

## MGNT 4660-02: Strategic Management

**Instructor:** John Upson, Ph.D.  
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**Office Hrs:** TU/TR 9:30-11:00am, 2:30-3:30pm and by appointment

### Course Materials:

#### Textbook

Mastering Strategic Management, v. 1.1 by Dave Ketchen and Jeremy Short. ISBN: 978-1-4533-6949-4  
Electronic book from FlatWorld Knowledge available at:  
<https://students.flatworldknowledge.com/course/2585601>

#### Required Simulation

GLO-BUS Strategy Simulation. Registration fee of \$44.95 through [www.glo-bus.com](http://www.glo-bus.com). You will need a team-specific registration code provided by the instructor in order to register. Instructions for accessing the simulation will be provided in class.

#### Articles and Cases

Articles and cases will be posted on Courseden or distributed in class. Additional readings may be announced in class, posted on Courseden, or distributed in class as the semester progresses.

#### Courseden

Many course materials and assignments, announcements are posted on Courseden. Students should check Courseden frequently

## OVERVIEW

### Prerequisites:

MGNT 3600 and MKTG 3803 and FINC 3511 and ACCT 2101 and ACCT 2102 and ECON 2105 and ECON 2106 and (ECON 3402 or MATH 2063) and BUSA 2106 and CISM 2201

Based on the prerequisites and your general education, you should have a basic understanding of.....

1. Clear and Concise Writing (ENGL 1101)
2. Basic Economic Analysis (ECON 2105)
3. Statistics applied to business research (ECON 3402)
4. Basic Management Principles (MGNT 3600)
5. Corporate Finance (FINC 3511)
6. Marketing policies and practices (MKTG 3803)
7. Flow of goods and services to customers (MKTG 3803)

### Credit Hour Policy

Each week for approximately 15–16 weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

### Learning Objective

The objective of this course is to help you think about business problems and solutions in a comprehensive manner. We examine various frameworks that show how all of the pieces connect and what this means for a firm's strategy. This course is intended to enhance your education in the following ways:

1. To develop your capacity to think strategically about a company, its business position, how it can gain sustainable competitive advantage and formulate plans to ensure organizational viability. (BBA 4, BBA 6)
2. To develop skills using strategic and functional level analytical tools in a variety of companies and industries to facilitate the development and implementation of effective business strategy. (BBA 2, BBA 4)
3. To integrate and synthesize knowledge gained in business core courses into a comprehensive approach to managing a multifunctional business organization. (BBA 4, BBA 6)
4. To organize and present strategic and operational information appropriate to professional standards and practices. (BBA 1, BBA 3)

## COURSE SCHEDULE

The following schedule is subject to revisions.  
 --- Dates in shade are mandatory attendance ---

