KELCE COLLEGE OF BUSINESS
Pittsburg State University

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Textbook - Required
The textbook is required.
Rothaermel, F. T. 2021. Strategic Management, 5th edition. New York: McGraw-Hill
with Capsim 2.0. This is custom packaged with an e-book and simulation access
code. The 13-digit ISBN is 9781307871234. It is available from the PSU bookstore
and from the publisher. If you decide to find the text elsewhere, you will likely
encounter a number of formats with different ISBNs, the key information is:
Rothaermel, Strategic Management, 5th edition – text only (without cases).
The textbook is required.
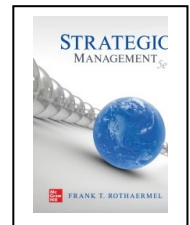
Catalog Course
The student assumes the role of a decision-maker exercising all management functions to implement
policy based on effective management strategy. Case method or simulation.

Prerequisites

Pre-requisites: MGT 330 Management and Organizational Behavior, FIN 836 Financial Strategy,
MKTG 839 Marketing Strategy, and to have completed a total of 12 hours of graduate level courses.

Course Objectives / Learning Outcomes

Upon completion of this course, you should be able to:
1. Analyze the external environment of a particular firm and summarize the conditions
   managers face in terms of the general environment, the five forces, and strategic groups.
2. Analyze the ways a firm creates value and compare its value creating capabilities with those
   of its closest competitors.
3. Describe a firm's strategic position with respect to its business, corporate, and global
   strategies.
4. Evaluate the structure and controls of a firm and their fit, or appropriateness, given the firm's
   strategic position.

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Course Syllabus:
Strategic Management
MGT 895-60
Online: Jan 17 -Mar 3, 2023

Teaching Methods

The course is structured around the stages of the strategic management process (the A-F-I framework) as presented in the course materials.

You are responsible for material covered in textbook chapters, discussed during the course, presented in videos, and highlighted in cases. Take special note of exhibits in the text. They often summarize material in a useful, concise fashion and sometimes provide information not supplied in the text or in lecture notes.

PowerPoint presentations provided by the publisher are available in Canvas. Please note that PowerPoint presentations usually parallel and highlight concepts in the chapters, but they are not a substitute for the material in the textbook. Most concepts in the chapters appear in the PowerPoints in abridged form. In addition, some concepts covered only briefly in the chapters receive considerable elaboration in the PowerPoints, in discussions, and other activities course activities.

Canvas Learning Modules

I have divided the course content into a series of learning modules available in Canvas by clicking on **Modules** from the main menu on the left side of the page. Each learning module typically consists of a reading assignment, an on-line quiz, and, sometimes, a written assignment or other activity. Generally, the assignments in the modules are due Sunday night, although you may submit work before that time. You will find learning objectives and activities contained within each module. Typically, you can access the modules from the **Modules** link on the left side of the page in Canvas or from the course Front Page. The Canvas course will be published one week before the start of classes.

Communication

Please check your e-mail and the Canvas course page frequently. Please be sure to post in "In the Weeds" discussion forum, if you have any questions or concerns. For questions of a specific nature (e.g., extended absence, special access requirements), send me an e-mail or call me.

A note concerning my e-mail habits: I treat e-mail as the asynchronous communication medium that it is, i.e., I do not keep it open all day answering e-mail as it comes in. I generally check my e-mail first thing in the morning (around 8 or 9 o'clock) and then again towards the end of the workday (between 4 and 5 o'clock). In addition, I occasionally check e-mail late at night or in the wee hours of the morning. I will nearly always answer your e-mail within 24 hours. If you require an answer more quickly, you should use the telephone, which *is* a synchronous communication medium. However, please do not telephone me after 10:00 p.m.

Realize that e-mail communications between us are a form of professional communication, and I expect correct spelling, punctuation, capitalization, and appropriate composition. E-mails between us are not text messages. Any email sent to me should start out with a formal greeting (salutation), such as "Dr. Horner," not "Howdy," "Hey," etc., or just no greeting of any kind. If you and I are

emailing each other several times in a short period of time about a question or issue, it's not necessary to have the formal salutation and closing after the first couple of emails.   Be sure to proofread your e-mail. Although your e-mail may be perfectly clear to you, words often impart ambiguous meaning. Please be certain that what you are sending me is what you intend and that you are reasonably certain that I will understand this intent.

