Instructor: Jean D. Kabongo, Ph.D.
E-Mail: jkabongo@sar.usf.edu
Office: C216 second floor
Office Telephone: (941) 359-4234
Office Hours: Tuesday 3:00 pm to 5:00 pm; or by appointment.

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 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.

C. Recommended Web Sites:

1) Strategic Management Club Online  
   www.strategyclub.com

2) Prentice Hall  
   www.pearsonhighered.com/david

**CANVAS USE:**
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for updating course calendar; submitting online assignments; viewing grades; and, communicating with instructor/students.

Information on how to use Canvas is available at:  
http://www.usfsm.edu/infocommons/students.php

**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>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1 on Chapters 1 to 5</td>
<td>25%</td>
</tr>
<tr>
<td>Test 2 on Chapters 6 to 11</td>
<td>30%</td>
</tr>
<tr>
<td>Group case analysis and presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Mock interview</td>
<td>5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
A 10-point grading scale will be used throughout the course, as follows:

<table>
<thead>
<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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>&lt; 80-77</td>
<td>C</td>
<td>&lt; 77-74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>F</td>
<td>&lt; 74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 12th, 2014), 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 catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

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 catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

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: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard 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 Safety Preparedness 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, disabilityservices@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/

E. 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 Emergency Evacuation Procedures.

F. 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. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

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: 10.0
- Significant participation: 9.0
- Occasional participation: 7.0
- One or two participations: 5.0
- No participation at all: 0.0
Tests
A test on Chapters 1–5 on **Tuesday, June 3rd** and a final test on Chapters 6–11 on **Tuesday, July 15th** will be given. Each chapter comes with review questions (multiple-choice questions) as study guide to preparing for the tests.

*Strategies to preparing for tests.* Download and start working on the review questions once they are posted in Canvas. They should be there after we finish covering the related chapter. You need to read and review the materials while answering the questions. It is your responsibility. This requires extra effort and time. Do not wait until the last minute! Compare your answers with those of other students (team work). Keep in mind that we will not go over the review questions in class.

Do not email me your all your possible answers for me to check whether or not they are correct. However, if you have any questions and stop by my office during office hours, I will provide you with additional explanation that might help you identify the correct answers.

While the majority of the test questions come in multiple-choice format, you will be asked short essay questions as well (up to 20% of the maximum score). Please note: there is no possible makeup.

**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:** Tuesday, June 24th, 2014 from 5:30 pm to 8:30 pm.

**Location:** B206

**Group Case Analysis and Presentation**
Four/five-person teams will be formed early in the course, preferably the first day of class. Each team will give a 50-minute interactive oral presentation analyzing a strategic management/decision making case, selected from the textbook. The team will meet during class time on a regular basis to work on the case. These meetings are required for all students.

The team will need to answer questions from the class during and after the presentation. A written report (hard copy and electronic version) will accompany this presentation (15 pages, 1.5 spacing). This report is due the same day of the presentation. To make your presentation interesting, your team will want to use handouts, posters, and/or overheads. Use the Strategic Management Case Analysis (Part 6, pp. 359-369) as a guide to preparing the case analysis. The instructor will complete a formal evaluation of the presenting team. A copy of the evaluation form is attached to this syllabus.

Your presentation 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.

Content includes whether your presentation was accurate, complete, specific, detailed, and error free. Were appropriate analytical tools included? Were they correct? Were your recommendations specific? Did you show clearly how your recommendations could be implemented? You need to be specific in all areas, including your IFE Matrix, EFE Matrix, CPM, SWOT Matrix, SPACE Matrix, QSPM and
recommendations. Tell exactly when, how, where, and why your recommendations are appropriate.

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, the whiteboard, PowerPoint, or flip charts used to make your oral presentation as interesting and informative as possible? DO NOT READ ANY PART OF THE PRESENTATION (except perhaps the mission statement).

Everyone on your team will receive the same final grade on your 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 one (or more) letter grades. You should do your fair share of work on preparing and presenting the case analysis.

During each case presentation, the class will ask the presenting team 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 needs to attend class and to participate in these class discussions. For assessment purposes, the business case presentations will be videotaped.

Key dates are: Tuesday, May 20th, 2014: The list of team members is due.
Tuesday, May 27th, 2014: Discussion groups made available in Canvas.

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 exercise. A Human Resources specialist will conduct the interview and give you feedback on your performance.

Key dates: Tuesday, June 10th, 2014.
Tuesday, June 17th, 2014.