| Week   | Date | Day | Simulation Decisions              | Book Ch. | Topic  | Assignments due   |
|--------|------|-----|-----------------------------------|----------|--|---|
| 1      | 1/8  | TU  |                                   |          | Intro to Course & Glo-Bus Simulation               |   |
| 1      | 1/10 | TH  |                                   | 3        | External Environment                               |   |
| 2      | 1/15 | TU  |                                   | 3        | External Environment                               |   |
| 2      | 1/17 | TH  |                                   | 5        | Business-Level Strategy                            |   |
| 3      | 1/22 | TU  |                                   | 5        | Business-Level Strategy                            |   |
| 3      | 1/24 | TH  |                                   |          | Case Study   | <b>Case 1: Hayward Lumber</b>                                 |
| 4      | 1/29 | TU  | Practice round #1<br>due FR 8 pm  | 4        | Internal Environment                               |   |
| 4      | 1/31 | TH  | Practice round #1<br>due FR 8 pm  | 4        | Internal Environment                               | <b>Article 1: Pixar</b>                                       |
| 5      | 2/5  | TU  | Practice round #2<br>due FR 8 pm  |          | <b>Exam 1</b>                                      | <b>Chs. 3, 4, 5 &amp; articles/cases</b>                      |
| 5      | 2/7  | TH  | Practice round #2<br>due FR 8 pm  | 6        | Competitive & Coop Moves                           |   |
| 6      | 2/12 | TU  | Decision 1 (Yr 6)<br>due FR 8 pm  |          | <b>Online: Review files for field exam</b>         |   |
| 6      | 2/14 | TH  | Decision 1 (Yr 6)<br>due FR 8 pm  | 6        | Competitive & Coop Moves                           |   |
| 7      | 2/19 | TU  | Decision 2 (Yr 7)<br>due FR 8 pm  |          | International Strategy                             |   |
| 7      | 2/21 | TH  | Decision 2 (Yr 7)<br>due FR 8 pm  | 7        | International Strategy                             |   |
| 8      | 2/26 | TU  |                                   | 7        | Case Study   | <b>Case 2: SENZ</b>   |
| 8      | 2/28 | TH  | Decision 3 (Yr 8)<br>due FR 8 pm  |          | Industry Analysis: Airlines                        |   |
| 9      | 3/5  | TU  | Decision 4 (Yr 9)<br>due FR 8 pm  |          | Corporate Strategy: Diversification                |   |
| 9      | 3/7  | TH  | Decision 4 (Yr 9)<br>due FR 8 pm  | 8        | Corporate Strategy: M&A                            | <b>Article 2: GM &amp; Cruise Automation</b>                  |
| 10     | 3/12 | TU  | Decision 5 (Yr 10)<br>due FR 8 pm | 8        | Corporate Strategy: Restructuring, Divesting       |   |
| 10     | 3/14 | TH  | Decision 5 (Yr 10)<br>due FR 8 pm | 8        | <b>Exam 2</b>                                      | <b>Chs. 6, 7, 8 &amp; articles/cases</b>                      |
| Break  | 3/19 | TU  |                                   |          | <b>Spring Break - no class</b>                     |   |
| Break  | 3/21 | TH  |                                   |          | <b>Spring Break - no class</b>                     |   |
| 11     | 3/26 | TU  | Decision 6 (Yr 11)<br>due FR 8 pm | 9        | Org. Design and Controls                           |   |
| 11     | 3/28 | TH  | Decision 6 (Yr 11)<br>due FR 8 pm |          | <b>RCOB Field Exam</b> (Miller Hall, rm 2327/2328) |   |
| 12     | 4/2  | TU  | Decision 7 (Yr 12)<br>due FR 8 pm |          | Understanding Corporate Performance Reports        |   |
| 12     | 4/4  | TH  | Decision 7 (Yr 12)<br>due FR 8 pm | 2        | Leading Strategically (CEOs, EO, etc.)             | <b>Case 3: Method</b>   |
| 13     | 4/9  | TU  | Decision 8 (Yr 13)<br>due FR 8 pm | 10       | Corp. Governance (biases; ethical decision-making) |   |
| 13     | 4/11 | TH  | Decision 8 (Yr 13)<br>due FR 8 pm | 10       | Governance (boards, compensation, shareholders)    |   |
| 14     | 4/16 | TU  | Decision 9 (Yr 14)<br>due FR 8 pm |          | <b>Exam 3</b>                                      | <b>Chs. 2, 9, 10 &amp; cases/articles</b>                     |
| 14     | 4/18 | TH  | Decision 9 (Yr 14)<br>due FR 8 pm |          | Creativity and Analysis                            | <b>Article 3: "Entre-manureship"</b><br>(pollution in Big Ag) |
| 15     | 4/23 | TU  | Peer eval<br>due TU Apr 23 8pm    |          | Glo-bus Wrap-up and Paper Prep                     |   |
| 15     | 4/25 | TH  | Peer eval<br>due TU Apr 23 8pm    |          | Course Recap; Final Exam review                    | <b>Individual Simulation Report Due</b>                       |
| Finals | 5/7  | TU  |                                   |          | <b>Final Exam (11:00 am-1:00 pm)</b>               | <b>Cumulative</b>   |

## GRADES

| Grade Composition                            | %          |
|--|------------|
| Exams (3 highest grades at 20% each)         | <b>60%</b> |
| Online simulation grade                      | 20%        |
| Individual written report                    | <u>12%</u> |
| Simulation team project total                | <b>32%</b> |
| RCOB field assessment                        | <b>4%</b>  |
| Quizzes (articles, cases, field exam review) | <b>4%</b>  |

| Final Grade Scale |
|-------------------|
| A = 90.0 – 100%   |
| B = 80.0 – 89.9%  |
| C = 70.0 – 79.9%  |
| D = 60.0 – 69.9%  |
| F = 0 – 59.9%     |

