USF Sarasota-Manatee
GEB 4890, Section 591, 3 Credit Hours
Strategic Management/Decision Making
Spring 2015, Room A205

Instructor: Jean D. Kabongo, Ph.D.
E-Mail: jkabongo@sar.usf.edu

Office: C216 second floor
Office Telephone: (941) 359-4234
Office Hours: Wednesday 9:30 am to 10:30 am; 2:00 pm to 3:00 pm; Thursday 3:30 pm to 5:30 pm; or by appointment.

PREREQUISITES: FIN 3403; MAN 3025; MAR 3023

COURSE DESCRIPTION AND OBJECTIVES:
Strategic Management/Decision Making (GEB 4890) is the capstone, integrative course for graduating business administration students. This is an exciting, challenging course that focuses on how firms formulate, implement, and evaluate strategies. Strategic management concepts and techniques are studied. Students use all the knowledge acquired from prior business courses, coupled with new strategic-management techniques learned, to chart the future direction of different organizations. The emphasis is on organizations in which students are involved or are familiar with. The major responsibility of students in this course is to make objective strategic decisions and to justify them through oral and written communication.

The first part of GEB 4890 consists of interactive lectures/discussions on strategic management techniques and a review of general management, marketing, and finance/accounting tools. The second part consists of interactive oral presentations intended to develop and refine your decision-making skills, analytical skills, reasoning/logic and persuasive communication skills.

COURSE TOPICS:
This course will cover the following content areas:
1. The Nature of Strategic Management
2. The Business Vision and Mission
3. The External Assessment
4. The Internal Assessment
5. Strategies in Action
6. Strategy Analysis and Choice
7. Implementing Strategies: Management and Operations
8. Implementing Strategies: Marketing, Finance/Accounting, R&D, and MIS Issues
10. Business Ethics/Social Responsibility/Environmental Sustainability
11. Global/International Issues

COURSE STUDENT LEARNING OUTCOMES:
Upon completion of the course, students will be able to:
1. Develop an understanding of the elements of the strategic leadership and management process.
2. Apply the strategic management process to real life business cases, including current world/business news, and develop recommendations to help firms create and sustain competitive advantage.
3. Improve written and oral communication skills through the use of team and individual assignments.
4. Develop an appreciation for the general manager’s cross-functional perspective of complex problems and the decision making process required to build strategies in organizations.

TEXT AND MATERIALS:
ISBN-10: 0-13-344479-1

B. Materials: Additional reading materials will be provided as needed.

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for (add specific information to your course).
Information on how to use Canvas is available at: http://usfsm.edu/e-learning-services/student-resources/

COMPUTER LAPTOP USE:
Students are invited to bring their laptops whenever they wish.

PLAGIARISM SOFTWARE:
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

GRADING, EVALUATION AND ATTENDANCE POLICIES:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tr>
<td>Quizzes (6 @ 10 points)</td>
<td>60%</td>
</tr>
<tr>
<td>Opportunity identification and presentation</td>
<td>25%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Mock interview</td>
<td>5%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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A 10-point grading scale will be used throughout the course, as follows:
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<tr>
<th>Excellence</th>
<th>A+</th>
<th>100 to 97</th>
<th>A</th>
<th>&lt; 97-94</th>
<th>A-</th>
<th>&lt; 94-90</th>
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<tbody>
<tr>
<td>Good</td>
<td>B+</td>
<td>&lt; 90-87</td>
<td>B</td>
<td>&lt; 87-84</td>
<td>B-</td>
<td>&lt; 84-80</td>
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<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>&lt; 80-77</td>
<td>C</td>
<td>&lt; 77-74</td>
<td>C-</td>
<td>&lt; 74</td>
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<td>Poor</td>
<td>F</td>
<td>&lt; 74</td>
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**Group Grading:**
All group assignments are graded on a competitive basis between groups. Grading is on a curved distribution for these assignments after the instructor has established a benchmark passing grade for the class.

**Peer Evaluations:**
Individual and confidential evaluations will be done by each group member in order to fairly evaluate one’s contribution to group work. This evaluation will have the ability to increase or decrease each individual student’s group component grades by up to 20%.

**Attendance Policy:**
Attendance is expected and will be recorded at the beginning or the end of each class. More than two absences from class for any reason will result in your final course average being lowered. If you accumulate three absences from class for any reasons by the 10th week of the semester (March 14th, 2015), or if you accumulate three absences in a row during the semester, you will be dropped from the class.

