

Master Syllabus
College of Business & Economics, University of Hawaii at Hilo

**MGT 490 Strategic
Management**

I. Catalog Description:

- A. MGT 490 Strategic Management (3) (S) Integrative capstone course using concepts of strategy formulation, competitive analysis, and strategy implementation as models for problem solving and decision making in an organizational setting. Computer software applications are used to aid in comprehensive case analysis. Pre: Admission to Professional Business Program, MGT 300, MKT 310, FIN 320, QBA 361 and senior standing.
- B. This class is usually taught as Writing Intensive.
- C. **Prerequisites:**
Courses or Class Standing: Admission to Professional Business Program, MGT 300, MKT 310, FIN 320, QBA 361 and senior standing

Justification: This course is the final, capstone class in the BBA core. It is designed to be an integrative course, drawing upon content and skills introduced and developed in the courses noted as prerequisites, as well as in other courses such as Accounting and Economics that are in turn prerequisites for the stated prerequisites. Senior standing is required for the same reasons.

II. Course Learning Outcomes: Upon completion of this course, students should know or be able to:

- 1 *Determine* and *evaluate* the Vision, Mission, and Business Models in use by, and appropriate for, organizations of all sizes and sectors (for-profit and not-for-profit).
- 2 Given relevant data, *analyze* the key economic features and competitive structure of an industry.
- 3 *Integrate* and *apply* the knowledge and skills gained in earlier business courses, such as economics, accounting, marketing, management science, information systems, and human resource management to strategic problems.
- 4 Given a mission statement and environmental appraisal, *define* appropriate long and short term financial and strategic objectives for an organization.
- 5 Given relevant environmental and strategic information, *choose* ethically appropriate and socially-responsible courses of action for an organization.
- 6 *Evaluate* and *justify* the business risks associated with courses of action chosen for organizations.
- 7 *Recognize* the relationships between organization design, organization culture, and strategic leadership that are necessary for the effective implementation of strategy.
- 8 *Recognize* significant competitive features of global market environments.

III. Course Materials: Typically, a combined text/cases book such as Thompson, Strickland and Gamble, or text-only book covering strategic management content as outlined below and a packet of cases. Additional readings such as research articles from journals in marketing and strategic management are commonly used to supplement text materials. A

case or cases may be used. Comprehensive online business simulation games have become a regular feature of the course.

IV. **Teaching Methods:** Lecture/Discussion on the text content materials, supplemented by in-class discussion of current articles from the business press (about 40% of class time). In-class discussion of case analysis done outside of class (50% of class time). Simulation games use about 5% of in-class time, with the majority of the work being done out of class.

Examinations absorb the remaining 5%. Examinations on text and other readings have been essay and multiple-choice. Extensive preparation of written material is required in case analyses and reporting on the progress of the business simulation. Out-of-class consultations with the instructor are encouraged, both on game planning and on writing and analysis on case materials. In the past students have been divided into teams, although more recently students have done graded work on an individual basis due to issues of fairness and free-riding.

Participation in the *Journey to Success* program is also typically required. Activities students are required to participate in typically include senior mentoring, job search strategy development, and mock interviews.

V. **Evaluation Tools:** Examinations (essay or objective) over text content; individual written case analyses; performance on a business simulation; comprehensive analysis and written report on a case; in-class presentation of case analysis results.

VI. **Course Content:**

A. **Typical major course topics will include:**

- 1 The roles and problems of general managers and those who manage multi-business firms or multi-functional business units.
- 2 Strategy formulation and implementation.
- 3 Strategic planning and decision processes.
- 4 Strategic control and reward systems.
- 5 Resource allocation.
- 6 Diversification and portfolio strategies.
- 7 Competitive strategy.
- 8 Cooperative strategies.
- 9 Selection and behavior of general managers.
- 10 The composition and processes of top management teams.

VII. **Support of Program Learning Goals**

Program Learning Objective	Course Learning Objective(s) Supporting	Targeted Course Performance Level*	Possible Contributions to Program Assessment
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Objective 1.	Comprehend the fundamental principles of business administration	7	M	Determine and evaluate the Vision, Mission, and Business Models in use by, and appropriate for, organizations of all sizes and sectors (for-profit and not-for-profit). Given a mission statement and environmental appraisal, define appropriate long and short term financial strategic objectives for an organization. Recognize the relationships between organization design, organization culture, and strategic leadership that are necessary for the effective implementation of strategy. Recognize significant competitive features of global market environments.
Objective 2A.	Communicate clearly, logically, and persuasively in Writing	6	M	Integrate and apply the knowledge and skills gained in earlier business courses, such as economics, accounting, marketing, management science, information systems, and human resource management to strategic problems.
Objective 2B.	Communicate clearly, logically, and persuasively orally	3	M	Integrate and apply the knowledge and skills gained in earlier business courses, such as economics, accounting, marketing, management science, information systems, and human resource management to strategic problems.
Objective 3.	Evaluate and analyze source information, subsequently draw conclusions, and present an argument based upon that analysis	1, 4, 5	M	Evaluate and justify the business risks associated with courses of action chosen for organizations. Given relevant environmental and strategic information, choose ethically appropriate and socially-responsible courses of action for an organization. Given relevant data, analyze the key economics features and competitive structure of an industry.
Objective 4.	Identify, analyze, and decide on courses of action to resolve complex, unstructured problems, using appropriate tools and technology	2, 8	M	Course embedded evaluation: multiple choice questions and problems; pre-post tests
* I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery, Blank=Not Treated in this Course				

Definitions of Student Mastery Levels set performance levels that are somewhat parallel to Bloom's Taxonomy.

I = the student can identify examples (and non-examples) of the desired outcome, name the elements involved, and answer "objective, multiple-choice, fill-in-the blank" type of test questions showing awareness. (Objective tests are not necessarily simple, but they are most likely to be used at this introductory level.)

D = the student can describe, demonstrate or construct an example of the desired outcome but with guidance about each step. In some cases, the steps to learn the outcome may be spread among more than one course or activity within a course. Also included here is evaluation of

existing examples of the outcome (pro's and con's, etc.) Essay questions and short projects would be used as evidence.

M = the student can demonstrate the outcome given a problem statement and appropriate data and tools. The student would need to synthesize skills learned previously in isolation. The skill demonstration would be sufficiently rigorous that an outside stakeholder (future employer) would be satisfied with it for an entry level position after graduation. Term papers, senior projects and research papers, senior portfolios, and capstone coursework would be used as evidence.