apply the strategy concepts (stated in learning outcome a, b, c, e, f, g, h, i, j, k, and l) to a strategy case analysis and a business strategy simulation game, which will allow students to analyze, evaluate, and craft a strategic plan for a company which should lead to a competitive advantage, should attain or strengthen profitability, and should create stakeholder value, particularly shareholder value.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail)

Password: Your MyCT password

Technology Support:

For technology issues, students should contact Help Desk Central. Available 24 hours a day, 7 days a week.

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Drop Policy: If you discover that you need to drop this class, you must complete a Drop Request Form, found through the Registrar's web page [<https://www.tamuct.edu/departments/business-office/droppolicy.php>]. Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity: Texas A&M University - CT values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a

course of action.

Penalty for Academic Integrity Violations: All academic misconduct will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. Additionally, zero points will be given for any assignment or exam for which academic misconduct has occurred (e.g., cheating on an exam).

Academic Accommodations: At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. The information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage:
<http://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines, please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

A Note about Sexual Violence at A&M-Central Texas: Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L). Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/departments/compliance/titleix.php>].

Tutoring: Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer. Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

Copyright Notice: Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

The University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at: <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help. If you have any questions about the University Writing Center, please contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library:

The University Library provides many services in support of research across campus and at a distance. They offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

The 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit their homepage: <https://tamuct.libguides.com/>

INSTRUCTOR POLICIES

Student Participation:

Student participation is required. We learn from sharing out thoughts, ideas, experiences and backgrounds while at the same time listening to input from other students. We all come to the classroom with a wealth of knowledge for sharing, and it is vital to maintain a civil classroom environment. Your contribution to discussion is important and valued.

Class Attendance:

Regular attendance is critical to your understanding and mastery of the material, as well as to your understanding of assignment and project requirements. If you must be absent for legitimate reasons, please inform me in advance.

Late Policy

A make-up test can be arranged if the student has a legitimate reason for missing the test and has notified the instructor before the exam has been given to the class (or as soon as possible after the exam in case of an emergency). Late submissions will only be allowed for unanticipated and legitimate reasons (e.g., unforeseeable emergency). Traveling, loss of internet access, or simply forgetting about an assignment are not considered to be unanticipated and legitimate reasons.

Spelling, Grammar, and Writing Skills for reports:

The content of all written assignments is what you will be evaluated on, provided that your spelling and grammar does not have major issues. While a few spelling and grammar mistakes are understandable and will not affect your grade, I reserve the right to remove of up 10% of the points of a written assignment for excessively bad grammar and spelling mistakes. Students who proofread their work, use spelling and grammar checking tools, or obtain help from the University Writing Center (described above) should not be affected by this policy.

Participation in Group Work:

This class includes an important group work component. All members in a group are expected to do their fair share of work. If a group member is not pulling his or her weight in a group project, any other group member can contact me to request that a peer-evaluation be given at the end of the semester for their group. If a group elects to do a peer review, each group member will be asked to fill out an evaluation form based on a 5-point scale. A student needs an average rating

of 2.5 to receive the full group grade. Students receiving an average grade below 2.5 and above 1.5 from the other group members will see their group grade reduced by 40%. If a student has an average group grade under 1.5, this student will receive zero points on the group work component of the course. If no members of a group request a peer review, then I will assume that the work was shared fairly, and all students will receive the same grade for group work.

Academic Honesty and Cheating:

All work for individual assignments and exams must be your own. You may not collaborate in any way on online exams. Any students who deliberately cheats on an exam will receive a zero grade for that exam and be reported to the university's Office of Student Conduct.

ASSESSMENTS

Preparation and Contribution to the Class (60 points).

This component of your grade includes regular attendance (highly recommended), class participation (i.e., relevant comments and questions), and attention in class (please avoid being distracted by a laptop, phone, classmate, etc.).

Current Topic in Strategy (60 points).

Each student will be asked to do an individual presentation to the class about a current strategy topic. Presentations should be between 6 and 10 PowerPoint slides in length (all inclusive) and should be under 10 minutes. The goal of the current topic presentation is to foster a discussion on a strategy topic at the beginning of each class. Suitable examples of topics include: how a change in an external environment—e.g., technological, political, legal, cultural, social—impacts an industry (e.g., what does Airbnb mean for hotels? Are electric cars a threat to the auto industry? Is a current cultural trend creating opportunities for an industry?); how is a specific company (or a set of companies within an industry) coping with unique or shared internal challenges (e.g., aging workforce, structural inertia, declining legacy business). There is a wide variety of topics available for each student to choose from. The current topic presentation is by default an individual presentation, however, groups of two students may also need be formed depending on class size. More instructions will be provided in class.

Midterm and Final Examination (2 x 200 points).

Two examinations will be given throughout the course of the semester. Exams will be composed of multiple choice questions based on chapters studied in class. The instructor may make adjustments to the examinations, depending on the learning pace of the class. Further instructions on how to study for the exams will be provided during class.