**Notification on selling notes:**
Students have the permission to sell class notes but not PPT slides of class lectures.

**USFSM AND USF SYSTEM POLICIES:**
A. **Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the http://usfsm.edu/student-life/student-rights-and-responsibilities/

B. **Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the http://usfsm.edu/student-life/student-rights-and-responsibilities/

C. **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. **Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations.
Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, http://usfsm.edu/disability-services/

E. Counseling and Wellness Center Services
The Counseling and Wellness Center is a confidential resource where a student can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Students can receive assistance in confidence. This confidential resource can help students without having to report their situation to either the Office of Student Rights and Responsibilities (OSRR) or the Office of Diversity, Inclusion, and the Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If a student discloses any of these situations to an instructor personally, he/she is required to report it to OSRR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.
Counseling and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599

F. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See http://usfsm.edu/facilities/safetypreparedness/

G. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

COURSE REQUIREMENTS:
Class Participation
This course has been designed to foster discussion and interaction between and among students. As such, it is critical that you come to class prepared to make a meaningful contribution to that discussion. You are encouraged to download PPT materials of each chapter and study them before coming to class. What I value is the quality of the contribution not its quantity. A few well-chosen comments will go much further than a constant verbal assault. It is impossible to get credit in this portion of your grade if you are not in class. However, simply being in class will not get you this credit.

Note: class participation will be graded as follows:
Significant and added quality insight to class discussion: 10-9
Significant participation: 9-8
Fair participation 8-7
Occasional participation: 7-6
One or two participations: 6-5
No participation at all: < 5

**Quizzes**

To motivate students to come to class prepared to make a meaningful contribution to class discussion, a total of seven quizzes will be given during the semester. Students will take the quiz at the beginning of the class and will have 20 minutes to complete it.

Please note:
- There will be a mix of multiple choice questions and short essay questions.
- Only six quizzes will count toward the final grade. Your lowest score will be dropped.
- Each quiz is worth 10 points.
- There is no possible makeup.
- Key dates:
  - Thursday, January 15th, 2015: Quiz #1, chapters 1 and 2.
  - Thursday, January 29th, 2015: Quiz #2, chapter 3.
  - Thursday, February 5th, 2015: Quiz #3, chapter 4.
  - Thursday, February 12th, 2015: Quiz #4, chapter 5.
  - Thursday, March 12th, 2015: Quiz #5, chapter 8.
  - Thursday, March 19th, 2015: Quiz #6, chapter 9.
  - Thursday, April 2nd, 2015: Quiz #7, chapter 11.

**Capstone Business Testing**

The ETS Major Field Test in Business is a graduation requirement for all Business degrees. The test contains 120 multiple-choice questions and is administered in GEB 4890. The test is designed to measure student’s knowledge and their ability to apply facts, concepts, theories, and analytical methods in the areas of accounting, economics, finance, law, management, marketing, and quantitative analysis. Results are compared with the results of other undergraduate business students across the nation.

Key date: Thursday, April 9th, 2015 from 6:00 pm to 8:50 pm.
Location: A205

**Capstone Project: Opportunity/Problem Identification and Presentation**

Working on an actual case is one of the best ways to understand and enjoy the strategic management process and the capstone experience!

Each student will identify an opportunity or a problem facing his/her organization and propose a course of actions using the strategic management process. Examples of opportunities include, but are not limited to, new product/service, new position within the organization, new market, new organizational structure, new mission/vision, or a significant organizational/strategic change.

Here is what you need to do:
a. **Weeks 1 and 2:** Meet with people within your organization including your supervisor, unit director, CEO, and other managers. Tell them that you are taking the capstone class—strategic management—and that you have been asked to apply the concepts learned in class to a real case. Ask them for ideas and suggestions on opportunities/problems facing your organization. Tell them that you will need their assistance throughout the semester and that you will share the conclusions of the final project with them.

b. **Week 3:** On your own, select a single opportunity or problem that will become the topic of your capstone project and for which you will propose a course of actions using the strategic management process. Write a one-page paper describing: (1) what you have identified as an opportunity/problem, and (2) how you have gotten to that decision. You will turn in this assignment. You will include the contact information of your supervisor.

