Prerequisites
Completion of all business foundation courses and senior standing.

Required Course Materials
Strategic Management: Competitiveness and Globalization Concepts 5th Ed.
Hitt, Ireland, & Hoskisson.
Management Simulations Team Member Guide (Web page)
Capstone Team Member Guide, Capstone Business Simulations (Handout, online)

Catalogue Description
Formulation and implementation of strategy in the organization, emphasizing the integration of
decisions in the functional areas. Credit Hours: 3

Recommended Supplemental Readings
Long Range Planning, Strategic Management Journal

Student Learning Objectives:
Upon completion of the course, students should have an integrated comprehension of business and the
strategic management process and be able to apply this knowledge. The student should be able to:
➢ Apply strategic management principles to business problems and situations.
➢ Function in a team to prepare and present business case analyses, participate in a business simulation,
and deliver an oral presentation.
➢ Evaluate team member performance based on team participation and level of contribution.
➢ Determine environmental opportunities & threats that businesses face based on external environmental
analysis of trends and competitive dynamics.
➢ Understand a firm’s strengths and weaknesses based on the Resource-based View of the firm and
Dupont Chain analysis.

Course Overview
MGT 463 consists of the study of the functions and responsibilities of senior management, the
crucial problems affecting success in the total enterprise, and the decisions that determine the
direction and shape of the organization’s future. Issues surrounding business policy and strategy
deal with choosing purpose, molding organizational identity and character, continuously defining
what needs to be done, and mobilizing resources for the attainment of goals in the face of
competition or adverse circumstances. Of principal concern are the relationships among the
organization, its strategy, and its environment. These relationships are complex, uncertain, and
subject to change. Top managers shape and guide these relationships. It is they who make
strategic decisions that change the organization’s capabilities, shift its position in the
environment, or lead the firm into a new line of business. This focus upon the tasks of top
management necessarily draws upon the interactions among the different functional areas you
have already been introduced to in earlier courses (e.g., management, marketing, finance, accounting, etc.).

Management 463 aims for material improvement in a student’s readiness for business careers. The purpose of this course is to prepare you to make significant contributions to an organization of which you are a member by making strategic decisions on the basis of your own assessment of the situation. By its finish, students should have significantly improved their planning for, awareness of, and grasp of the skills needed for successful careers in a contemporary, competitive environment. Above all, students should be able to think and act “strategically.”

We shall undertake the complexity and ambiguity of strategic decision-making through two avenues: 1) interactive classroom lectures, discussions, and workshops and a 2) business simulation. The business simulation provides the student with the opportunity to gain hands-on experience in running a business as a member of a senior management team, at little risk. Your team will be asked to evaluate situations and make decisions, assess outcomes, and compete with other management teams in the utilization of resources, identifying opportunities, and above all, to create value for your firm. By actively participating in class discussions and workshops, you will sharpen your own insights, and those of your classmates. Therefore you will not only become familiar with course content, but perhaps more importantly, you will also learn to master the process of analysis that is a central aspect of effectively and strategically managing any organization. Please note: This business simulation is NOT an inconsequential side activity. It is an integral and important part of this course.

Summary of Components that aggregate into a Final Grade

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
</tr>
<tr>
<td>Exam II</td>
<td>100</td>
</tr>
<tr>
<td>Capstone Stockholders’ Presentation (Delivery 25/Content 75)</td>
<td>150</td>
</tr>
<tr>
<td>Final</td>
<td>150</td>
</tr>
<tr>
<td>Bonuses (+) or Penalties (-)</td>
<td>+/-</td>
</tr>
</tbody>
</table>

Total Sum of Points/500

NOTE: There are various bonuses and penalties espoused in the syllabus concerning the simulation and other activities. Please read the syllabus thoroughly.

*Petition for Re-Evaluation of Assigned Points:* A student may request that points awarded be evaluated. However, the student must provide an explanation/justification for their request, including documentation. The instructor does reserve the right that the re-evaluation of points may result in an *increase or decrease,* in the number of points you currently have.

