
Calumet College



of Saint Joseph

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COURSE SYLLABUS
ORMN: 460 Strategic Management
Monday Evenings 6-10PM – Room TBA
JUNE 3, 10, 17, 24, and July 1
(optional orientation session & pizza: 5/28/19 6-8PM)

INSTRUCTOR INFORMATION



Instructor:

Dr. Steve A. Varela

Phone:

(219) 473-4355 (office) / (312) 848-7500 (cell)

Office:

Fifth Floor, Room 515

Office Hours:

Mondays: 3:00 – 5:00PM or by virtual appointment.

E-mail: svarela@ccsj.edu 24-hour response time (including weekends!)

ABOUT YOUR PROFESSOR

Steve A. Varela, Ph.D., MBA, MSc. is a native of Chicago, Illinois and speaks English, Portuguese, and basic Spanish. He has conducted business in more than 25 countries and has spent more than half of his adult life as an expatriate. He has lived on four continents including the countries of: Chile, China, Brazil, Nigeria, Taiwan, and the US operating as a senior business development executive or academic within the technology, telecommunications, and international education sectors. www.linkedin.com/in/svarela.

My teaching values are built on three tenets: service to the student, a global perspective, and the connection between theory and practice. Creating a learning environment for students to cultivate, critique, or enhance an idea is what benefits the cohort and our greater society as a whole.

My learning philosophy is tied to the notion that scoring high on academic tests does not translate into high performance. To me, it is a matter of how we learn as much as it is what we learn. Success involves much more than producing quick answers or even completing a semester-long project. It involves exercising and strengthening your curiosity, incisiveness of thought, and tolerance for ambiguity. It will also test your capability to find clarity in a society drowning in information overload.

I feel my role is a guide to the world of business, to illustrate the connection between theory and practice, and to demonstrate the value of theory and its usefulness relative to the many situations that students will encounter throughout their careers.

COURSE INFORMATION

This is your capstone course. Unlike other business courses that concentrate on a particular function— accounting, finance, economics, IT, marketing, human resources, or communication, strategic management is a big picture course. It cuts across the whole spectrum of business and management. The center of attention is the *total enterprise*—the industry and competitive environment in which it operates, its long-term direction and strategy, its resources and capabilities, and its prospects for success.

Throughout the course, we will learn: “What must managers do, and do well, to make the company a winner in the game of business?” The answer that emerges, and which becomes the theme of the course, is **that good strategy-making and good strategy-execution are the key ingredients of company success and the most reliable signs of good management.** The mission of the course is to explore why good strategic management leads to good business performance, to present the basic concepts and tools of strategic analysis, and to drill you in the methods of crafting a well-conceived strategy and executing it competently.

You’ll be called on to probe, question, and evaluate all aspects of a company’s external and internal situation. You’ll grapple with sizing up a company’s standing in the marketplace and its ability to go head-to-head with rivals, learn to tell the difference between winning strategies and mediocre strategies, and become more skilled in spotting ways to improve a company’s strategy or its execution.

In the midst of all this, another purpose is accomplished: to help you synthesize what you have learned in prior business courses. Dealing with the grand sweep of how to manage all the pieces of a business makes strategic management an integrative, capstone course in which you reach back to use concepts and techniques covered in previous courses. For perhaps the first time you’ll see how the various pieces of the business puzzle fit together and why the different parts of a business need to be managed in strategic harmony for the organization to operate in winning fashion.

The Next Five Weeks Will Be Exciting, Fun, Challenging, and Filled with Learning Opportunities. The content of this course has all the ingredients to be the best course you’ve taken— best in the sense of learning a lot about business, holding your interest from beginning to end, and enhancing your powers of business judgment. As you tackle the subject matter, ponder Ralph Waldo Emerson’s observation, “Commerce is a game of skill which many people play, but which few play well.”

COURSE PREREQUISITES

None – Course should be taken in student’s last term.

