University of the Incarnate Word
School of Professional Studies

COURSE OUTLINE
ADMN 6375 - Strategic Planning and Policy

Logistics

University of the Incarnate Word, School of Professional Studies
Course: ADMN 6375 - Strategic Planning and Policy
Prerequisites:

Overview of the Course

Strategic Planning and Policy is an integrative course for graduate students. This course will focus on how organizations formulate, implement, and evaluate strategies to ensure future success and growth. By implementing the student's current and prior experiences in both their graduate studies and professional experiences, students will be able to research, analyze, and implement strategic-management techniques that will help ensure a successful future for different types of organizations in today's dynamic business environment.

Outcomes of the Course

Upon successful completion of the course, the student should have achieved the following objectives:

1. Describe and implement a variety of general <u>and</u> strategic management tools and techniques.
2. Describe and implement a diversity of service and manufacturing organization environments.
3. Detail the applicability of the tools, techniques, and concepts that contribute to the growth and success of an organization.
4. Effectively articulate results in a professional business format.
5. Develop insights and analysis into today's complexities of the strategic managerial process.

Assessments for EACH Outcome of the Course

Assessment of coursework will include continuous active participation in group discussion threads, timely submittal of weekly summaries and reactions, as well as a final research project.

1. Application of general <u>and</u> strategic management tools and techniques, principles, and techniques based on class performance, team case project, quiz, and final exam.
2. Application of strategies to address strategic management techniques into meaningful frameworks based on class performance, team case project, quiz, and final exam.
3. Application of skills in applying strategic planning and policy techniques into real-life situations based on in-class performance and team case study project.
4. Application of the managerial analytical skills required to effectively plan and implement policies as assessed by in class performance and team case project and presentation.
5. Demonstration of awareness regarding the nuances and complexities when creating strategic plans and policies as assessed by in class performance and team case project and presentation.

Course Texts/Supplies/Materials

See Blackboard Course Outline and Book tab

Class Meeting Schedule/Matrix includes the topics, readings, and/or assignments for <u>each</u> date the class meets:

Month	Day	Topic/Focus	Homework/Case/Research
August	Class 1:	Introduction via online, Course Overview, and Student Responsibilities and Requirements Video: Team Building Chapter 1: The Nature of Strategic Management **Optional Zoom Meeting on Thurs., August 27 at 6:00 p.m. (CST)**	• Review course outline • Discuss the importance of Strategic Management • Discuss articles/firms and relate to chapter readings • Class discussion: Semester Activities & Assignments • Select Case Study
Sept.	Class 2:	Chapter 2: Business Vision and Mission Chapter 3: The External Assessment	• Discuss the importance of the business vision and mission. • Discuss the external assessment.
	Class 3:	Chapter 4: The Internal Assessment Chapter 5: Strategies in Action **Optional Zoom Meeting on Thurs., Sept. 10 at 6:00 p.m. (CST)**	• Discuss the importance of the internal assessment • Discuss the importance of strategies in action • Discuss articles/firms and relate to chapter reading
	Class 4:	Chapter 6: Strategy Analysis and Choice Chapter 7: Implementing Strategies: Management and Marketing Issues	• Discuss the importance of strategy analysis and choice • Discuss the importance of Implementing Strategies: Management and Operations Issues • **Complete Mid-term Exam**
	Class 5:	Chapter 8: Implementing Strategies: Marketing, Finance and Accounting Issues Chapter 9: Strategy Evaluation and Governance **Optional Zoom Meeting on Thurs., Sept. 24 at 6:00 p.m. (CST)**	• Discuss the importance of implementing strategies: Marketing, Finance/Accounting, R&D, and MIS issues • Discuss the importance of strategy review, evaluation, and control. • Discuss articles/firms and relate to chapter readings • Work on Team project
Sept.	Class 6:	Chapter 10: Business Ethics, Environmental Sustainability, and Social Responsibility/ Chapter 11: Global and International Issues	• Discuss the importance of business ethics/social responsibility/environmental sustainability • Discuss the importance of global/int'l issues • Work on Team project • Individual reading assignment
Oct.	Class 7:	Overview of Chapters and Course	• Overview of Chapters and Course
	Class 8:	Final project presentation	• **Case Study Due**

		Optional Zoom Meeting on Thurs., Oct. 15 at 6:00 p.m. (CST)	• **Final exam Due**

NOTE: The instructor reserves the right to adjust and/or change the above schedule at any time during the semester. Adjustments and/or changes will be stated during class. If the student is absent, it is the <u>student's</u> responsibility to contact the instructor and/or classmates about any adjustments and/or updates.

Grading Activities, Criteria and Guidelines

This graduate class will include a variety of instructional methods and learning activities intended to engage the student in the learning process. This may include, but not be limited to: lecture, written assignments, group discussions and problem solving exercises, media presentation, article and case analysis, student-led discussion, student presentation, reflection on what was learned and documentation of planned application. Some assignments will be individual while some may be group or team assignments. Class will be participative and each student must be prepared for each class.