Assignments are due either as noted on the syllabus or espoused in class. Late assignments will result in a one/half-letter grade reduction per day, unless otherwise noted. For example, if an assignment was two days late, you would receive a B if the work was of A rigor.

Grading Scale:  A => 90%; B => 80%; C => 70%; D => 60%; F < 60% of total aggregated points.

Letter grades will be based upon the total number of points accumulated at the end of the semester. NOTE: Exam requirement below.

Please Note: Grades and recorded absences for class periods prior to an exam will be posted on the course web cite (http://www.cosm.sfasu.edu/pstetz/) after each exam. It is the student’s responsibility to check his/her attendance record and/or grade and report any discrepancies to the professor within 10 days after posting. If a notice or request to meet with the professor concerning any discrepancies is NOT formally initiated within the 10 days, recorded absences and grade for the period will be considered final.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>TO DO/or COMPLETED FOR CLASS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-Aug</td>
<td>Orientation and Course Preview</td>
<td>CP Student Guide (1st Handout)</td>
</tr>
<tr>
<td>21-Aug</td>
<td>Fundamentals of Strategy &amp; Strategic Management</td>
<td>DL &amp; bring to class: Six Blind Men, Calf Paths</td>
</tr>
<tr>
<td>5-Sept</td>
<td>The New Competitive Landscape &amp; Challenges for Strategic Management in the 21st Century</td>
<td>Chapter 1/ SM Text; begin CP Registration; Begin Rehearsal Tutorial individually</td>
</tr>
<tr>
<td>7-Sep</td>
<td>Introduction to Capstone Simulation Team Formation</td>
<td>Review Student Guide Team Member Guide (2nd Handout)</td>
</tr>
<tr>
<td>12-Sep</td>
<td>Capstone: Insights drawn from DuPont Chain</td>
<td>Be Registered on Capsim Rehearsal Tutorials and Quiz (for Credit) (Individually complete RD 1 &amp; 2 on line – NOTE: Print out page one of completed Round 2).)</td>
</tr>
<tr>
<td>14-Sep</td>
<td>Capstone discussion (Overview)</td>
<td>CP Team Member Guide 2, 3, 4, 5, + App. Capstone: Practice Rd. 1 NRS</td>
</tr>
<tr>
<td>19-Sep</td>
<td>EXAM I: Capstone</td>
<td>All Guides</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Pro Formas, Financial Ratios NOTE: Bring a copy of a detailed income statement depicting the costs and revenues FOR each product.</td>
<td>DL Ratio Analysis, review Pro Formas &amp; Ratios Workshop</td>
</tr>
<tr>
<td>26-Sep</td>
<td>The Macro Environment - Shift Happens</td>
<td>Read Chapter 2/ SM Text Capstone Practice Rd. 2</td>
</tr>
<tr>
<td>28-Sep</td>
<td>External Env. (ctd.) – Industry Structure</td>
<td>Situation Analysis (for Credit) (Individually complete on line.)</td>
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<tr>
<td>3-Oct</td>
<td>The Market Place (IASCPS) External Analysis Workshop</td>
<td>To be Completed before class Excel Worksheet</td>
</tr>
<tr>
<td>5-Oct</td>
<td>Resource-based View of the Firm</td>
<td>Read Chapter 3 SM Text Capstone Practice Rd. 3</td>
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<tr>
<td>10-Oct</td>
<td>The Value Chain &amp; Outsourcing Decisions</td>
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<tr>
<td>12-Oct</td>
<td>Firm Attributes (IASCPS) Internal Analysis Workshop</td>
<td>To be Completed before class (Excel Work Sheet) Capstone Practice Rd. 4</td>
</tr>
<tr>
<td>17-Oct</td>
<td>Firm Attributes (IASCPS)</td>
<td>To be Completed before class Cost Benefit Analysis (Excel Work Sheet)</td>
</tr>
<tr>
<td>19-Oct</td>
<td>Generic Business Level Strategies</td>
<td>Read Chapter 4/ SM Text Capstone: Rd. 1</td>
</tr>
<tr>
<td>24-Oct</td>
<td>Business Level (BL) Strategies (IASCPS)</td>
<td>BL Strategy Workshop Capstone Rd. 2</td>
</tr>
<tr>
<td>26-Oct</td>
<td>Review for exam</td>
<td>Capstone Rd. 3</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Federal Express</td>
<td>Video Case Capstone Rd. 4</td>
</tr>
<tr>
<td>2-Nov</td>
<td>EXAM II (+ ratios)</td>
<td>Read Chapter 5/ SM Text Capstone Rd. 5</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Competitive Dynamics &amp; Competitor Analysis</td>
<td>Read Chapter 5/ SM Text Capstone Rd. 5</td>
</tr>
<tr>
<td>9-Nov</td>
<td>Mission Statements / Competitor Analysis (IASCPS)</td>
<td>Workshop Capstone Rd. 6</td>
</tr>
<tr>
<td>14-Nov</td>
<td>Corporate Level Strategy</td>
<td>Read Chapter 6/ SM Text</td>
</tr>
<tr>
<td>16-Nov</td>
<td>Capstone DEBRIEFING Discussion of Stockholder Presentations</td>
<td>Review Notes for SHs’ presentation Capstone Rd. 7</td>
</tr>
</tbody>
</table>

