BPS 6310 / ENTP 6310 ONLINE COURSE SYLLABUS

Course Information

Course Title: Strategic Management
Course Number/Section: BPS 6310-0W1 / ENTP 6310-0W1
Course Mode: Online
Course Platform: eLearning
Guidelines: Asynchronous, Except Deadlines for Assignments/Quizzes
Term: Fall 2025

Professor Contact Information

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Online Office Hours: By appointment (meeting can be either in person or on MS Teams)

Teaching Assistant Contact Information

Name: Jihu Kim
Office: JSOM 13.321
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The teaching assistant will mainly be responsible for:
− providing preliminary technical help to students to access eLearning and related platforms,
− tracking and recording student participations,
− grading one individual student assignment, and
− other course related activities that may require assistance.

If students may need additional technical help, please feel free to contact the eLearning Support Center which includes a toll-free telephone number for immediate assistance (1-866-588-3192), and also check out the below link, as they are very knowledgeable and quick in providing technical help on general computer and UTD NetID account related issues:
https://www.utdallas.edu/oit/helpdesk/.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Pre-requisites: OB 6301, MKT 6301, ACCT 6201, ACCT 6202 (or ACCT 6305), and FIN 6301.

Course Description

This is a master level course designed to prepare students to be senior managers for the increasingly competitive business world. The emphasis of this course will be on the strategic analyses, decisions, and actions that organizations take to create sustainable competitive advantages, with the consideration of both the internal condition and the external environment. Through chapters, case analyses, and discussions we will also explore issues related to ethical decision making, corporate social responsibility, stakeholder theory, and the relationship of business & government.

Student Learning Objectives/Outcomes

There are three major objectives for this course. This course will

1. introduce students to some basic concepts and theories in strategic management by understanding and synthesizing the external environment of a firm, analyzing the resources and capabilities of a firm, identifying the strategic problems and stakeholders of the firm, assessing the firm's current strategy, and designing ethical strategic solutions;
2. provide opportunities for students to integrate and practice strategic management skills acquired in finance, accounting, marketing, and MIS courses to create intelligent and successful strategies through real-world case analyses, while learning how to conduct effective organizational research; and
3. train students to take leadership responsibilities and work with other people in teams, while developing oral and written communication abilities that can help advance professional careers.

Textbook and Course Materials

Title: Global Strategy (5th Edition; Paperback)
    Publisher: Cengage, 2022
    Author: Mike W. Peng
    ISBN-10: 0-357-51236-7
    ISBN-13: 978-1-357-51236-4

(Reading articles, Integrative Case 6, and lecture outlines are also posted in UTD eLearning; so students do not have to separately purchase them.)

Proctored Quizzes

This course will use **Honorlock** – an online exam proctoring tool. To successfully take an exam, you must have a laptop or a desktop computer (no tablets/phones), a web camera with microphone, Chrome browser, a reliable internet connection and your photo ID. You will be

prompted to install the **Honorlock Chrome Extension** (which you can remove after you finish the test). You will then access the exam within your eLearning course and go through the authentication process. The web camera will monitor you throughout your test.

For additional information, please see the UTD Honorlock Resources page. Be sure to watch this How to Use Honorlock Student Guide Video before you take the first exam.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage.

Course Access, Navigation, and Communication

This course can be accessed using your UT Dallas NetID account on the eLearning website. Slides, videos, and other materials will be posted to the eLearning website. You will also access the quizzes within your eLearning course. Some external communication tools such as regular email may also be used during the semester. Student emails will be answered within two working days under normal circumstances.

Please also see the course access and navigation section of the Getting Started with eLearning webpage for more information.

Distance Learning Student Support

To become familiar with the eLearning tool, please see the Student eLearning Tutorials webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. If you experience any problems with your UTD account, you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the eLearning Current Students webpage for more information.

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Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Course Requirements—Overview and Policies

This course requires careful readings, active discussions, diligent research, and effective group work, which will also determine whether and how a student may succeed in this course. The instructor's main role will be to facilitate the implementations of these activities and provide constant guidance along each step of the way.

