

<b>COURSE TITLE BLACKBOARD SITE</b>	MGT 6063 Global Strategic Management, MBA Capstone Fall 2012 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN 1503
<b>INSTRUCTOR</b>	Professor Chris Emmons cemmons@ltu.edu <a href="http://www.linkedin.com/in/cemmons">http://www.linkedin.com/in/cemmons</a> <a href="http://www.facebook.com/chris.barton.emmons">http://www.facebook.com/chris.barton.emmons</a> 248.561.0043 (cell phone) Telephone appointments scheduled per student request
<b>SCHEDULE</b>	September 5 – December 15, 2012  Refer to <a href="http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp</a> for the last date to withdraw and other important registration related information.
<b>LEVEL/ HOURS PREREQUISITE</b>	This is a graduate level course worth 3 semester credit hours.  OPM 6033, FIN 6013, MKT 6013, and ACC 6013 are required prerequisites. Completion of all other courses in the graduate program is a preferred prerequisite.  Writing at a graduate level using APA style for in-text citations and listing of references is a requirement.
<b>REQUIRED TEXT</b>  (See Blackboard for additional resources)	Thompson, A. A., Peteraf, M. A., Gamble, J. E. & Strickland, A. J. (2012). <i>Crafting and Executing Strategy: The Quest for Competitive Advantage</i> , (18th ed.). New York, NY: McGraw-Hill/Irwin. ISBN 978-0-07-811272-0  Available for online purchase through LTU Bookstore at: <a href="http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489">http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</a>
<b>ADDITIONAL RESOURCES</b>	LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/">http://www.ltu.edu/ltuonline/</a>
<b>TECHNICAL AND ACADEMIC SUPPORT</b>	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a> . Send the Help Desk a form detailing any issues by clicking here <a href="http://tinyurl.com/3yqrvne">http://tinyurl.com/3yqrvne</a> .  Visit <a href="http://www.ltu.edu/ehelp">www.ltu.edu/ehelp</a> for additional helpful technical information.  University Status Line: To check status of Blackboard/Banner 248.204.2222.  Library <a href="http://www.ltu.edu/library/index1.asp">http://www.ltu.edu/library/index1.asp</a> Academic Achievement Center <a href="http://www.ltu.edu/aac/">http://www.ltu.edu/aac/</a>

## COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

**Module 0:** The pre-course module (Module 0) has been developed to insure your success. This module includes a review of the syllabus and its key points – for example, assignments, grading, and time management. Also, in this module, we will utilize discussion board. Discussion Board participation is a critical skill to master as you proceed with this course. In Module 0, review the online participation rubric carefully. Finally, in this module you will meet your classmates and define your personal expectations for our work together.

Plan on investing adequate time (four to eight hours) reviewing Module 0 prior to beginning Module 1. Success with this course requires a willingness to CAREFULLY REVIEW all components of Module 0.

**Modules 1-13:** Each module starts on a Monday and ends on a Sunday.

All topics will be covered during the week they are listed. **It is advisable to complete the readings the week before they are due in order to be prepared to participate online.** All assignments are due on the day they are listed.

D=Discussion Board Assignments noted by module

Example: Module One Discussion = D1

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and 9/5 – 9/9	Module 0 <b>Orientation</b>	Online Learning Orientation Overview of Syllabus Course Orientation	Participate in Module 0  Pre-Course Survey DUE Sunday
Week of 9/10 – 9/16	Module 1 <b>Introduction and Overview</b>	Chapter 1 – What is Strategy and Why Is It Important?  Chapter 2 – Charting a Company's Direction  <i>Why Business Models Matter</i>	D1 Identifying a company's strategy and business model DUE Thursday  Strategic Leadership Alignment DUE Sunday
Week of 9/17 – 9/23	Module 2 <b>Globalization</b>	Chapter 7 – Strategies for Competing in International Markets  <i>The dilemma doctors</i>  <i>The quest for global dominance: Transforming global presence into global competitive advantage</i>	D2 Globalization DUE Thursday