**Turkey Days**
DETAILS of COURSE COMPONENTS

Exams will be multiple choice and/or T/F and cover material from textbook readings, lectures, class discussions and/or other assigned readings. Each of the three exams will be curved and are weighted as outlined in the Summary of Components. **PLEASE NOTE:** If a student receives less than a 60% cumulative percentile on curved exams, the student will fail the course, regardless of scores received on group projects and other activities. If a student misses an exam because of an emergency (severe illness, accident, or death in the family) or other University approved excused absence, alternative arrangements will be made. However, the full responsibility lies on the individual student to initiate arrangements. The instructor reserves the right to use any known form of testing procedure for the makeup exam. [Note attendance policy below]

Capstone-Simulation Workshops are designed to be the foundation for your understanding into the sensor industry (business simulation). Not only will you need to become intimately familiar with the market and its various nuances, but also with the need to integrate your business functions to achieve overall firm performance and to create value for your firm. A guideline, entitled “simulation workshops”, will be handed out to help you address the important topical areas and ends with the challenge for you to define your company’s strategy and overall strategic mission that is to guide your firm. This outline draws from and captures the important contents that are presented in Chapters 2 through 5 and appendices of your Capstone Team Member Guide (to be downloaded), albeit, without as much detail.

At first glance, the simulation workshops may look relatively simple and easy to complete. However, the more you become familiar with the content, the more you will realize the degree to which you need to understand the dynamics underpinning the simulation and the need to do due diligence (analysis) to formulate your strategic mission and business level strategies. Furthermore, this document is not an “exercise in futility” but purposefully designed to help you get a running start in the simulation and to provide a key underpinning for your stockholders presentation. Time spent now on the understanding of the issues embedded in this document will pay major dividends in your simulation performance. Additionally, the final exam will pull questions from the workshops so it is important for “all” team members to understand the analysis, principles, or insights that are addressed during the workshops.

A critical aspect to the simulation is the need to establish the roles and responsibilities for all team members. Your capstone handbook suggests a means to accomplish this, but I am open to any plan that you may devise. However, you will be held responsible for explaining firm outcomes. Missed assignments or failure to complete assignments because of forgotten roles or lack of adequate coordination, are not valid excuses. So, organize diligently and strategically!

**Peer evals are to be completed on the day of your presentation. (Remember: deadline is 11 PM CT)**
Stockholder Presentation: In this scenario, your team is “THE” Top Management Team and will present to stockholders a critique of their firm’s performance over the past years. This presentation is NOT a recap of the guideline but a “pitch” on how you created (destroyed) value for the owners and why you should be retained as the acting TMT. [HINT: This presentation centers on Stockholders’ expectancy of creating value – and should draw from the simulation Workshops & Presentation Guide lines.]

