1. Course Information
Course Title: Applied Strategic Management
Course number: MBA 5370
Semester: Fall 2015
Room #:
Days & hours:
Credit hours: 3
Prerequisites: 27 hrs of MBA credit
Blackboard site: Blackboard site for MBA 5730, Fall 2015

2. Instructor Information
Name: Beena George
E-mail: georgeb@stthom.edu
Office location: 213 Welder
Office phone: 713 942 5903
Fax number: 713 525 2110
Emergency phone: 713 525 2100
Office hours: By appointment
*Home/cell phone: 713 364 9420. I prefer that you send me an email message with your telephone number and two one-hour time periods between 8 a.m. and 9 p.m. during which it would be convenient for you to take my call. I check email messages frequently and will respond promptly.

Where to leave assignments: Assignments should be turned in during class or online as specified in the directions for each assignment. In case of an emergency, please contact me via email for alternate directions.

3. Course Catalog Description
The sustainable health of any enterprise requires skilled leaders -- at every level of the organization -- who can design and develop appropriate, dynamic strategies and who then execute those strategies effectively. This complex task requires an operating knowledge of the essential business functions — from accounting and finance to marketing and organizational design. But, in today’s turbulent environment, these essentials must be integrated into a “whole” that is greater than the sum of its parts. In this course we achieve this integration with five dominant themes: Ethical Leadership, Global Perspective, Systems Thinking, Strategic Innovation, and Value Creation.

Students will read and report on the current relevant strategy and leadership literature which, in turn, will provide the tools for their analysis of actual business cases. Student teams will present professionally proficient case analyses that will provide the framework for more a detailed class analysis.
The course covers the strategic management process of environmental scanning, strategy formulation, strategy implementation, and strategy evaluation. Case studies along with projects or paper presentations may also be included.

4. Program Goals

The Masters of Business Administration program has six goals. When students complete the MBA degree at the University of St. Thomas:

**Goal 1. They will be effective communicators.**
- Objective 1: Graduates will deliver a compelling oral presentation.
- Objective 2: Graduates will write professional quality documents.

**Goal 2. They will be effective team members.**
- Objective 1: Graduates will demonstrate appropriate group techniques to participate in a team task that results in effective performance.
- Objective 2: Graduates will demonstrate effective leadership skills in a group project.

**Goal 3. They will be ethical decision makers.**
- Objective 1: Graduates will recognize the ethical issues implicit in a business situation.
- Objective 2: Graduates will describe and use ethical frameworks applicable to business situations.
- Objective 3: Graduates will develop a variety of ethical alternatives for resolving or at least addressing, a problem in business.

**Goal 4. They will be globally aware.**
- Objective 1: Graduates will perform a global business situation analysis.
- Objective 2: Graduates will formulate global business strategy.
- Objective 3: Students will evaluate global business strategy.

**Goal 5. They will be able to integrate knowledge across multiple business disciplines.**
- Objective 1: Graduates will identify business problems and opportunities that result from factors internal and external to the organization.
- Objective 2: Graduates will apply quantitative and qualitative techniques from the different business disciplines to address problems and opportunities.

**Goal 6. They will be knowledgeable about multiple business disciplines**

5. Course Learning Objectives

This course introduces students to issues associated with formulating and implementing business strategy. It draws on findings from the different business disciplines to build a fundamental understanding of how and why some firms achieve and sustain superior performance. The course emphasizes the undeniable fact that strategic decisions made by managers at different levels of a firm’s authority hierarchy are to a significant extent responsible for the fate of the business. Readings, cases, and other activities are selected to lead towards understanding of the firm and its environment as well as the role of leadership in the firm’s growth. Global management, professional ethics, and corporate social responsibility are important additional themes of the course and will be addressed in our class discussions.

