



**CLASSROOM:** L3  
**MEETING TIME:** M 4:30 PM – 7:30 PM  
**NOTE ABOUT TIMES:** All Times and Deadlines for this Course are Listed as Central Time Zone (Commerce, TX) times.

**Instructor:** Dr. Brandon Randolph-Seng  
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**Office:** CBE 304  
**Office Hours:** Tuesday 9:00-11:00 a.m. and by Appointment  
**Phone:** 903-468-8696

**\*\*THE BEST WAY TO REACH ME OR TO MAKE APPOINTMENTS IS BY MY TAMUC EMAIL**  
**\*\*STUDENTS ARE RESPONSIBLE FOR ALL ANNOUNCEMENTS MADE BY EMAIL OR IN ECOLLEGE**

### **REQUIRED TEXTBOOKS/MATERIALS**

- 1) *Return on Strategy: How to Achieve It.* Anderson et al. (2010).
- 2) *Strategic Management: Concepts & Cases 10th.* Hitt (2013).
- 3) Simulation: Glo-bus, available online at [www.glo-bus.com](http://www.glo-bus.com)

### **COURSE OVERVIEW AND EXPECTED LEARNING OUTCOMES:**

This course is intended as a capstone, integrative approach to thinking about business. The main goal of the course is to teach you to become better strategic decision-makers capable of formulating, developing, implementing, and sustaining success in any type of organization. The term strategy refers to, “a plan to achieve a particular long-term aim” (Concise Oxford English Dictionary, 2008). A strategy gives structure and direction to most decisions in an organization. The strategy is usually based on the organization’s objectives and conditional on the external and internal environment in which the organization is found; therefore, strategy is relevant for all future managers and employees and encompasses many of the theories and methods found in other management courses.

This course will emphasize important elements of the strategic process (i.e., strategic vision and leadership, situational assessment and analysis, strategy formulation, implementation and evaluation). As part of this emphasis, we will apply these elements to a simulation based on the digital camera industry. In this simulation, students will have the opportunity to exhibit the behaviors necessary to formulate, evaluate, and design implementation plans for strategies in a team setting. By using teams, students will gain valuable practice in analysis, reasoning, team decision-making, and persuasion. Besides applying strategic processes in a simulation, we will also be using real-life and fictional cases and news articles in order to better understand how strategic processes work in the real-world in which students work/will be working.

### **UPON COMPLETION OF THIS COURSE, THE STUDENT WILL BE ABLE TO:**

- Describe, develop, and apply strategic vision and leadership.
- Analyze, describe, and understand the external and internal environments of the firm.
- Describe, develop, and apply strategies in organizations.
- Present strategic recommendations in a business environment.
- Identify the various stakeholders of firms and understand ethical dilemmas faced by managers.

- Understand the decisions and trade-offs that top managers are faced with when running and setting the future directions for the firm.
- Recognize the interrelated roles that accounting, finance, marketing, management, and information systems play in business success.
- Understand and apply models related to business performance

**Evaluation of these learning outcomes will be assessed through a variety of assignments (see below).**

### **COURSE STRUCTURE:**

Instruction in this course is guided by these wise words of Confucius:

I hear and I forget,  
I see and I remember,  
I do and I understand.

"Hearing" and "seeing" will be facilitated by the traditional course methods of *lectures* and *readings*. The desired course goal of "understanding," will be facilitated by the use of *case* and *class discussions*, and a *simulation*. This combination of instructional methods should offer every participant the opportunity to experience and apply the concepts explored in the course in situations similar to those faced by business professionals.

### **COURSE SCHEDULE:**

A specific course schedule is included below.

