NORTH PARK UNIVERSITY
School of Business and Non-Profit Management

Class #: SBNM 5991	**Fall Quad B 2012**
Course Title: Ethical Strategic Management	**Online**

Instructor:

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Online Hours: Generally, 9am-11am and 9pm-11pm most weekdays

Required Texts

- Ethical Strategic Management, SBNM 5991. Professor Pam Schilling, M.B.A., School of Business and Nonprofit Management, North Park University:
  - Print copy: ISBN 978-1-12-161683-7
  - eBook: ISBN 978-1-12-161686-8

- Capstone Business Simulation – this is an online simulation that must be purchased for the course. Instructions for purchase/registration will be posted on Moodle prior to Week 1.

- Comp-XM Simulation – Comp-XM, The Competency Exam, is an assessment tool to determine and demonstrate what has been learned throughout graduate business program experience. It is also an online simulation that must be purchased for the course. Instructions for purchase/registration will be posted on Moodle prior to Week 5.

Course Description:

This course deals with the overall general management of the organization. It is concerned with the determination of strategic direction for the firm, as well as the management of strategic processes within the firm, and emphasizes application of leadership skills to strategic management.

Emphasis will be placed on providing leadership to develop strategies that will maintain the organization's congruence with its environment; economic, socio/cultural, political/legal, and technological. The course systematically focuses on the general manager's task in the context of leading the process of crafting and executing strategy including establishing the mission and strategy. We will explore the concepts and analytic tools to evaluate a company's external environment, resources, and competitive position. To define how to craft strategy, we will review the various approaches companies use to craft strategy by selecting the strategy to employ for their business, evaluate choices, discern how to compete in foreign markets and diversify, and identify how to deploy an ethical business strategy which incorporates social responsibility and environmental sustainability. Lastly, we will evaluate how organizations execute strategy, focusing on building organizational capabilities, managing internal operations, and developing corporate culture and leadership.

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As the capstone course for the School of Business and Nonprofit Management's master program, we will integrate the concepts taught throughout other courses and apply them along with this course's concepts to an evaluation of an organization's strategy. We will additionally re-enforce this learning through the use of a online business simulation – Capstone. This simulation is designed to teach strategy, competitive analysis, finance, cross-functional alignment, and the selection of tactics to build a successful and focused company. Class members work in teams and with the challenge to turn around a poor- performing, $100 million company, with five average products, in very different market segments, while satisfying customer demands for better, faster and cheaper products. With five to eight years to build success, there is immediate pressure for the management team to develop a strategy and implement it thoroughly with every decision.

Course Objectives

During this course, the student will:

1. State factual knowledge of what defines "strategy" and why it is important for organizations.
2. Identify the concepts and analytic tools used by companies to evaluate their external environment, resources, and competition.
3. Develop and apply specific skills, competencies, and points of view needed by organizational leaders to determine the strategic direction of the organization and execute to achieve that direction.
4. Apply the concepts taught in this course and other program courses in the evaluation of an organization's strategy.

Also, over the course of each week, the student will:

- Acquire and formulate the elements necessary to create a vision and mission statement for an organization functioning in a global marketplace.
- Apply the analytic frameworks and critical thinking to evaluate an industry, a firm, and competition
- Recognize the elements of the five generic competitive strategies and understand which one to employ given certain industry and competitive conditions.
- Define the elements necessary and options available to execute a defined strategy, and how those move/options strengthen a company's competitive position.
- Acquire the components of strategic approaches for competing in international markets.
- Illustrate the concept of diversification and how this strategy can generate business value.
- Demonstrate the connection of business ethics to strategy and how to balance corporate social responsibility/environmental sustainability with value generation for shareholders.
- Recognize what organizational needs (people, capabilities, and structure) are necessary to build an organization capable of good strategy execution.
- Summarize how well-designed policies and processes, proper resource allocation, and applying process management can facilitate good strategy execution.
- Define how and why a company's culture can aid the drive for successful strategy execution and operating excellence.