Presentations will be no less than 20 minutes and no more than 25 minutes, presented using MS PowerPoint and will be graded on delivery AND content (25/75). [Note presentation evaluation template to be handed out.] The presentation will be followed by a short question and answer period. [Capstone presentation dates will be assigned according to the choice of the top performing teams in the simulation, in descending order.]

Please present only the key elements in your presentation. You will not be able to present all the information and materials in the allotted time. Therefore, prepare your presentation carefully (Remember the principle of the 2-minute elevator ride). You are encouraged to make creative use of your presentation time; e.g. Introduction. Remember to use animation, sound, graphics, etc. only when it will effectively and convincingly bring home the point you wish to make.

The CONTENT of the presentation will be based on how well you understand and have applied strategic concepts and principles, how well you can explain “the firm’s performance outcomes” and “how the team could/will continue to excel if the simulation continued”. Additionally, the quality and thoroughness of analysis, clarity of ideas, organization of ideas, grammar and spelling are other factors that will enter into the evaluation process. Please provide the instructor with a presentation handout (2 slides/page) before the presentation and hand in a digital copy of your presentation (CD/flash drive) at the end of the current class period on which you gave your presentation. If non-compliance, late penalties apply, as noted above, so be prepared!!!

Mandatory attendance for ALL presentations: Only emergencies or university excused absences will be accepted and must be objectively documented. If you have an unexcused absence as a presenter, you earn a score of “0” for the presentation, if you were to be in attendance, you would receive a -20 point deduction in the calculation of your final grade. This penalty is in addition to the student being counted as absent.

Simulation Bonus/Penalty:

An individual firm begins the simulation with a stock price (SP) of $34.25 and the expectation is that teams will retain this value through the rounds, at a minimum. If a top management team (TMT) destroys value and has a stock price less than $34.25, the team receives a -20 pt. penalty. [Note: any and all information needed to retain this value is presented within the manual, + 15 tutorials, in addition to students having unlimited (1-800-) access to Capsim Tech Support, free of charge.]

Each student is given the opportunity to earn extra credit (done individually). The two exercises are as follows: a) + 7.5 point bonus for completing the Rehearsal Tutorials, the Quiz, and complete TWO rounds and/or b.) + 7.5 bonus for completing the Capsim Situation Analysis. These exercises need to be completed –individually- on the Capsim web site and BY THE DUE DATE as noted in the tentative schedule.

Attendance: This course has a Formal Attendance Policy and attendance will be taken each class period. Students are allowed three unexcused absences; however, if a student has MORE than
three (3) unexcused absences (including activities of mandatory attendance) each additional unexcused absence over 3 will result in an one/half-letter grade deduction. For example, if a student had five unexcused absences and a final grade of B, his/her grade will be reduced by one letter grade with a resulting final grade of C. [Given the student satisfies the exam requirement.] An **Excused Absence** follows the guidelines as set out per university policy (e.g., illness, death in the family, university sanctioned event, etc.).

In order to be officially excused for the purposes of this course, valid demonstration for an excused absence should take the form of a letter signed by a person in a position to make an authoritative determination (objectively verifiable) as to the validity of the cause of the absence claimed by the student. Excuses for illness and emergencies require documentation from appropriate sources within **Ten (10)** calendar days of the absence and needs to be supported with a doctor’s note that includes the date and time of your visit accompanied with an authorized signature. For students who were treated by the University Health Services (UHS) clinic, please provide their (USHS) customary documentation of the illness to the Office of Student Rights and Responsibilities and the original to the instructor. Students are responsible for all material missed due to any absence. If work is not made up in a timely and satisfactory manner, a –20 point penalty will be assessed per incident.

**Please Note:** Grades and recorded absences for class periods prior to an exam will be posted on the course web cite (http://144.96.234.243/pstetz/) after EACH exam. It is the **STUDENT'S RESPONSIBILITY** to check his/her grade and/or attendance record and report any discrepancies to the professor within 10 days after posting. If a notice or request to meet with the professor concerning any discrepancies is **NOT** formally initiated within the 10 days, recorded absences and grade for the period will be considered final.