Assessments and General Grading Guidelines

Individual Points	Points
Individual Class Participation	50
Quiz 1 (covering the syllabus)	10
Quiz 2 (covering Chapters 1-4)	50
Quiz 3 (covering Chapters 5-8)	50
Quiz 4 (covering Chapters 9-12)	50
Individual Case Analysis (Solar World)	60
Group Points	
Reading Article Review and Presentation	70
Group Case Analysis and Presentation	90
Peer Evaluations	20
Total Points	450

A student's final grade will be generally following the below guidelines while adhering to the school's grade distribution policies. *Some upward adjustments may also be made depending on the actual distributions of overall class points.*

Total Accumulated Points	Grade
435 – 450	A
415 – 434	A-
395 – 414	B+
375 – 394	B
355 – 374	B-
335 – 354	C+
315 – 334	C
295 – 314	C-

Course Policies

Make-ups/Late Assignments

Make-up Quizzes: None
Extra Credit: None
Late Work: Not accepted
Special Assignments: None
Group Projects: Points may be adjusted based on peer evaluation
Class Participation: Part of that will be based on activities in the discussion board

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct.](#)

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Generative AI Use

This course has no specific restrictions regarding students' use of AI. Please review the university policy on [Generative AI use in academic work](#).

<u>Academic Integrity</u>

Throughout the semester, each student is expected to follow the university's guideline on student conduct with regard to cheating and other dishonorable behaviors. Severe consequences can occur if such rules are not followed. Information on university's policies regarding academic integrity, grading, technical support, copyright, email usage, plagiarism, student grievance procedures, and other topics can be found at the following link: http://go.utdallas.edu/syllabus-policies.

The Comet Creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

> *"As a Comet, I pledge honesty, integrity, and service in all that I do."*

Course Requirements—in Detail

1.   <u>Individual Class Participation (50 points)</u>

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures.

There are two main forms.

–   Critical Reviews (30 points)
    After each lecture, a student can earn participation points by submitting to eLearning one page (double spaced) review of the lecture that is covered in that week while addressing at least two issues or answering two questions using own thoughts. Each of such submission needs to be submitted by the due date of that week and may earn a maximum of 2.5 points.

–   Discussion Board Activities (20 points)
    On the discussion board, a student can provide comments and ask questions on the group presentations on article review and case analysis. A student can also provide any thoughts relating to any questions and discussion points that have been raised by the instructor or by other students during each week. If a student regularly participates in Discussion Board as recorded by the teaching assistant, he/she will earn a potential 20 points (maximum) at the end of the semester.

2.   <u>Quizzes (160 points in total)</u>

There will be one short quiz on the syllabus and three quizzes on the chapters throughout the semester. For Quiz 1 students can have access to the syllabus, while for other three quizzes (Quiz 2, Quiz 3, and Quiz 4), the format will be closed-book and closed-notes and with Honorlock tool enabled. *Please refer to the earlier section on "Proctored Quizzes" regarding the setup of Honorlock and related university guidelines.*

- Quiz 1 (in 40 minutes) will cover the contents of the syllabus and consist of 20 multiple choice questions (10 points).
- Quiz 2 (in 50 minutes) will cover the contents of Chapters 1-4 and consist of 25 multiple choice questions (50 points).
- Quiz 3 (in 50 minutes) will cover the contents of Chapters 5-8 and consist of 25 multiple choice questions (50 points).
- Quiz 4 (in 50 minutes) will cover the contents of Chapters 9-12 and consist of 25 multiple choice questions (50 points).

3.   Individual Case Analysis (60 points)

Each student will conduct a two-to-three page (double spaced) case analysis for a designated case from the textbook – **SolarWorld USA** (Integrative Case 6, which is available in eLearning). The general flow of the case analysis should follow the guidelines discussed in class and posted in eLearning (purpose, external analysis, internal analysis, strategic problems, and recommendations), while providing coherent analysis and convincing recommendations backed by strategic concepts and theories. You do not need to answer the five questions listed in the end of that case (i.e., no Q&A format), but may use them as thinking points and build some of them into your analysis as a coherent essay.

The emphasis of the grading will be on: 1) effectiveness in applying strategic concepts and theories, 2) relevance of recommendations and level of theoretical backing, and 3) coherence in reasoning throughout the paper (no bullet points).

- ✓ (51-60 points): If the paper has the main components for a case analysis and has met the above three emphases;
- ✓ (41-50 points): If the paper has most of the main components but has only met two of the above three emphases;
- ✓ (31-40 points): If the paper has few of the main components and has not met most of the above three emphases (e.g., used little strategic concepts and theories, used mostly bullet points, provided no meaningful recommendations, lacked an introduction, etc.);
- ✓ (21-30 points): If the paper has only one of the main components or has met only one of the above three emphases;
- ✓ (0-20 points): If the paper is not turned in or if the paper is not on the right case.