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Course Overview

Week	Date From To	Topics and Readings Chapter: Title	Assignments / Deliverables
0	Prior to Oct 22	***Course Preparation*** • Moodle and Syllabus Walkthrough • Capstone Preparation • Cap-XM Preparation	**SBNM 5991 Pre-work Checklist**
1	Oct 22 to Oct 28	***Introduction and Overview*** • 1: What is Strategy and Why is it Important? • 2: Charting a Company's Direction: Vision and Mission, Objectives, and Strategy	**Discussion Forum** **Capstone: Decision Practice Rounds**
2	Oct 29 to Nov 4	***Core Concepts and Analytical Tools*** • 3: Evaluating a Company's External Environment • 4: Evaluating a Company's Resources, Capabilities, and Competitiveness	**Discussion Forum** **Capstone: Decisions**
3	Nov 5 to Nov 11	***Crafting a Strategy*** • 5: The Five Generic Strategies: Which One to Employ? • 6: Strengthening a Company's Competitive Position: Strategic Moves, Timing, and Scope of Operations • Case Study: Case 6: Netflix (C-88)	**Discussion Forum** **Capstone: Decisions** **Case 6: Netflix (C-88)**
4	Nov 12 to Nov 18	***Crafting a Strategy (cont)*** • 7: Strategies for Competing in International Markets • 8: Corporate Strategy: Diversification and the Multi-business Company	**Discussion Forum** **Capstone: Decisions**
Thanksgiving Break – No Assignments			
5	Nov 26 to Dec 2	***Crafting a Strategy (cont)*** • 9: Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy • Case Study: Case 16: Sara Lee Corporation (C-243)	**Discussion Forum** **Capstone: Decisions** **Case 16: Sara Lee Corp (C-243)**
6	Dec 3 to Dec 9	***Executing the Strategy*** • 10: Building an Organization Capable of Good Strategy Execution: People, Capabilities, and Structure • 11: Managing Internal Operations: Actions that Promote Good Strategy Execution	**Discussion Forum** **Capstone: Decisions** **Strategic Analysis Paper – Part 2**
7	Dec 10 to Dec 16	***Executing the Strategy (cont)*** • 12: Corporate Culture and Leadership: Keys to Good Strategy Execution • Case Study: Case 20: Southwest Airlines (C-276)	**Capstone: Simulation Write-up** **Case 20: Southwest Airlines (C-276)**
Comp-XM: Due Tues, Dec 18, noon			

Reference Moodle for additional assignment details, instructions, deadlines and to upload/post all assignments.

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Course Grading

Assignment Point Allocation

Deliverable	***Points***
Discussion Forum (25 points / 6 weeks)	150
Case Studies (100 points / 3 cases)	300
Capstone	
Simulation Result	200
Simulation Write-up	100
Comp-XM	250
Overall	***1,000***

Overall Course Grade

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of the School of Business and Nonprofit Management. The final course grade will be computed according to the total number of points earned for all assignments as shown below:

Final Grade	% Low	% High	Low Pts	High Pts
A	94.0%	100.0%	940.0	1,000.0
A-	90.0%	93.9%	900.0	939.0
B+	87.0%	89.9%	870.0	899.0
B	84.0%	86.9%	840.0	869.0
B-	80.0%	83.9%	800.0	839.0
C+	77.0%	79.9%	770.0	799.0
C	74.0%	76.9%	740.0	769.0
C-	70.0%	73.9%	700.0	739.0
D+	67.0%	69.9%	670.0	699.0
D	64.0%	66.9%	640.0	669.0
D-	60.0%	63.9%	600.0	639.0
F	0.0%	59.9%	-	599.0

I do not accept late submissions of any assignments for any reason whatsoever.
A late submission will be recorded as 0 points.
All grades are final and not subject to debate.

The detailed components of your grade will always be posted to Moodle. It is your responsibility to audit regularly for accuracy and to request any required corrections. Final grades will be made available within a week upon the completion of the course and are found in Moodle and WebAdvisor.

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Assignments – Deadlines

- PLEASE READ THE SYLLABUS AND ONLINE INFORMATION THROUGHTLY TO ENSURE DUE DATES ARE CLEAR.
- **No late assignments will be accepted.**
- High level assignment due dates and times:

Assignment	Due Date	Time Due (Central Time)
Discussion Forum	Original Post: Thurs Response Post: Mon	Original: 9pm Response: 9am
Capstone Decisions	Dates TBD	9am
Capstone Write-up	Sun, Dec 16	Midnight
Case Studies	Mon, Nov 5 Mon, Nov 26 Mon, Dec 10	9am
Comp-XM	Tues, Dec 18	Noon

Assignments – Overview / Instructions

In addition to the overview of assignments below, instructions and a grading rubric are posted on Moodle. Please reference each week and for each assignment.