**Coaching session:** You will sit down with a Guest CEO who will provide guidance on how to exploit the opportunity/solve the problem. The coaching session will be held in rooms A205 and B226.

c. **Weeks 4 through 13:** Using the information that you will collect on the organization, industry and competitors, you will develop the formulation, implementation and evaluation of the course of actions for the opportunity/problem identified and make recommendations. Use the case analysis evaluation form—pages 9-10 of our syllabus—as a guide.

d. **Weeks 14 through 17:** Capstone presentation and written report. You will write a 15-page (maximum) paper and make a 20-minute (maximum) presentation before the class. Prior to your presentation, you will turn in your paper: two hard copies (one copy for the instructor and another for your supervisor) and an electronic version. Your supervisor is welcome to attend the presentation. The presentation will focus on the opportunity/problem identified, solutions, recommendations and evaluations. The remaining details will be provided in the report itself.

The project will be graded on two parts: content and delivery, as indicated on the attached evaluation sheet. Content includes whether your presentation was accurate, complete, specific, detailed, and error free. You need to be specific in all areas, including your IFE Matrix, EFE Matrix, CPM, SWOT Matrix, QSPM and recommendations. Tell exactly when, how, where, and why your recommendations are appropriate.

Delivery includes oral and written communication skills. Were your visual aids readable from the back of the class? Did you use color to highlight points? Were your voice tone, eye contact, posture, and appearance good? Were handouts, slides, or PowerPoint used to make your oral presentation as interesting and informative as possible?

**Teamwork as an option:** Two or three students can choose to work on the same capstone project. Everyone on your team will receive the same final grade on the oral presentation, but a team member peer evaluation will be given on the last day of class to determine whether each member of the team contributed fairly to preparing and delivering the oral presentation. Each team member will rate each group member (and themselves) on relative contribution made to preparing and delivering the oral case presentation. If you receive a poor rating on this evaluation, your final course average will be lowered by one (or more) letter grade. You should do your fair share of work for preparing and presenting the case analysis.
During each presentation, the class will ask questions, solicit further explanation of any unclear parts of the presentation, point out any mistakes in the analyses presented, comment on the feasibility and thoroughness of recommendations given, and, perhaps, offer counter-recommendations with supporting analyses or information. Helpful criticism, praise, and compliments should be given, as appropriate. Everyone is required to attend and to participate in these class discussions.

**Interview Evaluation**

All capstone students are required by the College of Business to book a 30 minute session with Career Services for an interview evaluation at convenient time slots following the scheduled class. A sign-up sheet on the first day of class will offer you a variety of times for this short and important exercise. A Human Resources specialist will conduct the interview and give you feedback on your performance.

Key dates: Thursday, February 19th, 2015 and Thursday, February 26th, 2015.

**GENERAL INSTRUCTION FOR STUDENTS**

**Academic Support Services:**

Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring services provided by the Learning Support Services, which are provided at no cost to students.

**COURSE CONTENT AND METHODOLOGY OF INSTRUCTION:**

A. Methodology of Presentation

The application of strategic management/decision making concepts will be practiced using a variety of methods including lecture materials, class discussions, case analyses and presentations.

B. Class Outline by Topic (subject to change from time to time)

<table>
<thead>
<tr>
<th>Thu 1/8</th>
<th>Course Introduction</th>
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<tbody>
<tr>
<td></td>
<td>Guest Speaker: Ms. Toni Ripo, USFSM Career Services</td>
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<td></td>
<td>Topic: Professional Interviews</td>
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<td>Thu 1/15</td>
<td>Quiz # 1</td>
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<td>Chapter 1. The Nature of Strategic Management</td>
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<td>Chapter 2. The Business Vision and Mission</td>
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<td>Thu 1/22</td>
<td>Opportunity/problem description due</td>
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<td>Short after an introduction, the class will be split in rooms A205 and B226 with Guest CEOs.</td>
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<tr>
<td>Thu 1/29</td>
<td>Quiz # 2</td>
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<td>Chapter 3. The External Assessment</td>
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Guest Speaker:

Thu 2/5  Quiz # 3
Chapter 4. The internal Assessment
Guest Speaker: Dr. Charles Steilen, International Marketing Consultant
Mock interviews

Thu 2/12  Quiz # 4
Chapter 5. Strategies in Action

Thu 2/19  Mock interviews
Chapter 6. Strategy Analysis and Choice
Guest Speaker:

Thu 2/26  Mock interviews
Chapter 7. Implementing Strategies: Management and Operations Issues

Thu 3/5  Spring Break: No class scheduled

Thu 3/12  Quiz # 5
Chapter 8. Implementing Strategies: Marketing, Finance/Accounting, R&D, and
MIS Issues
Guest Speaker:

