

**New Mexico Highlands University**  
**School of Business Administration**  
Las Vegas, New Mexico

**STRATEGIC MANAGEMENT**  
**MGMT 489**

**Professor:**

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**Prerequisites: Senior Year**

**Text Required Materials for the Course:**

Foundations of Strategic Management, latest edition  
Jeffrey S. Harrison, Cornell University and  
Caron H. St. John, Clemson University  
ISBN: 9781285057392 (optional)

**[www.bsg-online.com](http://www.bsg-online.com) - Online Strategy Simulation Game  
and Online Strategic Management Book (.pdf) BSG ValuePak  
(Online game and online supplemental text) - Required**

Foundations of Strategic Management provides a concise and balanced view of the important theories and views of the field. The authors present an up-to-date look at the most critical topics in strategy today and use examples from cutting-edge firms to helping learners begin to understand and develop decision-making and analysis techniques that are relevant in all types of organizations. Its brevity allows instructors to tailor their courses by incorporating additional readings and cases of their choosing.

**Course Description:**

This course is designed as the *capstone* business course. This includes the study of the strategic management and business policies of successful and unsuccessful organizations through case analyses. The outcome assessment of exams/presentations/videos is given to all students enrolled in the course. The completion of the business core, senior standing, or permission from the Dean of the College of Business Administration are required. The course focuses on the behaviors of individuals and groups within diverse organizations and the processes that one who desires to be an effective strategic leader can expect to find in the real world of business. There is an emphasis on individual and group work performance and case analyses. Topics include accounting, finance, marketing, international business, information systems and management.

### **Teaching Methods and Techniques**

The course incorporates different teaching approaches: lecture, assignments, group work, class discussions and self motivation/self-learning “owning your own behavior”. You are expected to come to class having read and thought about topics scheduled for the class sessions. Note that your participation will make the class pleasant and intellectually stimulating, so please do attend every session.

### **Assuring Knowledge Transfer**

New Mexico Highlands University identified four traits that we expect our graduates to possess when they leave our University. These traits are common to every major, and in the business class, these skills or traits are integrated throughout the course:

#### **Demonstrate Content Knowledge in Business:**

Understand and explain the business process (Assessed by tests)

Understand and explain business theory and techniques (Assessed by tests)

#### **Demonstrate Critical Thinking and Reflective Thinking Skills**

Apply business techniques to real world projects (Assessed by Project performance and group work)

#### **Demonstrate Effective Quantitative Analysis Skills**

Understand and apply statistical analysis to business research projects (Assessed by Project performance)

#### **Demonstrate Effective Communications Skills**

Participate in writing and presenting the results of the business research project

#### **Demonstrate Effective Use of Technology**

Understanding and using statistical software packages and other forms of web software for data analysis that will provide a competitive edge in business

## **Philosophy and Performance Objectives of the Course –**

Students who successfully complete this course should be able to:

- Articulate the importance of strategic management to the effectiveness of organizations as demonstrated by class discussions, book problems and class or non-class exercises.
- Demonstrate that learning has taken place by applying book knowledge to case presentations with use of the evaluation form at the end of the syllabus.
- Describe the major factors affecting strategic behavior of individuals, groups and organizations.
- Recognize the interplay of diversity in an organization's environment (internal, external and global business environment).
- Effectively demonstrate both written and oral communication skills crucial for success in the real world of business.
- Demonstrate an ability to engage in constructive criticism of current organizational strategic styles. Interpret, critically analyze, recommend and defend with supporting evidence feasible courses of action for actual real life business situations.
- Demonstrate computer literacy, critical thinking and class participation skills.

### **Benefits:**

- **Balanced Coverage:** The book draws from all of the currently important perspectives on strategic management: the resource-based perspective, the economic perspective and the stakeholder perspective.
- **Current Examples:** The new and updated chapter openers throughout the text create a timely presentation of strategy today.
- **Globalization:** Global issues and examples are found in each chapter and are also included in a special section on global strategy in Chapter 8.
- **Tailored to Fit Your Course:** The text's brevity and cost make it the perfect text to supplement with additional cases, experiential exercises or strategy simulations available from South-Western. Ask your local representative or visit the SW Management on the web at <http://www.swlearning.com> to learn more.
- **NEW! Strategy in Focus:** Opening vignettes, seven of the eight which are new, profile real-world companies and challenges that they face in relation to text content. Companies include IBM, Honda, BMW, Zara, and more.
- **NEW! eCoursepacks:** Complement the streamlined presentation of Foundations with eCoursepacks--an online collection of thousands of current articles, cases, and business and industry information. eCoursepacks even allows you to upload and include your own files to create a tailor fit and inexpensive course companion to complement this or any course. To learn more visit: <http://ecoursepacks.thomsonlearning.com>.

