**MISSISSIPPI VALLEY STATE UNIVERSITY**

**Department of Business Administration**

**BA 655-E01: STRATEGIC MANAGEMENT (3 credit hours)**

**Fall 2018**

**Time and Place:** Online

 **Instructor:** Dr. Jimmie S. Warren

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**Office Hours**: **Monday -Friday: 8am to 5pm**

**COURSE MATERIALS**

**Strategic Management, Competitiveness & Globalization: Concepts & Cases, 12e Edition.** Hitt, Michael A., Ireland, Duane R., Hoskisson, Robert E. Mason, OH: Southwest, Cengage Learning. MindTap Management, 1-term (6 months) Printed Access Card for interactive E-book-**ISBN-9781305627659**

1. Electronic access to the course text is available at the MVSU bookstore.
2. Handouts provided in class by instructor or via email.
3. Additional readings may be assigned from academic journals and business journals such as the Wall Street Journal, the Economist, Business, Fortune, Barron’s, MVSU library databases, etc.
4. **Knowledge of APA 6th Edition formatting for writing assignments. You can find this information online (Internet). You will be required to know and use this writing format. In addition, additional Formatting & Writing Styles Guide document and other helpful documents have been provided for you on Blackboard in the appropriate tab.**

**COURSE PREREQUISITES**

The instructor requires that graduate students take this course upon the completion of most or all MBA core courses. This is the capstone or course for the MBA program that integrates core business knowledge across all organizational functional areas resulting in a comprehensive and strategic management assessment of organizations and their competitive business activities.

**DESCRIPTION OF THE COURSE**

The Strategic Management Capstone course, BA-655, is a writing emphasis courses and is designed to provide the student with a specific set of knowledge, skills, competencies, and the ability to strategically identify, analyze, and solve 21st century dynamic competitive environmental issues confronting 21st century business managers and CEOs. In a strategic leadership, ethical and management framework, this course integrates core business knowledge across all organizational functional areas to arrive at economically sound, ethically principled, and value-adding solutions that add to the effectiveness of organizations and that also create a sustainable competitive advantage. It is strongly recommended that MBA students take this course as a final course toward the completion of the MBA program.

**COURSE OBJECTIVES AND EXPECTED STUDENT LEARNING OUTCOMES**

Upon completing the course, the graduate student will be able to:

1. Demonstrate efficient and effective proficiency in the application of strategic and critical thinking, strategic leadership, and strategic analysis methods to produce a synergistic integration of applicable knowledge from organizational functional areas to create a sustainable competitive advantage.
2. Demonstrate strategic, efficient, and effective proficiency in the use of information technology (IT) tools (computers, laptops, various business analytical, marketing, and statistics software, databases, and social media venues) that are commonly used and that are continuously evolving in 21st century competitive and dynamic global business environments.
3. Demonstrate efficient and effective proficiency at communicating and articulating organizational visions, missions, and strategic goals via various writing styles and oral presentations.

**READING ASSIGNMENTS**

The reading assignments are shown in the accompanying schedule of topics, assignments, and activities. Not surprisingly, those who take the readings seriously, understand the course materials better and have less difficulty in the other elements of the course. Completing reading assignments and the assigned course materials contained within the textbook are the responsibility of each student as part of his/her contractual obligation in the learning experience of this course. The Blackboard discussions are designed to supplement and elaborate upon the assigned readings and textbook content for an “outside of the text book” experience.