### **GRADING**

<b>1.</b>	<b><i>Glo-bus Simulation:</i></b>		<b>350</b>
	<b>A) Overall Final performance on 5 scoring measures</b>	<b>210</b>	
	<b>B) Strategic plans (2 @ 20)</b>	<b>40</b>	
	<b>C) Presentation</b>	<b>100</b>	
<b>2.</b>	<b><i>Workshop</i></b>		<b>210</b>
<b>3.</b>	<b><i>15 MC Questions</i></b>		<b>50</b>
<b>4.</b>	<b><i>Current Event Article</i></b>		<b>20</b>
<b>5.</b>	<b><i>Case Analyses (5 @ 40)</i></b>		<b>200</b>
<b>6.</b>	<b>Quizzes</b>		<b>170</b>
	<b>A) Quiz 1 (completed on Glo-bus)</b>	<b>10</b>	
	<b>B) Quiz 2 (completed on Glo-bus)</b>	<b>20</b>	
	<b>C) Book Quiz 1 (Return on Strategy Ch. 2, 6, 8, 10, 11)</b>	<b>70</b>	
	<b>D) Book Quiz 2 (Return on Strategy Ch. 3-5, 7, 9)</b>	<b>70</b>	
<b>7.</b>	<b><i>Optional Final (extra credit)</i></b>		<b>50</b>

**TOTAL 1000 (not including extra credit)**

### **GRADING SCALE:**

Points	Grade
895 - 1000	A
795 - 894	B
695 - 794	C

- Incomplete - Must be previously agreed upon by student and instructor and initiated by the student administratively.
- Withdrawal - Must be initiated by the student administratively.

## **COURSE ASSIGNMENTS**

**PLEASE NOTE:** All written work should be thoroughly proofread for grammar, spelling, style, relevant content, and supportable logic. I expect graduate students to be proficient in writing and speaking in the English language. **Written work will be downgraded (i.e., automatic loss of 25% of the total points) when not produced in Standard English.**

**GLO-BUS SIMULATION PERFORMANCE:** Each of you will be in charged with running a computer-simulated digital camera company. Over ten decision rounds (plus two practice rounds) you will make strategic decisions to compete against other people within the class. You will be evaluated on such measures as EPS, ROE, credit rating, "image rating" (product and quality performance), and stock price growth over the ten rounds. More details on performance rankings can be found at [www.glo-bus.com](http://www.glo-bus.com). As part of the online simulation, you will complete two online quizzes (20 questions each), and two 3-year strategic plans. Additionally, we will have class presentations of your reports on the last class day.

**WORKSHOP ASSIGNMENT:** This is a developmental workshop your will present to your classmates. It will build on the knowledge you gained through reading the chapter assigned to you. The objective of the assignment is to integrate what you have learned into a workshop that provides your classmates with the knowledge and analytical skills required to help managers address relevant strategic challenges (grading criteria found at the end of the syllabus).

### **General Guidelines for Preparing the Workshop**

- ❖ This is not a formal oral presentation of your chapter. It should be an interactive workshop designed to enhance your classmates' knowledge of the issue and the relevant strategic considerations for managers. The focus is to acquaint your classmates with the issue and to provide them with strategic decision making practice (role playing/case analyses/simulations will be helpful in this regard) for addressing such issues as managers.
- ❖ The only limit to the type of activities you use in the workshop is your creativity; **however you are only allowed to use video clips that are 3 min or less (with no more than 3 total clips used). Also, if a PowerPoint is used, you are only allowed 5 slides.** There is some room for flexibility here, so if you have questions about these limitations, please see me.
- ❖ Each person will have 1 hour to present the workshop.
- ❖ Each person is responsible for securing any type of technology that is needed to make its presentation. Failures in equipment are not a reason to delay or reschedule presentations. Be prepared to continue your workshop if the equipment fails!
- ❖ Additionally, you will write 15 multiple (A-D) choice questions (no True & False, Yes/No) covering the assigned material. I will choose the 10 best questions from each team and include in the optional extra credit final (100 total questions). **Please note, this is separate from your workshop, and therefore the questions should not be included in your workshop. You will be required to bring a paper handout of the 15 questions with answers for each person in the class on the day of your team's workshop.**

**CURRENT EVENT ARTICLE/PRESENTATION:** You are required to individually find one current event article about a specific firm (or organization) that deals with your assigned topic from a chapter in your textbook. **The article needs to be from one of the following sources: *Business Week, Forbes, Inc., Time, Newsweek, New York Times, Wall Street Journal, Dallas Morning News, or other Dallas/Fort Worth area news article.*** You

can use various electronic databases to find your current event article or you can glance through relevant news agency websites for your article. You can also go to the library and read through newspapers and magazines. Your current event article should deal with a *problem* that has occurred in the company or a *challenge* the company has responded to particularly well. This current event article needs to have been published since January 1<sup>st</sup> 2013. If you are not sure whether or not your article is appropriate for the assignment, please see me.