COURSE LEARNING OBJECTIVES

By the end of this course, successful students will be able to:

LO1: Strategy formulation by analyzing, creating, and altering business vision and mission statements,

LO2 Analyzing external assessments by identifying pertinent economic, environmental, political, governmental, legal, technological and competitive forces using forecasting tools and techniques,

LO3 Analyzing internal assessments within management: marketing, accounting, production, research and development, information systems, value chain analysis (VCA) and internal factor matrix (IFM),

LO4 Comprehensive implementation of strategies by identifying objectives, policies, resource allocation and managing conflicts,

LO5 Recognizing the value of ethics, social responsibility, and environmental sustainability in the global business climate, and

LO6 Preparing a written and oral strategic-case management analysis.

In addition, this course meets the following Organization Management Program objective(s): (ref: <https://www.ccsj.edu/Academics/Catalog1819.pdf>)

PO1 Demonstrate knowledge of the historical and philosophical foundations of various management and leadership models and be able to apply such models in an organizational setting.

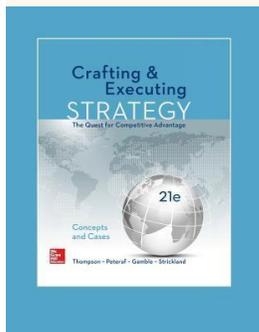
PO3 Be able to articulate a personal philosophy of management and apply that philosophy in actual organizational settings.

PO4 Be able to apply research skills and appropriate quantitative methods in order to evaluate and address real world problems in organizations.

PO5 Be able to identify, discuss, and evaluate ethical issues in business, particularly questions of social responsibility and professional decision-making.

PO6 Be able to create a logical argument and communicate ideas at a professional level both orally and in written form.

REQUIRED TEXT BOOK, MULTIMEDIA, SIMULATION, AND OPTIONAL READING MATERIAL



Crafting and Executing Strategy: The Quest for Competitive Advantage with Glo-Bus Strategy and Connect Multimedia Learning Supplements 21st Edition, 2018.

by Arthur Thompson, et.al.

McGraw Hill, ISBN: 9781260284720 + sim/supplements.

COURSE DESCRIPTION

An examination of models in management planning and decision making to enable students to develop an understanding of strategy formulation and implementation.

LEARNING STRATEGIES

Voracious reading, limited class lecture, robust video presentation, strategy simulation, thoughtful business case examination and analysis, Connect media assignments (e.g. quizzes, tests), and short presentations by students.

EXPERIENTIAL LEARNING ACTIVITIES

This course offers a minimum of 15 hours of experiential learning facilitated by the integrated strategy simulation.

ASSESSMENTS / EVALUATION CRITERIA / ASSIGNMENT WEIGHTING

Graded assignments are similarly weighted such that the likelihood of falling behind is limited and a very low score from one assignment will not jeopardize the student's ability to successfully pass this course. This is not a 'high stakes', midterm and final style course.

Course Requirements	Weights
Strategic Simulation (Chapters 1-5, 7-9)	30%
Two Quizzes (Orientation & 3-Year Strategic Plan)	20%
Two Written Case Analysis & Discussion	20%
Connect Chapter Reading Quizzes & Comprehensive Exam	20%
Class Participation: Instructor's Discretion, and Peer Evaluations	10%
Total	100%

STRATEGY SIMULATION (Group 30%)

An important portion of this course's grade is based on group activities. On the first day, students will form teams (groups) and will be required to communicate with their groups online and in person throughout the course as they manage a high-technology firm. Full details are contained in the "Glo-Bus Introduction Video" and "Glo-Bus Co-Managers Guide" located in Blackboard.

Peer Evaluations — All students will be required to rate the performance of their *Glo-Bus Simulation* team members along with their own performance in *Glo-Bus* simulation. Students' grades for their performance in the simulation may be lowered by as much as two letter grades if other team members universally rate a student's knowledge of the mechanics of the simulation and contribution to team success as "poor."

Terminating a member of your management team — Team members are subject to dismissal from the team if they are unwilling to master the material presented in *The Glo-Bus Co-Managers' Guide* or are unwilling to attend team meetings or otherwise actively participate in the simulation.

WRITTEN CASE ASSIGNMENTS (Individual 20%)

The written case assignments are to be prepared on an individual basis. It is expected that the content of your written case will reflect your thoughts and analysis rather than the work of others. The nature of the written assignment will be handed out in class about a week prior to the due date.