GLO-BUS Simulation Game (180 points). *Administered by our TA, Brady Miller.*

The GLO-BUS simulation game is intended to give you an opportunity to practice the concepts taught in this class. Students will have an opportunity to design a strategy aimed at gaining competitive advantage for their company in head-to-head competition against companies run by their classmates. A comprehensive user's manual for the simulation game will be provided by Brady Miller. Aside from potential bonus points given by Brady Miller for the GLO-BUS game (depending on how you fare on a quizz covering the user's manual), points are earned in the game as you enhance your firm's performance relative to its simulated industry and competitive environment. Your grade will be based on five equally-weighted performance factors: earnings-per-share, return-on-equity, credit rating, image rating, and stock price.

The GLO-BUS game is fully administered by Brady Miller (brady.miller@tamuct.edu) and all specific questions related to the game should be forwarded to him. Students should follow the deadlines set by the teaching assistant for all decisions to be made during the game. The game assigns grades automatically, and I have no power over your GLO-BUS grade.

GROUP WORK COMPONENT

Strategy Case Analysis – Written report (200 points).

Students will have to write a full strategy case analysis that covers all aspects of strategic management taught in this class. As such, the case analysis requires a significant time commitment from all group members. Groups of no more than 4 students will conduct a full strategic management case analysis consisting of a 6 to 10 page single-spaced report, in addition to attachments, references, and appendices. The strategy case analysis component of the course will start after the midterm. The instructor will decide which strategy cases are available to choose from, and groups will be formed after the midterm. Further instructions will be provided in class.

Strategy Case Analysis – Class presentation (100 points).

Your group will need to make a compelling presentation of your strategy case analysis in front of the class. The quality of your presentation, your professionalism (e.g., ability to engage audience, professional language, courtesy, ability to explain concepts clearly), and your ability to answer questions from myself and the audience (i.e., the depth of your team knowledge) will determine your grade for this assignment. Specific instructions will be provided after the midterm.

SUMMARY OF GRADING CRITERIA

<u>Assessments:</u>	<u>Points:</u>	<u>Percentage:</u>
Class Contribution	60	6%
Current Topic in Strategy Presentation	60	6%
Midterm Examination	200	20%
Final Examination	200	20%
Strategy Case Analysis – Written report	200	20%
Strategy Case Analysis – Class presentation	100	10%
GLO-BUS Simulation Game (administered separately)	180	18%
Total points:	1000	100%

Note: Final grades will be calculated using a standard scale (900-1000 points=A, 800-899 points=B, 700-799 points=C, 600-699 points=D, less than 600 points=F). Students begin the class with 0 points and earn points throughout the semester. Although changes to this grading criteria are rare, I reserve the right to adjust point allocation based on the pace of the class. Grades will be posted on Canvas on a regular basis and students can expect due assignments and exams to be graded within 7 days.

COURSE SCHEDULE

(Subject to change at the instructors' discretion)

Reminder: The GLO-BUS game is administered and graded separately. See due dates on page 11.

Class	Day	Date	Activity	Due Dates (GLO-BUS due dates provided separately)
1	Tue	June 5	Read and review syllabus Current topic presentation instructions & schedule Student profiles Brady Miller's GLO-BUS presentation: 1pm-1:45 pm. Chapter 1 – Introduction to Strategic Management	Student Profiles
2	Thu	June 7	Chapter 1 – Introduction to Strategic Management (cont'd)	<i>Current Topic Pres.</i>
3	Tue	June 12	Chapter 2 – Analyzing the External Environment	<i>Current Topic Pres.</i>
4	Thu	June 14	Chapter 3 – Analyzing the Internal Environment	<i>Current Topic Pres.</i>
5	Tue	June 19	Chapter 4 – Assessing Intellectual Capital	<i>Current Topic Pres.</i>
6	Thu	June 21	Chapter 5 – Formulating Business-Level Strategies	<i>Current Topic Pres.</i>
7	Tue	June 26	Chapter 6 – Formulating Corporate-Level Strategies	<i>Current Topic Pres.</i>
8	Thu	June 28	Midterm Examination – Chapters 1, 2, 3, 4, 5, and 6.	
9	Tue	July 3	Chapter 7 – Formulating International Strategies Group formation for final project, instructions	<i>Current Topic Pres.</i>
10	Thu	July 5	Chapter 8 – Entrepreneurial Strategy	<i>Current Topic Pres.</i>
11	Tue	July 10	Chapter 9 – Strategic Control and Corporate Governance	<i>Current Topic Pres.</i>
12	Thu	July 12	Chapter 10 – Creating Effective Organizational Designs	<i>Current Topic Pres.</i>
13	Tue	July 17	Chapter 11 – Strategic Leadership, Ethics, and Change	<i>Current Topic Pres.</i>
14	Thu	July 19	Chapter 12 – Fostering Corporate Entrepreneurship	<i>Current Topic Pres.</i>
15	Tue	July 24	Final Examination – Chapters 7, 8, 9, 10, 11, and 12.	
16	Thu	July 26	Strategy Case Analysis - Group presentations.	Strategy Case due. Case Presentations.

TENTATIVE DUE DATES FOR THE GLO-BUS SIMULATION

Due dates for GLO-BUS have not yet been provided by Brady Miller, our TA for the course.

They will be posted on Canvas when provided by Brady Miller.