Below is an example:
Dr. Horner,
I would like to talk with you about the course. Can I meet with you by telephone on Tuesday, March 7 at 3:30?
Thanks,
Tom Jones

If I receive an unprofessional email from a student, rather than answer the question(s), I will respond asking to please see the section on Communication in the syllabus and to recompose the e-mail.

In the Weeds

I have created a discussion forum in Canvas called "In the Weeds," which serves as a type of FAQ (frequently asked questions) for the course. When you have a question about the course, the content, or other issues concerning the progress and process of the course, please post such questions in this discussion board - "In the weeds." Just as in a face-to-face class, the answer to one person's question also answers another or leads to a related or even unrelated question, In the Weeds discussion may serve as a central forum for common questions.

If you have a question, it's quite likely that someone else has the same question.

Attendance Policy

Attendance in terms of an online presence in the course is a critical aspect of the learning process both for you and your classmates. Some of the most important learning experiences take place through class interactions. I expect you to be in the Canvas course every 2-3 days unless I have heard from you in advance. You can contact me by e-mail at shorner@pittstate.edu. If you let me know in advance of an impending absence (meaning an inability to check into the course online from any location), you may be able to make up work missed such as quizzes, assignments, or other graded activities. Otherwise, any work missed that day cannot be made up. If you miss a deadline and have notified me in advance, it is still your responsibility to contact me about making up missed work. If you want to make up missed work, you must contact me about doing so, and, except in the case of an extended absence, the work must be made up by the due date of the next module.

Course Conduct

Professional conduct is expected at all times. This includes regularly logging in to the course, completing activities on time, respect for the opinions of others, and punctuality.

Academic Integrity

A word about original thought and plagiarism. Sometimes students have taken short cuts by copying material from another source without attribution and without putting the information in their own words. If I detect such action, the consequences range from zero credit for the assignment to zero credit for the course. If you know of someone contemplating such action, advise against it.
All Pitt State students are bound by the academic integrity policies of the university as described and outlined in the current Syllabus Supplement. Please familiarize yourself with these rules and guidelines. In addition, as a course offered through the Kelce College of Business, students in this class are obligated to adhere to the college's Student Code of Ethics as outlined below.
Students shall:

- Refrain from class disturbances.
- Prepare for and participate in all classes.
- Treat fellow students, staff, faculty and administrators with respect.
- Prepare assignments and exams honestly.
- Avoid plagiarism or unacknowledged appropriation of another's work in any academic work. Refrain from giving or receiving inappropriate assistance.
- Respect University property and use resources in the most effective and efficient manner.
- Be fair and constructive in the evaluation of faculty.
- Obey the policies, regulations, and laws of the United States of America, The State of Kansas, The Kansas Board of Regents, Pittsburg State University and the Gladys A. Kelce College of Business.

You should also consult the information provided through the following link:
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot.

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Course Syllabus:
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MGT 895-60
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COURSE EVALUATION AND GRADING

Grade point allocation & weight	Pts.
Assignments	40
Discussions	60
Learning module quizzes	110
Tests (best 2/3 midterm grades)	200
Final/MFT	100
Capsim 2.0	100
Total	610

Grading Scale cutoffs
90 = A
80 = B
70 = C
60 = D
Below 60 = F

Assignments and discussions: Generally speaking, your assignment is to read the assigned material by the date due and be prepared to discuss and put into practice the concepts addressed. The minicases beginning on page 471 illustrate and illuminate concepts presented in the chapter and may be part of class discussion and practice. Take special note of the learning objectives at the beginning of each chapter, as they are the "road signs" to you as to what you are expected to know. Most assigned readings are from the textbook, and additional readings may consist of cases included with the textbook as well as other readings such as articles from Harvard Business Review, the Wall Street Journal, and other business publications.

Please remember that with homework assignments, quizzes, and all course work, I am asking you for your thoughts. I am not interested in reading what someone else wrote. While your responses should use the terminology of strategic management principles and the logic and thinking presented by the authors, the writing should be your own. I am definitely not interested in your ability to retrieve and transmit information off of the Internet, nor am I interested in your ability to copy from a web-based document and paste into a Word document or a Canvas textbox. If this were a course on operating system capabilities, that might be appropriate. However, in a course on strategic management and a

capstone course of your graduate business training, I am interested in your understanding of the management of organizations and of the business environment.