| Assignment                     | Detail   |
|--------------------------------|--|
| <b>Exams</b>                   | <p>There will be three exams given during the semester and a final exam given during the scheduled final exam period. The three highest scores will be counted. The first three exams are not cumulative. The final exam will be cumulative, drawing from all material covered during the semester. The exam format will typically consist of some combination of multiple choice, problems, short answer and/or essay questions. The exam questions will cover material from the textbook, cases, articles, class lectures and in-class discussions and exercises.</p> <p>Exam Make-Up Policy: There will be no make-up for exams except for the reasons listed below. Unexcused absences from an exam will result in a zero score. An excused exam absence is defined by one of the following:</p> <ol style="list-style-type: none"> <li>1. University-sanctioned activity. Written, verifiable notification of the activity must be provided and validated by the instructor at least 72 hours prior to the scheduled exam.</li> <li>2. Verified medical absence. A written and verifiable note, stating that you were physically unable to take the exam as scheduled due to your illness, must be presented to me no more than 72 hours after the exam.</li> <li>3. Other hardship cases provided that you have obtained the required approval of the university.</li> </ol>   |
| <b>Simulation Team Project</b> | <p>Students will participate in a simulation project (either working alone or in groups up to 4 members) managing a company in the Glo-Bus Strategy Simulation. Companies in the simulation are competitors in the digital camera industry that make wearable cameras and camera-equipped drones. Students can choose teams, or the instructor will assist in forming teams based on information provided by each student on the form distributed the first week of class. After forming teams, students will be given a registration code to sign up (create a login and pay the registration fee) to participate in the simulation (register at <a href="#">Glo-Bus website</a> ).</p> <p>The simulation will have two practice rounds, which are not graded, followed by nine rounds of decisions that are used in computing the grade for the simulation. Each decision period covers a year for the company. Because you are given five years of historical performance data, the nine decision rounds are designated as Year 6 through Year 14. During the specified weeks of the course, one simulation decision will be due each week by Friday at 8 pm.</p> <p>Grades will be assigned for the performance in the on-line simulation and the individual's final report. Details of the simulation project assignments are provided below:</p> <p><i>On-Line simulation grade:</i> The simulation grade is based on the team's performance in its Glo-Bus industry. Each industry will consist of either eight or twelve companies/teams (based on the number of teams in the class). The Glo-Bus system calculates a score for each team based on performance factors such as the company's profitability and return on equity. To encourage active participation in and attention to the simulation throughout the semester, the simulation grade will be computed as an average of the scores attained at the end of Years 8, 11, and 14. This Glo-Bus score will be the team's grade for each year unless the score falls below a pre-set floor grade. The floor grade will be based on the team's rank in the industry at specified times (i.e., decision years) during the simulation. The team will receive the higher of the two scores: the score calculated by Glo-Bus or the floor score. For example, the floor grade for the lowest ranked team in the industry will be 72% (a "C"). If, however, the lowest ranked team earns a Glo-Bus performance score of 85%, then that team's grade would be 85%. The floor grade for the highest-ranked team in the industry is 100%. If, however, the highest-ranked team earns a Glo-Bus</p> |