Dates	Modules	Topics / Readings	Assignments Due
Week of 9/24 – 9/30	Module 3 <b>Ethics, Organizational Culture, and Leadership</b>	Chapter 9 – Ethical Business Strategies, Social Responsibility, and Environmental Sustainability  <i>A Leader's Framework</i>	D3 Values: The foundation of strategic management DUE Thursday  Strategic Leadership Assessment and Plan DUE Sunday
Week of 10/1 – 10/7	Module 4 <b>Evolution of Strategic Management</b>	Chapter 5 – The Five Generic Competitive Strategies: Which One to Employ?  <i>Blue Ocean Strategy: From theory to practice</i>  <i>The innovator's prescription</i>	D4 Blue Ocean Strategy DUE Sunday  Strategic Hunt DUE Sunday
Week of 10/8 – 10/14	Module 5 <b>External Environment</b>	Chapter 3 – Evaluating a Company's External Environment	D5 Industry Trends and Key Success Factors DUE Thursday
Week of 10/15 – 10/21	Module 6 <b>Internal Environment</b>	Chapter 4 – Evaluating a Company's Resources, Capabilities, and Competitiveness	D6 SWOT Analysis and Financial Ratios DUE Thursday
Week of 10/22 – 10/28	Module 7 <b>Strategic Analysis</b>		D7 Strategic analysis DUE Thursday
Week of 10/29 – 11/4	Module 8 <b>Crafting Strategy</b>	Chapter 6 – Strengthening a Company's Competitive Position: Strategic Moves, Timing, and Scope of Operations  <i>How to Write a Great Business Plan</i>	D8 Business Plan DUE Thursday
Week of 11/5 – 11/11	Module 9 <b>Portfolio Strategy</b>	Chapter 8 – Diversification and the Multibusiness Company  <i>Enduring ideas: The GE- McKinsey nine-box matrix</i>	D9 Nine-Cell Matrix DUE Thursday

Dates	Modules	Topics / Readings	Assignments Due
Week of 11/12 – 11/18	Module 10 <b>Implementing Strategy</b>	Chapter 10 – Building an Organization Capable of Good Strategy Execution  <i>Linking the Balanced Scorecard to Strategy</i>	
Week of 11/19 – 11/25		Chapter 11 – Managing Internal Operations: Actions that Promote Good Strategy Execution	D10 Balanced Scorecard DUE Thursday
Week of 11/26 – 12/2	Module 11 <b>Leading Change</b>	Chapter 12 – Corporate Culture and Leadership: Keys to Good Strategy Execution  <i>News analysis: It's the culture</i>  <i>Change or die</i>	D11 Culture Change DUE Thursday
Week of 12/3 – 12/9	Module 12 <b>Presentations</b>		D12 Presentations DUE Thursday  Strategic Management Plan DUE Sunday
Week of 12/10 – 12/16	Module 13 <b>Course Wrap-up</b>		Capstone Exam DUE Sunday  Post Course Reflection DUE Thursday (12/20)

## STUDENT EVALUATION

We will be doing 12 on-line discussions. Prior to your first on-line assignment, review the Online Participation Evaluation Rubric (contained within this syllabus) for a detailed explanation of how your online assignments will be evaluated in this class. **You will not succeed in this course if you do not follow the rubric carefully.**

Requirements for other assignments including the Strategic Leadership Alignment, Strategic Leadership Assessment & Plan, Capstone Project (Strategic Management Plan), and Capstone Exam are available under Assignments. Course links to each assignment are in the related module.

The course has 18 assignments totaling 100 points. Points are deducted for late assignments.

Assignments	Points	Class Points	Letter Grade
Pre-Course Survey	02	96 and above	A
Discussion Questions (12 X 5)	60	90 – 95	A-
Strategic Leadership Alignment	05	87 – 89	B+
Strategic Leadership Assessment & Plan	05	83 – 86	B
Strategic Management Plan	10	80 – 82	B-
Capstone Exam	15	77 – 79	C+
Post Course Reflection	03	73 – 76	C
		70 – 72	C-
Total	100	61 – 69 (Undergrad Only)	D
		60 and below	E

**Note: Grades lower than “B” fall below the LTU graduate standard**

## PREREQUISITE SKILLS

Writing at a graduate level using APA style for in-text citations and listing of references is a requirement.

