

MBA 6007 Strategic Management

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before clicking **Submit Request at the bottom of the page.**

1. Proposed course prefix and number:

MBA 6007

2. Proposed credit hours:

3

3. Proposed course title:

Strategic Management

4. Proposed course prerequisites:

- MBA 6003 - Data Analytics for Managerial Decision Making
- MBA 6004 - Finance for Managerial Decision Making
- MBA 6005 - Accounting for Managerial Decision Making
- MBA 6006 - Marketing for Managerial Decision Making

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

none

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

ACTM, MBAM, MBBM, MBFM, MBGM, MBHM, MBIM, MBKM, MBSM

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

none

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Strategic Management

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture/Lab/Discussion

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

The re-engineering of the MBA curriculum at Western Michigan University was undertaken to provide entry and middle level managers skills and knowledge that advance their careers through (1) credit for life experiences, (2) skill-based curricula, i.e. every course provides skills that can be immediately applied in professional life, and (3) hybrid/hyflex/online courses that maintain benefits of live relationships and interaction, but reduce the time required to be on-campus.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Popularity of the traditional MBA is shrinking. Between 2014 and 2018, the number of accredited full-time M.B.A. programs in the U.S. shrank 9% to 1,189, with schools reporting 119 fewer two-year degrees in the most recent survey by the Association to Advance Collegiate Schools of Business. For the second consecutive year, even the highest ranked business schools in the U.S. are beginning to report significant declines in M.B.A. applications and the worse is yet to come, with many M.B.A. programs experiencing double-digit declines. About 10% to 20% of the top 100 M.B.A. programs in the U.S. will likely close in the next few years, with even greater fallout among second- and third-tier schools. On-line and specialized skills (credentials) are increasing. Shorter and more-flexible graduate business degrees have proliferated. Specialized subjects like data analytics are growing at 16%, on-line MBA programs have doubled in the last six years. Enrollment in the MBA program at WMU overall has declined 31% from its peak in fall 2010 to fall 2018. Main campus enrollment was down 30.9% and enrollment at regional sites was down 42.1%.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

This course is focused on strategically leading business organizations and can enable students to immediately contribute to their organizations by helping to craft strategy for their departments/units, and be able to contribute to, understand and implement higher level strategies in their organizations. Strategic thinking abilities are crucial for students to be promoted to higher level positions in their organizations.

Course topics can also have direct implications for students' personal lives and current job/career management and/or job search. Many of the concepts that are used to strategically manage organizations are the same concepts used in self-leadership. These include concepts such as careful analysis of an individual's strengths/weakness/opportunities/threats, choosing what activities to be involved in, personal mission/values statements, individual goal setting, and using personal motivation techniques to implement strategies. Professors are encouraged to consider these connections and make them a part of appropriate class discussion or assignments.

This course is designed to give students the opportunity to network in a face to face environment with their fellow students while at the same time being flexible to support MBA students' active work and home life. Hence it is offered via a hybrid format with physical classes some weeks featuring face to face networking, class discussions, group work and exams and a limited amount of lecture. Other weeks will feature no synchronous, physical, class but instead will highlight activities such as online lectures, independent readings, virtual team meetings, discussion boards

and other assignments/exercise.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is a result of research into market trends and the needs of business professionals and hiring organizations. Specific Learning Goals that will be assessed in the new program includes: 1. Students will be knowledgeable about and be able to put into practice effective Leadership Skills 2. Students will be knowledgeable about and be able to put into practice effective Communication Skills 3. Students will gain knowledge and be proficient in Strategic Decision Making by gaining an understanding of data analysis, functional business areas and the ability to develop strategic plans for business

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

N/A

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course is an optional elective in the new MBA program and can be used to fulfill 3 of the 15 hour program elective requirements.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There will be no effect on students meeting the graduation requirement.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Our anticipated audiences are our current Haworth College of Business graduate students as well as other graduate students at WMU interested in sustainability. We do not anticipate any significant change in demand for this course

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no expected change in departmental or university resources.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

O. Current catalog copy:

N/A - this is a new course.