You will informally present your article to the class under the relevant topic day and discuss how it applies to the current topic. Make a hard copy of this article to bring to class with a brief outline that summarizes the problem or challenge and how the article relates to the topic to get credit.

**CASE STUDIES:** We will study 5 cases during the course. Since there will be no lecture during these times, participation is even more vital. This is where the classroom meets reality. As such, thorough preparation will be required to gain the most from the cases. You will be directed to type answers to a series of case questions found on eCollege in order to facilitate in class discussion of the case. More information will be given in class.

**QUIZZES:** There will be four multiple choice quizzes throughout the semester. Two will be completed on Glo-bus and the other two will be completed in class over the assigned chapters in the textbook *Return on Strategy*.

## **COURSE POLICIES**

### **CLASS ATTENDANCE & PARTICIPATION:**

Attendance and participation is critical to gaining the most you possibly can from this course. You have hired me to teach you, trusting that I possess knowledge which you do not, and which is not available in the text alone. My assumption is that you desire to learn more about this subject, so my expectation is that you are: (1) present, (2) on time, (3) prepared, and (4) participating. Experience has shown me that students who regularly attend class earn higher grades.

Excused absences (e.g., university approved trips, documented illness, religious observance) will **not** be penalized as long as you notify me appropriately (i.e., before the class in question if possible and with the correct evidence). Otherwise, plan now to schedule your trip to Galveston during breaks and/or at the end of the semester.

### **SYLLABUS SUBJECT TO CHANGE STATEMENT:**

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the syllabus as written AND the possibility of changes and responsibility for being aware of them.

### **STATEMENT ON ACADEMIC INTEGRITY:**

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

### **SPECIAL NEEDS/REASONABLE ACCOMODATIONS:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library  
Room 132  
Phone (903) 886-5150 or (903) 886-5835**

## TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M-Commerce expects this from you, as do current and future employers.
- **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly and attend all classes.
- **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
  2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the “assigned” date to start working on it. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME**. Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a **0** if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: “Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today.” That will be the last time your manager gives you the opportunity to “shine” in front of a VP.
  3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don’t turn in work that is only “half-finished” or you will receive an automatic 0.
  4. **Please submit assignments in a format that is compatible with Microsoft Word.**
- **Back-ups Are Required:** You are required to back up all your assignments so that they can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
- **Make-up Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.

**IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.**

**FINALLY:** This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to **all** policies stated in this syllabus.

DATE (MONDAY)	TOPICS	ASSIGNMENTS/READINGS
1. June 8	Course introductions What is Strategic Management? Strategy and the Modern Business Landscape	<b>Signup for current event and workshop topic</b> <b>ROS: Forward &amp; Intro</b> <b>Create <i>Glo-bus</i> account</b>
2. June 15	Introduction to <i>GLO-BUS</i> Strategic Management Process	<b><i>GLO-BUS</i> Participant's Guide</b> <b>Current Event Article &amp; Workshop #1: SM - Ch. 1</b> <b>Deadline for completing online Quiz 1 covering</b> <b><i>GLO-BUS</i> Participant's Guide due Sunday at 11:59 PM</b> <b>Decision entries for the first <i>GLO-BUS</i> practice round 1 due Sunday at 11:59 PM</b>
3. June 22	X-factor and the Recipe Game External Environment	<b>ROS: Ch. 1 &amp; 2</b> <b>Bring copy of Round 1 <i>Statistical Review</i> and <i>Competitive Intelligence</i> Reports</b> <b>Current Event Article &amp; Workshop #2: SM - Ch. 2</b> <b><i>GLO-BUS</i> practice round 2: Sunday 11:59 PM</b>
4. June 29	Customers and Technological Chain Financial Circuit Org Resources and Competitive Advantage Competitive Rivalry Work on Round 1	<b>ROS: Ch. 6, 8 &amp; 10</b> <b>Data Reset: Wednesday 11:59 PM</b> <b>Current Event Article &amp; Workshop #3 &amp; #4: SM - Ch. 3 &amp; 5</b> <b><i>GLO-BUS</i> Round 1 (Year 6): Sunday 11:59 PM</b>
5. July 6	Strategic Leadership Leadership Genes	<b>Current Event Article &amp; Workshop #5: SM - Ch. 12</b> <b>Case #1 due: Domino's</b> <b>ROS: Ch. 11</b> <b><i>GLO-BUS</i> Round 2 (Year 7): Sunday 11:59 PM</b>
6. July 13	Bus Level Strategy Strategy Landscape & System	<b>Book Quiz 1 (ROS Ch. 2, 6, 8, 10, 11)</b> <b>Current Event Article &amp; Workshop #6: SM - Ch. 4</b> <b>ROS: Ch. 3 &amp; 4</b> <b>Case #2 due: Geely</b> <b><i>GLO-BUS</i> Round 3 (Year 8) and online Quiz 2 (covering understanding of company operations): Sunday 11:59 PM</b>
7. July 20	Corporate Level Strategy Product Portfolio	<b>ROS: Ch. 7</b> <b>Current Event Article &amp; Workshop #7: SM - Ch. 6</b> <b>Case # 3 due: WWF</b> <b>Case # 4 due: Texas Instruments</b> <b><i>GLO-BUS</i> Round 4 (Year 9) and Strategic Plan for Years 9-10-11: Sunday 11:59 PM</b>
8. July 27	Strategy Implementation Strategy Triggers and Design Entrepreneurial Strategy	<b>Current Event Article &amp; Workshop #8: SM - Ch. 13</b> <b>ROS: Ch. 5 &amp; 9</b> <b><i>GLO-BUS</i> Round 5 (Year 10): Wednesday 11:59 PM</b> <b><i>GLO-BUS</i> Round 6 (Year 11): Sunday 11:59 PM</b> <b>Case #5 due: Southwest</b>
9. Aug 3	Strategic Control A Higher Return on Strategy	<b><i>GLO-BUS</i> Round 7 (Year 12) and Strategic Plan for Years 12-13-14: Wednesday 11:59 PM</b> <b>SM - Ch. 11: Current Event Article &amp; Workshop # 9</b> <b>Current Event Article &amp; Workshop #10: ROS - Ch. 12</b> <b>Book Quiz 2 (ROS Ch. 3-5, 7, 9)</b> <b><i>GLO-BUS</i> Round 8 (Year 13): Sunday 11:59 PM</b>
10. Aug 10	Post Presentations (12 min each)	<b>Posted Presentations &amp; <i>GLO-BUS</i> Round 9 (Year</b>

		<b>14): Sunday 11:59 PM</b>
11. Aug 15	<b>***WORK ON FINAL DECISION ROUND***</b>	<b>GLO-BUS Round 10 (Year 15): due 11:59 PM</b> Optional Final on eCollege by 11:59 PM

- **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- **SM: *Strategic Management* TEXTBOOK**
- **ROS: *Return on Strategy* TEXTBOOK**

## Appendix A: Workshop Evaluation

Chapter: \_\_\_\_\_

Name: \_\_\_\_\_

### CONTENT (100 points)

**Criteria:** Did the workshop center on issues presented in the assigned chapter? Does the workshop reflect the synergy created by synthesizing knowledge gained from additional research and integration beyond that provided in the assigned chapter? Was it redundant with the assigned chapter? Is it clear what the other students should learn from the workshop? Were appropriate conclusions developed and provided? Did the workshop provide guidance for other students as to the factors they should consider and possible approaches to assessing/confronting strategic decision making related to the relevant issues?

Instructor Comments:

### PRESENTATION QUALITY (110 points)

**Criteria:** Was the presentation clearly organized, interesting and creative? Was it obvious the presenter had rehearsed the presentation? Were visual aids, videos, and/or exercises appropriate? Did they enhance the material and were they effectively and smoothly incorporated into the presentation? Did students participate in the presentation in a meaningful way? Did the presenter allow adequate time for student questions and interaction? Was the presentation completed within the prescribed time? Were handout materials professionally prepared and useful?

Instructor Comments:

OVERALL SCORE \_\_\_\_\_ /210 points