

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

**MGT 490 Strategic
Management**

I. Catalog Description:

- A. MGT 490 Strategic Management (3) 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.
- B. **Prerequisites:** 75 successfully-completed college credits; C or better BUS 290, MGT 300, QBA 300, MKT 310, and FIN 320.

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

- 1 *Identify* and *evaluate* the Vision, Mission, and Values in use by, and appropriate for, organizations of all sizes within different industries.
- 2 *Analyze* and *interpret* the key economic features and competitive structures of an industry.
- 3 *Integrate* and *apply* the knowledge and skills gained in previous business and general education coursework.
- 4 *Define, justify, and evaluate* appropriate strategies for an organization.
- 5 *Choose* ethically appropriate and socially-responsible courses of action for an organization.
- 6 *Understand* how organizational design, culture, and control are necessary for effective implementation of a strategy.
- 7 *Recognize* the features of firm-level, corporate-level, and global-level strategies.

III. Course Materials: Strategic Management 4e. Frank T. Rothaermel. McGraw-Hill Education, 2019, ISBN: 978-1-259-92762-1 Comprehensive online business simulation games could be a regular feature of the course.

IV. Teaching Methods: Lecture/Discussion on the text content materials (20% of class time), supplemented by in-class discussion and activities (about 80% of class time).

V. Evaluation Tools: Examinations over text and past course content; individually produced case presentation videos; attendance; community outreach proposal or consultation writeups

VI. Course Content:

A. Typical major course topics will include:

- 1 The roles of general managers and founders.
- 2 Vision, mission, and values.
- 3 Strategy analysis, formulation, and implementation.
- 4 Control, reward, and evaluation systems.
- 5 Resource-Based View.
- 6 Transaction cost economics.
- 7 Integration and diversification strategies.
- 8 Corporate social responsibility.
- 9 The composition and role of corporate governance.
- 10 Negotiation strategy.

VII. Support of Program Learning Goals

Assessment of Learning Objective	Course Learning Objective(s) Supporting	Targeted Course Performance Level*	Possible Contributions to Program Assessment
Objective 1. Demonstrate knowledge and ability to apply basic functional business applications	2, 3, 4, 5, 6	M	Case presentation video, examinations, simulations, role plays
Objective 2A. Express ideas clearly, logically, and persuasively in oral communication	3, 4	D	Case presentation video, role plays
Objective 2B. Express ideas clearly, logically, and persuasively in written communication	1	I	
Objective 3. Demonstrate the ability to solve complex and unstructured quantitative problems using appropriate tools and technology			
Objective 4. Demonstrate critical thinking skills in identifying, analyzing, and deciding on course of action in problem solving using appropriate tools and technology.	1, 2, 3, 4, 5, 6, 7	D	Examinations, case presentation video, simulations, role plays
* 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.