Discussion Forum

Weekly Points	25
Total Points	150

- The Discussion Forum is used in place of in-class discussion in the online format. Please keep this in mind as your posts should be robust and thorough, as would be comments/answers made in a face-to-face class.
- Each week, a specific number of original and response posts are defined, along with the discussion topics. Based on the rubric, points are allocated to these posts.
- For an Original post, your discussion should be "substantive" – this means several sentences or perhaps paragraphs, depending on the particular question posed. It is also important to reference the text(s) for the course, the underlying finance theory behind the discussion question topic, and/or any facts that support your points.
- For a Response post, your comments should extend the original discussion. This can be done by relating to a personal experience, summarizing the original post from another perspective, offering additional information or resources (e.g., a related article you found), ties to other course material/information, etc.

  What a response post is NOT:

  - A question posed to an original post (only)
  - An answer to a question posted by another class member
  - A second post to clarify an original post

These are all valuable contributions to the discussion forum conversation, but, are incremental to the assignment requirements.

- Additional posts beyond requirements – I highly encourage this as it creates a more robust discussion environment and everyone benefits from the learning experience. Also, incremental discussion forum activity is taken into consideration when grades are on a tier and may push you to the next grade level.

Case Study

Assignment Points	100
Total Points	300

- Case Studies are a valuable learning experience for graduate business education. This is an opportunity to apply theory to real world experiences and understand the more complex nuances of how business decisions are made. Also, case studies are intended to help develop your written communication/presentation skills, which are essential in business today.
- Case Studies are a critical component of this course. They are selected to cover the specific topics, and also, touch upon topics from other disciplines as financial management is usually connected to other business issues.
- Case studies are not perfectly clear, nor do they have one specific answer. They are intended to allow you to reference the relevant theories and think through the analysis and decision making for the business situation being presented. Case studies are NOT like homework – it is often difficult to just sit down, read the material, and work the questions. There is more involved.
- In Moodle, in the Week 0 – Pre-work folder, tips for preparing the Case Study write-up have been provided. Please review this thoroughly.
- General requirements:
  - Each case study write-up is due Monday, 9am.
  - Your write-up should specifically address the presented questions for the case, and include the relevant, supporting analysis.
  - The final write-up should be submitted in the form of a memo.
  - There are 5 categories of evaluation of your case study – please reference the Grading Rubric to review these.
- During the week, as you are reviewing the case study and working through the questions, if you have questions, ASK! You may post a question to the relevant question forum in Moodle or you may contact the Instructor. If you have a question, it is likely others do as well – so, the whole class benefits. Also, your learning experience will be better if you address the question early, rather than submitting an assignment that receives a poor grade and gets the feedback after the assignment is completed.

Capstone

Simulation Performance Points	200
Write-up Points	100

- Detailed instructions for this assignment are posted in Moodle.
- High-Level Instructions:
  - Pre-Work: The instructions (posted on Moodle) should be read and reviewed thoroughly. There are numerous moving pieces to the Capstone simulation, so a thorough review of the posted material is critical to success in this assignment.
  - Week 1: Practice decisions for the game will be due. Note: This assignment is completed in teams – partners will be selected at the start of Week 1. There are 2 Practice decision rounds to get acquainted with Capstone.
  - Weeks 2-6: Teams will make a total of 8 decisions – some weeks will have 2 decision rounds, some will have 1 (there will be a detailed schedule posted on Moodle). At the end of the decision period, the game will calculate each company's performance. Each team will learn how your decisions change your company's performance over an 8-year period.
  - Week 7: Each team will prepare a summary write-up (in Powerpoint) of their team's strategy for the BSG, observations from the simulation, and lessons learned.
- **ADHERING TO DEADLINES IS CRITICAL FOR THIS ASSIGNMENT.**

Comp-XM (Competency Exam)

Simulation Performance Points	250

- Detailed instructions for this assignment are posted in Moodle.
- This is an overall assessment simulation – it is comprehensive of the entire SBNM graduate business program.
- The simulation is similar to Capstone, so, students should be familiar with the logistics and format.
- It is anticipated that this assignment will require 6-8 hour to complete. It is recommended you plan accordingly to ensure completion by the deadline.
- This simulation consists of decisions and a series of board query questions that are specific to the results of the answers provided in the prior simulation rounds

Course Teaching and Learning Methods

This course is being taught in intensive online format; therefore, it is very important for students to keep up with readings, assignments, and online discussions. There are a number of requirements each week and it is each student's responsibility to ensure the assignments, requirements, and deadlines are understood.

The learning process in the online environment is not solely instructor-led. Students must create learning opportunities with one another. We are all instructors, students, and supporters in this learning environment.