## EDUCATIONAL GOALS

Global Strategic Management is the capstone course in the MBA curriculum. It provides students the opportunity to apply the knowledge and skills learned throughout the MBA program to the critical strategic planning and decision-making functions in global organizations. This course covers the three essential phases of strategic management - analysis, planning, and implementation. Students learn concepts, develop skills, and apply tools necessary to formulate and implement effective strategies that foster entrepreneurial thinking and create sustainable competitive advantage in a complex, rapidly changing global environment.

## STUDENT LEARNING OBJECTIVES / OUTCOMES

- Analyze global competitors, markets, industries and technologies
- Assess strategic opportunities and challenges in the external global environment
- Conduct an objective inventory of the organization's competitive strengths and weaknesses
- Determine the strategic direction, mission, strategies, objectives and values that define the role of the organization in society and its responsibilities to its multiple stakeholders
- Formulate global strategies that create sustainable competitive advantage
- Comprehend the strategic leadership skills and essential management tasks required to develop and implement strategic plans including the alignment of organizational structure, systems and culture with the strategic direction, objectives, and values as well as the allocation of resources
- Understand how to motivate, monitor, and sustain the organization's strategic initiatives

## COURSE ORGANIZATION

Blackboard at my.ltu.edu contains the link to this course. Within your course shell is the syllabus, all assignments, supplemental reading materials, lecture notes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Please take time to familiarize yourself with the organization of the Blackboard site. This course is organized on Blackboard as follows:

**Announcements:** This will welcome you to the course as well as alert you to items requiring your attention. All announcements are also communicated via email.

**Faculty Information:** Information on Chris Emmons

**Syllabus:** The syllabus

**Modules:** For each module, there is theory and practice.

**Discussion Board:** If you submit all questions about topics or course assignments under “General Questions”, information is shared for the benefit of the entire class. There is a “Class Café” forum for optional “social conversations.”

**Assignments:** Items to be completed will be located here. Grading rubrics and other documents vital to your success as a student are also included here. There are also links to two required free subscriptions: McKinsey Quarterly, a source of business information from a consulting perspective; and HBS Working Knowledge, a source of business information from an academic perspective – specifically Harvard Business School.

**Publisher Web Site:** A publisher web site at <http://www.mhhe.com/thompson> includes instructional materials and practice quizzes. You may find it helpful to pop through the slideshow and take the quiz. Click on the 18th edition. To the left, there is a box labeled learning center. Click on student edition. Again, on the left, it says choose a chapter. If you select a chapter, you will see a drop down menu that includes the key points, PowerPoints, and test at no charge. Check it out! I think it will hold value for you.

## CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under *Blackboard Tools*, then *Personal Information***. Note that this is on myltu.edu and NOT in the course shell.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please let me know about these dates in advance.

It is essential that all students contribute to the course objectives through sharing their experiences and working knowledge. Class participation in the form of asking and answering questions, offering examples and discussing course concepts will enhance our collective learning experience.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software.

Assignments must be completed to an adequate standard to obtain a passing grade.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

### **PROFESSOR EMMONS WISHES TO EMPHASIZE THE FOLLOWING**

**Assistance:** Students are encouraged to contact the instructor if they are having difficulties in the course.

**Conduct:** Students are expected to conduct themselves in a professional manner at all times and to be courteous to their classmates. The use of objectionable language is strictly prohibited. Additional information covering the Student Code of Conduct can be accessed at [http://www.ltu.edu/student\\_affairs/student\\_conduct.asp](http://www.ltu.edu/student_affairs/student_conduct.asp)

**Academic Integrity:** Academic honesty is an important character trait for all students. One's honesty is important to employers, family, and others with whom students come in contact. Students benefit themselves in the long run when they work honestly and earn their grades. Students must submit their own original work done specifically for this course. This means that it is wrong to submit work done by someone else, or to utilize work that the student has done in a prior course.

All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person's ideas or language. Students must cite their sources using the publication manual of the American Psychological Association (APA) for information that is not their original thought. Examples of plagiarism are:

- Failure to use quotation marks: All work which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken. Failure to use the quotation marks, even if a footnote is provided, is plagiarism.
- Failure to document ideas: When a student uses one or more ideas from and/or paraphrases a source, he or she must give the source from which the ideas or paraphrasing were taken.
- Falsifying or inventing sources or page references is plagiarism.
- Cite (that is, reference) all sources. This means that one's papers, **including discussion board**, must indicate from where quoted or paraphrased material has come. In grading written work it is important for instructors to know which ideas are the student's own thoughts and which are either copied or paraphrased from another source.