4.   Reading Article Review and Presentation (70 points)

In this class, there will be ten (10) groups. Students should use the group sign-up tool in eLearning to join the respective groups. Group members should also reach out to each other

and exchange contact information right after the first class and before the start of the second class.

Each group will review one designated reading article (posted in eLearning) for a certain week as listed in the schedule part of the syllabus. The reading article review and presentation should connect to current business practices to some extent while providing critical and innovative thoughts.

During the designated week according to the schedule, the group should

1) submit a two to three page (double spaced) written review to eLearning. The review should be in an essay format, with the emphases on critical thinking and theoretical connections. The grading of this part will be based on the following emphases:
   – *Does the group connect the reading article to a current business practice?*
   – *Does the group go beyond the reading article to provide innovative and critical thoughts?*
   – *Does the group systematically apply theories and concepts learned from the course?*

2) video record a group presentation and post it in Discussion Board so the presentation part can also be seen by the whole class while being judged by the instructor. The whole presentation should last about 20 minutes with emphases on theoretical extensions, real world applications, and logical flows. Members who fail to participate in the presentation may have points deducted.

To ensure a good quality, each group is strongly urged to start the preparation process at least two weeks prior to the designated reading article review/presentation date.

The general grading guidelines will be:
✓ (61-70 points): If the written review and the class presentation have met the above three emphases with coherent writing and professional presentations;
✓ (51-60 points): If the written review and the class presentation have met two of the three emphases with coherent writing and generally fine presentations;
✓ (41-50 points): If the written review and the class presentation have met two of three emphases but with somewhat incoherent writing or somewhat ineffective presentations;
✓ (31-40 points): If the written review and the class presentation have met one of the three emphases, but with incoherent writing or ineffective presentation;
✓ (0-30 points): If the written review is not turned in, or if the presentation is not prepared, or if the written review is not on the right reading article.

5. <u>Group Case Analysis and Presentation (90 points)</u>

Each group will also select and research *one real-world company that has faced significant challenges and uncertainties* and conduct a professional case analysis while providing useful recommendations for future survival and success. Students are required to find background information from various sources including libraries, internet sites, books, magazines, and newspapers.

During the designated week according to the schedule, the group should
1) submit a five-page (double spaced) written analysis report in eLearning. The format of the written analysis can be similar to that of the individual case analysis (though requiring more substance and more coordination) with the same three emphases:
   – *Effectiveness in applying strategic concepts and theories,*
   – *Relevance of recommendations and level of theoretical backing, and*
   – *Coherence in reasoning throughout the paper (no bullet points);*

2) video record a group presentation and post it in Discussion Board so the presentation part can also be seen by the whole class while being judged by the instructor. The whole presentation should be about 25 minutes long. The grading will emphasize preparedness, theoretical connections, logical flow, time control, and whether it can attract audience attentions. Members who fail to participate in the presentation may have points deducted.

To ensure a good quality, each group is strongly urged to start the preparation process at least two weeks prior to the designated group case analysis/presentation date.

The general grading guidelines will be:
✓ (81-90 points): If the written report and the presentation have the main components and have met the above three emphases, while with good preparations and professional deliveries;
✓ (71-80 points): If the written report and the presentation have most of the main components and have met two of the above three emphases, while with OK preparations and some fine deliveries;
✓ (61-70 points): If the written report and the presentation have some of the main components and have met one of the above three emphases, while with somewhat mediocre preparations and less effective deliveries;
✓ (51-60 points): If the written report and the presentation have few of the main components and have met one or none of the above three emphases, while with poor preparations and ineffective deliveries;
✓ (0-50 points): If the written report is not turned in, or if the presentation is not prepared, or if the case analysis is not on the right one.

6.   Peer Evaluations (20 points)

Near the end of the semester, each group member will also conduct peer evaluations for all other members. Based on the rank order of the average evaluation numbers by all other group members, those among the top will get 19-20 points, those in the middle will get 17-18 points, and those at the bottom will get 15-16 points. A group member can also assign equal rankings to other group members. If all group members have the same averaged ranking, then each member will receive 18 points.

