The Cameron School of Business at University of St. Thomas

1. Course Information

Course Title: Applied Strategic Management
Course number: MBA 5370 / MIB 6399
Section: A

Credit Hours: 3
Semester: Spring 2018

Prerequisites: MBA 5X07-8

Room #: Malloy Hall 019
Days & hours: Sat 8:00 – 11:45am (See schedule for online dates)

Blackboard site: MBA 5370 (Hybrid)

2. Instructor Information

Name: Pooya Tabesh, Ph.D.
Office location: 204 Welder Hall

Office phone: (713)-942-5994
Office hours: Mon 3:00pm-5:30pm/Tue 2:00-5:30pm/Wed 5:45pm-6:45pm & by appointment

Where to leave assignments: Blackboard Assignment Link

Emergency phone: 713-525-2100
Fax number: 713-525-2110

*E-mail: tabeshp@stthom.edu

* My preference is to communicate via email (No Blackboard message please). If you need to speak to me in person, please visit me during my office hours (or by appointment in advance).

Please make sure to use your stthom email or have emails forwarded to the account you use regularly as course communication will be sent to your stthom email.

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, and strategy implementation. Case studies along with projects or paper presentations may also be included.
4. Program Goals and Objectives

UST’s MBA program is designed to enable students to draw on all perspectives of business to solve multifaceted business problems. While the curriculum is divided into different disciplines, the overall program stresses the integrative nature of management and the links between various courses and concepts.

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, simulation, 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 information analysis and problem solving skills (Program goal 5 and 6: Integration and 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:
A list of required articles and cases, and simulation for this course is provided to students on Blackboard under course information.

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.

Supplementary material:
In addition, we will use the following textbook, available free-of-cost online, as a supplement: Mastering Strategic Management by Dave Ketchen and Jeremy Short
Link: http://www.saylor.org/site/textbooks/Mastering%20Strategic%20Management.pdf

Note: Version 1.1 is also available but the free version is sufficient for completing the required assignments of this course.

7. Instructional methods:

As a hybrid course, around 50% of course material and activities are performed outside of the classroom. This provides flexibility for the students as they can complete the online activities any time before the next face-to-face session or deadline. This requires students to devote at least three hours to complete the readings and assignments related to each online session.
Additionally, a combination of case discussion, lecture, simulation, and student case presentation will be used in this course. It is highly interactive and participatory with its success, depth and breadth contingent upon student willingness to contribute. In each face-to-face session, we will go over the concepts and/or discuss the readings/cases.

The primary instructional method for the face-to-face sessions is class discussion to integrate 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 face-to-face session 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. Technology

1) Use of Blackboard learning platform for online activities and assignments

2) Use of general productivity software (e.g., Microsoft Word, Excel, etc.) to complete assignments

3) Online article retrieval and research and use of UST library resources (e.g., HStalks)

4) Online communication or collaboration

9. Course Tentative Schedule (Subject to minor changes):

Note: Detailed Course schedule is available on Blackboard and might be updated as we progress in the course

Week 1 (1/20) – F2F
Overview
Introduction to the Course
Introduction to Strategic Management

Week 2 (1/27) – Online
Online activities are available on the Blackboard
What is Strategy? Porters Five Forces.

Week 3 (2/3) – F2F
Case: ECCO
Environmental Contingency Perspective
Porter’s 5 Forces Model
Buisness Model Canvas

Week 4 (2/10) – Online
Online activities are available on the Blackboard
Industry Analysis
HSTALKS

Week 5 (2/24) – F2F
Two Group Presentations and Discussions (Case 1 and Case 2)
Innovation
Week 6 (3/03) – Online
HSTalks
Strategy Implementation

Week 7 (3/10) – F2F
Two Group Presentations and Discussions (Case 3 and Case 4)
Corporate Social Responsibility
Control and Strategy Implementation

Week 8 (3/24) – Online
Simulation

Week 9 (4/07) – F2F
One Group Presentation and Discussions (Case 5)
Simulation Debrief
Course Review

Week 10 (4/21) – F2F (Starts at 9:00am)
Final Presentation

Final (05/12: 8:30-11:00 am – F2F): MBA Knowledge test (ETS TEST)

The instructor reserves the right to make changes in the course syllabus and schedule as necessary during the course of the semester.

10. Course Components & Policies

General:

You are required to be committed to these simple but important principles:

- Preparation
- Presence (F2F sessions)
- Promptness
- Participation

1. It is assumed that you have read each of the assignments (online assignments) prior to class and come prepared.
2. Please make a habit of checking Blackboard Learn, as all announcements will be posted there.
3. During class, please respect the rights of your fellow classmates. Please do not carry on conversations in class, and please turn off/silent pagers and cell phones. Also, try to avoid getting to class late and leaving early, as these are very disruptive for the nature of this course.
4. Attending the class and participation in discussions are extremely important for learning and form an important component of the grade (see below).
5. Students will group together and present a comprehensive case analysis in at least one session of the course (details will be announced later). All other students are responsible for reading the cases.