For more information visit [http://www.ltu.edu/currentstudents/honor\\_code\\_offenses.asp](http://www.ltu.edu/currentstudents/honor_code_offenses.asp)

**Any cheating on exams or papers will result in a score of zero and, potentially, a referral to the Dean.** The Dean of the College responsible for the courses in which they occur reviews questions of academic dishonesty. **The usual penalty for academic dishonesty is failure in the course on the first offense, and expulsion from the University on the second offense.** For more information visit Academic Honor Code at [http://www.ltu.edu/currentstudents/honor\\_code.asp](http://www.ltu.edu/currentstudents/honor_code.asp)

**Late Assignments:** Late work will be reduced in value and may not be accepted. Any student in danger of missing a deadline should contact Professor Emmons in advance to discuss their situation.

## **INSTRUCTOR BACKGROUND**

Professor Emmons has 15 plus years experience as a self-employed consultant complemented by an Interdisciplinary Graduate Degree in Business, Economics and Psychology from Wayne State University. She is currently enrolled at Walden University to earn her PhD in Management with a research interest in improving organizational performance.

Chris Emmons established her consulting practice in 1989. She has obtained client engagements in automotive, banking, health care, high technology, non-profit, service and utilities industries. Ms. Emmons has also obtained board member experience. Prior to founding Human Resource Professionals of Detroit, Ms. Emmons spent 10+ years as a Human Resource Professional with such reputable firms as Burroughs Corporation (now UNISYS), Burger King Corporation, and Data General.

Professor Emmons specializes in the following courses at LTU:

- Strategic Management
- Entrepreneurship and Small Venture Management
- Leadership
- Ethics and Business in Society
- Managing Multi-Cultural Organizations
- Human Resource Management

### **A note from Professor Emmons:**

Being curious about an organization and its interactions with its environment is the foundation of successful strategic management. The desired outcome is to turn that curiosity into managerial decisions and actions that generate well performing organizations.

This course will require that each student consider the readings as well as their business experience in order to contribute to a high level dialogue within the classroom setting. The following excerpt from the preface of *Strategy - A View from the Top* (3rd ed.) reflects the philosophy of this course: "Formulating a sound strategy requires both analysis and synthesis, and therefore is as much a rational act as it is a creative one. Successful strategies reflect a clear strategic intent and a deep understanding of an organization's core competencies and assets. Generic strategies rarely propel a company to a leadership position. Knowing where you want to go and finding carefully considered, creative ways of getting there are the hallmarks of successful strategy."

Yet, formulating strategy is only a portion of strategic management. The abilities to implement strategy and evaluate organizational performance are "where the rubber meets the road" in this dynamic process.

Therefore, success within this course philosophy requires a genuine curiosity; a willingness to read and reflect on text and other related materials; and an ability to effectively discuss all aspects of strategic management in an online classroom environment.

**Instructor Performance:** It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for telephone appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.



- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

### **PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources as well as participate in online discussions.
- You should organize your remaining time to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively.

**Time management suggestions for MGT 6063:** Complete readings on Sunday, before the week begins. For example, read Module 1 materials during Module 0! On weeks with assigned discussions, write initial posting for Discussion early in the week in order to proofread, revise and post on Thursday. On Friday and Saturday, respond to your classmates.

### **ASSIGNMENT DETAILS**

Please review these details carefully. Assignments are submitted using the Blackboard *Assignments* or *SafeAssign* functions or posted to the Blackboard Discussion Forum for student comments. Directions for submission are provided with each assignment.

### **On-Line Participation Evaluation Rubric**

Students are required to participate in assigned on-line discussions. In addition to posting their own response to the question(s) posed, the student is required to respond to a minimum of **two posts** from their peers for EACH discussion. Each discussion is evaluated on its own merit.

**In an online environment, we are “seen” via our written word. Insure that what you write is what you want others to hear. Use good netiquette and always err on the side of courtesy.**

To be counted as participation, postings need to be thoughtful; that is, they demonstrate reflection on the assignment, and relationship to the assigned readings and videos, personal experiences, relevant issues in the news, information obtained from other sources, or ideas expressed in the postings of other class members. Students are required to reference the assigned readings and videos to support their arguments and to encourage further discussion. When a source is referenced, **it should also be cited within the posting.**

The following rubric will be employed when grading on-line participation (**late responses are reduced one full point**):

Posting Quality Rating	Examples
5 (A)	<ul style="list-style-type: none"> <li>Original thoughts not already contained in the threaded discussion that demonstrate a <b>high level of reflection</b> and <b>relate the material with the assigned readings and videos</b></li> <li>A minimum of two responses to classmates citing agreement or disagreement including rationale</li> <li><b>Cited examples/ideas from other resources (assigned readings and videos, articles, or web sites) using proper APA style are used in original post as well as both responses</b></li> <li>No errors in spelling or grammar</li> </ul>
4.75 (A-)	<ul style="list-style-type: none"> <li>Same as 5 (A) except cited examples/ideas from other resources (assigned readings and videos, articles, or web sites) <b>needs minor APA style improvements</b></li> </ul>
4.5 (B+)	<ul style="list-style-type: none"> <li>Same as 5 (A) except <b>cited examples/ideas</b> from other resources (assigned readings and videos, articles, or web sites) using proper APA style <b>are NOT used in original post as well as both responses</b></li> </ul>
4.25 (B)	<ul style="list-style-type: none"> <li>Same as 5 (A) except <b>cited examples/ideas</b> from other resources (assigned readings and videos, articles, or web sites) <b>are NOT used in original post as well as both responses AND needs minor APA style improvements</b></li> </ul>
4 (B-)	<ul style="list-style-type: none"> <li>Content is acceptable yet does not demonstrate a high level of reflection and/or lacks an adequate relationship with the assigned readings and videos</li> </ul>
3.5 (C-)	<ul style="list-style-type: none"> <li>APA style requires significant improvement OR errors in spelling or grammar distract reader from the message</li> </ul>
3 (D)	<ul style="list-style-type: none"> <li><b>Lacks the minimum number of two responses to classmates</b></li> </ul>
2	<ul style="list-style-type: none"> <li><b>No cited examples</b></li> </ul>
No Credit	I agree/disagree with no reason/explanation/etc.

#### TIPS FOR DOING WELL ON YOUR ON-LINE ASSIGNMENTS:

Do the work on time and follow the directions completely. For example, if a 5-7 paragraph summary is required, write 5-7 paragraphs. If the directions ask you to review specific materials, review those materials and make it obvious from your postings that you have read and understood the material.

Write the assignment off-line. Supplement your comments by referring to the text or other materials you have read. Share your related personal experiences. Use good writing skills and use spell check. Reread your work to insure that the content is well written. After you are satisfied with your work, post your response. Only after you post, do you read the contributions of others. That way, you are first clear in your own opinion and then can learn from others.

Comment on the ideas of your classmates. Not just "I agree" or "I disagree" but when you have something of value to add to their ideas. Ask questions of your classmates if something they wrote has attracted your curiosity. If you are asked questions, you need to respond.

**Remaining assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function:**

**Pre-Course Survey:** Directions and a submission link are posted under Assignments.

**Strategic Leadership Alignment:** Directions and a submission link are posted under Assignments.

**Strategic Leadership Assessment & Plan:** Directions and a submission link are posted under Assignments.

**Strategic Management Plan (Capstone Project):** This assignment will be partially developed from discussion board assignments. A template and a submission link are posted under Assignments.

**Capstone Exam:** Directions and a submission link will be posted under Assignments.

**Post Course Reflection:** Directions and a submission link are posted under Assignments.

#### **SYLLABUS ADDENDA**

Please see the LTU Online web site <http://www.ltu.edu/ltuonline/index.asp> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. **The content of this web site is explicitly included as syllabus requirements.**

Expanding the Student menu provides links to a wealth of helpful information including academic integrity standards and grading rubrics used to evaluate written assignments, discussion forum participation, and group assignments. **While reviewing the standard rubrics is advised, please note that Professor Emmons uses her own rubrics and these are contained within this Syllabus.**

When signing on to <https://my.ltu.edu/>, the Blackboard welcome page (myltu) contains links to the Academic Achievement Center and Library Services. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.