Upon completion of this course, students:
- Will have a deeper understanding of matching internal resources of the enterprise with external opportunities. (Program Goal 6: Knowledge)
Will sharply focus on integrating cross-functional decisions from both a leadership and managerial perspective. (Program Goal 5: Integration)

Will analyze how leaders invigorate strategy and tactics through the use of the five themes: ethical leadership, global perspective, system thinking, strategic innovation, and value creation. (Program Goals 3: Ethics, 4: Global Perspective, 5: Integration)

Will learn how leaders implement strategies through effective evaluation and control systems. (Program Goal 6: Knowledge)

Case based activities will further advance the effective and professional oral presentation and communication skills (Program Goals 1: Communication and 2: Teamwork).

6. Texts, Readings, Materials

Required reading:
A list of **required** articles and cases for this course will be provided to students on Blackboard. Information on the **required** simulation will also be provided on Blackboard. The links to purchase some of this material will be posted on Blackboard. Some of the material may be made available through the library. You will be responsible for getting the materials and reading the documents before class for class discussion. Cases cost approximately $4.

Required Simulation:
Information on the simulation will be provided to you on Blackboard. The cost will be approximately $50/-

Suggestions for further study:
Academic databases available in the library contain articles that examine different aspects of topics covered in this course.
For additional information about library resources, see the Doherty library site and the LibGuide, the library study guide for this course, both easily accessed from the course Blackboard page.

7. Instructional methods:
The primary instructional method for this course will be class discussion that integrates the concepts in the business articles with the facts in the cases, simulation, and events in the world of business. Students are expected to read the assigned materials prior to each class and be ready to participate in class discussions related to the assigned materials. Such participation is extremely important and is a major component of the grade in this course.

8. Use of Technology

1) **Online data retrieval and/or research:**
   - Web search and information retrieval for various assignments
   - LibGuide of the Doherty Library

2) **Online communication or collaboration**
   - Sthom email account will be used for course-related communication
   - Text messaging; I will require your cell phone number and provider for this. If you receive email on your mobile device, I do not need this information.

3) **Use of general productivity software (e.g., Microsoft Office) to complete assignment**
   - Microsoft Word and PowerPoint used to complete assignments

4) **Use of BlackBoard learning platform**
   - Course syllabus, assignment directions, and other information available in Blackboard
   - Selected assignments to be submitted through Blackboard
9. Course Tentative Schedule:

<table>
<thead>
<tr>
<th></th>
<th>Topics to be discussed in class</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26-Aug (Introduction to course)</td>
<td></td>
</tr>
</tbody>
</table>
| 2 | 2-Sep                            | • Basic Concepts of Strategic Management  
|   |                                  | • Strategic Management Process  
| 3 | 9-Sep                            | • Environmental Analysis  |
| 4 | 16-Sep                           | • Organizational Analysis  
|   |                                  | • Dealing with Changes  |
| 5 | 23-Sep                           | Financial Analysis & Strategic Management  
|   |                                  | Strategy Paper 1 due  |
| 6 | 30-Sep                           | • Organizational Analysis  
|   |                                  | • Dealing with Changes  |
| 7 | 7-Oct                            | • Competitive advantage and Value creation  
|   |                                  | • Leadership role  |
| 8 | 14-Oct                           | • Strategy Formulation  
|   |                                  | - Global markets  
|   |                                  | - Emerging markets  
|   |                                  | - Two sided-markets  
|   |                                  | • Corporate level strategies  |
| 9 | 21-Oct                           | • Strategy Execution  
|   |                                  | • Corporate Governance  
|   |                                  | • Corporate Social Responsibility  
|   |                                  | • Ethical Decision Making  
|   |                                  | Strategy Paper 2 due  |
|10 | 28-Oct                           | Evaluation and Control  |
|11 | 4-Nov                            | Case Presentations  |
|12 | 11-Nov                           | Subject overviews  |
|13 | 18-Nov                           | ETS Test (Tests students’ knowledge of business disciplines and ability to integrate across disciplines)  |
|14 | 2-Dec                            | Simulation Presentation  
|   |                                  | Final course review  |

This schedule is a guide and every attempt is made to provide an accurate overview of the course plan. However, circumstances may make it necessary for the instructor to modify the schedule during the semester; this may depend, in part, on the progress, needs, and experiences of the students. In addition, opportunities to bring in guest speakers or attend topical events, university closures, and other unforeseen events may result in changes to the schedule. The most up-to-date schedule is the one on Blackboard.