P. Proposed catalog copy:

MBA 6007 - Strategic Management

An advanced examination of the tasks of formulating short run and long-run strategy for the organization. Using strategic cases and/or simulation, the course includes methods of 1) developing opportunities from analyses of environmental and market trends, (2) understanding company strengths, weaknesses, and competencies and (3) directing the integration of strategy with operating plans through formal and informal networks. This course is designed to provide a total business perspective.

Prerequisites/Corequisites:

MBA 6003, MBA 6004, MBA 6005, & MBA 6006

Credits: 3 hours

Restrictions: Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the approval of the Director of Graduate Business Programs.

Notes: Open to Graduate students only.

When Offered: Fall, Spring, Summer 1, Summer

MBA 6007 Strategic Management
Master Syllabus

1. General Information

Course: MBA 6007 - Strategic Management

Instructor:

Address:

Phone:

Email:

Office Hours:

2. Course Description

An advanced examination of the tasks of formulating short run and long-run strategy for the organization. Using strategic cases and/or simulation, the course includes methods of 1) developing opportunities from analyses of environmental and market trends, (2) understanding company strengths, weaknesses, and competencies and (3) directing the integration of strategy with operating plans through formal and informal networks. This course is designed to provide a total business perspective.

Comment [DJF1]: Added short run

Comment [DJF2]: Focused wording

3. Prerequisites

- MBA 6003 - Data Analytics for Managerial Decision Making
- MBA 6004 Finance for Managerial Decision Making
- MBA 6005 - Accounting for Managerial Decision Making
- MBA 6006 - Marketing for Managerial Decision Making

4. Primary Objectives of the Course

A key learning objective of this course is to help students understand a business as an integrated system and apply strategic planning tools and techniques to coordinate proactive strategies among the functional areas.

This course will deliver skills you can use now as well as help prepare you for greater responsibilities in your career.

The material and activities in this course directly support the following MBA program learning objectives:

- 1) Students will be knowledgeable about and be able to put into practice effective Leadership Skills

- 2) Students will be knowledgeable about and be able to put into practice effective Communication Skills
- 3) Students will gain knowledge and be proficient in Strategic Decision Making

Specific topics in the course include:

- The strategic management process
- The role of top leadership and corporate governance
- Defining organization success/performance
- Developing visions, missions and goals
- External environmental analysis
- Analyzing a firm's internal environment
- Formulating corporate and business level strategies
- Strategy implementation and control.

Instructors may add other complementary topics at their discretion.

This course is focused on strategically leading business organizations and can enable students to immediately contribute to their organizations by helping to craft strategy for their departments/units as well better be able to contribute to, understand and implement higher level strategies in their organizations. Strategic thinking abilities are crucial for students to be promoted to higher level positions in their organizations.

Course topics can also have direct implications for students' personal lives and current job/career management and/or job search. Many of the concepts that are used to strategically manage organizations are the same concepts used in self-leadership. These include concepts such as careful analysis of an individual's strengths/weakness/opportunities/threats, choosing what activities to be involved in, personal mission/values statements, individual goal setting, and using personal motivation techniques to implement strategies. Professors are encouraged to consider these connections and make them a part of appropriate class discussion or assignments.

This course is designed to give students the opportunity to network in a face to face environment with their fellow students while at the same time being flexible to support MBA students' active work and home life. Hence it is offered via a hybrid format with physical classes some weeks featuring face to face networking, class discussions, group work and exams and a limited amount of lecture. Other weeks will feature no synchronous, physical, class but instead will highlight activities such as online lectures, independent readings, virtual team meetings, discussion boards and other assignments/exercise.

5. Required Textbook and other materials

The course is normally comprised of two complementary parts - conceptual material and applications exercises.

Conceptual Materials

As well as delivering concepts through lecture and class discussions, professors may assign relevant readings from a variety of sources. While some professors may use a traditional textbook, others may decide that using practitioner focused books or a collection of individual articles best fits with their style when it comes to delivering on course objectives. Still others may use a combination of these materials. Examples of each are listed below but professors should pick whatever materials they determine work the best with their individual style to deliver the course objectives.

