



Your University of Choice

COURSE SYLLABUS

Term: Fall 2015
Course No.: ORMN 460 Strategic Management (ORMN460C1_20151)
Course Meetings: (Tuesdays) November 10, 17, 24, and December 1 & 8
6:00PM to 10:00PM
Classroom No.: Whiting, Room 306
Instructor: Brice Johnson, MSM, PMP
Phone No.: 219-746-4203
E-mail: bjohnson2@ccsj.edu

Syllabus Changes:

All items on this syllabus are subject to change at the discretion of the Instructor, the department, and the university. Students shall be informed of any changes. Any changes made will be with the intent of improving the learning environment and student outcomes.

Instructor Background:

During the past thirty years, the instructor has held managerial and technical expert roles leading a wide variety of design and construction programs and projects of various size, scope, and complexity ranging to hundreds of millions of dollars, consistently fulfilling commitments for cost, time, quality, and safety. As an entrepreneur, the instructor has owned two small businesses, most recently (1999-2009) as a capital projects consultancy and management firm focused on retail/commercial, municipal/government, and heavy industrial sectors.

The instructor is a member of several professional organizations, including the Project Management Institute – in which he has earned and maintains their widely respected Project Management Professional certification. He is also a United States Air Force Veteran, having served overseas in multiple countries on missions with the special operations community. Academic preparation includes a Bachelor of Science in Organization Management (with honors/distinction) at Calumet College of St. Joseph (2011), and a Master of Science in Management degree from University of Maryland. The instructor is scheduled to enter a Doctor of Education degree program at University of St. Francis in May, 2016.

Course Description:

The strategic management course is a multi-modal, multi-method, collaborative effort to learn knowledge, skills, and abilities important to any personal or professional endeavor. This course enables you to integrate and apply what you have learned in your prior OM program courses. The course is an investigation of how strategy interacts with and guides an organization within its internal and external environments. The ability to "think strategically" and to weigh things from the perspective of the total enterprise operating in an increasingly global market environment is emphasized. Focus is on organization-wide strategy, strategy development, strategy implementation, and the overall strategic management process. An examination of models and current best practices and knowledge in management, planning, communication, and decision-making to enable students to develop an understanding of strategy formulation and implementation.

Topics include organizational mission, vision, goal setting, environmental assessment, and strategic decision making. Techniques such as industry analysis, competitive analysis, and portfolio analysis are presented. Discussion covers strategic implementation as it relates to organizational structure, policy, leadership, and evaluation issues.

Outside the classroom the course relies upon information exchange via Blackboard, and learners drive to maximize the opportunity to learn the many critical knowledge, skills, and abilities which make up strategic management.

Case analyses and text material are used to integrate knowledge and skills gained through previous study. Problems and issues of strategy formulation are investigated through participation in case studies, inquiry, discourse, and perhaps even debate.

Learning Modes and Methods:

A variety of modes and methods will be utilized during this course which may include the following: Extensive in-class discussions, lectures, videos, slide presentations, critical organizational assessment, case study, collaborative activities, in-class assignments, technology, experiential learning, service learning, group discussions, research and writing, Individual and team projects, collaborative learning.

If you have questions about the subject matter, an assignment, or a grade you received, please contact your professor. Our goal is to help you understand the material, your grade is far less important than the over-arching goal of learning throughout your academic career. Your instructor will make every effort to inform you, and help you understand how you may improve your performance in this course. Always do your best work. That's a great start.

Learning Outcomes/ Competencies:

At the end of this course, students should be able to:

- A. Apply and integrate the knowledge gained in earlier courses to various strategic decisions and cases.
- B. Understand and develop mission and vision statements, and know the difference. Develop a strategic plan for a company to include: A mission statement; feasible goals and objectives; and appropriate strategies to accomplish various goals and objectives.
- C. Development and implement strategies through identification of objectives, policies, resource allocation, and managing conflicts.
- D. Analyze and assess the ethical dimensions of strategic management, recognizing the value of ethics, social responsibility, and environmental sustainability in the global business climate, and how these can impact corporate sustainability.
- E. Understand and apply Strategic Risk Management. Conduct a situation analysis of a company including: identifying and assessing critical factors in an organization's internal environment and assessing critical factors in an organization's external environment which may positively or negatively affect the achievement of the organizational mission and goals.
- F. Understand and apply Strategic Planning. Identify and analyze the relevant strategic implementation issues within an organization.
- G. Explain and apply organizational situation concepts such as portfolio analysis, core competency, strategic fit, turnaround and retrenchment, industry analysis, competitive analysis, diversification, and vertical integration.
- H. Analyze internal assessments with management, marketing, accounting, production, research and development, management information systems, value chain analysis, and internal factor matrix.
- I. Analyze external assessments by identifying pertinent economic, environmental, political, governmental, legal, technological and competitive forces by using forecasting tools and techniques.