Suggestions regarding the preparation of written case assignments are discussed in "A Guide to Case Analysis" found immediately following Case 31 in the text. The criteria for grading written case presentations include:

1. Identification of key problems/strategic issues (30%).
2. Use of appropriate analytical tools techniques, including the use of charts and tables where appropriate. You are expected to demonstrate that you can use the tools and

- techniques of strategic analysis presented in the chapters. Both breadth and depth of analysis will be evaluated (20%).
3. Presenting realistic, workable, well-supported recommendations for action. (20%)
 4. Use of good communication skills—failure to use good grammar, spelling, and other written communication skills will result in a full one-letter grade reduction (20%).
 5. Evidence of adequate preparation, pride of workmanship, and display of professional attitude and approach (10%).

Written case assignments are due on the day the case is scheduled for class discussion (see the Weekly Schedule section in this Syllabus) and should be turned in (typed, printed, and stapled) to your instructor at the end of the case discussion. **All written case assignments are to be prepared individually; group work is “out of bounds.”**

Cases turned in after the scheduled class period are eligible for a grade no higher than a C (and that only if the paper is otherwise an A or B+ paper). **No late case papers will be accepted if submitted more than 48 hours past the scheduled due date.**

All written cases are to be typed (double-spaced) and should incorporate correct form, spelling, grammar, sentence structure, and communication skills.

Papers which, in my opinion, employ disproportionately poor grammar and poor-quality written communication skills will be assigned a grade that is a full one-letter lower than would otherwise be assigned.

ORIENTATION AND STRATEGY QUIZZES (Individual 20%)

The Connect web site for the course has a menu option that contains multiple choice quizzes for each of the assigned text chapters. You are urged to conscientiously attempt and complete each of these chapter quizzes in a timely manner.

CONNECT CHAPTER QUIZZES AND COMPREHENSIVE EXAM (Individual 20%)

The Connect web site for the course has a menu option that contains multiple choice quizzes for each of the assigned text chapters. You are urged to conscientiously attempt and complete each of these chapter quizzes in a timely manner.

The multiple-choice questions that comprise these tests are indicative of the types of questions that will appear on the comprehensive chapter exam. In other words, the nature and difficulty of these 20 multiple choice questions that comprise the Connect quizzes are very similar to the kinds of questions used for the comprehensive exam on the key chapters. Hence, if you can score well on the Connect quizzes, you ought to be able to score well on the comprehensive exam.

Each chapter also includes a set of Learning Assurance Exercises that will allow you to further assess your understanding of key chapter concepts and your ability to apply the tools of strategic analysis presented in all chapters. Completion of these exercises should further prepare you for the comprehensive exam in the course.

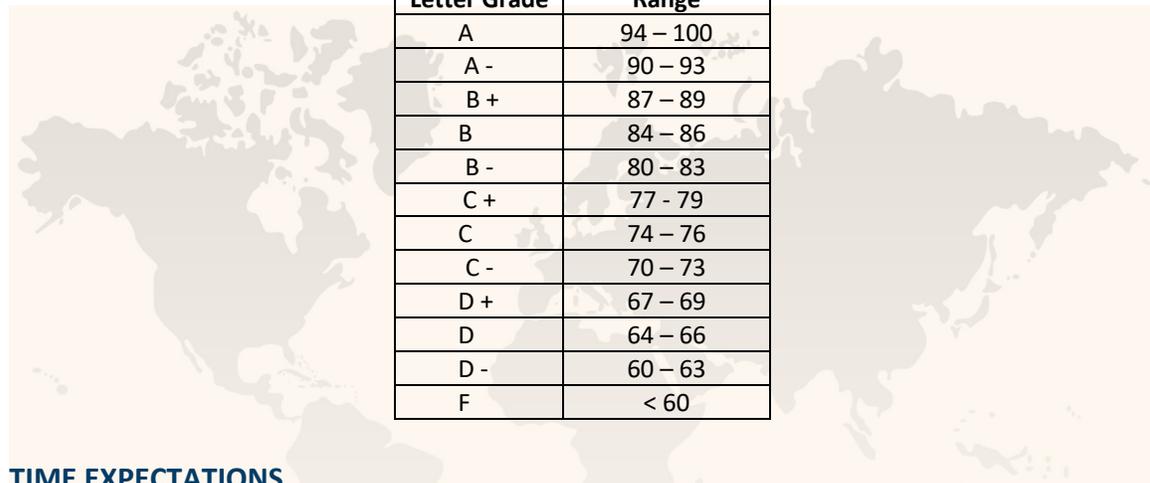
CLASS PARTICIPATION (Instructor’s Discretion, Peer Evaluations 10%):