## Global Awareness Integration

The focus of this course is on an in-depth look at strategic management, but the student must know that today's business environment is increasingly global. Thus, every student will incorporate examples of business in a global context. The instructor will also add to this global awareness from his experiences in dealing with the maquiladora industry along the Mexico and United States border, public and private organizations in the USA, non-profit organizations in Australia and the service industry in Canada. Organizations that the instructor has worked with include Invacare, Seagate, Eaton, Bard, Keytronic, TRW, BBB, Lucky Goldstar, CPM, Siemens, Lucent, Delnosa-Delphi, Rey-Mex Bra, Bissell, Nokia, Whirlpool, and AMMEX.

## Course Requirements Performance Measures / Exams

The examinations will cover materials contained in the designated chapters and topics discussed in class. We will discuss the details of the exam in class (e.g. reviews). The final exam date is going to be as indicated in the official university schedule. Work turned in late will be penalized.

<b>Evaluation Reward System (grading)</b>	<b><u>% of Grade</u></b>
Exams (BSG Online - The Business Strategy Game)	25%
Quizzes, Assignments/Discussion	25%
Paper – Strategic Plan	25%
Final Presentation	<u>25%</u>
Total	100%

Grades will be assigned using the following scale:

100 – 90 : A	89 – 80 : B	79 – 70 : C
69 – 60 : D	Below 60 : F	

The professor will rate each student on a scale of 1 to 10 (with 10 being the best mastery of the university defined outcomes (ratings at 30%, 60% and at 100% of the class).

**1-10 Demonstrate Critical Thinking and Reflective Thinking Skills**

**1-10 Demonstrate Effective Quantitative Analysis Skills**

**1-10 Demonstrate Effective Communications Skills**

**1-10 Demonstrate Effective Use of Technology**

## Attendance

Registering for this class implies that you know the days and times the class meets and accept the responsibility for attending classes and being on time. Excessive tardiness and/or leaving the class early "is" an absence. If you miss classes because of school activities, you should bring a schedule of expected dates of absence. The student will drop a letter grade if he or she has more than **three** absences. I want and demand no excuses! Look, I understand student life, I too was a student and I know important things

sometimes come up. Here is the deal, you have two absent passes. After that, you are hurting your grade by a letter grade. Read our Dean's comment/policy below:

**Attendance.** The undergraduate catalog clearly states that class attendance is required:  
*Students are expected to attend all class meetings...Excessive absences may be expected to affect a student's grade adversely or even result in an "F". Instructors should make the policies on attendance in each class available in writing to students.*" (2005-2007  
*New Mexico Highlands University Undergraduate Catalog, pages 25,26,).*

"The School of Business faculty has adopted a policy, requiring regular attendance. In this class, attendance and participation count for 25 percent of your grade. Everyone starts with 100 points for attendance and participation. You are allowed 2 unexcused absences. After that each unexcused absence will result in the attendance grade being reduced by 10 points. Excused absences require a note from a doctor or nurse or a university official in cases where travel to athletic or other university events is required. Also, prepared participation will be noted and may serve to positively affect a borderline grade."

### **Expectations**

I expect you to keep up with your reading assignments, to participate, to be present and on time for all classes. I also expect appropriate and ethical personal conduct from you. Scholastic dishonesty is subject to disciplinary penalties, including possible failure in the course & dismissal from the university. There will be no curving and no make-up exams.

### **ADA Compliance**

If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to any disability, please contact the Office of Academic Support. I will make any appropriate accommodations for you.

### **People generally remember:**

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they both see and hear
- 70% of what is discussed with others
- 80% of what they personally experience
- 90% of what they teach others

### **Course Topic Outline**

Chapter 1 – The Strategic Management Process

Chapter 2 – The External Environment  
Chapter 3 – The Internal Environment and Strategic Direction  
Chapter 4 – Business Strategy  
Chapter 5 – Corporate Strategy  
Chapter 6 – Strategy Implementation  
Chapter 7 – Strategic Control and Restructuring  
Chapter 8 – Strategic Challenges for the 21<sup>st</sup> Century

Appendix 1 – Preparing a Strategic Analysis  
CASES - Case Studies (individual and group)

Attendance (class discussions and participation)  
Assignments (knowledge sharing)  
Individual Presentation/Paper  
Group Presentation/Paper  
Online strategic game

### **Student Academic Integrity Policy**

New Mexico Highlands University students are expected to maintain integrity through honesty and responsibility in all their academic work.