- J. Assess a company's strategic position, how it can gain a sustainable competitive advantage, and how its strategy can be implemented and executed successfully.
- K. Prepare a written and oral strategic management case analysis. Conduct critical strategic analyses in a variety of industries and competitive situations, to instill a stronger understanding of the competitive challenges of a global market environment.
- L. Develop a business strategy, analyze, and weigh the strategic options using what-if (or if-then) analysis to evaluate action alternatives, make strategic decisions, and determine how to implement them.

Experiential Learning Opportunities:

- A. Apply learning from prior courses essential to success in strategic management.
- B. Written and oral strategic management case analysis
- C. Prepare Critical Path Method schedules using GANTT charts and other tools of effective planning.
- D. Develop a holistic and comprehensive Risk Management Plan.
- E. Understand the concepts of strategy formulation.
- F. Have at least an awareness level of current concepts and theories related to strategic management.
- G. Understand strategy implementation and evaluation issues.
- H. Understand the importance of business ethics, social responsibility, environmental sustainability and global/international issues.

Textbook:

Strategic Management: A Competitive Advantage Approach E/14; Pearson Publishing; Fred R. David

Supplemental Materials:

In addition to the assigned text, supplemental materials will be distributed via Blackboard, email, handed out, found through individual search, shared among peers, or other methods. These are intended to enhance learning, and learners will do well to gain all they can from the material, and discuss their findings, observations, criticism, or questions with their fellow students and instructor.

Special Gift. Professor Aswath Damodaran, the author of an excellent resource regarding risk management, has allowed your instructor to offer you access to his text with the condition that 1) You don't share the link outside this academic setting, and 2) Properly attribute any content used, 3) Provide feedback regarding your use of it to the instructor.

Damodaran, A., (2007). Strategic Risk Taking: A Framework for Risk Management, available at: <http://people.stern.nyu.edu/adamodar/pdfiles/valrisk/>

Another excellent resource:

Ketchen, D, and Short, J. (2011). Mastering Strategic Management, Saylor Foundation, available at: <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=73>

A webliography will be developed and shared, and each student will contribute.

CLASS PARTICIPATION (100 pts)

- A. Attendance isn't just being *present*, it's being engaged!
- B. Be attentive and participate in all class activities.
- C. Arrive on time, ready to learn and help others do the same.
- D. Returning promptly from breaks and stay until the class period ends.
- E. Abide by professional standards and demonstrate courtesy when interacting with faculty, administrators, guest speakers, and other students.
- F. Don't create or enable distractions such as electronic devices, food (sounds and smells) or food wrappers, clicking pens, or dressing inappropriately, etc.

Class Policy for Attendance and Assignments:

All assignments are due on the designated class date, at the beginning of class (unless otherwise directed). Some course work cannot be completed outside the classroom or made up at a later date. Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Organization Management's accelerated classes are intense and rigorous and demand student presence and participation. Only one absence is permitted during the five class sessions – IF the student makes up the missed work prior to the following session.

It is expected that all students will take each quiz, test, or exam with the rest of the class. Only an exceptional circumstance (death in family, significant weather event) will excuse the student from an exam and allow the student to take a make-up exam.

Class Policy on Electronic Devices:

Please respect the rights of others in the classroom. During class please turn off or set on silent mode all cell phones, pagers, etc. Do not place or accept calls, texts, or emails. Don't allow your actions to disrupt the class. There will be breaks.

Non-Attribution Policy:

Students are expected to offer comments related to the course topics. Life experiences within the workplace setting linked to course topics are encouraged. We all learn exceedingly more from personal interaction and sharing of experiences than just reading books and taking tests.

Trust enables us to be our better selves, learn, and grow. Fear obstructs this. Put simply, whatever is said in this class stays in the class – especially when it is personal. You do not have to agree with others views, but you will be respectful in how you respond to those differences.

CCSJ encourages and expects full and candid discussions during class instruction and in dialog with other students, instructors, and guest speakers. Our collective objective is to enable students, instructors, and guest speakers to express their views freely and without possible attribution or embarrassment. Achievement of this level of openness requires that when personal views of a sensitive nature are presented they will not be repeated to the possible embarrassment of the person presenting them. This policy also applies to informal discussion anywhere (on campus, online, etc.). Specific statements or remarks should not be attributed to specific speakers.

Students who abuse or violate the sanctity of the classroom as a place of safety and trust shall be subject to discipline under the university ethics and integrity regulations.

Civility, Disputes, and Their Resolution:

Preventing a problem is the best solution. All present in the classroom, or associating with other students, faculty, or administrators outside the classroom (in person or virtually) shall conduct themselves like the professionals they are, or aspire to be.

Offensive commentary or other expressions regarding a person's appearance, race, gender, religion, sex, sexuality, or other personal and sensitive attribute or quality is neither professional, nor ethical. It also benefits no one to put others down.

It is imperative that when problems occur, they are not only solved, but solved at the lowest level possible. It is also imperative to all involved that the learning environment works – for everyone. The instructor openly admits that he is imperfect, but very eager to learn and improve.

The instructor encourages students who have issues or concerns with the learning environment to discuss them first with their instructor. Should the concern or issue become personal, heated, or approaching impasse, the student is encouraged to join the instructor in engaging the department head:

Dr. Roy Scheive, PhD
rscheive@ccsj.edu
219-473-4228

If several of the students share an opinion or position regarding the learning environment, a student class leader may be selected from among them and empowered to bring issues to the instructor on behalf of fellow students.

Students who feel their issue is not resolved satisfactorily through these channels may discuss further escalation of the issue with the department head.

Waiting until the Course Evaluation Survey to express or hear of others dissatisfaction is as ineffective as waiting until a final exam to determine if a student learned anything in a course. Please be open and candid about your concerns regarding the learning environment.

Course Outline/Schedule:

Please see the attached outline/schedule.

ASSIGNMENTS:

Assignments may include individual or team papers, discussions, projects, presentations, research, writing, quizzes, tests, exams, and other relative and appropriate methods of demonstrating acquisition, retention, and skill in the knowledge areas of the course.

The instructor reserves the right and obligation to change, add, or remove planned assignments, even on an individual basis – to benefit the student.

Research results tracking and sharing:

For bonus points provide on a separate paper a listing of all resources discovered in your research, but not used in the final product (use APA format, include the web address).

Personal Mission Statement

Access the Franklin Covey organization Mission Statement Builder web resource for personal mission statements: <http://msb.franklincovey.com/>.

Using this resource and at least one other (which you will cite), prepare your Personal Mission Statement.

- Examples of other resources:

<http://www.quintcareers.com/mission-statement-development/>

<https://www.jmu.edu/osarp/civiclearning/files/mission-creation-Covey.pdf>

Tell us what do you want to accomplish in the next five years?

If you can, also state what you want to accomplish in the next ten, fifteen, or ...in your lifetime.

Why?

Hints:

- ✓ This is a living document you should be working on going forward.
- ✓ Specific, measurable, achievable, resource-driven, time-bound, and toward what objectives?
- ✓ Consider your values, and what might be said in 80 years at your eulogy.
- ✓ Keep it simple, clear, and brief.
- ✓ Make it emotional or passionate, to help to energize yourself.
- ✓ The best mission statements tend to be 3 to 5 sentences long.
- ✓ Make statements positive – Not avoiding things, but going towards something...

Employer Mission Statement Review (100 pts)

The following assignment utilizes concepts presented in chapters 1 and 2 from your strategic management textbook.

On a cover sheet include the following: Your name, ORMN 460, Assignment No.1, company name and instructor's name, and the date.)

Maximum number of double-spaced pages will be 3 (i.e., cover sheet plus 3 pages).

Type responses to the following:

1. Bring a copy of the mission statement for the organization where you are employed. Be prepared to discuss how well you think the statement describes and reflects the organization

today and how it currently conducts its business. If your organization does not have a written mission statement, prepare a draft of what you think the mission statement should be. Be prepared to discuss why you believe your draft reflects the organization's current mission.