Item	Percentage Grade
Participation on Weekly Discussions	40%
Mid-term Exam	15%
Final Exam	20 %
Case Study	25%
Total	100%

Graduate Grading Scale

A	93 - 100	B-	80 - 82
A-	90 - 92	C	70 - 79
B+	87 - 89	F	69 and below
B	83 - 86	There is no C- grade at UIW	

A and **A-** indicate a superior grasp of the subject matter of the course, initiative and originality in assessing problems and ability to relate knowledge to new situations.
B+ and **B** indicate satisfactory performance in control of the subject matter and ability to apply principles with intelligence.
B- and **C** indicate less than satisfactory performance and may disqualify the student for further study.
F indicates failure in the course or withdrawal without following proper procedures.

Course Deliverables and Expectations

1) Student Participation Requirements

Students are expected to actively participate with several in-depth discussions relating to the subject matter for the week. Students are expected to read, analyze, and respond to all questions during class discussions.

There will be three types of assignments: (1) Weekly online discussions, (2) quiz & final exam, (3) Case Study Paper.

1. **Weekly Online Discussions:** Each week, all students are responsible for posting an initial post each week by Thursday 12:00 p.m. (CST) and follow-up with at least two colleagues with substantive and engaging comments by each Sunday, 12:00 p.m. (CST). A total of three (3) posts are required to earn full points.

2. **Quiz & Final Exam:** The quiz and exams may consist of short-answers, essay, true/false and/or multiple-choice questions. The final exam will be comprehensive and cover material contained in the textbook and in-class discussions.

3. **Case Study**: Each student shall have the first week of class to select a case study from any cases found at the end of the chapters within the textbook.

   Students will follow the guide available starting on page 349 of the book (How To Prepare and Present a Case Analysis) in order to complete and submit their case study report.

   The paper (7-12 pages in length, excluding cover sheet and appendices) must follow APA style, including proper use of grammar, spelling, sentence structure, and APA citation format. Each team member must also complete and submit team peer evaluation forms (below) to rate the relative contribution made to the case/project by each team member. The "team" may be a division within a company.

   The paper shall compare and contrast the individual's team or division with the key concepts and topics found in the text utilized in this course. The comparison/contrasting of key concepts and topics may be limited to those that pertain to the company's team or division that is being analyzed (In other words, only discuss what is relevant to your research). Additional topics, subjects, and academic resources may be utilized in the development of the paper and presentation.

   The paper analyzing the case study is due on the last day of the course Friday, **October 9th, 2020 by 12:00 p.m. (CST).**

Participation, Punctuality and Attendance: Requirements and Expectations
- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and Homework with due dates: Expected to be turned-in on time

UIW Academic Integrity Policy
University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their

academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

[UIW Course Policies, Guidelines and Accommodations](#)
This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class.

* This class is highly participative. The class instruction is collaborative. As a result, the benefit of this type of instruction and interaction with your peers is available only if you are present and ready to participate. Regular attendance (or on-line interaction) is essential for success in this class. Classes will start on time and you should arrive (log-in) promptly and prepared to participate fully for the entirety of the class. **For SPS ONLY:** Advance notice of absence should be discussed with the instructor. In the event you should miss a class you are responsible for the material and assignments covered during your absence.

Writing Style
Students are expected to submit all papers **following the APA writing guidelines** published by the American Psychological Association. Students should read and become familiar with these standards. Quoted text must be accompanied by an appropriate explanation.

All papers need a cover page, running head, page numbering (except cover page), 12 pt font, 1 inch margins, ½ in indent at beginning of each paragraph, and double-spaced. Sources should be listed on a separate reference page in alphabetic order in APA format. Papers must be submitted in *.doc format.

Papers must include a cover and must include subheadings for each section as suggested in the syllabus, including citations from the textbook or other references to support your opinions and statements.

XIII. Team Paper Rubric

TEAM RESEARCH PAPER RUBRIC			
Qualities and Criteria	**1** **Poor**	**2** **Good**	**3** **Excellent**
Introduction Title; Objective or Thesis; Problem statement; Orientation to reader; Topic.	a. There is no reference to the topic, problem, or audience. b. There is no statement of thesis or objective of the research. c. The title is inappropriate and does not describe the topic.	a. The writer makes the reader aware of the overall problem, challenge, or topic to be examined. b. Thesis is stated but clarity and/or focus could be better. c. The title does not adequately describe the topic.	a. The writer introduces the topic and its relevance to (1) the discipline; and (2) the chosen audience. The introduction lays groundwork for the direction of the paper. b. Thesis or objective is clearly stated and appropriately focused. c. Main idea stands along with details. d. The title is appropriate and adequately describes the topic.
Body	a. The paper has little to	a. There is a basic flow	a. The paper flows from general