Class Schedule and Assignment Dates

Week #	Activities	Assignment	Deadline (within lecture week)

Module 0: Introduction to the Course

1 (8/25)	–	Course Descriptions and Requirement Discussions	–	**Quiz 1 (on syllabus) (40 minutes)**	–	11:59 PM, Sun. 8/31
	–	Group Compositions and Group Assignments	–	Know Your Group (sign up for a group in eLearning, exchange members contact info with each other, and know the group assignment dates)	–	No need to submit group contact info to instructor

Module 1: Foundations of Strategic Management

(9/1)	–	Labor Day. No Class				
2 (9/8)	–	Chapter 1: Strategizing around the Globe	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 9/13
	–	Guidelines for Conducting Case Analysis				
3 (9/15)	–	Chapter 2: Managing Industry Competition	–	Critical Review (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 9/20
	–	Chapter 3: Leveraging Resources and Capabilities	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sun. 9/21
4 (9/22)	–	Chapter 4: Emphasizing Institutions, Cultures, and Ethics	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 9/27
			–	**Quiz 2 (50 minutes)**	–	11:59 PM, Sun. 9/28
5 (9/29)	–	Chapter 5: Growing and Internationalizing the Entrepreneurial Firm	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 10/4
			–	**Individual Case Analysis (SolarWorld USA, aka. Integrative Case 16)**	–	11:59 PM, Sun. 10/5

Module 2: Dynamics of Strategic Growth

6 (10/6)	–	Chapter 6: Entering Foreign Markets	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 10/11
			–	Reading Article Review and Presentation 1: In the Ecosystem Economy, What's Your Strategy? (by Group 1)	–	11:59 PM, Sun. 10/12
			–	Group Case Analysis & Presentation 1: group selected company (by Group 10)	–	11:59 PM, Sun. 10/12
7 (10/13)	–	Chapter 7: Making Strategic Alliances and Networks Work	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 10/18
			–	Reading Article Review and Presentation 2: Innovation for Impact (by Groups 2 & 3)	–	11:59 PM, Sun. 10/19
			–	Group Case Analysis and Presentation 2: group selected company (by Groups 8 & 9)	–	11:59 PM, Sun. 10/19
8 (10/20)	–	Chapter 8: Managing Global Competitive Dynamics	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 10/25
			–	**Quiz 3 (50 minutes)**	–	11:59 PM, Sun. 10/26

Module 3: Strategic Structure, Governance, & Responsibility

| 10 (10/27) | – | No Formal Lecture. Group Activities. | – | Reading Article Review and Presentation 3: How Emerging Giants Can Take on the World (by Groups 4 & 5) | – | 11:59 PM, Sun. 11/1 |
| | | | – | Group Case Analysis & Presentation 3: group selected company (by Groups 6 & 7) | – | 11:59 PM, Sun. 11/2 |

11 (11/3)	–	Chapter 9: Diversifying, Acquiring, and Restructuring	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 11/8
			–	Reading Article Review and Presentation 4: How to Win in Emerging Markets (by Groups 8 & 9)	–	11:59 PM, Sun. 11/9
			–	Group Case Analysis & Presentation 4: group selected company (by Groups 2 & 3)	–	11:59 PM, Sun. 11/9
12 (11/10)	–	Chapter 10: Strategizing, Structuring, and Learning around the World	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 11/15
			–	Reading Article Review and Presentation 5: The New Rules of Globalization (by Groups 6 & 7)	–	11:59 PM, Sun. 11/16
			–	Group Case Analysis & Presentation 5: group selected company (by Group 1)	–	11:59 PM, Sun. 11/16
13 (11/17)	–	Chapter 11: Governing the Corporation around the World	–	Critical Reviews (your thoughts on two key issues from the chapter)	–	11:59 PM, Sat. 11/22
			–	Reading Article Review and Presentation 6: A New Model for Ethical Leadership (by Group 10)	–	11:59 PM, Sun. 11/23
			–	Group Case Analysis & Presentation 6: group selected company (by Groups 4 & 5)	–	11:59 PM, Sun. 11/23
(11/24)	–	Fall Break and Thanksgiving Holidays.				
	–	Peer Evaluation Deadline			–	11:59 PM, Sun. 11/30

| 14 (12/1) | – | Chapter 12: Strategizing with Corporate Social Responsibility | – | Critical Reviews (your thoughts on two key issues from the chapter) | – | 11:59 PM, Sat. 12/6 |
| | | | – | **Quiz 4 (50 minutes)** | – | 11:59 PM, Sun. 12/7 |

GROUP COMPOSITIONS
(Sign-up via eLearning Tool)

Group # Student Name	Group # Student Name	Group # Student Name
1	5	9
1	5	9
1	5	9
1	5	9
1	5	9
2	6	10
2	6	10
2	6	10
2	6	10
2	6	10
3	7	
3	7	
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