**Class Policies:** For the **classroom** to be conducive to learning, **ALL cell phones** are to be turned off and **STORED** before class begins. If a student is observed using a cell phone during class, a **–7.5 point penalty** will be accessed for each occurrence. Additionally, the popping of knuckles, popping chewing gum and other distracting actions are not considered acceptable behaviors.

Furthermore, students are expected to be prepared for each class period and to be able to offer informed and thoughtful comments in class discussion. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Additionally, if a student sleeps during class, does other work, talks with class mates, comes in late etc, such behavior sends a negative message to the instructor. Students with continual tardiness will begin to receive a **-5 point penalty** for each occurrence after the student has come to class late on two previous occasions.
Working In Teams

The class will be divided into teams, depending on the size of the class. It is expected that all team members participate equally in the team project. While peer evaluation should encourage students to participate, remember the grade to be given on your group assignments will still be affected by the behavior of other group members. Therefore, you are required to take responsibility for efforts to motivate group members to do their part. You need to learn to work within groups and manage the process because much of the work in organizations today is moving towards working in teams (sometimes globally via the internet). Thus, the responsibility for ensuring equal participation lies with the team members.

Instructors cannot arbitrate disputes on this issue. However, you have two forms of recourse. First, instructors will discuss with a team any issues or concerns they have about their project or their ability to work together. Second, during the course of the semester, each team member has the opportunity to evaluate the contribution of the team members via peer evaluations. Peer evaluations are to be performed at two junctures during the semester. Failure to complete evaluations at the designated times will result in a 10 point reduction in the tabulation of your final grade for each occurrence. Peer evaluations are administered, on line, through capsim.com. These evaluations are strictly confidential.

All members of the team will receive + 5.5 points for participating in the capstone simulation and will be added to the student’s final score in the determination of their final grade. However, this award is conditional that the student makes a reasonable effort in contributing to the team’s performance in the simulation. If a member does not make a meaningful contribution, the student’s bonus as well as the group grade for the project will be adjusted by the outcome of their peer evaluations given there is an overwhelming consensus in the team where a certain individual or individuals have not contributed equally to the project. In such cases, the instructor will make a judgment regarding the percentage of the points that will be received, based upon the peer evaluations from team members. Team members may, if they so desire, submit a dissenting report if they disagree substantially with their team’s position.

Cheating and Plagiarism is NOT acceptable behavior. Cheating will result in your permanent dismissal from this class, so please, don’t put yourself or me in this position. Plagiarism may be avoided by adequately referencing/acknowledging the source of the material or ideas used. However, using someone else’s work, whatever the source, as being reflective of your original work, will result in a “0”. Again, please do not put yourself or me in this position. Note: Please review Policy 4.1 concerning university policy relating to cheating and plagiarism.

Posting of Grades: Students are individually asked to grant permission for the posting of their grades coded through some numeric 4-digit combination. (Note: Bio Handout)

E-mail will not be used as a medium to obtain grades or results of exams.

Disclaimer: This syllabus is provided to you as a guide for the class content and expectations for the semester. It is not a contract, and is subject to change as necessary.

AND ABOVE ALL    ENJOY THE JOURNEY
Program Learning Outcomes:
Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses at http://www.sfasu.edu/cob/ug-plo.asp.

Student Academic Dishonesty (University Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as if it were one's own work when is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one's paper without giving the author credit. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Course Grades (University Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy related to active military service. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

ETS Major Field Test (MFT) Minimum Score Requirement:
Your final grade in this course will be released upon completion of one of the following: 1.) Initial completion of the MFT exam with a score of at least 135; 2.) Completion of the MFT exam and submission of acceptable case study. Please direct any questions related to the MFT to the College of Business Assessment Coordinator (Dr. Ryan Phelps) at (936) 468-1501

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Conduct (University Policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at http://www.sfasu.edu/policies/student-conduct-code.pdf.) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.