**BLACKBOARD PARTICIPATION AND ATTENDANCE**

This course will be structured as an online learning environment or virtual classroom. The success of the course is mainly dependent upon each student being prepared and actively contributing to the Blackboard online discussion. This is what I call the digital or online “CAMPFIRE” experience! I want the students to talk to each other. In my years of participating in the online learning environment, I have learned and greatly benefited from deep, meaningful, and informative discussions and debates amongst students. Some of the students, if not most, were already working adults who were currently working and competing in the workforce. Your colleagues and you bring a tacit as well as explicit knowledge about the work environment: how business and government policies affect the competitive business landscape. In other words, I want to know what the student thinks about the material that we will cover. You have knowledge and experiences that could contribute greatly to the online discussions. In addition, because class participation is an important part of the online classroom instruction methodology, I give generous points for online classroom participation! Therefore, it is imperative that each student is fully prepared, willing and able to offer analytical insights, constructive criticism, and encouraging support. This is a performance-based course in which the student is evaluated on his/her ability to sufficiently demonstrate the skills, ability, knowledge, and competence expected and required of someone pursuing a Master of Business Administration degree. I also grade subjectively, that is I look at how the student is progressing through the course. The student might start the course on a “low note” but end the course on a “high note”. This indicates to me that the student showed that they were able to grasp the content knowledge for the course well enough to professionally and competently communicate this in written format and in a display of information: a Power Point. In addition, your character is displayed in how you respond to your classmates and to the discussion questions as well as the effort, you put forth in this class. Each student should strive to contribute actively and significantly to the discussion of each week's scheduled topics. You will see this subjective assessment, in addition the objective assessment, on the Excel sheet that I will provide with accumulated points for assignments and online virtual classroom participation points. I will have two columns on the Excel sheet at the end of the course that state: **Grade Earned and Grade Given**! The grade earned will be the objective assessment; the grade given will be the subjective assessment. Every student, therefore, should make a conscientious effort to attend every online class discussion and to be sufficiently prepared to make meaningful contributions. **There will be no personal attacks during the discussions!** If you disagree, just simply state that you disagree and that you would like to offer your opinion on the matter. Be sure to back up your opinion with references (facts). In the case of personal attacks, the student committing this action will have corrective actions taken against them by the instructor.

The course materials will be broken down on a weekly basis, with a week being seven days: Monday to Sunday. There will be multiple discussion questions (DQs) per week and specified assignments (if any). You will be required to respond to each discussion question for each week. In addition to responding to each DQ for each week, you are required to make two additional posts to any classmate on three out of the seven days for each week. The two additional posts could be in response to a classmate’s DQ response or to a classmate’s response to another classmate’s responses. In addition, I (the instructor) will occasionally post questions or I will respond to student posts! Each response to the DQs and your additional two responses to any of your classmates on three out of the seven days for each week should be 50 to 100 words (you do not have to post twice to every classmate, just to one or to several if you desire). This will be considered substantive. Please do not post statements such as **“I agree…” or “I like your answer…” or “Your answer is similar to mine…”, YOU KNOW WHAT I MEAN**! This is a graduate course and I want graduate conversation! You will not receive credit for these kinds of responses! In addition, always use in-text citations to back up your opinions! This is to stimulate virtual classroom discourse and this will be your attendance record: **THIS WILL BE CHECKED**!! This will promote, hopefully, meaningful online discussions. **Discussion questions will continue for the first seven weeks of the course.**

Online participation points will be nine points per week: one point per DQ post (substantive post) and one point for each additional two posts on three out of seven days for each week for the first seven weeks of the course. On the seventh day of each week, each student will post an “Implications and Conclusions” (IC) post. Each week, learners create a brief statement of how the week’s learning and interactions have affected their thought process and their understanding of the material. The student will receive one point for IC postings, totaling nine points for each of the seven weeks. **Do not post your Implications and Conclusions before the week is out. Post on the last day of the week!** This statement will include suggested real-world manifestations of the week’s material and a plan for implementing the material in personal and/or professional settings. This statement can also include questions for the course facilitator regarding material that may still be unclear. This statement will be formatted with the heading, *Implications* and *Conclusions* (IC); and the statement will be posted in the body of the text box (**not as an attachment**) to the Main Class Room discussion forum under the thread provided by the instructor. Word length requirement for the (IC) is at least 50-100 words, per post. Again, the (IC) post will afford each student an additional point for online participation. A total of nine points per week will be realized: (one point per DQ post: **2-points**), one point for each additional two posts: **6-points**), and one point for the IC post: **1-point**).