**Assignments:**

- **Readings**
  - Read assigned material; be prepared for class discussion and participation
  - If there are topics/concepts in the assigned readings that you find difficult, please let me know at least the morning before the class session during which we are scheduled to discuss the reading. We can focus additional attention on those topics.
• **Strategy Assignments (2):**
  - Students will submit responses to questions based on the reading material, activity, and/or class discussion.
  - Max 5 pages. Double spaced. 1” margins all around. Times New Roman 12 point font.
  - To be submitted on Blackboard.

• **1 ‘Case Analysis’ Presentation - Group Activity**
  - All members must present.
  - Individual score on this assignment will reflect adjustment of the groups’ case analysis score by peer evaluation scores.

• **Feedback and Questions on student presentations – Group Activity**

• **Simulation**
  - Group activity
  - Multiple rounds

• **Simulation Presentation**
  - All members must present.
  - Individual score on this assignment will reflect adjustment of the groups’ case analysis score by peer evaluation scores.

• **ETS Major Field Test**
  - Major field test offered by the ETS
  - Comprehensive test of business disciplines
  - Additional information on CSB Graduate Student Resource Site on Blackboard

• **Conference with instructor**

**10. Course Policies**

• **Attendance/tardiness**
  Attendance will be taken at the start of every class meeting. Students are expected to attend every class and arrive at the scheduled start time for each class.
  Two instances of incomplete class attendance (arriving late or leaving early) will count as an absence.
  If you must miss a class because of illness or other significant reason(s), please bring documented evidence of the same. The excuse for absence will be accepted at the discretion of the instructor. One **excused** absence is allowed per semester, including those incurred because of instances of tardiness.
  If you miss a class, find out what was covered by asking other students or by sending an email message to the instructor. (If you choose to ask a classmate, ask more than one student to be sure that you understand everything covered in class.) It is entirely your responsibility to make sure that you have read and clarified any material that was covered in any class you missed before coming to the next class.

• **Citizenship behavior**
  Q: What is citizenship behavior in the classroom?
  Presence in the classroom
  Sportsmanship
  Students should treat class obligations as they would any other professional commitment. The class environment is informal, but is also one of mutual respect.
Q: How will citizenship behavior be scored? Any behavior that is not considered appropriate by the instructor will result in a deduction of points. Examples of such behavior include – but are not limited to – monitoring of electronic devices, lack of attention during contributions by other members of the class, and disruptive behavior. Please note that disruptive behavior by a student during presentation of another student/group will result in a penalty on the student group’s presentation score.

- Participation

Unlike some of the other forms of learning that take place in classes, participation is not an individual activity. How and what you learn from listening to a lecture, reading a textbook, doing research, or studying for an exam is quite different from what you can gain when you have immediate access to many different, informed points of view on a single issue. In class, if you do not prepare effectively and contribute positively, other students miss out on one of those points of view and their learning experience suffers. For this reason, my evaluation of your performance in this class will be based in part on how you have improved the learning experience of your peers. Supporting, engaging, and listening to your peers does not mean that you must always agree with them. Rather, you should make a sincere effort to respond to their comments.

Every member of the class is expected to attend every class session completely and to participate fully in the activities in class. Please note that participation points are not automatically awarded to students based on their presence in class. While preparation and coming to class are prerequisites for contribution, they are not a substitute for participation and contribution. On the other hand, absence will adversely affect your participation grade.

When students attend a class session, they start with zero participation points. It is the student’s responsibility to earn participation points during the session by actively participating in class activities, discussions, and presentations. Evidence of active participation by a student is defined broadly as:

- Verbal participation in team and class discussions appropriate to the setting.
- Offering relevant comments and questions that are aligned with the topic at hand.
- Offering relevant current events such as current media reports that are aligned with the topic at hand.
- Asking questions or offering comments that help classmates refine their ideas.

I routinely call on students, whose hands are not raised. So even if you do not raise your hand, you will have an opportunity to contribute.

Please let me know before the start of the class if some emergency has made it impossible for you to be prepared adequately for that class. You may use this excuse only once during the semester.

Specifically, here is how I evaluate the participation in this course:

**Outstanding contributor – A (100)**. In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.

**Good contributor – A/B (90)**. In-class contributions reflect thorough preparation. At a minimum, I expect and hope that all class members fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener.
Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.

**Adequate contributor – B (80).** Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

**Unsatisfactory contributor – C (70).** Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.

**Non-participant – F (0).** The person has said little or nothing in this class to date and so has not contributed anything, bordering on detracting from the overall quality of the session. Such persons have benefited from the thinking and courage of their peers, but have offered little in return. If this person were not a member of the class, the quality of the discussion would be unchanged or possibly improved.

I will provide you with feedback on your participation. Please keep in mind that my expectations for the quality of your participation (and the quality of all work in this course!) will grow as the course progresses.

*At the end of the semester:*
To calculate your participation score, I will first assign a numerical score to your overall participation in discussions during class (please see above). Next, I will determine an attendance score. We are scheduled to meet in class on fourteen days. So, if you are absent on two days, your attendance score will be 12/14. Finally, I will multiply your attendance score by your participation score. So, for example, if a student had missed two classes and was rated as a good contributor, the final participation score will be 12/14*90= 77 class participation points.

- **Make-up Test** (for the ETS MFT)
  A make-up test will be offered only under the most extenuating circumstances. You have a maximum of two working days from the date of the test to notify the instructor and arrange a makeup. Bring documentation supporting the reason for the absence. If you exceed the two-day notification period and/or you do not provide the required documentation, you forfeit your right to a makeup test. A make-up test may have to be taken in the Testing Center. Contact me for additional details.

- **Missed Assignments**
  Assignments are due on the dates specified in the schedule on Blackboard. Missed assignments may be accepted with grade penalty, at the discretion of the instructor. If accepted, penalty as shown below will be applied. No exceptions.

<table>
<thead>
<tr>
<th>Late</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any time after submission deadline to 1 day late</td>
<td>90% of assignment grade</td>
</tr>
<tr>
<td>More than 1 day, but less than 3 days late</td>
<td>70% of assignment grade</td>
</tr>
<tr>
<td>More than 3 days, but less than 1 week late</td>
<td>50% of assignment grade</td>
</tr>
<tr>
<td>More than 1 week, but less than 2 weeks late</td>
<td>25% of assignment grade</td>
</tr>
<tr>
<td>More than 2 weeks late</td>
<td>0%</td>
</tr>
</tbody>
</table>

If you turn in an assignment late, it is your responsibility to inform me so that I may grade the assignment.
• **Obligations to the group**
  Please note that one of the assignments in this class is a group assignment. If you fail to meet your group obligations and are removed from the group, you will not be able to complete the assignment and will lose all points for that assignment. In addition, please note that:
  1. Your grades on group projects will be adjusted by peer evaluations of your efforts in group projects.
  2. Any work submitted to meet group requirements will be considered as representative of the work of all group members.

• **Extra credit opportunities**
  The instructor may offer extra credit for attending and participating in events that will further student learning. Students will be required to complete additional assignments related to the event to earn the extra credit. Mere attendance at an event will not gain any extra credit in this class.

• **Cell phones, electronic media**
  o **During lectures**
    Cell phones and all other communication devices must be switched to ‘silent’ mode during class meetings. Use of laptops for activities not related to this class will be penalized. Please see section on attendance above.
  o **During presentations and tests**
    Cell phones and all other communication devices must be turned off during presentations and tests in class. A 5% penalty will be applied to your test score or your group’s presentation score for each instance of disruption caused by your cell phone.

• **Student Feedback**
  I encourage you to take an active role in this course by providing me with your feedback and comments about the course throughout the semester. Please do so by contacting me directly – individually, collectively or via delegates – as early as possible rather than waiting for a formal feedback survey. Feedback is an important part of continuous improvement. Please let me know if there is anything I can do to make this class better for you.
  The online course evaluation system is available to students towards the end of the semester. This system provides a tool for students to provide feedback regarding their learning experiences in courses at CSB and UST. Students are strongly encouraged to participate in this course evaluation process. Student feedback is crucial for curriculum development, faculty development, continuous improvement, and reaffirmation of AACSB accreditation for the Cameron School of Business.