Structure; Flow; Organization and Development	no direction, with disjoint subtopics. b. Text is repetitious. c. Information seems to be disorganized and has little to do with the main topic. d. Lacks a thesis or controlling idea. e. Sentences do not relate to the paragraph's main idea. f. Paragraphs do not clearly or effectively relate to the paper's thesis or controlling idea. g. Examples are either lacking or ineffective (i.e., do not relate to the main idea in the paper or paragraph)	from one section to the next, but not all sections or paragraphs follow in a natural or logical order. b. Ideas are clear, but there is a lack of extra information. c. Information relates to main topic. Details and amount of information are sparse. d. Includes a basic thesis or controlling idea. e. Sentences mostly relate to the paragraph's main idea. f. Paragraphs generally though not always relate to the thesis or controlling idea. g. Examples are included, though not always; reader needs specific details or quotes that the writer does not provide.	ideas to specific conclusions and/or vice-versa. All sections follow a logical order. Transitions tie together sections as well as individual paragraphs. b. Ideas are clear, original, and focused. Main idea stands along with details. c. Sufficient information included. Information clearly relates to the main relates to the main thesis. It includes several supporting details and/or examples. d. Provides a clear and compelling thesis. e. Sentences clearly relate to the paragraph's main idea . f. Paragraphs clearly and effectively relate to and support the thesis. g. Writer provides examples and quotes that answer the reader's questions and add depth to the writer's ideas.
Content Weaving together literature through synthesis via thematic categories that provide exploration/explanation	a. The writer has omitted major sections of pertinent content or content runs on excessively. b. The writer quotes other material excessively. c. The ideas presented have little significance to the discipline and/or the audience. d. Text is repetitious. e. There is no central theme. f. Ideas in the paper are irrelevant or not worthy of the reader's consideration.	a. The writer includes all the sections of pertinent content, but does not cover them in as much depth or detail as the audience/reader expects. b. The significance to the discipline is evident. c. Ideas are clear, but more information is needed. d. Ideas in the paper are mostly (but not all) relevant and worthy of the reader's consideration.	a. The writer covers the appropriate content in depth without being redundant. b. The writer cites sources when specific statements are made. c. The significance of quotes, when used, is apparent. d. The length is appropriate. e. Ideas are clear, original, and focused. Main idea stands out, along with details. f. Ideas in the paper are compelling, even original; they are not self-evident.

Clarity and Correctness of the Writing	a. It is difficult for the reader to understand what the writer is trying to express. b. Writing is convoluted. c. Paper contains spelling and grammatical errors as well as improper punctuation. d. The writing is vague or it is difficult to understand what the writer is trying to express. e. Mistakes in grammar, spelling, and/or punctuation cause confusion and show lack of concern for quality of writing. f. Writing rambles; the paper appears hastily written.	a. The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. b. Paragraph or sentence structure is repetitive. c. Much of the writing is generally clear, but meaning is sometimes hidden. d. Some mistakes in grammar, spelling, and/or punctuation exist, but they do not cause confusion; they suggest negligence, not indifference. e. Writing might ramble; the paper is not carefully written.	a. The writing is clear and concise. b. There are no (or very few) mistakes in grammar, spelling, and/or punctuation. c. The writing does not ramble; the paper is carefully written and edited.
Conclusions Synthesis of ideas and culminating in a research question, or suggestions for further research, or finalizing with a clear position.	a. There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the literature under review. b. No research question(s) or suggestions are offered to the reader, or the position is not restated and made clear to the reader as a conclusion.	a. The writer provides concluding remarks that show an analysis and synthesis of ideas and information. Some of the conclusions, however, are not supported in the body of the review. b. A follow-up research question or suggestion is offered to the reader, or the writer's position is restated to make it clear to the reader.	a. The writer makes succinct and precise conclusions based on the review of literature. b. Insights into the problem/topic are appropriate. c. Conclusions are strongly supported within the paper.
Sources & Citations & Proper APA Format	a. The writer does not include in-text citations for statements made in the review. b. References that are included in the References or Works Cited list are not cited in the text.	a. The writer cites sources within the body of the review and includes a corresponding References list. Some formatting problems exist or some elements are missing. b. An acceptable	a. The writer includes all necessary citations in the body of the review. b. The references in the list match the in-text citations and all are properly cited in APA style. c. Numerous sources are cited. All sources are accurately

c. An insufficient number of sources are cited and/or not accurately documented. d. The paper is not written in APA style. e. A review of literature has been omitted. f. No attention is given to people-first, non-discriminatory language. g. Scholarly sources are not cited in text and reference list. h. Sources are primarily from the popular press and/or the paper consists primarily of personal opinions.	number of sources is cited. All sources are accurately documented, but some are not in the desired format. c. Paper is in APA style but with some errors. d. The body of the paper consists of a review of the literature. e. There is evidence of attention to people-first, non-discriminatory language. f. Most sources are scholarly and cited, but with some errors. g. Personal opinions are kept to a minimum though may not be delayed in the paper.	documented. d. Accurately adheres to APA style in formatting, organization, and construction, including full review of relevant literature. e. There is consistent use of people-first, non-discriminatory language. f. The majority of sources are scholarly and cited correctly in both text and reference list. g. Personal opinions are delayed and stated succinctly in the conclusion.

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