Please be sure to proofread your answers.

Grading and feedback (if warranted) for module assignments will typically be provided within a week following the weekend they were due. Assignments and exercises will total approximately 40 points for the semester. There may be additional assignments as the need develops.

Learning module quizzes: Each learning module is accompanied by an on-line quiz (or quizzes) which you must complete as part of the learning module activities. This means you should complete the assigned reading and take the quiz before the deadline. Each quiz consists of 5-15 multiple choice questions based on the assigned reading. You will have an average of 1 1/2 minutes to answer most questions, and you may repeat the quiz one time. You may use any textbooks, notes, or other materials while taking the quiz (not allowed for major tests. Although the total number of points may exceed 110, the denominator for total possible points will remain 110. In other words, I may pose to you more than 220 questions at ½ point each and will add those extra points on top of the 110.

Exams: Tests/exams comprise a portion of your grade and are composed of three multi-chapter, mid-term tests and a final each worth 100 points. I will drop the lowest grade of the three mid-term tests. The final exam is comprehensive and is required. Tests cover the material from each of the assigned chapters and consist of 50 multiple choice questions. You have the option to take the Major Field Test in addition to the final and retain the greater of the two scores for calculation of your final grade.
Exams are generally scheduled toward the end of the week running from Friday or Saturday and concluding the following night at midnight (11:59 p.m.) The period during which you take the exam will be roughly 36 hours (e.g., Saturday noon to Sunday at midnight).

Any conflicts with exam times need to be taken care of prior to the day of the exam! If you miss an exam without making arrangements before the day prior to the exam you <u>may</u> be allowed to take a makeup exam.

Using LockDown Browser and a Webcam for Online Exams: This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature. (If the video does not run, try copying this URL into the address box of a Firefox browser page: http://www.respondus.com/products/lockdown-browser/student-movie.shtml.)

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.)

Finally, when taking an online exam, follow these guidelines:
• Ensure you're in a location where you won't be interrupted
• Turn off all mobile devices, phones, etc.
• Clear your desk of all external materials — books, papers, other computers, or devices
• Remain at your desk or workstation for the duration of the test
• If a webcam is required, make sure it is plugged in or enabled before starting LockDown Browser
• LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
• If a webcam is required, you will be recorded during the test to ensure you're using only permitted resources
• Ensure that your internet connection is at its best, especially your wireless network connectivity.

Major Field Test

The Kelce College of Business follows a continuous improvement process that assesses the learning achievements of our students. The process gauges learning at an aggregate level but uses data at the individual level in the assessment process. Some of the assessment data are collected using a standardized product of Educational Testing Services (producer of the Scholastic Aptitude Test - the SAT), called the Major Field Test. Because the MFT assesses most business content areas, the instrument is administered in the capstone course, MGT 895.

The 120 multiple-choice questions on the Major Field Test for Master of Business Administration require knowledge of specific information drawn from marketing, management, finance, and managerial accounting, or a combination of these. The test also includes questions that focus on international business, information technology, the legal and regulatory environment of business, ethics and social responsibility in business, statistical analysis, and managerial economics. Some questions are based on short case-study scenarios, while other questions employ such materials as diagrams, graphs, and statistical data.

The test is administered to individual students because it is intended to reflect what our students are learning, how they learn it, and are they learning what we as a college of business think students are learning. However, it is learning at the aggregate level that the College is interested in gauging. You have the option of taking the final AND the MFT. I will retain the higher of the two scores in calculating the final grade. Therefore, I ask that you put forth your best effort. The MFT will be delivered remotely through ProctorU, a software product of ETS. You will receive more detailed information about scheduling an appointment to take the test through ProctorU.

In short, we want to know if our students are learning what we want them learn and how well they are learning it. The MFT is one of several methods used in assessing and assuring student learning.

Capsim 2.0

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Capsim 2.0 is a business simulation that provides opportunities to apply some of the strategic management concepts that will be focus of our attention these coming weeks. The simulation is a team-based exercise in managing the functions of a firm to outperform its industry rivals. Capsim 2.0 provides an immersive, hands-on learning experience.