- Examples of strategic management textbooks:
 - *Strategic Management: Concepts: Competitiveness and Globalization* 12th Edition by Michael A. Hitt, Duane Ireland and, Robert E. Hoskisson.
 - *Strategic Management* 5th Edition by Frank Rothaermel
- Examples of practitioner oriented books:
 - *The Art of Strategic Leadership: How Leaders at All Levels Prepare Themselves, Their Teams, and Organizations for the Future* Hardcover by Steven J. Stowell and Stephanie S. Mead.
 - *HBR Guide to Thinking Strategically* (HBR Guide Series) – by the Harvard Business Review
- Examples of articles from applied or academic journals
 - Murray, Alan. "A New Purpose for the Corporation." *Fortune* 09 2019: 42. ProQuest. Web. 31 Aug. 2020.
 - Gamache, Daniel L; Neville, François; Bundy, Jonathan; and Cole Short," Serving differently: CEO regulatory focus and firm stakeholder strategy." *Strategic Management Journal*; Chicago Vol. 41, Iss. 7, (Jul 2020): 1305-1335.

Applications Materials

Application exercises are designed to reinforce, extend and bring to life conceptual concepts in the course. A wide range of activities can be used including:

- Analysis/discussion of formal prepared cases such as those in strategic management textbooks or those provided by sources such as the Harvard Business School.
- Analysis/discussion of various exercises involving real or hypothetical business scenarios or applied practitioner books/articles.
- In depth analysis of companies in the community or beyond.

- Discussion of strategic issues currently facing companies gleaned from sources such as news articles, company websites, guest speakers, company visits or students' experiences.
- Strategic management simulations where student teams compete in a virtual business environment.

6. Exams

Instructors typically give two to four exams in the class. Exam format is up to the instructor but typically include multiple choice and/or short answer/essay questions.

7. Class participation

Students are encouraged to participate in class discussion and team activities. How points will be awarded for participation activities is up to the instructor.

8. Other Class Requirements

A wide variety of other activities can be included in this course. Examples include research papers, presentations, essays, or activities outside the class such as service learning or practitioner interviews. Teachers are encouraged to experiment with tools that they feel can effectively deliver upon the course learning objectives.

9. Point distribution

How various sections of the class are weighted toward the final grade is up to the individual instructor.

Two examples of point distributions are shown on the following page. These are meant only as examples. Instructors can choose, using the course objectives as a guide, the exact activities that will comprise their course and the weightings.

Using a case approach

Points will be assigned as follows:

Examination 1	250
Examination 2	250
Team presentations (3@90 points each)	270
Class case analysis	100
Class Participation and other exercises	100
Personal Strategy Assignment	30
Total	1000

Using a simulation

Points will be assigned as follows:

Exams		
Midterm Exam	300	
Final Exam	300	
Participation Activities	100	
Individual Simulation Activities		
Quiz	20	
Completion of rehearsal simulation	10	
Posts to team discussion boards	28	
Individual Contribution to Team*	100	
Submitting Peer Evaluations	9	
Situation Analysis	20	
Simulation Team Activities		
Posting Strategic Plan	4	
Submitting decisions for three practice Rounds	9	
Simulation Team Rank**	100	
	1000	

10. Grading Scale

The exact grading scale used is up to the instructor. Below is a sample that could be used.

Grading Scale

1000-940 points = A Outstanding, exceptional, extraordinary*
939-890 points = BA
889-840 points = B Very good
839-790 points = CB
789-650 points = C Satisfactory, Acceptable, Adequate
649-600 points = DC
599-500 points = D Poor
500 and below = E Failing

* descriptions from WMU registrar's website

11. Course schedule

Two potential course schedules are provided on the following pages. The exact structure used for an individual section is up to the instructor and will depend on the pedagogy employed and the structure that works best to deliver on course objectives given an individual instructor's strengths.