The course uses individual and group assignments. It will be necessary to do group work and do so in our virtual environment, working by phone, Skype, and email. This is very typical in business settings today, particularly global organizations that are geographically distributed. Pay attention to this and raise your level of

communication with your classmates to ensure that you get the most from this learning environment and the course's assignments.

A key item for success in this course: If you have questions – ASK!!! The instructor can arrange individual or group discussions to clarify topics or assignments, post information, and adjust the overall management of the course. But, if students do not convey this need, it is not known. Two online forums have also been provided for questions.

Learning is best facilitated when we work together – do not work persistently on assignments where you are confused or not making progress. Ask a class member or instructor for guidance and help (per the guidelines established above with the overview of assignments).

Overall Expectations

1. It is important to complete all readings, post assignments on-time, and participate in the Discussion Forums each week.
2. If you encounter a problem with an assignment, ask questions. It is preferred that you post questions in the appropriate discussion forum that has been set up for that purpose. You may however contact the instructor with your question and you will receive a private response.

Participant Responsibilities

1. Engagement and full participation are required for this class. You cannot successfully complete this online course without completing the weekly readings and assignments. You are expected to read the text as assigned and complete the assigned problems based on the assigned deadlines.
2. Some assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time, noting the office hours I am available.
4. Use proper "netiquette" (see A Guide to Netiquette in Course Information book on Moodle).
5. I normally advise participants to plan on spending 10-15 hours per week on course responsibilities (e.g. reading, assignments, Discussion Forums, case study analysis, paper research/analysis, etc.).

Course Facilitator (Instructor) Responsibilities

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. The course facilitator will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The course facilitator will provide opportunities for group work that will include discussion as well as hands-on exercises.
4. The course facilitator will provide updated information on relevant resources for the various topics of interest.
5. The course facilitator will read and critically assess students' assignments and provide feedback within 3-5 days of receipt.
6. The course facilitator will respond to all student e-mails within 48 hours of receipt.
7. The course facilitator will respond to all student phone calls within 48 hours.

Communication Expectations

Communication skills are a major part of your academic and professional development. As this course is in the School of Business and Nonprofit Management, we will assume that I am an executive and you are an employee on my team. Therefore, every communication you send should be highly professional. This means formatted and edited for 100% accuracy in spelling, grammar, punctuation, and word choice. Your question or inquiry should be specific and clear. I will be able to respond more promptly if this is the case.

Also, I will not respond to any email that is not accurate or does not have a clear request. I check email regularly and late into the evening. If I do not respond within one business day, please apply proper diligence and follow-up, and resend your communication (assume that I've overlooked your message in error).

When authoring an email, please use an appropriate subject which is indicative of the contents of the message. For example: "Clarification question – Case 1." Your primary point of reference is this syllabus. Please review in detail before approaching me with questions about the course structure and content contained in this syllabus. Do not be surprised if I refer you to the syllabus or Moodle as an answer.

My preference for contacting me is as follows:

1. Email (at any time)
2. Office hours / Appointment to speak via telephone/Skype – arrange via email
3. Voicemail message (recognize I am seldom in my office and check messages infrequently)

Technology Tools Expectations

Understanding technology tools in today's business environment is critical. As such, I require all work be done in Microsoft Word, Excel, or Powerpoint (or equivalent) and specify the appropriate tool for each assignment.

Computer Requirements: In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Computer-Services/Network/Minimum-Requirements for information on computer requirements and network access.

Moodle: All students are expected to access Moodle. All grades and critical directions for assignments are posted on Moodle. This is also the official record for all grade-related issues. Check and audit grades regularly.

Email: All students are expected to check your North Park emails regularly (NOTE: Outside accounts like Yahoo and Hotmail often forwards class emails to your spam folder). I send significant information via email and expect all students to have read the information sent. If you do not use your North Park email address, please make sure email is being forwarded properly.

Software Tools: All students are expected to use the appropriate software for the course. This course relies heavily on Microsoft Word, Microsoft Excel, use of the internet, and many online research resources.

Policy on Ethics

PLEASE READ THIS SECTION THOROUGHLY

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the Internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's Catalog (available at www.northpark.edu). In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Student with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada.

Use of APA Publication Manual

The School of Business and Nonprofit Management (SBNM) has adopted the Publication Manual of the American Psychological Association (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the APA Manual is to enhance student learning by:
1. Improving student's writing skills.
2. Standardizing the required format of all written assignments in all SBNM courses.
3. Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4. Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the APA Publication Manual, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.