The simulated industry is composed of sensor manufacturers which sell their products to other manufacturers. The companies were created when the government split up a monopoly into identical competitors. Your team will make decisions based on your industry sales forecast. These decisions, when combined with the decisions of all the other teams, produces a competitive field that simulates real market conditions.

More details will be available as we progress.

Students with Disabilities

Please inform the instructor if you have a learning or physical disability that interferes with course requirements. Assistance and/or appropriate accommodations may be available through the contacts listed on the current Syllabus Supplement.

In the event alternative formats are required due to a specific and documented need, please inform the instructor and/or the Center for Student Accommodations.
Nicole Dublin, Coordinator, Center for Student Accommodations,
Telephone: 620-235-6584
http://www.pittstate.edu/office/center

Privacy policies and accessibility statements

Here are some links to privacy policies for external tools required for the course.

Canvas' accessibility statement: Canvas Voluntary Product Accessibility Template

Below are links to common third-party tools used in online courses at Pittsburg State. Links to Accessibility and Privacy statements are included if available.

Privacy Policies

Product	Privacy Policy
Adobe Products	http://www.adobe.com/privacy/policy.html
Apple	http://www.apple.com/privacy/privacy-policy/
Canvas	https://www.canvaslms.com/policies/privacy
Facebook	https://www.facebook.com/policy.php
Google	https://www.google.com/policies/privacy/
McGraw-Hill Connect	http://connect.customer.mheducation.com/privacy/

MacMillan Education LaunchPad	http://www.macmillanlearning.com/Catalog/content.aspx?Title=136
Microsoft Products	https://privacy.microsoft.com/en-us/privacystatement/
Padlet	http://jn.padlet.com/article/32-privacy-policy
Pearson Education	http://www.pearsoned.com/privacy-statement/
Powtoon	http://www.powtoon.com/blog/privacy-policy/
Prezi	https://prezi.com/privacy-policy/
Qualtrics	http://www.qualtrics.com/privacy-statement/
Respondus Products	https://www.respondus.com/about/privacy.shtml
Screencast-O-Matic	http://feedback.screencast-o-matic.com/tos
SoftChalk	http://softchalk.com/about/privacy-policy/
TechSmith Products	https://www.techsmith.com/privacy-policy.html
Turnitin	http://turnitin.com/en_us/about-us/privacy
Twitter	https://twitter.com/privacy?lang=en
YouTube	https://www.youtube.com/static?&template=privacy_guidelines

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Product	Accessibility Information	VPAT if available
Adobe Products	http://www.adobe.com/accessibility.html	http://www.adobe.com/accessibility/compliance.html
Apple	http://www.apple.com/accessibility/	
Big Blue Button	http://bigbluebutton.org/accessibility/	http://bigbluebutton.org/downloads/vpat.pdf
Canvas	https://www.canvaslms.com/accessibility	
Edpuzzle	Not available	
Facebook	https://www.facebook.com/help/141636465971794/	
Google	https://www.google.com/accessibility/	
McGraw-Hill Connect	http://createwp.customer.mheducation.com/wordpress-mu/success-academy/accessibility/	
MacMillan Education LaunchPad	http://www.macmillanlearning.com/Catalog/other/accessibility	
Microsoft Products	https://www.microsoft.com/enable/	http://enterprise.microsoft.com/en-us/industries/government/section-508-vpats-for-microsoft-products/
Padlet	Not available	
Pearson Education	http://www.pearsonhighered.com/educator/accessibility/index.page	
Qualtrics	http://www.qualtrics.com/university/researchsuite/advanced-building/advanced-options-drop-down/check-survey-accessibility/	
Respondus Products	http://www.respondus.com/products/accessibility-lockdown.shtml	http://www.respondus.com/products/accessibility-lockdown.shtml
Screencast-O-Matic	Not available	
SoftChalk	http://softchalk.com/products/cloud/accessibility/	http://support.softchalk.com/FileManagement/Download/7afe409ca5204fcab2fa896427121015
TechSmith Products	https://www.techsmith.com/accessibility.html	
Turnitin	http://turnitin.com/en_us/about-us/accessibility	

| YouTube | https://support.google.com/youtube/topic/6091042?hl=en&ref_topic=6091039 | |

Note

The instructor reserves the right to amend and to reorganize this syllabus at any time.

The Syllabus Supplement provided by the University is incorporated by reference into this syllabus and is available through the following link:
https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2022.pdf