Credit Hours - 3

Days, hours and location

Wednesday 6:10 – 8:40 pm
January 11, 2017 to April 26, 2017
No Class week of March 8 and March 22

The add/drop deadline is TBD, the withdrawal deadline is TBD. Instructions for viewing the academic deadlines including drop/add/withdrawal can be found at: http://enrollmentservices.cua.edu/res/docs/Viewing-Academic-Deadlines.pdf

Instructor

Dennis L. (Denny) Austin, MS/HRM – Adjunct Lecturer
austind@cua.edu
(240) 305-7244 (text only please)
Hours by appointment

Course Description

This course explores strategic management practices in organizations. Fundamentally, strategic management addresses the inter-relationship between organizations and their internal and external environments. The intention of the course is to explore the key approaches involved in strategy from analysis to formation to implementation to evaluation so that you can be better informed about what makes an organization function effectively.

Instructional Methods

The course relies upon student participation in class discussion, analysis, and hands-on projects. Supplementary material will be provided through lectures as well as individual research and written deliverables. The strategic planning, implementation and implementation will be investigated with particular regard to the relationship to the larger organization. Significant emphasis is placed on the student’s written communications and in-class participation. This course is seen as the part of a curriculum of study leading to a graduate degree to more fully prepare students for success in this endeavor, certain resources/content on teamwork and business communications will be presented.

Required Text

Libraries

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the main web site. For assistance on papers and assignments, consult the research guides or schedule an appointment with a subject librarian.

Course Goals / Learning Objectives

This course provides students with the principles, guidelines, practices and frameworks to understand the strategic approach to organizational management, as well as the general measure and metrics for successful business performance in today’s environment. At the finish of this course you will have a clearer understanding as to how organizations can best identify and leverage their core differentiators, as well as the strategic implications for their management decisions.

Goals for Student Learning

Upon completion of this course, the student will have gained experience and knowledge by being introduced to core principles through lecture, readings, case study, and practical exercises:

- Understand and apply the theories and concepts relevant to strategic management practices in day to day operations
- Demonstrate an ability to select and use an appropriate framework to analyze an organization’s strategic position
- Analyze internal strengths and weaknesses and external opportunities and threats
- Conduct a strategic audit and provide appropriate recommendations given the organization’s strengths, weaknesses, opportunities, and threats
- Demonstrate critical thinking and analytical skills

Course Requirements

This syllabus articulates course expectations, planned activities and deliverables. Students are advised to retain a copy for reference throughout the course. Instructor reserves the right to make changes as necessary to accommodate circumstances.

Written Deliverables

In deference to the instructor’s tired eyes 12 point Times New Roman font is required for all written deliverables. Deliverables are to be of the length specified. Unless otherwise agreed, written deliverables are to be in Microsoft Word (.DOC, .DOCX) or Rich Text (.RTF) format. The filename must identify the student and the deliverable. Deliverable documents are due in instructor’s e-mail address by COB the day prior to the scheduled class meeting. In addition to the e-mail, students may also deliver the documents in hard copy at the beginning of class. In no case will handwritten documents be accepted. Late deliverables will be down-graded.

Classroom Participation

Students are expected to fully and actively engage in classroom discussions. Adult learning, both individual and group, is greatly facilitated by the free, open and respectful sharing of ideas, concepts, experiences and opinions. This class is a safe microcosm representing the contemporary workplace where high value is placed on individual expression. During the presentations, non-presenting students will be expected to critically assess effectiveness of the presentations and actively participate in the discussions that follow.

Participation Rubric:

0 – Unexcused absence
1 – Attends without significant contribution (or excused absence)
2 – Attends class with regular, respectful and appropriate contribution to the in-class discussion.

Individual Deliverables
Starting week three and as scheduled thereafter students will prepare up to two deliverables based on the content and exercises at the end of each chapter in the book. Specifics of the exercises will be discussed in class. There are 10 individual deliverables in all. Deliverables are to be submitted via e-mail by 11:59PM the evening prior to class.

Deliverables Rubric:
1 - Weak (on time but misses important points)
2 - Adequate (minimally addresses most points)
3 - Superior (demonstrates good insight while addressing most important points)
4 - Outstanding (demonstrates exceptional (i.e. graduate-level) insight throughout)

Team Case Analysis – 3 deliverables
Students will be formed into teams for the purpose of conducting a case study analysis. The methodology for this is described in Part 6 of David. Each team’s case will be selected from among the 27 at the end of David. Each deliverable will be in two parts; a team written posting on Blackboard, and an in-class presentation with discussion.

- Team Written Posting – This will be an MS-Word document based on the methodology described in David for the assigned case phases (up to 4 team points per deliverable).
- Presentation and Discussion – Each team will make a brief in-class presentation of their case. At their discretion teams may supplement the oral presentation with documents, PowerPoint or other collateral. Non-presenting students will respond with questions and comments leading to a robust and constructive discussion of the case to date.