Using Cases

Week	Format	Activities	Reading	Other activities
1	In Person Class	-Course Intro -Networking exercise -Short lecture- What is Strategic Management? -In class exercise -Overview of Team Case Analysis	Text Chapter (Ch.) 1	-Online Video Lecture – Measuring firm performance
2	Online	-Video lecture – Corporate governance and environment scanning -Get acquainted online team meetings – Scheduled by teams	Text Ch 2	--Submit position paper for class case 1 to drop box
3	In Person Class	-Class exercise/discussion -Class discussion of class case 1 -Team time to work on team case analysis	Text Ch. 3	-Online Video Lecture – Macro Environmental analysis
4	Online	-Video Lecture – Industry Level Environmental analysis -Online team meetings to work on 1 st team case analysis	Text Ch. 4	-Article post and reply to class discussion board
5	In Person Class	-Class exercise/discussion -Team presentations and discussion for 1st team case -Meet teams for 2 nd team case	Text Ch. 5	
6	Online	-Video Lecture –Internal analyses -Video Lecture –Missions, Visions and Goals		-Article post and reply to class discussion board -Post and replies on class case 2
7	In Person Class	Midterm Exam -Team meetings to work on 2 nd team case		-Article post and reply to class discussion board
8	Online	-Video Lecture –Business Level Strategy -Online team meetings to work on 2 nd team case	Text Ch. 6	--Article post and reply to class discussion board
9	In Person Class	-Class exercise/discussion -Review Midterm -Team presentations and discussion for 2nd team case -Meet teams for 3rd team case	Text Ch. 7	-Video Lecture –Corporate Level Strategy
10	Online	-Video Lecture –Implementation -Online team meetings to work on 3 rd team case	Text Ch. 8	-Individual post to simulation team discussion board -Article post and reply to class discussion board
11	Online	-Video Lecture –Implementation -Virtual team case presentations	Text Ch. 9	-Post and reply to class discussion board regarding team case presentations
12	Online	-Video Lecture –Control and Special Topics	Text Ch. 10	-Submit position paper for class case 2 to drop box
13	In Person Class	-Class exercise/discussion -Class discussion of class case course recap <u>Final Exam</u>		

Using a simulation

Week	Format	Activities	Reading	Other activities
1	In Person Class	-Course Intro -Networking exercise -Short lecture- What is Strategic Management -In class exercise -Introduction to Simulation	Text Chapter (Ch.) 1	-Online Video Lecture – Measuring firm performance
2	Online Activities	-Video lecture – Corporate Governance and environment scanning -Get acquainted online team meetings – Scheduled by teams	Simulation Guide Text Ch. 2	-Individual Sim rehearsal and situation analysis
3	In Person Class	-Class exercise/discussion -Review of individual team exercises -Simulation Quiz -Team time to make 1 st practice simulation decision	Text Ch. 3	-Online Video Lecture – Macro Environmental analysis
4	Online Activities	-Video Lecture – Industry Level Environmental analysis -Online team meetings to make to make 2 nd and 3 rd simulation practice decisions	Text Ch. 4	
5	In Person Class	-Class exercise/discussion -Team meetings to make strategic plan and decisions for competition round 1	Text Ch. 5	-Individual post to simulation team discussion board
6	Online Activities	-Video Lecture –Internal analyses -Video Lecture –Missions, Visions and Goals -Online team meetings to make to make 2 nd competitive simulation decision		-Individual post to simulation team discussion board
7	In Person Class	-Midterm Exam -Team meetings to make decisions for round 3		-Individual post to simulation team discussion board -Midterm Peer Eval
8	Online Activities	-Video Lecture –Business Level Strategy Online team meetings to make decisions for round 4	Text Ch. 6	-Individual post to simulation team discussion board
9	In Person Class	-Class exercise/discussion -Review Midterm -Team meetings to make decisions for round 5	Text Ch. 7	-Video Lecture –Corporate Level Strategy
10	Online Activities	-Video Lecture –Implementation -Online team meetings to make decisions for round 6	Text Ch. 8	-Individual post to simulation team discussion board -Article post and reply to class discussion board
11	Online Activities	-Video Lecture –Implementation -Online team meetings to make decisions for round 7	Text Ch. 9	-Individual post to simulation team discussion board -Article post and reply to class discussion board
12	Online Activities	-Video Lecture –Control and Special Topics -Online team meetings to make decisions for round 8	Text Ch. 10	-Individual post to simulation team discussion board -Final Peer Eval
13	In Person Class	-Class exercise/discussion -Simulation and course recap <u>Final Exam</u>		

WMU Faculty Senate Syllabus Statement

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing

Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/index.php?catoid=32> and the Graduate Catalog at <http://catalog.wmich.edu/index.php?catoid=33>.

If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities: • Office of Student Conduct www.wmich.edu/conduct • Division of Student Affairs www.wmich.edu/students/diversity • Registrar’s Office <http://www.wmich.edu/registrar/calendars/interfaith> • Disability Services for Students www.wmich.edu/disabilityservices.