**Team Final Project (Product/Service Development)**

You will be placed into teams early in the course and the teams will be designated: Team A, Team B, Team C, Team D, etc. Each team will have their own tab for communications on team projects. The team project will consist of seven written sections accompanied by a Power Point presentation. Each of the written sections will also be submitted to TurnitIn for plagiarism checks and each team will post their final version of each written section of the team project to TurnitIn. One person from each team will be responsible for posting the team assignments to the designated “TurnitIn” portal at the end of each week the team assignments are due. Therefore, if there are four teams, there should be only four posts for each team project in the designated final submission TurnitIn portal, and so on. However, each team will have a designated TurnitIn portal to post copies and corrections for their team assignments before making the final post of their team assignments to a final team TurnitIn portal! This will be explained in more detail later in the semester.

For this team final project, the team(s) will introduce a new product or service or the team(s) will improve upon an existing product or service. The project will be carried out and completed in multiple stages that represent the functional business areas of an organization. Please see the **Final Capstone Team Project for BA-655, Fall 2018 document for further instructions which will be distributed during the first half of the semester. The class will be divided into teams. Students will be assigned to teams during Week 4 or during Week 5.** The final team project will be completed in seven stages or in seven sections. Each section will be worth 50 points for a total of 350 points for the project. A rubric will be provided.

**You will also, provide a Power Point with the team assignments, but you will not post the Power Point to TurnitIn. Power Points will be submitted to the respective Team Assignment’s Tab on Blackboard. I will provide to you the login criteria to submit to TurnitIn. You should look to achieve no more than a 10% Similarity on your assignments via Turn-It-In.** Again, your written assignments will use the plagiarism checker, TurnitIn, via the MVSU Library. You will be instructed as to which written assignments are to be submitted to TurnitIn and when to submit them to TurnitIn.

Also, for your group written assignments (papers, Power Points, etc.), you will be able to use as in-text citations or references: only peer reviewed references that you will be able to retrieve from the MVSU library. **If you use a web site, you should be able to find the information to format it into a proper citation and reference. Do not simply list the web link, only!** **You can also find additional information concerning proper APA formatting on the Internet. Remember, this is a graduate program and you are expected to know how to research what you do not know! This is called being information literate! The formatting for the written assignments, citations, and references should be in APA 6th Edition format. If you have questions or need access to resources, the MVSU library staff is available to assist you.**

**ACADEMIC HONESTY (CHEATING AND PLAGIARISM POLICY)**

The Department of Business Administration adheres to the University’s policy on academic honesty as contained in of the University catalog. The University catalog contains some examples of unacceptable conduct including plagiarism, cheating on examinations, unauthorized collaboration, etc.

**REQUIRED TECHNOLOGY FOR THE COURSE**

1. Word Processor and Spreadsheet (MS Office Suite)

2. Knowledge of in the use of Blackboard and Internet web browsers.

3. Knowledge of database access for research articles from peer reviewed journals. Become familiar with your MVSU Library database of peer-reviewed journals. The MVSU Library staff is available if you are in need of help.

4. Checking and reading your emails on a regular basis; every other day! I also send out

emails containing job and internship announcements. Therefore, you should be watching and checking your emails.

5. TurnitIn Plagiarism checker will be used. Access will be provided by the instructor.

**POTENTIAL SOURCES FOR ORGANIZATIONAL DATA:**

* Articles from peer reviewed journal databases (MVSU Library)
* The company websites
* The Wall Street Journal’s Annual Reports Service (800-654-2582)
* <http://finance.yahoo.com> for company profile, key statistics, analyst opinion, etc.
* Additionally, search online to find one of the most recent articles concerning these companies

**TENTATIVE COURSE OUTLINE**

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| **Week** | **Chapter(s)** | **Topics** |
| **Week 1**Aug. 27-Sept. 2 | **Chapter 1** | **Please read: Strategic Management and Strategic Competitiveness** **In addition to the Week 1 chapter reading**: 1. Class Introductions: Post to the Blackboard tab for Week 1 DQs, a short bio of yourself. Post this to the appropriate tab for discussion questions for Week 1. Do not post an attachment, place directly into the text box.
2. Respond to the Week 1 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box.
3. Post your IC for Week 1. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.