11. **Student Grading Processes: (including weighting of factors)**

<table>
<thead>
<tr>
<th>Citizenship Behavior</th>
<th>-5.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Presentation (Group activity)</td>
<td>15.00%</td>
</tr>
<tr>
<td>Group feedback to other groups (Group activity in class)</td>
<td>8.00%</td>
</tr>
<tr>
<td>Simulation Performance (Group activity)</td>
<td>15.00%</td>
</tr>
<tr>
<td>Simulation Presentation (Group activity)</td>
<td>15.00%</td>
</tr>
<tr>
<td>ETS Test</td>
<td>15.00%</td>
</tr>
<tr>
<td>Strategy Papers</td>
<td>22.00%</td>
</tr>
<tr>
<td>Conference with instructor (Group activity)</td>
<td>5.00%</td>
</tr>
<tr>
<td>Participation</td>
<td>15.00%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Please note that group assignments account for at least 50% of the grade in this course. Assignment directions and grading rubrics will be provided on Blackboard. When students work in teams on an assignment, the individual grade of each student will be adjusted using the average of the peer evaluation scores provided by team mates. If a student does not complete peer evaluations, a penalty of 10% will be applied to the student’s final grade.

**Grading Scale**
The grading scale below indicates the ranges for specific letter grades. The numeric scores you receive from the tests and assignments will be weighted based on the weights in the course outline. The final score will be rounded to a number with two decimal points. The rounded score will then be used to assign a course grade, based on the scale in the table below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Number (%)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.00-100.00</td>
<td>Excellent, superior performance, showing comprehensive understanding of subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-92.99</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87.00-89.99</td>
<td>Good, clearly above-average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B</td>
<td>83.00-86.99</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80.00-82.99</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77.00-79.99</td>
<td>Satisfactory, basic understanding of the subject matter</td>
</tr>
<tr>
<td>C</td>
<td>73.00-76.99</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70.00-72.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;70.00</td>
<td>Fail, unsatisfactory performance or failure to meet course requirements</td>
</tr>
</tbody>
</table>

**Checking your grades**
Your numeric scores on assignments will be made available periodically in class or through Blackboard. Please note that scores posted on Blackboard may not be weighted and the Blackboard average may not reflect your actual grade in the class. If you have any questions re your grades, please meet me to discuss your performance in the course. I will not provide or discuss grades over the phone or via email. I strongly advise that you do not wait until the end of the semester to check your grades.

**12. Available Support Services:**
- **Tutorial Services Center**  
The Tutorial Services Center is a tutorial center, and is available free of cost to all UST students. Writing consultants and subject tutors are available when the center is open. The schedule is available at http://www.stthom.edu/Offices_Services/Offices/Tutorial_Services_Center/HoursSchedule.aqf

  Students are encouraged to consult with tutors at the Tutorial Services Center when completing written assignments for this course. Based on the instructor's assessment of the student's written work, the student may be required to work with the tutors at the Tutorial Services Center to improve the student's writing skills.

- **Information Technology Services**  
CSB Mission Statement
The Cameron School of Business will serve students of diverse backgrounds, providing them the necessary professional skills for a changing global economy, and instilling in them a deep appreciation for ethical behavior as the hallmark of a successful and fulfilling business career. The Cameron School will provide its students a timely and comprehensive business curriculum, with opportunities for specialized study in major business fields. The faculty will provide quality teaching, as this is the core of our mission. As an extension of our teaching mission, the faculty will engage in scholarly activity and service to the University, the profession, and the community.

Academic Honesty
Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual’s honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

The tests will be individual efforts. Students may work together on homework assignments, but must submit their own assignments.
All work submitted/presented for this course must be the original work of the student(s). Since the goal of graduate-level work is to bring your idea(s) to the forefront of your submission—with the research acting to inform and support your ideas—excessive use of direct source quotations must be avoided. All source material must be cited even if you are not presenting direct quotes.
The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course

Accommodations
The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.