2. Describe the primary product or service your department delivers within your organization.
3. Who is the primary target audience for the product or service your department provides (could be an external audience, an internal audience, or both)?
4. Develop two strategic planning objectives for your department. Try to be specific and make them measurable.
5. Are there any external environment factors (legal or governmental regulation, economic trends, political, social considerations, etc) that impact or affect what services your department delivers and how they are delivered?

Current Article Review (100 pts ea.)

Write a two-page summary and prepare a ten-minute presentation on a topic derived from any of the three hierarchies of strategic management: Corporate, functional, or operational.

Sources of strategic management articles:

1. Select an empirical strategic management article that has been published within the past three years. The article should be from a newspaper, magazine, journal, or the Internet
Examples:
 - Fortune 500 company web sites may offer information on recent strategic management plans).
 - Strategic Management-focused organizations with web sites which offer learning resources.
2. Make a photocopy, or copy and paste, the article cited, and attach it to the back of your review paper.
3. The paper should include a typed cover sheet with the course title, instructor's name, the assignment due date and your name. Indicate "article review No. 1", "article review No. 2", etc.
4. Use a different source for each of your article assignments.
5. Your article review should be a double-spaced typed paper, 1 ½ to 2 pages in length, which discusses the important concepts covered in the article and your opinion on these points. When possible, try to relate some of your comments to concepts or materials covered in the course to date. Indicate the chapter and page number in the textbook. You may also relate it to something you have experienced in your workplace.
6. The articles will be presented in class. Please limit your article presentations to approximately 10 minutes.

Outline of paper content:

1. Indicate in your introduction which of the above three categories your article addresses.
2. Describe one concept or issue offered in the article and how the concept might impact you and/or your current employer. If currently not working, describe how the concept might impact you and/or your future employer.
3. Also provide a cross-reference to a concept or theory in the course textbook and how it relates to your chosen article (indicate the chapter and page number).

4. Additional, empirical, resources are expected and encouraged.
5. For bonus points provide on a separate paper a listing of all resources discovered in your research, but not used in the final product (use APA format, include the web address).

Strategic Plan Paper and Presentation (200 pts)

This capstone assignment offers the opportunity to show what you have learned by demonstrating the application of the different knowledge areas in context.

Prepare a strategic plan for a small business startup, or a small business with plans for growth. If you have ever considered owning such a business, this is a great opportunity to begin your research and planning. If you already own or have a managerial role in this type of business, this is a great opportunity to explore how you may affect positive change.

If the work is about a real business which you do not fully own, do not disclose business confidential information. Please. If you have questions on this, ask.

What is the business? What are its capital needs? Who is the market? Customers? Competitors? Products? Regulatory requirements? Barriers to entry? Risks? ...and so on.

Prepare your written work using APA formatting as you would any other academic assignment.

Expect the paper to be between 10 and 20 pages, with about as many slides, and minutes to present them.

An example outline is attached.

For bonus points provide on a separate paper a listing of all resources discovered in your research, but not used in the final product (use APA format, include the web address).

This assignment will be presented during the last class session. You never know....perhaps your entrepreneurial venture could lead to fame and fortune.

Consider this bit of trivia.....

“The concept is interesting and well-formed, but in order to earn better than a ‘C’, the idea must be feasible.”

----A Yale University management professor’s written response to Fred Smith’s paper proposing reliable overnight delivery services.
Smith went on to found.....Federal Express

Assessment:

Class participation, collaboration, attendance	10% of grade
Individual assignments	30% of grade
Quizzes	40% of grade
Final project preparation and delivery	20% of grade

Grading Scale:

ASSIGNMENTS	Points
Attendance/Class Participation	100
Individual Assignments	200
Quizzes	500
Final Exam	200
Total:	1000

Grade	Points
A	1000-920
A-	919-900
B+	899-880
B	879-820
B-	819-800
C+	799-780
C	779-720
C-	719-700
D+	699-680
D	679-620
D-	619-600
F	599 and below

Student Success Center:

The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by room 413.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a “peer facilitator” who helps students master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219 473-4352.

ACADEMIC INTEGRITY

The smartest people in the world aren't employable if they're not trustworthy. You can't work with people you cannot trust. Integrity isn't just what you do; it's also what you fail to do. Tell the truth. Admit when you don't know. Do your own work. Do the best work you possibly can. Don't be a minimalist - exceed expectations!