**(In addition to the chapter reading, study the APA 6th Edition format via the Web links provided below and other materials that you will be provided on Blackboard.) You will use this writing format for all of your written assignments (individual and team). In addition, there are other resources on the Internet that you can access for APA 6th Edition in addition to formal and professional writing for graduate MBA programs.**1. [**http://www.apastyle.org/**](http://www.apastyle.org/)
2. [**https://owl.english.purdue.edu/owl/resource/560/01/**](https://owl.english.purdue.edu/owl/resource/560/01/)
 |
|  |  | **For your first individual assignment: See supplemental sheet for Assignment # 1. Due Sept. 2, 2018 by 11:59pm. Post to “Assignments # 1” tab on Blackboard.**  |
| **Week 2**Sept. 3-Sept. 9 | **Chapter 2****Chapter 3** | **The External Environment: Opportunities, Threats, Industry Competition, and Competitor Analysis****The Internal Organization: Resources, Capabilities, Core Competencies, and Competitive Advantages** **In addition to the Week 2 chapter readings:**1. Respond to the Week 2 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box.
2. Post your IC for Week 2. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.

**For your second individual assignment: See supplemental sheet for assignment # 2. Due Sept. 9, 2018 by 11:59pm. Post to “Assignments # 2” tab on Blackboard after posting to TurnitIn.**  |
| **Week 3**Sept. 10-Sept. 16 | **Chapter 4****Chapter 6**  | **Business-Level Strategy****Corporate-Level Strategy** **In addition to the Week 3 chapter readings:**1. Respond to the Week 3 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box.
2. Post your IC for Week 3. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.

**For your third individual assignment: See supplemental sheet for assignment #3. Due Sept. 16, 2018 by 11:59pm. Post to “Assignment # 3” tab on Blackboard after posting to TurnitIn.**  |
| **Week 4**Sept. 17-Sept. 23 |  **Chapter 5** **Chapter 9** | **Competitive Rivalry and Competitive Dynamics****Cooperative Strategy****In addition to the Week 4 chapter readings:**1. Respond to the Week 4 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box.
2. Post your IC for Week 4. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.
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| **Week 5**Sept. 24-Sept. 30 | **Chapter 7****Chapter 8** | **Merger and Acquisition Strategies****International Strategy****In addition to the Week 5 chapter readings:**1. Respond to the Week 5 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box.
2. Post your IC for Week 5. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.

**For your fourth individual assignment: See supplemental sheet for assignment # 4. Due Sept. 23, 2018 by 11:59pm. Post to “Assignment # 4” tab on Blackboard after posting to TurnitIn.**  |
| **Week 6**Oct. 1-Oct. 7**Midterm** | **Chapter 10****Chapter 11** | **Corporate Governance****Organizational Structure and Controls** **In addition to the Week 6 chapter readings:**1. Respond to the Week 6 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box.
2. Post your IC for Week 6. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.

**For your fifth individual assignment: See supplemental sheet for assignment # 5. Due Oct. 7, 2018 by 11:59pm. Post to “Assignment # 5” tab on Blackboard.** **Mid Term grades will consist of Weeks 1 thru Week 6 online participation points and 1-5 supplemental assignments.**  |
| **Week 7** Oct. 8-Oct. 14**Week 7 online participation points (9-points) will be added after midterms, at the end of the semester!!!!** | **Chapter 13****Chapter 12** | **Strategic Entrepreneurship****Strategic Leadership****In addition to the Week 7 chapter readings:**1. Respond to the Week 7 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box.
2. Post your IC for Week 7. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.