Case Analysis Schedule:

1. **Strategy Formulation** (phases 1-5)
   - Team Written deliverable - 11:59 pm Monday February 13
   - Classroom presentation and discussion – Wednesday February 15

2. **Strategy Implementation** (phase 6)
   - Team Written deliverable - 11:59 pm Monday March 27
   - Classroom presentation and discussion – Wednesday March 29

3. **Strategy Evaluation** (phases 7-8)
   - Team Written deliverable - 11:59 pm Monday April 17
   - Classroom presentation and discussion – Wednesday April 19

Team Deliverables Rubric:
1 - Weak (on time but miss important points)
2 - Adequate (minimally addresses most points)
3 - Superior (demonstrates good insight while addressing most important points)
4 - Outstanding (demonstrates exceptional graduate-level insight throughout)

Final Reflection
This is a brief paper (2 paragraphs to no more than 2 pages) where the student reflects upon their learning derived from the course and its applicability to the student’s academic and professional career. This deliverable is to be sent to the instructor’s e-mail by 11:59PM Tuesday April 25 and is worth 1 point for on-time delivery.
Confidential Peer Review

Team members will confidentially evaluate one another using the rubric provided. This deliverable is to be sent to the instructor’s e-mail by 11:59PM Tuesday April 25.

Confidential Peer Review Rubric

- Up to 6 individual points
- 1 for timely submission of all peer reviews
- Up to 5 based on team-mate and instructor’s evaluation

Grading

Students will be graded on their ability to convey understanding and applicability of the material both in writing and orally. While this is not a business writing or marketing communications class, deliverables will be graded both on the student’s comprehension of the material and the ability to communicate it effectively in contemporary business environment.

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Points</th>
<th>Number</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>2</td>
<td>14</td>
<td>28</td>
<td>28%</td>
</tr>
<tr>
<td>Individual deliverables</td>
<td>5</td>
<td>10</td>
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<tr>
<td>Team Case analysis</td>
<td>5</td>
<td>3</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Final Reflection</td>
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<td>1</td>
<td>1</td>
<td>1%</td>
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<tr>
<td>Peer Review</td>
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<td>6</td>
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<tr>
<td><strong>TOTAL</strong></td>
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Undergraduate Grades

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<th>Letter Grade</th>
<th>Performance</th>
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</thead>
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</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
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<tr>
<td>87 – 89</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
<td>Superior</td>
</tr>
<tr>
<td>80 – 82</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
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</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
<td></td>
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<tr>
<td>60 – 69</td>
<td>D</td>
<td>Lowest Passing</td>
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<tr>
<td>&lt; 60</td>
<td>F</td>
<td>Failing</td>
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University grades

The University grading system is available at http://policies.cua.edu/academicgrad/gradesfull.cfm#iii

Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

Expectations and Policies

Academic Integrity:

Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a
responsibility to treat you with respect and dignity while doing so. The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

At times, I may ask you to do group work for an in-class presentation or group project. For that specific assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit http://integrity.cua.edu.

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support (dss.cua.edu) to coordinate reasonable accommodations for students with documented disabilities.

**Other Policies and Expectations:**

Each student is expected to meet the following requirements:

- Attend all classes. Each class represents a full week's work and cannot be missed without adversely impacting the student's learning experience and grade. Course materials will include in-class lectures and material not in the text.
- Arrive in class on time and prepared to participate. Cell phones turned off.
- Read all assigned materials as scheduled and be prepared fully for class. Specific assignments are listed in the course schedule. Additional details may be given in class.
- Actively contribute to class discussions, exercises and team project(s). Adult learning is experiential and success requires full participation.
- Different viewpoints are highly encouraged. When in class, students are expected to conduct themselves professionally and respectfully.

Assignments will be completed prior to each class. Students will be prepared to contribute to discussions on the session's topic and ask relevant questions. Due to the highly interactive and participative nature of the class, absences are highly discouraged and will adversely affect the participation portion of the grade. If a student must be absent, it is their responsibility to notify the instructor prior to class and obtain notes, handouts or other information presented in class from other students. In addition, students are expected to complete all assignments on the required date given in the syllabus. Make-up or late assignments are allowed only at the discretion of the instructor and may be assigned negative points.

**Academic Support Services**

The university’s primary academic support resources are located on the 2nd floor of the Pryzbyla Center. These affiliated offices and services include:

**Kenneth Killiany** is MSPS’s internal writing tutor who provides individualized writing support. He can be reached at killiany@cua.edu. Please put “Metro SPS Writing Help” in the subject line.

**The Undergraduate Advising Center** offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals.
The Center for Academic Success provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more.

Phone: (202) 319-5655 Email: cua-academicsuccess@cua.edu Web: success.cua.edu

The Writing Center provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online (http://english.cua.edu/wc/). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours).

Phone: (202) 319-4286 Email: cua-writingcenter@cua.edu Web: english.cua.edu/wc/

The Math Center is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center in Pryz 204 Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are free.

Phone: (202) 319-5655 Email: cua-academicsuccess@cua.edu

Disability Support Services provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community.

Phone: (202) 319-5211 Email: cua-disabilityservices@cua.edu Web: dss.cua.edu

The Counseling Center provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O’Boyle Hall, or by phone.

Phone: (202) 319-5765. Web: counseling.cua.edu

Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics*</th>
<th>Readings</th>
<th>Deliverable</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>1/11</td>
<td>Introduction - Syllabus</td>
<td>Chapter 1</td>
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<tr>
<td>Session 2</td>
<td>1/18</td>
<td>Strategic Teamwork Overview</td>
<td>Part 6</td>
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<td>Chapter 4-5</td>
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<td>Session 6</td>
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<td>Session 7</td>
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<td>Strategy Implementation (1)</td>
<td>Chapter 7</td>
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* Topics may be changed or re-arranged at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics*</th>
<th>Readings</th>
<th>Deliverable</th>
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<td>4/12</td>
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<td>Strategy Evaluation (3) - wrap-up</td>
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<td>Evaluation Paper</td>
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<td>4/26</td>
<td>Catch-up and Course Close out</td>
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<td>Final Reflections Peer Evaluations</td>
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