6. The instructor reserves the right to make changes in the syllabus and course schedule as necessary during the course of the semester.

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.

- **Written Assignments:** See course plan (Blackboard).
  - 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 (unless instructed otherwise).
  - Students and groups might be randomly asked to provide a short explanation of an assigned reading for the classroom.
  - To be submitted on Blackboard

- **Two ‘Case Analysis’ Presentations - Group Activity**
  - All group members must present in the case presentations. Format for the 2nd presentation TBD.
  - Individual score on presentations will reflect adjustment of the groups’ case analysis score by peer evaluation figures.

- **Feedback on student presentations – Group Activity**

- **Simulation**
  - Individual activity
  - 90-120 minutes seat time

- **MBA Knowledge Test**
  - Assessment Committee of the CSB is in charge for this test. I only administer this test.

The specific instructions regarding each assignment will accompany the assignment on the Blackboard. General Evaluation Criteria for Written Assignments:

- Reflects accurate and comprehensive knowledge of course material
- Conveys personal reflection and original thought based on assignment material
- Meets professional writing standards

**Case Analysis**

As a part of this course, student groups work on different HBR case studies. Students in each group engage in a comprehensive evaluation of firm’s internal and external environment before offering a systematic analysis of firm’s future strategic actions based on strategic problems. Strategy tools and frameworks such as Porter’s five forces, PEST analysis, Competitor Analysis, Business Model Canvas, Root Cause Analysis, BCG Matrix, SWOT analysis, and Diamond-E
framework help students to gather and organize meaningful information regarding the firm and the focal industry. In the process of case analysis, students learn to tolerate uncertainties and ambiguities while they collect data, analyze information, and engage in a systematic process of strategic decision making.

**Participation**

You cannot expect to develop your skills by passively attending class and taking careful notes. You should actively listen and think critically about the concepts and issues at the same time that you participate in the discussion. You should be willing and able to present your analysis and viewpoint to the class when the opportunity presents itself. Students and groups might be randomly asked to provide a short overview of the assigned reading for their classmates.

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 face-to-face class sessions 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 or online 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.
- Clear communication of ideas from the assigned readings and cases
- Effective summarization and articulation of the concepts
- Asking thoughtful questions and challenging the presentors
- Providing meaningful answers to the questions
- Constructive criticism of different view points
- 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.
- 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.

Attendance/Tardiness

Attendance will be taken at the start and at the end of every face-to-face 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 contact the instructor before the class and 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. It is entire 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.

You will lose a portion of participation grade every time you miss the class. For example, there are 14 class sessions scheduled throughout the semester. By not attending one session, you will automatically lose 1/14th of the participation grade (see the distribution below).
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>Time After Deadline</th>
<th>Assignment Grade</th>
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</thead>
<tbody>
<tr>
<td>Any time after submission deadline to 1 day late</td>
<td>80% 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

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:

- Your grades on group projects will be adjusted by peer evaluations of your efforts in group projects.
- Any work submitted to meet group requirements will be considered as representative of the work of all group members.
- Conflict is a part of group work and might be inevitable. Conflict regarding the group activities, if handled masterfully, will contribute to higher group performance. It is the responsibility of graduate students in each group to resolve the conflicts in a way that group performance is not deteriorated. Serious concerns should be communicated to the instructor.

Cell phones, electronic media

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 is discouraged and might be penalized as it reduces participation quality.

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.
11. Student Grading Processes:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Written Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Case Analysis Presentation and Discussion Leadership (Group Activity)</td>
<td>15%</td>
</tr>
<tr>
<td>Final Case Analysis Presentation (Group Activity)</td>
<td>15%</td>
</tr>
<tr>
<td>Feedback on other group Presentations (Individual and Group activity)</td>
<td>10%</td>
</tr>
<tr>
<td>Overall Participation (including discussions and attendance)</td>
<td>10%</td>
</tr>
<tr>
<td>Simulation</td>
<td>10%</td>
</tr>
<tr>
<td>MBA Knowledge Test</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course grades will be based on the distribution below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>86% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 85.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.99%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70%</td>
</tr>
</tbody>
</table>

12. Available Support Services:

- Doherty Library personnel will assist you in accessing online databases available to UST students.
- 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/Campus_Student_Life/Student_Services/Tutorial_Services_Center/Tutorial_Subjects_Schedule.aqf](http://www.stthom.edu/Campus_Student_Life/Student_Services/Tutorial_Services_Center/Tutorial_Subjects_Schedule.aqf)
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.

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.