Absolute integrity is expected of every student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all relationships and interactions connected to the educational process, including the use of others (university, your employer, relatives, friends) resources.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library

website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Class(es) Policy:

After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

Disability Services:

Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990 offers minimum requirements for enabling all learners to more fully participate in the process, and improve in the major life activity that is learning. Reasonable Accommodations, contrary to the misgivings of the poorly informed, is not a “free ride”. The entire goal of the ADA, to sum it up in its entirety, is to level the playing field, and enable fairness where it might not exist for one reason or another. ADA does not exempt learners from the work, but does offer them help in accomplishing it.

CCSJ Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary *aid* (e.g., *additional time for tests, note taking assistance, special testing arrangements, etc.*). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment

for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under the Act. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, and or psychological condition, he or she should contact Disabilities Services.

The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

By no means is it encouraged or acceptable for a student to suffer in silence. We are all here to learn – even the instructor. While also following the above guidance, please feel free to discuss any learning challenges you are facing, and be open to allowing others to help you.

CCSJ Emergency Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College’s website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

CCSJ Alerts: An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College’s website. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

Internet: <http://www.ccsj.edu>

<http://www.EmergencyClosings.com>
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:
WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:
2, 5, 7, 9, 32

ORMN460 Strategic Management Course Schedule

Session 1 Nov. 10	Introductions and expectations	
	<u>Part 1: Overview of Strategic Management</u>	
	Chapter 1	The Nature of Strategic Management
	<u>Part 2: Strategy Formulation</u>	
	Chapter 2	The Business Vision and Mission
	Quiz: Ch's 1-2	
	Assigned Exercise:	Personal Mission Statement (http://msb.franklincovey.com/)
Session 2 Nov. 17	Recap of prior session	
	Individual Paper Presentation 1	Employer Mission Statement
	Chapter 3	The External Assessment
	Chapter 4	The Internal Assessment
	Chapter 5	Strategies in Action
	Chapter 6	Strategy Analysis and Choice
	Quiz: Ch's 3-6	
Session 3 Nov. 24	Recap of prior session	
	<u>Part 3: Strategy Implementation</u>	
	Chapter 7	Implementing Strategies: Management and Operations Issues
	Chapter 8	Implementing Strategies: Marketing, Finance/Accounting, R&D, and MIS Issues
	Quiz: Ch's 7-8	
	Individual Paper Presentation 2	Current strategic management-related article research
	Essentials Seminar*:	Critical Path Method scheduling, and GANTT charts
Session 4 Dec. 1	Recap of prior session	
	<u>Part 4: Strategy Evaluation</u>	
	Chapter 9	Strategy Review, Evaluation, and Control
	Quiz: Ch 9	
	Individual Paper Presentation 3	Current strategic management-related article research
	Essentials Seminar*:	Risk Management
Session 5 Dec. 8	Recap of prior session	
	<u>Part 5: Key Strategic-Management Topics</u>	
	Chapter 10	Business Ethics/Social Responsibility/Environmental Sustainability
	Chapter 11	Global/International Issues
	Quiz: Ch's 10-11	
	Final: Capstone Presentation	Strategic Management Presentation (paper and slides)
(*) Seminars offered as time allows; may be rescheduled.		

Example Content of Strategic Plan Outline

The following are not necessarily requirements. This information is offered to help by suggesting content to at least consider.

- 1 Cover Sheet**
 - Index**
 - Executive Summary**
- 2 Current Market(ing) Situation**
 - 2.1 Market Description**
 - 2.2 Target Market - Who are potential clients**
 - 2.3 Service Offerings**
 - 2.4 Competitive Review**
- 3 SWOT Analysis.**
- 4 Goals, Objectives, and Issues**
- 5 Marketing/Communication Strategy**
 - 5.1 Marketing/Communications Opportunities**
 - 5.2 Market Research Notes**
- 6 Finance**
- 7 Management Controls**
 - References**
- A Goals and Objectives Detail (From Item 4)**
 - A-1 Strategic Goal Information**
 - B Financial Projections 2011-2015 (Tables)**
 - B-1 Financial Projections - Revenue & Expenses by Value (Bar chart)**
 - B-2 Financial Projections - Expenses by Percentage (Pie charts)**
 - B-3 Composite Projections 2011-2015 (Graph)**
 - B-4 Pricing Strategy**