2017

MGMT 550-02 Strategy and Organizations

David Zoogah
zoogahd@xavier.edu

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College Mission: At Xavier’s Williams College of Business We educate students of business, enabling them to improve organizations & society, consistent with the Jesuit tradition.

How Course Relates to Mission: This is a survey course introducing students to the principles of managerial behavior (managing people & leading organizations), strategic management (setting & implementing strategic direction for the company), & strategic human resource management (employee recruitment, selection, & performance evaluation). Students will learn about relevant management theories, concepts, & frameworks as well as how to apply them to actual business situations.

Class/Instruction Information:
Class Time: 6-8:30pm; 100% offline
Instructor: David B. Zoogah, PhD
E-mail: Zoogahd@xavier.edu
Office: 313 Smith Hall
Office Hours: T 11am-1pm, 4-5pm; R 11am-1pm, Thursday 4-5 pm & by appointment
Office Phone: 513-745-4887

Class Materials:
- HBR case packet (Required)
  - Use the link below to order online. You will need the entire package for class. The course pack is available at the following link: http://cb.hbsp.harvard.edu/cbmp/access/57276981
- Hitt/Ireland/Hoskisson - Bundle: Strategic Management: Concepts: Competitiveness and Globalization, Loose-Leaf Version, 12th + LMS Integrated for MindTap® Management, 1 term (6 months) Printed Access ...
  - ISBN: 9781337062671 (Optional)
- Wagner & Hollengeck (2nd ed.) Organizational Behavior – Securing Competitive Advantage. Published by Routledge.
- Wall Street Journal (required)
  - Special $1 a week student subscription. Use the link below to order on-line.

Class Format:
Applying management theory through business case analysis is the primary method for MGMT550. ‘Classes’ are held weekly on Thursday evenings (6pm – 8:30pm). Each week, we will discuss one case. Information from the recommended sources as well as the WSJ will be used to enhance our learning. You will find topic information, all of the activities you are responsible for completing, along with due dates, instructions, and links for submitting assignments.

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Points you earn for activities will be posted to the Canvas Grade Book. Click on the ‘Grades’ link in the course menu to view your assignment scores. Please make a habit of checking it regularly to ensure you and I are on the same page in terms of your submissions and posted grades.

In order to get the most benefit from this course you should expect to spend 7 to 12 hours per week working on the subject matter and assignments (keep in mind this includes the time you would normally spend in class each week). Get in the habit of logging in to our course weekly or at least every other day. If you fall behind you lose the ability to engage
in meaningful discussions with the other members of this course, and it is difficult to get caught up. I strongly encourage you to look at your calendar now and block off the time for the next 16 weeks.

The value you receive and the grade you earn are in your hands. My goal is to provide you materials and assignments that help you learn in a safe environment while providing you transferable skills. Our journey together will be educational AND fun as long as you take responsibility for your participation and attitude.

Course Policies:

- **Academic Honesty:** Any dishonesty will result in a grade of F for the assignment & depending on the severity of the dishonesty, potentially for the entire course. Primarily, (although not exclusively), dishonesty involves the representation of another's work as your own. This includes plagiarism of any material you turn in as an assignment. Remember to always cite your sources.

  **What is plagiarism?**
  1. Plagiarism is using the work of another as if it were your own, without enclosing the words of others in quotations.
  2. Plagiarism is copying from the Internet, from a web page, or from another person without giving credit. This includes copying & pasting content from a source into the text of your paper.
  3. Plagiarism is using ideas which are not your own without giving credit to the source of those ideas. Citing the source of an idea is required even if you have paraphrased the author’s words.
  4. Plagiarism can be applied to ideas, research, art, music, graphs, diagrams, websites, data, books, newspapers, magazines, plays, movies, photos, & speeches.
  5. If you need a refresher course on plagiarism & copyright laws, Xavier offers an online tutorial at [http://www.xavier.edu/library/xu-tutor/Preventing-Plagiarism.cfm](http://www.xavier.edu/library/xu-tutor/Preventing-Plagiarism.cfm)

- **Netiquette:** The discussion boards are created to provide an opportunity for you to actively engage in meaningful conversation on a particular topic or issue. You are encouraged to provide your honest viewpoint while being respectful of the views of your classmates.

  **Do’s**
  1. Do remember there is a human behind the text on the screen; treat others as you would want to be treated.
  2. Do communicate simply, clearly, pleasantly and politely.
  3. Do use correct grammar and spelling.
  4. Do read the prompt, reflect on what you would like to say, and review what you’ve written before posting.
  5. Do respect the privacy, beliefs, and opinions of your classmates; challenge each other’s ideas but not each other personally.
  6. Do share knowledge that would be of interest to others.
  7. Do stick to the discussion prompt at hand when posting to a forum.
  8. Do use humor & sarcasm carefully. Others cannot see your facial expressions or hear any voice inflections.
  9. Do check into our Canvas site on a regular basis; try not to let more than 2 days pass without checking in.
  10. Do post frequently and support others in the learning community.
  11. Do subscribe to the discussion boards so you will receive all updates.

  **Don’ts**
  1. Don’t type in ALL CAPS. This is regarded as shouting.
  2. Don’t rant or flame. This is not the place to vent your anger or start a fight.
  3. Don’t make inappropriate comments. Objectionable, sexist, or racist language will not be tolerated.
  4. Don’t waste others’ time with unimportant, undesired or overly large submissions.

In the group discussion forums you will post assignments and discuss your work with other group members. These are public forums, so whatever is posted can be seen by everyone in the course, including the instructors. If you want to send a private message, use individual email.

- **The Class Lounge Discussion Forum** is a public space for conversation with your classmates on any topic or question - particularly when the conversation doesn't seem to fit in the other discussions. Express concerns, ask questions, and get to know each other here. Chances are good if you have a question someone else in the class will have the same question and/or the answer to your question. Remember to subscribe to the discussion boards so you will receive all post updates.

- **Due Dates:** All assignments must be submitted on or before the due date by 11:59 pm EST. Late submissions will automatically receive a minimum 10% grade point reduction.

- **Communication:**
Email is the best way to contact me; I will reply within 24 hours (weekends & holidays may be an exception).
I will advise of any changes to the syllabus on Canvas. I will also email any important announcements using your XU email account on Canvas. It’s your responsibility to check Canvas & email regularly.
I’m happy to meet with any student who needs additional assistance with this course. Please email me or see me to arrange additional time. There are many virtual meeting options if you are not able to come to campus for a meeting in person.

Accessibility Policy: It is my goal that this class be an accessible & welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services & to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

FERPA: Understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if I choose to use it for demonstration purposes. There is also a possibility that your papers may be submitted electronically to another entity to be checked for plagiarism.

The Office of Student Success: Available to assist you to make the most of your Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, & guidance to effectively navigate your college experience are central to their work. Please visit http://www.xavier.edu/student-success/ to learn more or contact them at 513-745-3036, email: studentretention@xavier.edu, or visit 514 Conaton Learning Commons.

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. http://www.xavier.edu/learning-assistance-center/index.cfm.

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/learning-assistance-center/index.cfm.

Technical Requirements
- Internet connection (DSL, LAN, or cable connection desirable)
- Access Canvas through a supported Web browser (Firefox, Safari, IE). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser Tool from the Technology Services Web site.
- Check your computer against Xavier’s suggested minimum computer requirements: http://www.xavier.edu/ts/students/Computer-Recommendations.cfm.

Technical Assistance: If you need technical assistance at any time during the course or to report a problem with Canvas, contact the HELP Desk at (513) 745-HELP/4357 or visit the http://www.xavier.edu/ts/helpdesk/ or contact Canvas at 855-778-9967.

Grading: Letter Grade Calculated as Follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percent</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Participation &amp; attendance (3x15)</td>
<td>45</td>
<td>4.5%</td>
<td></td>
</tr>
<tr>
<td>Individual Exercises (6)</td>
<td>135</td>
<td>13.5%</td>
<td></td>
</tr>
<tr>
<td>Exam 1 – Mid-semester</td>
<td>200</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Exam 2 – End of Semester</td>
<td>200</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Team Project Presentation</td>
<td>110</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Team Project</td>
<td>300</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Canvas Course Evaluation</td>
<td>NA</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Grade</td>
<td></td>
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<td>930 – 1,000</td>
<td>A</td>
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<tr>
<td>900–929</td>
<td>A-</td>
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<tr>
<td>870-899</td>
<td>B+</td>
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<tr>
<td>830-869</td>
<td>B</td>
<td></td>
<td></td>
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<td>800-829</td>
<td>B-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>770-799</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>730-769</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 730</td>
<td>F</td>
<td></td>
<td></td>
</tr>
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</table>
Brief Description of Graded Assignments (additional information provided on Canvas):

- **Syllabus Quiz (10 pts).** 10 question quiz about the course syllabus
- **Participation and Attendance (45 points).** You are encouraged to participate and attend class.
- **Individual Exercises (6 - 135 points).**
  Cura personalis. These exercises are intended to help with your personal growth and development. By knowing who you are, what you like, and how you behave, you can improve those areas that constrain your capabilities. They are intended to make you a better manager. There are 6 exercises worth 30 points each. If you miss an exercise you can make it up but for REDUCED points as follows: Valid (documentation) excuse – 20 points; Invalid (no documentation) excuse – 10 points; no excuse – 5 points.
- **Exam 1 – Mid-semester (200 points).**
  This is a take home exam that requires you to answer 4 questions using material from the cases, recommended texts, and WSJ. If you miss the exam you can make it up but for REDUCED points as follows:
  Valid (documentation) excuse – 150 points;
  Invalid (no documentation) excuse – 100 points;
  no excuse – 50 points.
- **Exam 2 – End of Semester (200 points).**
  This is a take home exam that requires you to answer 4 questions using material from the cases, recommended texts, and WSJ. If you miss the exam you can make it up but for REDUCED points as follows:
  Valid (documentation) excuse – 150 points;
  Invalid (no documentation) excuse – 100 points;
  no excuse – 50 points.
- **Team Project (300 points)**
  You will be assigned a project that requires you to conduct a field investigation of a managerial problem and submit a report that specifies (a) the problem, (b) why it exists, (c) how the managers deal with it, (d) your recommendations. The type of report is indicated in the instructions on Canvas. For example, if you choose a case-method, your report should be like a mini-case that provides a background, identifies the actors, the situation creating the problem, the problem, attempted solutions, and recommendation (either by the participants or you or both). **See detailed instructions on the project in Canvas.**
- **Team Project Presentation (110)**
  This is an oral presentation of your project. You are basically to share with the class your findings from your investigation.

- **Note on Assignments:** Throughout the course there are required, non-graded assignments designed to support the topics. Remember, learning involves more than earning a grade.
<table>
<thead>
<tr>
<th>Wk Period</th>
<th>Wk #</th>
<th>Class date</th>
<th>Day of class</th>
<th>Cases</th>
<th>TOPIC</th>
<th>HBR Coursepack</th>
<th>Readings</th>
<th>Ex</th>
<th>Exam</th>
<th>WSJ</th>
<th>Project Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9 - Jan 13</td>
<td>1</td>
<td>12-Jan</td>
<td>Thursday</td>
<td>0</td>
<td>Introduction/Strategic Management Overview (Environment of Businesses)</td>
<td>Introduction to strategy</td>
<td>Syllabus Quiz; Hitt et al., Ch. 1 and 2</td>
<td>1</td>
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<td></td>
<td>Introduction</td>
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<tr>
<td>Jan 16 - Jan 20</td>
<td>2</td>
<td>19-Jan</td>
<td>Thursday</td>
<td>1</td>
<td>Organizational Design &amp; Structure Corporate/business Strategies</td>
<td>Howard Schultz &amp; Starbucks coffee</td>
<td>Hitt et al., Ch. 11; Baldwin ch. 13;</td>
<td>1</td>
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<td></td>
<td>Initiation*</td>
</tr>
<tr>
<td>Jan 23 - Jan 27</td>
<td>3</td>
<td>26-Jan</td>
<td>Thursday</td>
<td>2</td>
<td>Culture, Change, and Organizational Development (Making Change)</td>
<td>Matching Dell</td>
<td>Hitt et al., Ch. 4 &amp; 6</td>
<td>2</td>
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<tr>
<td>Jan 30 - Feb 3</td>
<td>4</td>
<td>2-Feb</td>
<td>Thursday</td>
<td>3</td>
<td>Merger, Acquisitions, &amp; Cooperative Strategies; international strategy</td>
<td>Airborne Express</td>
<td>Wagner &amp; Hollenbach, ch. 14</td>
<td>2</td>
<td></td>
<td></td>
<td>Prepare interview protocol</td>
</tr>
<tr>
<td>Feb 6 - Feb 10</td>
<td>5</td>
<td>9-Feb</td>
<td>Thursday</td>
<td>4</td>
<td>Merger, Acquisitions, &amp; Cooperative Strategies; international strategy</td>
<td>Ge’s Two-Decade Transformation</td>
<td>Hitt et al., Ch 12</td>
<td>4</td>
<td></td>
<td></td>
<td>Conduct interviews</td>
</tr>
<tr>
<td>Feb 13 - Feb 17</td>
<td>6</td>
<td>16-Feb</td>
<td>Thursday</td>
<td>5</td>
<td>Strategic Leadership</td>
<td>Philips versus Matsushita</td>
<td>Hitt et al., ch. 5</td>
<td>3</td>
<td></td>
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<tr>
<td>Feb 20 - Feb 24</td>
<td>7</td>
<td>23-Feb</td>
<td>Thursday</td>
<td>6</td>
<td>Competitive rivalry &amp; dynamics</td>
<td>Chiquita Brands</td>
<td>Zoogah files on Canvas</td>
<td>5</td>
<td>Midsem</td>
<td></td>
<td>Conduct interviews</td>
</tr>
<tr>
<td>Feb 27 - Mar 3</td>
<td>8</td>
<td>2-Mar</td>
<td>Thursday</td>
<td>7</td>
<td>Strategic followership</td>
<td>People Express Airlines</td>
<td>Baldwin Ch 6</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Mar 6 - Mar 10</td>
<td>9</td>
<td>9-Mar</td>
<td>Thursday</td>
<td></td>
<td>Human capital acquisition</td>
<td>Firm 360-degree Performance</td>
<td>Baldwin Ch 7 and 12</td>
<td>5</td>
<td></td>
<td></td>
<td>Analyze data</td>
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<tr>
<td>Mar 13 - Mar 17</td>
<td>10</td>
<td>16-Mar</td>
<td>Thursday</td>
<td>8</td>
<td>Motivation, Performance Management,</td>
<td>Royal Dutch Shell</td>
<td>Baldwin Ch. 3</td>
<td>6</td>
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</table>

All Due Date Times Are Eastern Standard Time

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<table>
<thead>
<tr>
<th>Apr 3 - Apr 7</th>
<th>13</th>
<th>6-Apr</th>
<th>Thursday</th>
<th>11</th>
<th>Evidence Based-management: Critical Thinking and Learning</th>
<th>General Dynamics</th>
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</thead>
<tbody>
<tr>
<td>Apr 10 - Apr 14</td>
<td>14</td>
<td>13-Apr</td>
<td>Thursday</td>
<td>12</td>
<td>Positive organizing</td>
<td>Lincoln Electric</td>
</tr>
<tr>
<td>Apr 17 - Apr 21</td>
<td>15</td>
<td>20-Apr</td>
<td>Thursday</td>
<td>12</td>
<td>Use time to draft report and prepare presentations</td>
<td>Draft report</td>
</tr>
<tr>
<td>Apr 24 - Apr 28</td>
<td>16</td>
<td>27-Apr</td>
<td>Thursday</td>
<td>12</td>
<td>Use time to draft report and prepare presentations</td>
<td>Presentation &amp; Submit Report</td>
</tr>
<tr>
<td>May 1 - May 5</td>
<td>17</td>
<td>4-May</td>
<td>Thursday</td>
<td>12</td>
<td>Exam 2</td>
<td>Exam 2</td>
</tr>
</tbody>
</table>

* Need to identify at least 5 managers/supervisors who have a minimum of 2 subordinates. Based on WSJ
Learning Goals – Williams College of Business MBA Program:

Strategic Thinking & Leadership
- Learning Goal: WCB MBAs will be able to position organizations in chosen market areas, compete successfully, & satisfy stakeholders with the objective of achieving superior organizational performance.
  1. MBA students will demonstrate the appropriate knowledge of accounting, finance, management, marketing, & strategic integration.
  2. MBA students will demonstrate the ability to articulate a vision & set & prioritize strategic objectives.
  3. MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.
  4. MBA students will practice & assess their capacity to influence others, collaborate, & encourage cooperation toward organization goals.

Global Perspective & Cultural Diversity
- Learning Goal: WCB MBAs will be able to work across cultural boundaries, whether these are geographical or societal, in that they possess a recognition & appreciation of the global environment of business & an understanding & appreciation of diversity.
  1. MBA students will evaluate & integrate economic, political, technological, environmental & societal issues into their decision making & show competencies required to compete in the global environment in their analyses.
  2. MBA students will incorporate the concepts of global diversity & inclusiveness in their analyses & decision making.

Ethics & Social Responsibility
- Learning Goal: WCB MBAs are able to foster an ethical climate in their roles & responsibilities in business & society.
  1. MBA students will recognize ethical issues & demonstrate the skills necessary to analyze information & make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

Critical Thinking
- Learning Goal: WCB MBAs are able to clarify problems, generate & evaluate alternatives using appropriate analytical & quantitative techniques, & draw conclusions.
  1. MBA students will evaluate organizations & recommend optimal strategies & actions demonstrating their ability to understand context, frame problems & use appropriate analytical & quantitative techniques.

Effective Written & Oral Communication
- Learning Goal: WCB MBAs are proficient in written & oral communication.
  1. MBA students will demonstrate their ability to clearly summarize issues & support decisions in writing.
  2. MBA student deliver professional presentations accompanied by the appropriate technology.
  3. MBA students demonstrate effective interpersonal communications skills in a team setting.

Student Learning Objectives for MGMT550-03:
Upon completion of this course, you will have new skills in these critical areas:
- Strategic Thinking & Leadership:
  - You will be able to construct appropriate goals & tools for human resource management.
  - You will be able to recommend a strategic direction for the company based on your analysis.

- Global Perspective:
  - You will be able to research cultural diversity in an international organization.
  - You will be able to compare domestic & global business perspectives.

- Ethics:
  - You will be able to evaluate corporate leadership styles in the context of ethical decision making.
  - You will be able to choose an ethical course of action when making management decisions.

- Critical Thinking:
  - You will be able to articulate the principles of managerial behavior.
  - You will be able to analyze the internal organization & external environment affecting a company’s performance.

- Communication:
  - Written - You will be able to write a clear, concise analysis of a business situation.
  - Oral - You will be able to deliver a professional business presentation.