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)

Tue 5/13 Course Introduction
Chapter 1. The Nature of Strategic Management
Chapter 2. The Business Vision and Mission
Short Group Meeting in class: member introduction, set up the agenda, etc.
Tue 5/20  Guest Speaker: Ms. Toni Ripo, USFSM Career Services  
Topic: Professional Interviews  
Chapter 3. The External Assessment  
Chapter 4. The internal Assessment  
Required Group Meeting in class  

Tue 5/27  Guest Speaker: Dr. Charles Steilen, International Marketing Consultant  
Topic: Current Issues in Global Strategic Management  
Chapter 5. Strategies in Action  
Chapter 6. Strategy Analysis and Choice  
Required Group Meeting in class  

Tue 6/3  Test 1 on Chapters 1 through 5  
Chapter 7. Implementing Strategies: Management and Operations Issues  

Tue 6/10  Mock Interviews  
Guest Speaker: Peter Ross, Successful Entrepreneur  
Topic: Entrepreneurship Today  
Chapter 8. Implementing Strategies: Marketing, Finance/Accounting, R&D, and MIS Issues  
Chapter 9. Measure and Evaluate Performance  
Required Group Meeting in class  

Tue 6/17  Mock Interviews  
Chapter 10. Business Ethics, Social Responsibility and Environmental Sustainability  
Chapter 11. Global/International Issues  
Required Group Meeting in class  

Tue 6/24  Capstone Business Testing  

Tue 7/1  Case presentations: Groups 1, 2 & 3  

Tue 7/8  Case presentations: Groups 4, 5 & 6  

Tue 7/15  **Final Exam,**  
**Chapters 6–11**  

**NOTE:** the last day to drop class with a “W” is June 28th, 2014.
# CASE ANALYSIS EVALUATION FORM

<table>
<thead>
<tr>
<th>Company:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting Team Members:</td>
<td></td>
</tr>
<tr>
<td><strong>Place comments after each rating.</strong></td>
<td><strong>Ratings (circle the appropriate numbers).</strong></td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>Poor</td>
</tr>
<tr>
<td><strong>1. Executive Summary</strong>&lt;br&gt;Brief but comprehensive overview of the presentation.</td>
<td>1</td>
</tr>
<tr>
<td><strong>2. The company</strong>&lt;br&gt;History and evolution&lt;br&gt;Mission and major goals&lt;br&gt;Current strategies (corporate, competitive/business, and functional)&lt;br&gt;Strategic consistency</td>
<td>1</td>
</tr>
<tr>
<td><strong>3. Competitive Environment</strong>&lt;br&gt;Clear definition of the industry&lt;br&gt;Assessment of the most relevant forces/trends in the global economic, political-legal, socio-cultural, technological, and competitive environments&lt;br&gt;Analysis of the company’s competitive environment (Porter Five Forces Model)&lt;br&gt;Identification and evaluation of ethical challenges, social responsibility, and legal challenges facing the industry&lt;br&gt;Thoroughness, accuracy, and depth of external analysis (Opportunities and Threats):&lt;br&gt;</td>
<td>1</td>
</tr>
<tr>
<td>EFE Matrix&lt;br&gt;CPM</td>
<td></td>
</tr>
<tr>
<td><strong>4. Internal Strengths and Weaknesses</strong>&lt;br&gt;Thoroughness, accuracy, and depth of internal analysis:&lt;br&gt;IFE Matrix</td>
<td>1</td>
</tr>
<tr>
<td><strong>5. SWOT analysis/Assessment of alternatives</strong>&lt;br&gt;Identification and evaluation of alternative strategies using matrices:&lt;br&gt;SWOT Matrix&lt;br&gt;SPACE Matrix&lt;br&gt;Grand Strategy Matrix</td>
<td>1</td>
</tr>
<tr>
<td><strong>6. Recommendations</strong>&lt;br&gt;Quality, quantity, feasibility, and relevance of recommendations&lt;br&gt;QSPM</td>
<td>1</td>
</tr>
<tr>
<td><strong>7. Implementation</strong>&lt;br&gt;Address specific implementation steps required in the functional areas (marketing, finance, IS, HR, etc.)&lt;br&gt;Consider whether structural/cultural changes are necessary.</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

9. **Quantitative Analysis**
Make good use of economic analysis tools, such as supply and demand analysis, marginal analysis, cost/benefit analysis, etc.
Use relevant financial, statistical, and other quantitative data to support the analysis of strategic performance.
Use historical and industry data for comparison.
Correctly interpret financial and other quantitative data.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**ORAL PRESENTATION SKILLS**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization of presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Professionalism of presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Use of visuals and color</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Communication skills of team</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Use of time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**WRITTEN COMMUNICATION SKILLS**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Structure of the paper</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Development of ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Logic of arguments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Grammar (spelling, word voice, sentence structure, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
GEB 4890, Section 591 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.

<table>
<thead>
<tr>
<th>Names:</th>
<th>Yourself</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratings:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On time for all group meetings:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped keep the group cohesive:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of useful ideas contributed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity of work done:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of work done:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add Total Scores Here:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

CONFIDENTIAL