**Each team is to create a new product or a new service that they will introduce or create an existing product or service that can be improved upon or one that you can make better. The teams will post their choice to their respective Team tabs on Blackboard. The teams should communicate in their respective Team Tabs on Blackboard. This is the product or service that the teams will use for their Team Final Project. Please post your teams’ choice in your teams’ Tab by October 14, 2018.**  |
| **Week 8**Oct. 15-Oct. 21 | Section A of the Team Final Project  | You will be working on your team’s product or service. Submit written section to the respective TurnitIn portal or tab. Submit to TurnitIn by **October 21, 2018 by 11:59pm**. |
| **Week 9**Oct. 22-Oct. 28 | Section B of the Team Final Project | You will be working on your team’s product or service. Submit written section to the respective TurnitIn portal or tab. Submit to TurnitIn by **October 28, 2018 by 11:59pm.** |
| **Week 10**Oct. 29-Nov. 4 | Section C of the Team Final Project | You will be working on your team’s product or service. Submit written section to the respective TurnitIn portal or tab. Submit to TurnitIn by **Nov. 4, 2018 by 11:59pm.** |
| **Week 11**Nov. 5-Nov.11 | Section D of the Team Final Project | You will be working on your team’s product or service. Submit written section to the respective TurnitIn portal or tab. Submit to TurnitIn by **Nov. 11, 2018 by 11:59pm.** |
| **Week 12**Nov. 12-Nov. 18 | Section E of the Team Project | You will be working on your team’s product or service. Submit written section to the respective TurnitIn portal or tab. Submit to TurnitIn by **Nov. 18, 2018 by 11:59pm.** |
| **Week 13**Nov. 19-Nov. 25 | Fall & Holiday Break!!! | 2018 Fall & Thanksgiving Break!!! Enjoy!!! |
| **Week 14**Nov. 26-Dec. 2 | Sect. F & Sect. G of Combined Team Project | You will be working on your team’s product or service. Submit written combined sections to the respective TurnitIn portal or tab. Submit to TurnitIn by **December 2, 2018 by 11:59pm.** |
| **Week 15**Dec. 3-Dec. 10 | Grading Assignments | Grading all remaining assignments and finalizing grades for the semester. Will Post by December 9-10, 2018. |
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**COURSE EVALUATION AND GRADING**

 Assignments (5×50pts) 250

 Team Final Project (7×50pts) 350

 Blackboard Online Participation 64

 Total Points 664

**Grading standard will be (total of 314 points)**:

Mid-Term Scale: **A: 275-305 B: 244-274 C: 214-243 D: 183-213 F: <183**

**Grading standard will be (total of 514 points)**:

Final Grading Scale: **A: 598-664 B: 531-597 C:465-530 D: 398-464 F: <398**

**GRADE APPELS**

Any student who believes s/he has been graded unfairly during a semester should work actively and positively with the instructor to resolve the matter informally. If the student believes that the grading issue has not been satisfactorily resolved should appeal the grade by following University procedures as outlined in the Student Handbook. When submitting a written complaint regarding grading practices, it is imperative that the student keep copies of supporting documentation (*course syllabus, graded assignments, a portfolio of other graded work from the course, including homework, projects, tests, and other assignments, if available*).

**STUDENT OBLIGATIONS - GENERAL**

1. **Read assignments before class.**
2. Maintain knowledge of current management issues as reported in academic databases (peer-reviewed journals) such as ProQuest, EBSCOhost, and business publications such as the Wall Street Journal, Forbes, Barons, Bloomberg, etc.

 3. Please complete project assignments on time.

1. You are responsible for knowledge of any administrative announcements (test information schedule changes, etc.) that are made at any time during scheduled class periods regardless of whether you are in attendance. If you are absent, ask a classmate to keep you informed.
2. If all else fails, shoot me an email!
3. **You are responsible for informing the professor of changes to your email address and phone contacts!**

**ADA STATEMENT**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

**Contact Hours for this Online Course**

**For 2018 Fall semester, this is a 3-credit course with non-standard or somewhat asynchronous meeting times (the faculty-student interaction is virtual and is not a standard 3-day or 2-day meeting pattern):**

The Strategic Management Capstone (BA 655) course is a 3-credit online course taught over a 16 semester week period that requires that students spend at least six (6) to seven (7) hours participating and completing course-related work or activities each week of the 16 week semester. This includes answering online discussion questions, responding to students/classmates with additional posts (to simulate in an online or virtual environment, a face-to-face lecture/discussion environment), time spent completing assigned readings, preparing individual and team written assignments and Power Points, in addition to other online or virtual course-related tasks.

 **STATEMENT**

The course syllabus provides a general plan for the course and is not set in binding. **Deviations may be necessary at the instructor’s discretion**.