Thu 3/19  Quiz # 6
Chapter 9. Measure and Evaluate Performance

Thu 3/26  Chapter 10. Business Ethics, Social Responsibility and Environmental
Sustainability
Guest Speaker:

Thu 4/2  Quiz # 7
Chapter 11. Global/International Issues

Thu 4/9  Major Field Test; room: B229, 6:00 pm—8:50 pm

Thu 4/16  Opportunity identification/problem presentations in class

Thu 4/23  Opportunity identification/problem presentations in class

Thu 4/30  Opportunity identification/problem presentations in class

**NOTE:** the last day to drop class with a “W” is March 21st, 2015.
## CASE ANALYSIS EVALUATION FORM

<table>
<thead>
<tr>
<th>Project/company:</th>
<th>Date:</th>
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<tr>
<td>Presenting Student or team Members:</td>
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Table: Place comments after each rating.

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<thead>
<tr>
<th>CONTENT</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Superior</th>
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1. **Executive Summary**
   Brief but comprehensive overview of the presentation.
   
   | 1 | 2 | 3 | 4 | 5 |

2. **The company**
   History and evolution
   Mission and major goals
   Current strategies (corporate, competitive/business, and functional)
   Strategic consistency
   
   | 1 | 2 | 3 | 4 | 5 |

3. **Competitive Environment**
   Clear definition of the industry
   Assessment of the most relevant forces/trends in the global economic, political-legal, socio-cultural, technological, and competitive environments
   Analysis of the company’s competitive environment (Porter Five Forces Model)
   Identification and evaluation of ethical challenges, social responsibility, and legal challenges facing the industry
   Thoroughness, accuracy, and depth of external analysis (Opportunities and Threats):
   EFE Matrix
   CPM
   
   | 1 | 2 | 3 | 4 | 5 |

4. **Internal Strengths and Weaknesses**
   Thoroughness, accuracy, and depth of internal analysis:
   IFE Matrix
   
   | 1 | 2 | 3 | 4 | 5 |

5. **SWOT analysis/Assessment of alternatives**
   Identification and evaluation of alternative strategies using matrices:
   SWOT Matrix
   
   | 1 | 2 | 3 | 4 | 5 |

6. **Recommendations**
   Quality, quantity, feasibility, and relevance of recommendations
   QSPM
   
   | 1 | 2 | 3 | 4 | 5 |

7. **Implementation**
   Address specific implementation steps required in the functional areas (marketing, finance, IS, HR, etc.)
   Consider whether structural/cultural changes are necessary.
   
   | 1 | 2 | 3 | 4 | 5 |
### 8. Evaluation
Recommend specific, comprehensive evaluation measures to assess strategic choices and implementation. Examples are: market share, customer satisfaction, cost reduction, revenue increase, profitability, ROI.

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### 9. Quantitative Analysis
Use relevant financial, statistical, and other quantitative data to support the analysis of strategic performance. Correctly interpret financial and other quantitative data.

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### ORAL PRESENTATION SKILLS

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1. Organization of presentation
2. Professionalism of presentation
3. Use of visuals and color
4. Communication skills of team
5. Use of time

### WRITTEN COMMUNICATION SKILLS

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1. Structure of the paper
2. Development of ideas
3. Logic of arguments
4. Grammar (spelling, word voice, sentence structure, etc.)
GEB 4890, Section 521 Strategic Management/Decision Making
Group Member Peer Evaluation Form

Group: ________________________________________________________________

Student’s name: ______________________________________________________

This semester you worked with three or four other students on preparing a comprehensive case analysis. Please rate yourself and your team members on the relative contribution made to preparing and presenting the case. Your ratings will be confidential and anonymous. Be honest on this evaluation.

This evaluation will assist the instructor in determining the “team component” of each individual’s grade as fairly as possible.

In rating yourself and your team members, use a one- to five-point scale, where 5 = superior, 4 = above average, 3 = average, 2 = below average, and 1 = really weak. Add the scores to obtain a total score for yourself and the other group members. Put any comments you like on the bottom or back of this page. Fold this sheet when you complete the ratings below. Thank you.

| Names: | Yourself | | |
|--------|----------|--------|

| Ratings: | | | |
|----------| | | |
| On time for all group meetings: | | | |
| Helped keep the group cohesive: | | | |
| Number of useful ideas contributed: | | | |
| Quantity of work done: | | | |
| Quality of work done: | | | |
| Add Total Scores Here: | | | |

Comments: