



MGT 6680 Corporate Strategy and Planning (3 credit hours)

Paul R. Carter College of Business Administration / Graduate School of Business

MISSION STATEMENT

University Mission Statement: *“Harding’s mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.”*

College Mission Statement: *“To prepare Christian business professionals for lives of service.”*

COURSE INFORMATION

Prerequisites / Co-requisites: None (please see catalog)

Catalog Description: Capstone course designed to allow the student to integrate knowledge obtained from previous and concurrent courses with personal experiences and preferences. A student-centered approach provides opportunity for practice and experimentation in strategy formulation. Emphasis is on how to convert the vision of executive intuition into definitive plans that can be operationally implemented.

Part of Term/Semester, Year, Location: Spring, 2022, Online

INSTRUCTOR INFORMATION

Mr. Byron Howell
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Paul R. Carter College of Business Administration

INSTRUCTOR CONTACT INFORMATION

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915 E. Market Ave. Box 10774, Searcy, AR
Mabee Building – Office 247
Office: 501-279-4853

COURSE COMMUNICATION

During this course, interactions between students and/or faculty should take place in Canvas, Harding's learning management system (frequently called an LMS). If you need to email me about the course, please use Canvas' email. My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I would recommend a phone call.

During this course, online office hours can also be arranged at your request. We can schedule a call or we can use technology like Google Hangout or Zoom. These tools are especially helpful when it comes to discussing class concepts and theories, as we can share screens, use white boards to draw equations, etc.

If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me outside of Canvas via my personal email at bhowell@harding.edu or phone. If the matter is urgent (e.g., a missed assignment, unable to meet an assignment deadline), a phone call would be best. If you send me an email, please include "MGT 668" in the subject line of your email message.

Bottom line, I am here for you. Please reach out to me if I can be of assistance or service to you.

Netiquette

"Do you see a man who speaks in haste? There is more hope for a fool than for him." – Prov. 29:20 (NIV)

"A word aptly spoken is like apples of gold in settings of silver." – Prov. 25:11 (NIV)

"Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone." – Col. 4:6 (NIV)

"A gentle answer turns away wrath, but a harsh word stirs up anger. The tongue of the wise commands knowledge, but the mouth of the fool gushes folly." – Prov. 15: 1-2 (NIV)

"Be kind and compassionate to one another..." – Eph. 4:32 (NIV)

Let's briefly talk about online decorum (referred to as (n)etiquette). As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. According to *The Quality Matters (QM) Higher Education Rubric: Fifth Edition (2014)*, learner behavior may be culturally influenced, thus it is important that detailed standards for communication are applied to the course. While the list is not all inclusive, the following [video](#) reinforces the importance of abiding by generally accepted rules of online netiquette. When it comes to our communication, let's remember the following: Harding University is a Christian University and expectations are

that the relationship and communication style between one another should reflect Harding's Christian mission.

ADDITIONAL COMMENTS FOR THIS COURSE

Since this course is being offered in an online format, all course assignments, exams, etc., will be conducted within Canvas. You will not be required to travel to campus in order to give a presentation or to take exams in the testing center.

This class may utilize both synchronous and asynchronous formats. For asynchronous assignments, you are not required to be online at the same time that I or your fellow students are online. If a particular assignment is synchronous, you will be required to be online at the same time that I or your fellow students are online. Please consult the assignments area of Canvas for synchronous/asynchronous information.

REQUIRED MATERIALS

Strategic Management Concepts and Cases: A Competitive Advantage Approach (16th Edition)

Fred R. David and Forest R. David

Pearson/Prentice Hall: 16th Edition

ISBN: 978-0-13-416784-8

A basic calculator will be required. For this online class, a smartphone app should be sufficient.

You may purchase the textbook from the [Harding University Bookstore](#), [Amazon](#), etc.

The course text was selected because it “is trusted across five continents to provide managers the latest skills and concepts needed to effectively formulate and efficiently implement a strategic plan -- a game plan, if you will, that can lead to sustainable competitive advantage for any type of business” Additionally, it meets international accreditation guidelines “for the strategic-management course at both the graduate and undergraduate levels, and previous editions have been used at more than 500 colleges and universities globally.” The book is “Concise and exceptionally well organized” (David & David, 2017, p. xvii).

SUPPLEMENTAL MATERIALS

There may be supplemental materials (e.g., journals, articles) that serve to provide additional coverage of lecture topics. Any such required supplemental materials will be provided in Canvas (or linked) and will be clearly noted in the appropriate Module.

OPTIONAL MATERIALS

Making Strategy Work: Leading Effective Execution and Change

Lawrence G. Hrebiniak

Pearson Education, Inc. / Publishing as Wharton School Publishing

ISBN: 978-0-13-146745-3

REQUIRED TECHNOLOGY

Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device for online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Hardware/Operating Systems

- A personal computer running Microsoft Windows 8 / 10 / 11 or Apple Macintosh running OS X
- Camera/microphone/headphones (sometimes called peripherals)

Some Mac users may experience technical issues with certain publisher related course software. For this reason, a PC is recommended.

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java) please visit [Canvas](#).

For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store.

Because technology changes rapidly, the information contained within this requirement may change, and without advance notice.

MINIMUM TECHNICAL SKILLS

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft)
- Installing software
- Competence with search engines (e.g., Google)

CANVAS

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

CANVAS, INTERNET or TECHNOLOGY OUTAGE

As an online learner you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will

sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Instructor - If your instructor experiences a power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made, as appropriate.

Student - If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

TECHNICAL SUPPORT

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday - Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone: 501-279-5201

Email: elearning@harding.edu

Website: www.harding.edu/elm

Again, please remember that your instructor should be your first point of contact.

UNIVERSITY ASSESSMENT

Harding University is wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools, the university accreditation agency. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated Mission of Harding University.

In addition to the university compliance with North Central Association, the College of Business Administration adheres to the standards of assessment set forth by the Association of Collegiate Business Schools and Programs (ACBSP), a business departmental accreditation agency. ACBSP focuses on teaching excellence in the classroom and high academic standards throughout the business programs. As such, the College of Business is dedicated to compilation and analysis of assessment data for the purpose of maximizing student learning in all of the business programs.

Assessment is becoming more important in all aspects of the operation of Harding University. The university provides programs that enable students to acquire essential knowledge, skills,

and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership. There is a good probability that what you learn in this course will be assessed in broader measures of student achievement such as standardized exams and/or licensing exams. The ultimate goal of assessment is that Harding University will become a stronger institution of higher learning.

As a part of the assessment process, the following learning outcomes are present.

MBA PROGRAM LEARNING OUTCOMES (PLO)

Students will:

- 1) demonstrate effective management knowledge and skills in *Christian Business Ethics*.
- 2) demonstrate effective management knowledge and skills in *Critical Thinking Process*.
- 3) demonstrate effective management knowledge and skills in *Problem Solving Techniques*.
- 4) demonstrate effective management knowledge and skills in *Communication Skills*.

COURSE LEARNING OUTCOMES (CLO) and their relationship to PLO's

Students will:

- 1) integrate interdisciplinary knowledge from the core courses which form the MBA program (PLO 1, PLO 2, PLO 3, PLO 4).
- 2) examine the key concepts and principles of strategy formulation and competitive analysis, including competing arguments behind strategic approaches (PLO 2, PLO 3).
- 3) demonstrate the ability to think critically in relation to a problem, situation or decision through case study analysis (PLO 2, PLO 3).
- 4) demonstrate strategic analysis, formulation and integration by crafting written recommendations about the actions a company's management needs to take, in light of its circumstances, to gain competitive advantage (PLO 1, PLO 2, PLO 3, PLO 4).

MODULE LEARNING OUTCOMES (MLO) and their relationships to CLO's

Module 1: (An Overview of Strategic Management)

Students will:

- 1) compare and contrast strategy formulation, implementation, and evaluation within the context of a Strategic-Management Model (CLO 1, CLO 2).
- 2) examine the roles of analysis and intuition in the strategic management process (CLO 1, CLO 2).
- 3) analyze the conflicts that exist between strategy planning benefits and pitfalls, and adapting to change (CLO 1, CLO 2).
- 4) analyze the intersection of strategy and faith (CLO 1, CLO 2).
- 5) demonstrate strategic management skills in relation to a problem, situation or

decision through case study analysis (CLO 1, CLO 2, CLO 3).

Module 2: (Strategy Formulation Part I)

Students will:

- 1) analyze, critique and create vision and mission statements within the context of a Strategic-Management Model (CLO 1, CLO 2, CLO 4).
- 2) examine the linkage between mission statements and organizational performance (CLO 1, CLO 2).
- 3) evaluate the linkage between vision and mission statements, and competitive advantage (CLO 1, CLO 2).
- 4) analyze a company using Porter's Five-Forces Model and utilize the factors to develop an EFE Matrix and a CP Matrix (CLO 1, CLO 2, CLO 4).
- 5) examine the role of external assessment in strategy formulation within the context of personal faith (CLO 1, CLO 2).
- 6) demonstrate strategic management skills in relation to a problem, situation or decision through case study analysis (CLO 1, CLO 2, CLO 3).

Module 3: (Strategy Formulation Part II)

Students will:

- 1) perform a financial ratio analysis, and examine its relationship to an IFE Matrix (CLO 1, CLO 2, CLO 4).
- 2) examine the nature and role of internal assessment in strategy formulation by constructing an IFE Matrix (CLO 1, CLO 2, CLO 4).
- 3) compare, contrast and classify strategies within the context of a Strategic-Management Model (CLO 1, CLO 2).
- 4) demonstrate strategic management skills in relation to a problem, situation or decision through case study analysis (CLO 1, CLO 2, CLO 3).

Module 4: (Strategy Formulation Part III)

Students will:

- 1) analyze the three stages of the strategy-formulation framework by constructing SWOT, IE, SPACE, BCG, and QSPM Matrices (CLO 1, CLO 2, CLO 4).
- 2) demonstrate strategic management skills in relation to a problem, situation or decision through case study analysis (CLO 1, CLO 2, CLO 3).

Module 5: (From Formulation to [Strategy] Implementation)

Students will:

- 1) analyze and construct an organizational chart (CLO 1, CLO 2, CLO 4).
- 2) develop strategies, objectives and associated costs to strategy recommendations (CLO 1, CLO 2, CLO 4).
- 3) perform EPS/EBIT analysis to evaluate the attractiveness of debt versus stock as a source of capital to implement recommended strategies (CLO 1, CLO 2, CLO 4).
- 4) demonstrate strategic management skills in relation to a problem, situation or decision through case study analysis (CLO 1, CLO 2, CLO 3).

Module 6: (From Implementation to [Strategy] Evaluation)

Students will:

- 1) examine the nature and role of strategy evaluation and control within the context of a Strategic-Management Model (CLO 1, CLO 2).
- 2) develop projected financial statements to reveal the impact of strategy recommendations (CLO 1, CLO 2, CLO 3).
- 3) analyze the process of strategy evaluation within a Christian context (CLO 1, CLO 2).
- 4) demonstrate strategic management skills in relation to a problem, situation or decision through case study analysis (CLO 1, CLO 2, CLO 3).

Module 7: (Key Strategic Topics)

Students will:

- 1) examine ethics, social responsibility and sustainability within the context of a Strategic-Management Model (CLO 1, CLO 2).
- 2) examine social responsibility and policy from varying perspectives to determine why they are key issues in strategic planning (CLO 1, CLO 2).
- 3) discuss the nature of environmental sustainability from varying contexts to determine why it is a key issue in strategic management (CLO 1, CLO 2).
- 4) analyze domestic and international travel and explain why it's a strategic issue (CLO 1, CLO 2).
- 5) demonstrate strategic analysis, formulation and integration by crafting written recommendations about the actions a company's management needs to take, in light of its circumstances, to gain competitive advantage (PLO 1, PLO 2, PLO 3, PLO 4).

Module 8: (Christian Foundation – A Strategy for Life)

Students will:

- 1) analyze how a balanced faith perspective can guide the strategic decision maker (PLO 1, PLO 2).
- 2) demonstrate strategic analysis, formulation and integration by crafting written

recommendations about the actions a company's management needs to take, in light of its circumstances, to gain competitive advantage (PLO 1, PLO 2, PLO 3, PLO 4).

COURSE SCHEDULE

There are a number of places in Canvas to locate the course schedule, which contains all of the assignments and other activities for the course. You may view the [Course Summary](#), the [Canvas Calendar](#), and the [Weekly Task Lists](#). You can view the details of each assignment/activity by selecting them individually.

COURSE REQUIREMENTS

Case Analysis	(35 pts. each x 6)	21%
Assignments	(20 pts. each x 19)	38%
Strategy and Faith	(25 pts. each x 4)	10%
Strategic Analysis Project (SAP)		31%
SAP Deliverable 1	(75 pts. x 1)	7.5%
SAP Deliverable 2	(75 pts. x 1)	7.5%
SAP Deliverable 3	(100 pts. x 1)	10%
SAP Team Performance Evaluation	(20 pts. x 3)	6%
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	1,000 pts.	100%

Details relating to each individual course requirement and how you will be assessed (e.g., Homework, Case Applications) can be found in Canvas. Please review the individual modules area for details relating to each course assessment.

GRADING POLICY

The student will be provided weekly feedback during the duration of the course. This may be in the form of narrative information and/or component grades, and will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided in Canvas' email. However, the intent of this feedback is to inform the student of how well expectations for these components have been met.

Component details may include, but are not limited to, the following: exams, mid-term, quizzes, case studies, current events, projects, research papers, presentations, and participation.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

Letter Grade Guideline

Letter Grade	Average Threshold	Points
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A (Excellent)	90%	900-1,000
B (Good)	80%	800-899
C (Average)	70%	700-799
F (Failure)	<70%	<700

From time to time, an individual may inquire about extra credit and other ways to pull their grade up. There will not be a formal extra credit project, assignment, etc. Once the final grade has been calculated, the course is over and no further work will be accepted for grading. Therefore, any requests to complete special assignments or projects in an effort to change one's posted grade cannot be honored. If at the end of the class after all assignments have been graded you have accumulated a fraction of a point (e.g., 899.50 points), your total number of points will be rounded to the nearest whole point using the standard rounding rules. For example, 899.50 points will be rounded to 900 points and reported as an "A," but 899.49 points will be rounded to 899 points and reported as a "B." Additionally, a curve will not be applied to individual assignments (i.e., 10 points will not be added to everyone's score if the high score is 90 points earned out of 100 points possible).

Attendance/Participation

The very nature and depth of graduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class and the student. True exchange of graduate-level academic ideas and thoughts can only be achieved with everyone actively participating. The value received from this course will be commensurate with the effort and thought you put into it.

Attendance and participation are not the same thing. A student will be automatically withdrawn and will not be eligible to earn a grade if they miss a single week of attendance. For attendance purposes, a student must log into the course and demonstrate their presence by creating a documentable entry (e.g., a reply to a student, submitting an assignment). Meeting the attendance requirement does not ensure a good participation grade.

As an online student, participation is required and is an essential part of this course. Participation means that you are not only logging into the course, but are actively engaged, too. For this course, participation will take on many forms, including teamwork, the SAP, case analysis, strategy and faith, and assignments.

As the student, you are expected to be prepared for class (e.g., read material, analyzed spreadsheets) and to be an active contributor in the learning process.

Rubrics

There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. Rubrics are located in two places: 1) discussions – when you go the discussion forum you will see the gear wheel at the top right of the discussion page. Click on it, a drop down appears and one of the options in that menu is "Show Rubric." 2) assignments (non-discussions) – the rubric is displayed at the bottom of the assignment description.

Deadlines/Late Policy

Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which points will be taken off for being late. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of online learning. Assignments turned in after the deadline will be charged a 25% per day late penalty. Therefore, no assignment may be turned in after four days have passed from the original deadline. As graduate business students, you are held to a high standard. While this policy may seem harsh, what would happen if you missed a deadline at work (yet alone by four days)? No assignment will be accepted after the ending date of the class has passed.

There are exceptions to the rule above. If there is a problem and you are unable to meet a deadline, the onus is on you, the student, to communicate with the instructor in a timely fashion. If you are ill and cannot meet a deadline, you are responsible for contacting the professor before the deadline, not after it passes. After all, if you were too ill to go to work, you wouldn't call-in the day after you failed to show up to work. If you will be traveling for work, have an illness, family problems, a vacation scheduled, etc., please contact your instructor in advance. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

Writing Style/Referencing

As the accepted writing style of business, psychology, education, and social science programs across the globe (American Psychological Association, 2014), the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for all M.B.A. students.

Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards, especially at the graduate level. It is also important that you show how these references assisted your academic work. So, make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited. The following two websites may be of value to you.

APA Resources:

<http://www.apastyle.org/>

<https://owl.english.purdue.edu/owl/section/2/10/>

Turnitin

During this course, the originality of various assignments submitted by students will be checked via [Turnitin](#), an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignments settings used by the instructor when preparing assignments in Canvas.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- I affirm to uphold Harding University's [Code of Academic Integrity](#).

RESERVATION STATEMENT

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

INSTITUTIONAL POLICIES

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of [academic conduct](#) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field*

experience, or any similar academic experience: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. *Respect:* Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the on-line world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

- Stereotypes of any nature, whether it be profession or class of people
- Politics

7. *Lurking:* Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an on-line class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

8. *Drifting:* Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the on-line environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Accommodations/Students with Disabilities

It is the policy for Harding University to accommodate [students with disabilities](#), pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must **self-identify** with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 in the Student Center at the Searcy Campus.

M.B.A. courses are taught online and students will not have direct access to the Disability Services located on the Harding University Searcy Campus. The student must self-identify to the instructor of the course and submit documentation by fax or mail to Disability Services on

Harding's main campus. The necessary forms are available online at <http://www.harding.edu/disabilityservices>. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a teleconference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M. Ed., Disabilities Director, at 501-279-4019 or tmcleod@harding.edu.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy.

Time Management Expectations/Credit Hour Calculator Statement

All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours.

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Additional Academic Policies

For additional academic policies like course load, changes in registration, incomplete, withdrawal, types of course offerings, please see the following [Academic Information](#).

In regard to the M.B.A. program, the last day to drop a class is Friday of week six. Students may add a class no later than Friday of week one of the class.

INSTITUTIONAL ACADEMIC SUPPORT SERVICES

Harding offers a wide variety of academic support services. While this list is not all inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

[Library Resources](#)

[Testing Services](#)

[Tutoring](#)

[Writing Lab](#)

INSTITUTIONAL STUDENT SUPPORT SERVICES

Harding offers a wide variety of student support services. While this list is not all inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

[Advising](#) (graduate M.B.A. students are advised by the M.B.A. office)

[Registration](#)

[Financial Aid](#)

[Student Life](#)

[Counseling](#)

[Career Services](#) (M.B.A. students can also utilize the [Center for Professional Excellence](#))
[Seminars/Workshops](#)

References

American Psychological Association. (2014). Retrieved from
<https://www.apa.org/about/apa/archives/apa-history.aspx>

byuicurdev. (2012, June 12). *Discussion board netiquette* [Video file]. Retrieved from
<https://www.youtube.com/watch?v=DwdqQjCfWSc>

David, F. R., & David, F. R. (2017). *Strategic management concepts and cases: A competitive advantage approach*. Boston, MA: Pearson Education, Inc.

Quality Matters (QM) Higher Education Rubrics. (2014). (5th Ed). *Quality Matters*. MarylandOnline, Inc (this document is only available to subscribers of Quality Matters).

STRATEGIC ANALYSIS PROJECT (SAP)

Strategy draws on many academic disciplines and requires individuals to learn and think synthetically. As a way to demonstrate your mastery of the course materials, including a synthesis of the MBA coursework, students will complete a comprehensive case analysis and strategy proposal called a Strategic Analysis Project (or SAP).

Teams: As Daniel Goleman (1998) said, there is tremendous advantage in the group mind. In today's hypercompetitive landscape, knowledge has been described as the ultimate capital. In order to achieve greater knowledge and knowledge transference, organizations desire employees skilled in teamwork and collaboration.

Project: Your team will analyze a company and provide a recommended strategy for its future. The company to be analyzed will come from a case in the back of the textbook. I will either assign a company to your team or your team will be allowed to select a company from the case list. You will NOT be allowed to select a case company that is covered in detail through the class assignments.

Your team might include three or four students, depending on course enrollment numbers. I will help divide the class into groups. The SAP should follow the *"Steps in Preparing a Comprehensive Written Analysis"* located on pages 360 and 361 of the textbook in order to logically provide support for your recommended strategy. These steps relate to The Strategic-Management Model referenced many times in the textbook and the course, and follow the chapters covered in class (**see Figure 1 below**). Look at each chapter to ensure you are covering the correct information for each of the steps. Additional clarity regarding the Step-Chapter(s) relationship is listed below:

Step 1: Chapter 2	Step 7: Chapter 4
Step 2: Chapter 2	Step 8: Chapter 6
Step 3: Chapter 6	Step 9: Chapter 5, Chapter 6
Step 4: Chapter 3	Step 10: Chapter 8, Chapter, 4, Chapter 3
Step 5: Chapter 3	Step 11: Chapter 7
Step 6: Chapter 6	Step 12: Chapter 9

Note: Each step may contain supplemental elements in other chapters not reflected above.

In the strategy formulation Step 8 (Chapter 6 in textbook), your team will need to perform a quantitative and a qualitative analysis. Your paper should include at least two of the methods mentioned to determine a type of strategy. These are mentioned on page 170 in the "Stage 2: The Matching Stage."

Your team is to analyze the information contained within this written case as well as research current information regarding this company. In other words, bring the case "up to date" through your research. The recommended strategy is from the date of the presentation, not

the date of the written case (which could be a couple years old). The SAP should incorporate the strategies and information examined in this course as well as other information learned in previous courses. The SAP will include qualitative information as well as detailed quantitative information regarding the financial information. When the SAP is complete, your team should be experts in regards to the strategic planning and development of this company.

Timeline: In order to eliminate procrastination, to accommodate personal schedules as they relate to teamwork, to maintain positive progression, and to keep things manageable, the SAP will be submitted in three separate pieces (called a deliverable).

Deliverable 1: Due Week 3 (Steps 1, 2, 4, and 5)

Deliverable 2: Due Week 5 (Steps 3, 6, 7, and 8)

Deliverable 3: Due Week 8 (Steps 9-12)

Grading: Everyone on the team will initially receive the same final grade on the group paper unless otherwise deemed necessary to adjust. In order to promote responsibility and accountability, and as a way to reward those who made exceptional contributions to their teams, each team member will produce a peer evaluation form (one per deliverable) to determine whether each member of the team contributed to the SAP in accordance with expectations. Each team member will rate each group member (and themselves) on quality and quantity contributions made to each deliverable. Evaluations are confidential. Feedback should be honest and professional in nature and tone. In the case where a member of the team receives consistently low ratings from the team, the SAP grade for the member will be appropriately reduced. Each member should do their fair share of work on the SAP. What is a “fair share?” You may want to ask your teammates, as your team will ultimately determine what is or is not considered fair or equitable. In general terms, each member should be putting forth an equal amount of effort as other members. If the confidential evaluations show that you are among the lowest contributors of your team, you did not contribute your fair share to the team.

Communication is important to strategy and strategic leadership. In an online class, communication takes the form of writing. As a graduate student completing the MBA capstone course, I will be rigorous in my grading of this assignment. This rigor will extend not only to the content of your writing, but also syntax, research, appropriateness of data analysis and analytical tools, specificity of recommendations, and how 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. Some strategies and analysis are clearly wrong, and some are better than others. A common phrase in case analysis and strategy classes is **“There are no right answers, but there are wrong answers.”**

For more detailed information relating to SAP requirements and grading, please see the assignment section and the rubric associated with each deliverable in Canvas.

Comprehensive Model of the Strategic Management Process

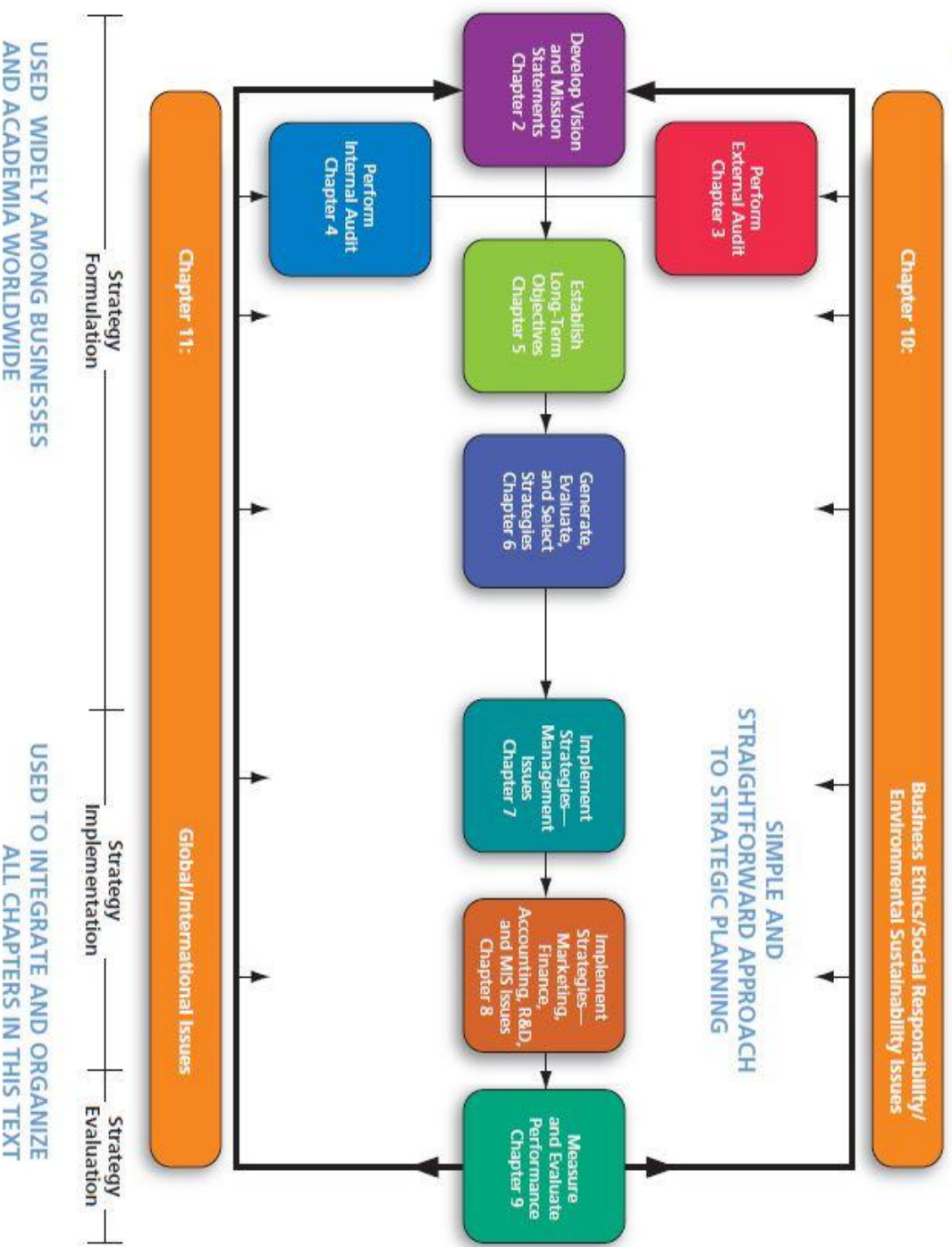


Figure 1: The Strategic-Management Model (reprinted with permission)

References:

Goleman, D. (1998). What makes a great leader? *Harvard Business Review*, 76(6): pp. 89-91.