INSTRUCTOR INFORMATION
Instructor: Dr. Raymond Jones
Office: 403-N in McGee Business Building
Office Phone: 936-468-1893
Dept. Phone: 936-468-4103
Email: Primary email: Via Desire2Learn (D2L)
        Secondary email: raymond.jones@sfasu.edu
Office hours: Monday – 10:45am to 12:50pm, 2:15 to 4:30
             Tuesday - 11:30 to 1:30pm
             Wednesday - 10:45am to 12:50pm, 2:15 to 4:30
             Also available via email and by appointment
Department: Management and Marketing
College: The Nelson Rusche College of Business

The primary means of communication outside of class is D2L. Students are urged to check D2L 24 hours before class. Ideally, students should check D2L daily for emails, announcements, etc.

COURSE DESCRIPTION:

Formulation and implementation of strategy in the organization, emphasizing the integration of decisions in functional areas. Prerequisite: completion of all business foundation courses (e.g. ACC 231/232, BCM 247, BLW 335, ECO 339, GBU 325, FIN 333, MGT 370, MGT 371, MKT 351, etc.).

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 LEARNING OUTCOMES:
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 financial ratio analysis.

TEXTBOOK
The required textbook and materials for this course are:

Hill, Charles W.L. and Jones, Gareth R. 2012. Essentials of Strategic Management, 3rd
Edition. South-Western Cengage. (Get it as inexpensively as you can)

Students must purchase access to CAPSIM. Semester membership is $53.99.

SUNDOWN RULE
During the semester, students have five business days from the time grades are posted to inquire
about a grade on any graded component. The purpose is to resolve any question as soon as
grades are posted rather than wait till the end of the semester. Make sure you check your grades
on frequently and contact me immediately with any questions.

Be aware that exams are not returned. Students wishing to review an exam should make an
appointment with the instructor. Exams will not be reviewed on the day of an exam or on the
preceding business day
GRADING COMPONENTS
All exams, quizzes, and assignments are due only as scheduled on this syllabus and course calendar. Grading will be based on the following:

<table>
<thead>
<tr>
<th>Graded Content</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Strategy Assignment (2 Parts)</td>
<td>50</td>
</tr>
<tr>
<td>Financial Analysis Exam</td>
<td>75</td>
</tr>
<tr>
<td>Exams (2 @ 100 each)</td>
<td>200</td>
</tr>
<tr>
<td>CAPSIM Project</td>
<td>500</td>
</tr>
<tr>
<td>Comp-XM Project/Exam</td>
<td>100</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Course Contribution</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Team project. All team based points are subject to peer evaluation. Individual grades may vary as a function of peer evaluation.**

All grades will be weighted on a straight scale as follows:

Course Grading Scale –

- A 93% 93 points
- A- 90% 90 points
- B+ 87% 87 points
- B 83% 83 points
- B- 80% 80 points
- C+ 77% 77 points
- C 73% 73 points
- C- 70% 70 points
- D+ 67% 67 points
- D 60% 60 points
- F <60%

Notes:

1. Grading curves will not be given for assignments or exams. Grades will also not be rounded up for any circumstances.
2. Extra credit will not be given on an individual basis for any reason. That being said, there may be opportunities for extra credit throughout the semester offered to the entire class to be determined and administered as the instructor sees fit.
3. Late assignments will not be accepted for any reason. (See section discussing exceptions)
4. Students will also not be able to redo assignments for credit.
***IMPORTANT*** Students must register and complete the class requirements for Capsim and Comp-XM in order to receive a grade in this class.

EXAMS, CASE QUIZZES, AND IN-CLASS ACTIVITIES

Exams

Financial Analysis Exam
One exam will be given during the semester to ensure students understand the course-related material as it pertains to financial statements, analyzing financial performance (e.g. financial ratios), and evaluating investment opportunities (e.g. net present value, return on investment, etc.) The exam format will be true/false, multiple choice, and short problems.

Content Exams
Two exams will be given during the semester to ensure students understand the course-related material and to serve as a measure of their performance in the course. Exams will consist of 50 multiple choice questions. Total value of each exam is 100 points.

Exams will consist of material covered in class lectures/discussion as well as information from the textbook, handouts, power point slides, cases, videos, articles, and any other course-related material. All exams and in-class activities will be administered in class and cannot be made-up unless the student is participating in a university sponsored activity or has a documented excuse for missing the exam (see Make-up Policy).

During exams, students must take off any hats, hoodies, etc., that conceal the instructor’s view of the students’ eyes. Additionally, all cell phones, or other electronic devices must be turned off and stored in the students’ backpacks during the exam and when exams are returned for the students to review (see Academic Integrity Policy).

Comp-XM Project and Exam
Following the completion of the team-based Capstone project (i.e., CAPSIM), students will INDIVIDUALLY run a simulated company in Comp-XM making similar decisions to those in Capstone. Throughout the simulation students will be asked a series of questions about fundamental business topics. The question topics will be randomly assigned and will be based in part on the unique decisions that each student makes in the simulation.

Students must complete this assignment during our normally scheduled class time. Students will have four class sessions to complete this project and will likely require 6 hours of work. The completed project will be worth up to 100 points.

CAPSIM Team Project
Students will work in teams for the CAPSIM computer simulation project. Students will be required to purchase access to CAPSIM and register with the company.
Individually students will complete an orientation exercise. Following this, the teams will complete two practice rounds of competition. During this time they will learn how to analyze the industry, make management decisions, and see how these decisions played out in comparison with other teams in the industry.

In the next phase, teams will complete eight (8) rounds of decisions. During this phase, students must complete an industry analysis, develop a strategic plan, develop a product positioning plan following Round 1, write an interim report, and craft a final report to the shareholders.

The point values for these projects are as follows:
- Registration and Introduction: 25 points
- Practice Rounds (2 X 5 points): 25 points
- Industry Analysis and Strategic Plan: 50 points
- Product Positioning Plan: 50 points
- Interim Report: 100 points
- Final Report to Shareholders: 250 points

**Total Points:** 500 points

Peer Evaluation – Team members will complete performance evaluations of fellow team members while working on the CAPSIM project. **Team member have the ability to lower a team member’s score.** This is intended to ensure that team members are doing their part of the team project.

**Team Presentation**
Teams will give a formal, executive presentation of their industry analysis, strategic plan, adjustments to strategy, and final outcome. More details on this will follow.

**“What is Strategy?”**
This exercise is designed to help you think through the issues surrounding “what is strategy?” We all come to this class with preconceived notions about what strategy is, and why organizations (should) have one (many??). This assignment allows you to think about your conceptions of strategy and compare them with those of major writers in the field.

**Part 1** - Before you read the articles assigned for Part 2, I want you to ask yourself, “What is strategy?” Write down your answer. This answer may reflect your knowledge from prior classes, your work experience, plus the general information “in the air” about what strategy is. Your answer should be about ½ page in length.

**Part 2** - Then, I want you to read the five articles as assigned on the syllabus. Summarize in a paragraph what each one says about strategy.* In what ways is the answer similar to your answer? How does it differ? (Given how different each of the articles are, I’m sure you’ll find that some of them are closer to your answer and some further from your answer.) Write down your response.

Finally, given all your thinking and reading, come up with a revised answer to the question, “What is strategy?” (How) Has your answer changed from before? In what ways is it similar? How does it differ? Overall, your answer should be about 2-3 pages, double-spaced.
1 If you want, you may choose to summarize the three articles by Henry Mintzberg as one group/set. In many ways, his three articles are three different perspectives on the same thought pattern.

**Course Contribution**

Attendance in this course is not necessarily mandatory, but there is a class contribution grade that you will not be able to earn if you are not present in class.

*Why do I evaluate class contribution?* Some students are under the misperception that class contribution consists primarily of “showing up.” However, class is like work in that few organizations will pay you merely to “show up.” To receive the rewards you want (pay, in the case of a work organization; grades, in the case of class), you are expected to *add value* to your organization. Similarly, I do not reward students for merely showing up. Much of the value add in the class comes from the perspectives that you bring to the class’s discussion and the ideas that you share in class. When we discuss a case or a theoretical concept, you may bring a work perspective (having worked in a similar organization), or a unique cultural perspective (especially for you non-Texans!). Thus, class contribution really includes *active* contribution to your and your colleagues’ learning.

*Why can’t students do make-up work?* Sometimes, students want permission to do extra work to “make up” a lack of active contribution. I do not allow this. Why not? This perspective really presumes that the primary reason I want you to contribute to class discussion is so I can evaluate whether or not you’ve read the assigned material. However, ascertaining whether you’ve done so is really only a minor by-product of the exercise. My *primary* goal of asking you to contribute actively in class discussion is my recognition that we *all* contribute to the learning process. Learning is a joint product of teacher and student wrestling with material, such that we all (*including me*) learn something valuable. As mentioned above, we all bring our unique backgrounds and perspectives, and thus we all have something uniquely valuable to contribute to the class learning experience. Having you share your thoughts with me one-on-one would allow me to estimate your comprehension of course material, but would rob your colleagues of the opportunity to learn from your experience and perspective, so does not meet the objectives of class contribution.

*How do I evaluate class contribution?* I will assign contribution grades based on the quality of your contribution, not just the quantity. Some of the criteria I will use to evaluate contribution quality include:

- Do you ask insightful questions that facilitate class learning?
- Are your points relevant to the discussion?
- Do you draw clear implications of your analysis?
• Do you present your arguments logically and coherently?
• Have you considered relevant counter-arguments, or do they “take you by surprise”?
• Do you enhance the class’s understanding of the issues?
• Can you effectively critique others’ comments or act as a “devil’s advocate” in discussion?

Please note that asking good questions (such as asking for clarification about concepts that weren’t clear to you when you read the text) also constitutes “contribution” in my opinion!

DESIRE2LEARN AND ONLINE ACCESS:

The course materials for MGT 463 will be posted on D2L. Although the course is taught in the classroom, this website will be used to support the course, communicate with students, and disseminate information and grades. Our primary means of communication will be through D2L in the form of Announcements and Emails. Students are strongly urged to check D2L at least once every 24 hours. Additionally, course materials and quizzes will be distributed via D2L.

If you experience difficulty accessing the course, please contact the Help Desk /Tech Support at (936) 468-1919 from 8:00am to 5:00pm or via email at d2l@sfasu.edu. Help for students is available online through http://www.sfasu.edu/sfaonline/ -- just look for the link to “D2L Support & Tutorials” on the left-hand side.

SFA ACADEMIC INTEGRITY POLICY: (University Policy 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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 it 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. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf
If you engage in academic dishonesty related to this class, you will receive a grade of zero on the test or assignment. The professor reserves the right to assign the student a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. This policy is intended to protect the honest student from unfair competition with unscrupulous individuals who might attempt to gain an advantage through cheating.

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/.

WITHHELD GRADE POLICY (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. Please refer to the complete policy at http://www.sfasu.edu/policies/course-grades.pdf.

PROFESSIONAL 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.
**Additional information on professional conduct:**
Students will be treated as professional, mature adults and are expected to behave in this manner during class. Students who engage in unprofessional behavior will be warned first, and if the problem persists they will be asked to leave the classroom. Unprofessional conduct includes excessive talking among class members during class, sleeping during class, working on activities unrelated to class, showing a lack of respect for the rights of others (classmates, guest speakers, teacher), excessive tardiness, consistently leaving class early, and disruptive behavior during exams. Students who continue to engage in unprofessional behavior will be **permanently removed from the class with a grade of “F”**.

**OTHER**
Laptop computers, iPads, and similar devices are not allowed during class time except to work on class related material. Students using electronic devices for personal activities (e.g. social media, surfing the Web, or working on assignments for other classes, etc.) will be asked to turn off the device.

Cell phones are to be put on **silent** and stored out of sight during class lecture.

The instructor reserves the right to amend the syllabus as necessary due to unforeseen circumstances. In the event the syllabus is amended, students will be appropriately notified.

Continued enrollment in this course constitutes student’s acceptance of the policies in this syllabus.
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters and/or Assignments</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Course Introduction</td>
<td><strong>Assign What is Strategy Part 1 &amp; 2</strong>&lt;br&gt;Assign information about the CAPSIM computer program registration and tutorials.</td>
</tr>
<tr>
<td>August 28</td>
<td>Discuss Syllabus</td>
<td><strong>Introduction to CAPSIM</strong>&lt;br&gt;Course overview slides</td>
</tr>
<tr>
<td>September 2</td>
<td>Financial Analysis – Part 1</td>
<td><strong>The Big Three financial statements</strong>&lt;br&gt;<strong>How to understand the story financial statements are telling you</strong>&lt;br&gt;<strong>Creating pro-forma statements</strong></td>
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<td></td>
<td>Assign Teams for semester project</td>
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<tr>
<td>September 4</td>
<td>Financial Analysis – Part 2</td>
<td><strong>Financial ratios</strong>&lt;br&gt;<strong>How to use them</strong>&lt;br&gt;<strong>Evaluating the financial viability of a project or project</strong></td>
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<td>In class activity: Fun with financials</td>
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<td></td>
<td>Team building activity</td>
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<tr>
<td>September 9</td>
<td>Chapter 1</td>
<td><strong>The role of the general manager</strong>&lt;br&gt;<strong>The strategy-making process</strong>&lt;br&gt;<strong>Strategy as an emergent process</strong></td>
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<td></td>
<td>Assign practice rounds in CAPSIM.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>September 1</td>
<td><strong>Exam 1 – Financial Statements and Financial Analysis</strong></td>
<td>Following the exam, student teams should consider meeting and using the remaining class time to work on Capsim.</td>
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<tr>
<td></td>
<td></td>
<td>• Professor will provide Scantrons. Students need to bring a #2 pencil to the exam.</td>
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<tr>
<td>September 16</td>
<td>Chapter 2 – Stakeholders, The Mission, Governance, and Business Ethics</td>
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<tr>
<td></td>
<td>Debrief Practice Round 1</td>
<td>• Mission, vision, and goals</td>
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<td>• Corporate governance</td>
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<td>• Ethical issues in strategy</td>
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<td>September 18</td>
<td>Chapter 3 – External Analysis: The Identification of Opportunities and Threats</td>
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<td></td>
<td></td>
<td>• Analyzing industry structure</td>
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<td>• Porter’s Five Forces model</td>
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<td>• Issues in the macro-environment</td>
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<tr>
<td>September 23</td>
<td>Finish Chapter 3 if needed.</td>
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<td></td>
<td>Chapter 4 – Building Competitive Advantage</td>
<td>• Creating competitive advantage</td>
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<td></td>
<td>Debrief Practice Round 2</td>
<td>• The value chain</td>
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<tr>
<td></td>
<td></td>
<td>• Functional strategies</td>
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<tr>
<td></td>
<td></td>
<td>• Distinctive competencies</td>
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<tr>
<td>September 25</td>
<td>Finish Chapter 4 if needed</td>
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<tr>
<td>September 30</td>
<td>Chapter 5 – Business Level Strategy and Competitive Positioning</td>
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<td></td>
<td>Debrief Competition Round 1</td>
<td>• Segmenting markets and positioning</td>
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<td></td>
<td></td>
<td>• Business level strategies</td>
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<tr>
<td></td>
<td></td>
<td>• Competitive positioning in different industry environments</td>
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<tr>
<td>October 2</td>
<td><strong>Exam 2 - 50 Multiple choice questions; 2 pts per question. Chapters: 1, 2, 3, 4, 5; articles, videos, and class lecture material.</strong></td>
<td>Note: cell phones must be turned off and stored out of sight while exam is in your possession. Also, baseball caps and hoodies are not allowed to be worn during exams.</td>
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<tr>
<td></td>
<td></td>
<td>• Professor will provide Scantrons. Students need to bring a #2 pencil to the exam.</td>
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<tr>
<td>Date</td>
<td>Chapter/Section</td>
<td>Summary</td>
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<td>------------------------------------------------------------------------</td>
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</tbody>
</table>
| October 7 | Chapter 6 – Strategy in the Global Environment            | • The global environment.  
• Drivers of global profitability  
• Choosing a global strategy  
• Choices of entry mode |
| October 9 | Chapter 7 – Corporate-Level Strategy and Long-Run Profitability | • Horizontal integration.  
• Vertical integration.  
• Restructuring and downsizing |
| October 14| Finish Chapter 7 if needed.                               |                                                                        |
| October 16| Chapter 8 – Strategic Change: Implementing Strategies to Build and Develop a Company | • Types of strategic change  
• Core competencies and dynamic capabilities  
• Growth through internal new ventures and through acquisitions  
• Strategic alliances |
| October 21| Finish Chapter 8 if needed                                |                                                                        |
| October 23| Chapter 9 – Implementing Strategy Through Organizational Design | • The role of organizational structure  
• Vertical differentiation  
• Horizontal differentiation  
• The nature of organizational control |
| October 28| Finish Chapter 9 if needed                                |                                                                        |
| October 30| Exam 2 - 50 Multiple choice questions; 2 pts per question. Chapters: 6, 7, 8, 9, articles, videos, and class lecture material. | • Professor will provide Scantrons. Students need to bring a #2 pencil to the exam.  
*Note: cell phones must be turn off and stored out of sight while exam is in your possession. Also, baseball caps and hoodies are not allowed to be worn during exams.* |
<p>| November 4| How to give an effective executive presentation.          |                                                                        |
|           | How to give an effective team presentation.               |                                                                        |
|           | How to handle the Q&amp;A session in an executive presentation. |                                                                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>November 6</td>
<td>Class time for teams to work on shareholder report.</td>
</tr>
<tr>
<td>November 11</td>
<td><strong>Students to work on Comp-XM in COB computer lab during class time.</strong> Students will complete the Comp-XM module during the two week period and will have class time to work on the exam in the computer lab. Students should allow five to six hours total to complete the assignment.</td>
</tr>
<tr>
<td>November 13</td>
<td><strong>Students to work on Comp-XM in COB computer lab during class time.</strong></td>
</tr>
<tr>
<td>November 18</td>
<td><strong>Students to work on Comp-XM in COB computer lab during class time.</strong></td>
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<tr>
<td>November 20</td>
<td><strong>Students to work on Comp-XM in COB computer lab during class time.</strong></td>
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<tr>
<td>November 25</td>
<td><strong>NO CLASS - Thanksgiving holiday</strong></td>
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<tr>
<td>December 2</td>
<td>Debrief Competition Round 7\nClass time for teams to work on shareholder report</td>
</tr>
<tr>
<td>December 4</td>
<td>Class time for teams to work on shareholder report\nDiscuss Team Presentations</td>
</tr>
<tr>
<td>December 9 (Finals Week) Specific Day and Times TBA</td>
<td>Submit written report of CAPSIM shareholder report via D2L.\nResults of Round 8 published.\nTeam Presentations</td>
</tr>
</tbody>
</table>

**The instructor reserves the right to amend the course content and schedule as needed.**