Due to the fact that participation in class discussion counts as a factor in determining your overall grade, each student **MUST** contribute significantly to in-class analysis and discussion of the cases and major concepts. Each student is expected to be an active participant in case discussions and to offer meaningful analysis and convincing arguments for the position you stake out. Your grade on class participation is something to be earned by contributing your assessments and judgments to

the discussion. Merely coming to class and listening to the discussion of assigned cases is not sufficient; attendance is not participation. You should, therefore, make a conscientious effort to be sufficiently prepared to make intelligent, timely comments regarding the managerial issues raised in the cases—this entails reading the assigned chapter material, cases, and preparing several pages of notes to the assignment questions for the individual case assignments.

A contribution is defined as making a relevant and clearly articulated statement, either in response to a question by the instructor or in response/rebuttal to comments made by another class member. Merely saying “yes” or “no” without any elaboration or without having the full attention of the class or discussion board does not count as meaningful participation.

GRADING SCALE



Letter Grade	Range
A	94 – 100
A -	90 – 93
B +	87 – 89
B	84 – 86
B -	80 – 83
C +	77 - 79
C	74 – 76
C -	70 – 73
D +	67 – 69
D	64 – 66
D -	60 – 63
F	< 60

TIME EXPECTATIONS

However you look at it, **the workload in accelerated courses is quite heavy for a 5-week period.** The time requirements are demanding, and the daily activities are fast-paced (with almost no let-up during the term):

- There are 8 chapters of text material (about 240 pages) to master and be examined on. The Connect chapter tests contain 20 questions for each chapter. You should plan on taking each of these tests to gauge your command of the material and prepare yourself for comprehensive exam on the 8 chapters.
- Expect to spend 1 1/2 to 2 hours per decision participating in *GLO-BUS* strategy simulation and doing all the analysis and calculations needed to win the competitive battle in the global digital-camera market. A few more hours might be needed the first 2-3 decisions to grasp what the simulation is all about and how the software and website work; the 3-year strategic plan due in Year 9 will probably entail 1-2 hours. You will probably spend 15-20 hours outside of class working with your co-managers on the *GLO-BUS* exercise.
- Expect to spend 1 1/2 to 3 hours preparing each of the two cases for class discussion (you will need to complete the Connect case preparation exercise or prepare 2-3 pages of notes/answers to the study questions in front of you each day to sparkle and shine in the class discussions!). **Trying to wing it by just quickly reading through an assigned case prior to class is ill-advised.**

It all adds up to a bunch of hours (probably more than for most other courses) and will constitute a very strenuous workout. **You will have to dedicate a considerable amount of your time during the term to this course.**

But don't let the hours/time requirements intimidate you. All of the assignments that comprise the course aim at (a) improving your grasp of important tools and concepts, (b) enhancing your ability to use and apply them correctly, and (c) sharpening your business decision-making judgment. The course has been deliberately designed to push you to do your best under pressure and to be very real-world in terms of what you learn and what practical value you can take with as you launch or continue your business career. *In a very real way, the entire course is the "final exam" for your Organization Management degree and clears the way to become a "licensed practitioner of business."*

COURSE TECHNOLOGY

This course utilizes three learning systems: **Blackboard, Connect, and the Glo-Bus Strategy Simulation**. **Blackboard** is the main repository for the syllabus, handouts, and student/instructor communication. **Connect** is your digital text and open-book quiz system with integrated exercises and a variety of videos which explain the chapter content in familiar terms. **Glo-Bus** is the strategy simulation engine that enables each team to meet both in-class and virtually for the duration of the course. Students are expected to utilize each of the systems and have daily personal internet access and a laptop or utilize the desktops and internet in the Specker Library. Technology is what enables us to accelerate this course.