| Assignment   | Detail  |
|--|---|
|  | <p>performance score of 105%, then that team’s grade would be 105%. Additional details regarding the grading plan will be provided in class.</p> <p><u>Adjustments to the simulation grade will be made for participation. These adjustments can be severe.</u></p> <p><i>Simulation participation assessment (teams):</i> Each team member will evaluate his/her team members at the end of the project. Peer evaluations should reflect the contributions of each team member and appropriate adjustments to individual simulation grades will be made where necessary. I urge the teams to decide, at the beginning of the project, what will be an acceptable level of contribution, and I encourage each individual to contribute your share to the team project. <u>Your participation in the simulation project is your responsibility, not your team’s responsibility.</u> Entire teams that do not enter any decisions in the system for two or more graded decision rounds will receive 5% (i.e., one-half a letter grade) reduction in the simulation grade for <i>each</i> round they have failed to submit a decision entry.</p> <p><i>Simulation participation assessment (individuals):</i> For individuals working alone, participation grades may be adjusted based on an assessment of participation as indicated in the the Glo-Bus system. Students who fail to enter any decisions in the system for two or more graded decision rounds will receive 5% (i.e., one-half a letter grade) reduction in the simulation grade for <i>each</i> round they have failed to submit a decision entry.</p> <p><i>Individual written report:</i> Each student will prepare an Executive Summary package. This assignment will be written individually, and the grade will be assigned individually. The Executive Summary package will include (i) a report of your simulation company’s strategy and performance and (ii) a report of a real-world digital camera company’s strategy and performance. The requirements also include a table of your Globus company’s financial results, a table of the real-world camera company’s recent financial performance, and a brief analysis of the CEO’s letter from the most recent annual report for the real-world company. Reports submitted late will not be accepted.</p> <p><b>Complete instructions for this assignment, a checklist of the required components, the grading rubric showing points for each component, and reminders for the report are posted on Courseden.</b></p> |
| <p><b>RCOB field assessment</b></p>                            | <p>One class period during the semester will be devoted to the RCOB field assessment. This exam consists of approximately 70 multiple choice questions and will be administered in one of the college computer labs. The exam questions cover each of the business subjects or functions (e.g., accounting, economics, management, marketing, business law, finance, management information systems). Assessments are conducted each semester in order to ensure the college is teaching concepts that are considered fundamental to business education and if this teaching is effective in helping students master the concepts. Assessments are part of the MGNT 4660 course because all of the prerequisite courses leading up to MGNT 4660 will have covered those fundamentals for the various business disciplines. Students will receive points for this assignment based on the percentage of the exam questions they answer correctly, according to the scale presented in the following table:</p>   |
| <p><b>Quizzes</b><br/>(articles, cases, field exam review)</p> | <p><i>Articles/Cases:</i> In class, we will discuss 3 articles and 3 cases that you are to read prior to the start of the class session. Quiz credit is earned by completing a Courseden online quiz prior to coming to class. There is one quiz per article/case. Each quiz is short (about five/six questions). Courseden instructions state the minimum number of correct answers required to receive credit for the quiz (e.g.at least 4 of 5 questions correct). You may take each quiz up to two times. The quiz for an article is due no later than 3:30 pm (class start time) on the day the article is scheduled to be discussed. Since quizzes are available for weeks prior to a class, quizzes cannot be made up.</p> <p><i>Field exam review:</i> To aid your review for the field exam, there are review files posted on Courseden and a short quiz associated with each of these files. These quizzes will close at 3:30 pm on the day of the field exam. (Note that these simple quizzes are intended to verify that you worked through the review files – these quizzes do <u>not</u> contain questions that appear on the field exam.)</p> <p>In total, there are ten quizzes (six for articles/cases and four for field exam review). As you take more quizzes, the credit increases. As shown in the table below, up to a total of 5% of your total course grade can be earned if you complete all ten quizzes. This total includes up to 1% of extra credit (since only 4% is required as part of the base grade for this course). You are allowed to earn the quiz credit even if you do not attend class for the discussion of the article.</p>  |

*The instructor reserves the right to modify the course schedule, grade scale, graded items, and content of class as necessary.*

| <u>Total number of quizzes completed</u> | <u>Percent of final grade earned</u> |
|--|--------------------------------------|
| 1  | 0.5%                                 |
| 2  | 1.0%                                 |
| 3  | 1.5%                                 |
| 4  | 2.0%                                 |
| 5  | 2.5%                                 |
| 6  | 3.0%                                 |
| 7  | 3.5%                                 |
| 8  | 4.0%                                 |
| 9  | 4.5% (represents .05% extra credit)  |
| 10                                       | 5.0% (represents 1.0% extra credit)  |

| <u>Field Exam Percent Correct</u> | <u>Percent of final grade earned</u> |
|-----------------------------------|--------------------------------------|
| < 40%                             | 2.0%                                 |
| 40% - 59%                         | 3.0%                                 |
| 60% - 79%                         | 3.5%                                 |
| > 80%                             | 4.0%                                 |

## Communication Expectation

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. It is the student's responsibility to check his or her email.

The Management Department believes in work-life balance for both faculty and students. Faculty will typically respond to student emails within 24 hours. Students should not expect a response during non-business hours, which includes nights, weekends, holidays, and school breaks.

## COURSE POLICIES

### Classroom Conduct

It is expected, but not mandated, that you regularly attend class. All material discussed in class and posted on Courseden (lectures / text / handouts / videos) is subject to inclusion on quizzes/exams. Attendance is required for exams, quizzes, team or individual presentations, case studies, and guest speakers. When attending class, students are expected to:

- Arrive on time (I reserve the right to reduce your grade for habitual tardiness)
- Be prepared
- Ask questions and make comments on the material
- Be considerate of others
- Refrain from sleeping or chattering excessively
- Silence cell phones
- Complete assignments on time

### General Course Policies

- Indicate your section and full name on all assignments and presentations, even those submitted through email/Courseden.
- Email is a common mode of business communication, yet many emails are far too informal for business communication (i.e., unpunctuated, sloppily written, and using greetings such as 'Hey'). Because of this, all email correspondence must be of professional quality (see document posted in the START HERE folder of Courseden).
- It is the student's responsibility to access all content posted on Courseden and emailed to the student.
- Unforeseen changes in the syllabus and assignments will be announced in email.
- It is the student's responsibility to regularly check their email.
- Missing the first graded assignments is grounds for being dropped from the course.