RULES, POLICIES, AND ACADEMIC MISCONDUCT

Assignments from the text and other resources are listed below for each class session. Students are expected to pace their learning according to the posted course assignments.

Any student who misses more than one class session will not be eligible to pass the course and should withdraw. These policies are in addition to the policies established by the College (see "Responsibilities" section below).

COURSE CALENDAR

WEEKLY SCHEDULE

**ORMN 460 – Strategic Management
Summer 2019**

<p>Week 1: (June 3 - 9)</p> <p><i>Setting the Stage & Introduction</i></p>	<p>Session 1: <u>Course Introduction, Methodology, Syllabus, Instructor, Course Technology</u></p> <p>Welcome! Learning strategy, student work group establishment (3 persons maximum), Connect & Glo-Bus registration.</p> <p>Ch. 1. What is Strategy and Why is it Important?</p> <p>Session 2: <u>Ch. 2. Charting a Company’s Direction</u></p> <p>Session 3: <u>Glo-Bus Round 6 & Glo-Bus Quiz 1 (Orientation)</u></p>	<p>Note: all assignments are due prior to the start of the class meeting.</p> <p>Register for Connect & Globus prior to class!</p> <p>ALWAYS Read chapters prior to arriving in class and complete the chapter quizzes.</p> <p>Complete Practice Years 6 & 7 prior to 1st class (optional 5/28 session or online)</p>
<p>Week 2: (June 10-16)</p> <p><i>Situation Analysis: Internal and External Evaluations</i></p>	<p>Session 1: <u>Chapter 3: Evaluating the External Environment</u></p> <p>Session 2: <u>Chapter 4: Evaluating Resources, Capabilities, and Competitiveness</u></p> <p>Session 3: <u>Glo-Bus DeBrief Round 6 & Round 7</u></p>	<p>R7 Due 6/7 22:00</p> <p>R8 Due 6/13 22:00</p>
<p>Week 3: (June 17 - 23)</p> <p><i>The Fast Five</i></p>	<p>Session 1: <u>Chapter 5: The Five Generic Competitive Strategies</u></p> <p>Session 2: <u>Chapter 5: Continued, Ch. 6 Value Chain</u></p> <p>Session 3: <u>Glo-Bus Round 9 Debrief</u></p>	<p>R9 Due 6/16 22:00</p> <p>R10 Due 6/19 22:00</p> <p>Glo-Bus Quiz 2 Due 6/22/19 22:00</p>
<p>Week 4: (June 24 - 30)</p> <p><i>Going Global</i></p>	<p>Session 1: <u>Chapter 7: Strategic Choices in International Markets</u></p>	<p>R11 Due 6/23 22:00</p> <p>R12 Due 6/25 22:00</p>

	Session 2: <u>Students' Case Choice: Costco or Tesla</u>	Written Case Analysis due at the start of class.
	Session 3: <u>Glo-Bus Round 10, 11 Debrief</u>	
Week 5: (July 1 – July 7th)	Session 1: <u>Chapter 9: The Triple Bottom Line</u>	Written Case Analysis due at the start of class.
	Session 2: <u>Southwest Airlines Case</u>	
<i>The Finale</i>	Session 3: <u>Glo-Bus Final Debrief & Assessment</u>	Final Exam Due 7/7/19 22:00 PM (MODE TBD)
(July 8 -10)	Grades evaluated, calculated, & reported.	

- *Subject to change based on student progress, school schedules/closings, and official holidays.*



Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. Missing more than one scheduled class results in course failure.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due – late work cannot be accepted.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite PLEASE NOTE: All papers may be electronically checked for plagiarism.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources

<p>CCSJ Book Rental Program</p>	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
<p>Student Success Center:</p>	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
<p>Disability Services:</p>	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
<p>Student Assistance Program</p>	<p>Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
<p>CCSJ Alerts:</p>	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p>