### Assignment Submissions

Success in business generally requires professionalism. Therefore, any assignment submitted for a grade must clearly display the student's name at the top of the page. Also, submissions should be accurate in terms of format, grammar, punctuation, and spelling. I use the "rule of three" when grading all assignments: if I find three or more errors, the assignment will receive a 0 grade and the student will not have the opportunity to correct and resubmit the assignment. Please carefully proofread all content prior to submitting it to me. Also, be aware of the following:

- Assignments should be typed. Use 12 point Times New Roman font, 1-inch margins, and single-space.
- Assignments should be professionally formatted.

- Submit all assignments to Courseden dropbox unless otherwise noted.
- Include your name on all submitted assignment, even those turned in electronically.
- Staple all multi-page assignments that are submitted in hard copy (i.e. PowerPoint slides for debate project).
- Late assignments will receive a grade of “0” unless appealed directly in advance. Do not expect positive appeals. Timeliness is one of the most important aspects of business.

## Honor Code

At UWG, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. **UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.**

UWG maintains and monitors a confidential Academic Dishonesty Tracking System that collects and reports patterns of repeated student violations across all Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the UWG Honor Code, see the Student Handbook.

Definitions:

- Plagiarism - “representing the words or ideas of another as one’s own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged”
- Cheating - “using or attempting to use unauthorized materials, information or study aids”
- Fabrication - “falsification or unauthorized invention of any information or citation”

Penalties for Breach of Academic Integrity

Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of penalties from verbal warning to suspension/expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

**NOTE: Violations of the academic honesty policy may result in expulsion from the University.**

**Wolf Pact:** The Wolf Pact is a commitment by the Richards College of Business family to honesty, integrity, professionalism, accountability for ethical behavior, and to respect for the rights, differences, and dignity of others. We are committed to a culture of academic integrity, where members adhere to our shared values in all academic and non-academic endeavors. We believe these values are essential to student development; whether personal, academic, or professional. Most importantly - establishing yourself as an honest person of integrity, who acts in a professional and ethical manner- will be as important as the academic skills you learn in the Richards College.

## Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact <https://www.westga.edu/accessibility/>.

**Center for Academic Success:** The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu)

**University Writing Center:** The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu)

## Student Rights and Responsibilities

Please carefully review the information at: [Common Language for Course Syllabi](#).

The document at this link contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the material each semester.

## Concealed Carry Statement

Beginning July 1, 2017, Georgia House Bill 280 permits properly licensed individuals in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities. However, it is the responsibility of the individual to understand and follow the guidelines set forth by the University System of Georgia. USG guidelines can be found at: [HB28-Conceal Carry Statement](#)

You may also visit our website for help with USG Guidance: [UWG Conceal Carry Policy](#)

## Online privacy

This course may require you to work with other sites and entities beyond UWG and Courseden (D2L) where some personal information (e.g. your name, affiliation with UWG, or current employment) may be displayed. You have the right to regulate the displaying of information pertaining to yourself on the Internet. If you are uncomfortable displaying information that you deem overly personal, you may take steps to post in a more anonymous manner (such as posting online your first name and last initial only or other pseudonym). You also agree to respect other people's wishes to remain anonymous.

## Links to and from third-party sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor or UWG, and UWG has no obligation to monitor such sites, and the user agrees that neither your professor nor UWG is responsible for the content of such sites or for any technical or other problems associated with any such third-party site, links, or usage.

## TEXTBOOK DETAILS

**Book Title:** Mastering Strategic Management, v1.1

**Author(s):** Dave Ketchen and Jeremy Short

**ISBN:** 978-1-4533-6949-4

**Institution:** University of West Georgia

**Course Title:** Strategic Management

**Course Number:** MGNT 4660

## Accessing the book

Simply go to the course URL:

<https://students.flatworldknowledge.com/course/2585601>

If you lose this URL, simply go to [FlatWorld Students](#) and find your class using my name, the course name, or institution.

## Products and costs

There are a variety of products to support the learning experience: Black and White or Color printed books, Print it Yourself PDFs, Audio and eReader book formats as well as study aids and homework and quiz services. Prices start at \$34.95. For a detailed list of products and services related to your adopted textbook, all you need to do is click on your course link to view the options.

## Customer Support

The answer to many common questions can be found under the Educator FAQ link:

[FlatWorld Knowledge Support](#)

If you still can't find the answer to your question, customer support is available Mon - Fri from 9AM to 5PM (EST).

Contact:

Chat: [FlatWorld Knowledge Chat](#)

Phone: [877-257-9243](tel:877-257-9243)