The following describes the University's policies and procedures for faculty who discover students who use academically dishonest practices.

#### **Definitions:**

1. **Academic Dishonesty:** Any behavior by a student that misrepresents or falsifies the student's knowledge, skills, or ability including:
  - a. **Plagiarism:** The process of using the ideas, data, written work or language of another person and claiming it as original or without specific or proper acknowledgement, including, but not limited to, copying another person's paper, article, computer or other work and submitting it for an assignment; or copying someone else's ideas without attribution; or failing to use quotation marks where appropriate; or copying another person's idea or written work and claiming it as original without acknowledgment of the original author or creator.
  - b. **Cheating:** A student's use of, or attempt to use, unauthorized notes, texts, visual aids, electronic devices, assistance, copies of tests, material or study aids in examinations or other academic work to misrepresent his or her knowledge, skills, or abilities.
  - c. **Collusion:** Cooperation between students in order to cheat or plagiarize.
  - d. **Facilitation:** One student knowingly helps or attempts to help another student to violate any provision of this policy.
  - e. **Fabrication:** A student submits contrived, altered or false information in any academic work product, exercise or examination.
  - f. **Multiple Submissions:** A student submits, without prior permission from the instructor, identical work submitted to fulfill another academic requirement.

- g. **Falsification of Records:** A student alters a transcript or academic record, without authorization, or misrepresents information on a resume, either before or after enrolling as a student in the University, to unfairly improve his or her grades or rank or those of another student.

### **Minor Cases**

For a minor case of academic dishonesty, faculty have discretion regarding whether to impose a penalty as well as whether to flag the incident by reporting it to the Registrar's Office. If a penalty is imposed but not flagged, the student should be informed of the penalty and the faculty member should keep documentation of the academic dishonesty action. If at the discretion of the faculty member, the student is flagged for a minor case of academic dishonesty, the procedures laid out in the rest of this document apply.

### **Major Cases**

For a major case of academic dishonesty, defined as a faculty imposing a penalty resulting in failing the course, or resulting in reducing the final grade by a letter grade, or resulting in failing a major assignment or test (20% or more of the final grade), the faculty must follow the procedure laid out in this document.

### **Documentation of Academic Dishonesty:**

Faculty who impose a penalty for academic dishonesty must document the infraction. Documentation is important as evidence to support academic or disciplinary penalties, or in the event of a legal or administrative challenge to action taken as a result of a violation of this policy. Documentation needs to state the student's name, the date academic dishonesty was discovered, the type of academic dishonesty and a descriptive statement of the situation by the instructor. Supporting documents or copies of academic dishonesty need to be retained by the instructor and forwarded to the registrar by the instructor within ten (10) calendar days after imposing the penalty. Examples of situations and suitable documentation include:

1. Several students complain that other student(s) cheated on a test or assignment. Appropriate documentation is a signed letter by the students describing the incident and a copy of the assignment submitted by the student accused of academic dishonesty.
2. Several students gave identical written answers and were sitting next to each other during an examination. Copies of the exams and a note that they sat in proximity to one another constitute documentation.
3. Plagiarism can be documented with a copy of the student's work, along with a copy or citation to the source of the copied text.

Documentation should be retained as a permanent record by the registrar.

### **Penalties for Academic Dishonesty:**

Except for minor cases of academic dishonesty which the faculty member does not wish to have flagged, any penalty imposed for academic dishonesty shall be reported to the Registrar, who will then flag the student.

### **Penalties for Academic Dishonesty in Courses:**

A course grade of "F" for academic dishonesty cannot be expunged from the record and GPA calculations by retaking the course.

The University strongly urges faculty not to ignore academic dishonesty. Doing nothing does not prevent students from continuing the behavior in the future and is unfair to other students in a class. Meeting with academically dishonest students is the simplest means of addressing problems of cheating and plagiarism. However, instructors who have 1) informed classes about the nature of academic dishonesty and the possible subsequent penalties and who 2) document incidents of academic dishonesty can impose penalties on students. All course syllabi should contain a statement about the academic integrity policy. Penalties must be imposed impartially; all students involved in an incident must be penalized at the same level.

The penalty for an incident of academic dishonesty is up to the individual faculty member who detects it in a class. Penalties may range from a reduced grade on an individual assignment to a failing grade in the class. The amount of the grade reduction is up to the individual faculty member. When assigning a penalty, faculty members should consider the context in which the incident occurs.

Before assessing a penalty, faculty members should interview the student to determine his or her side of the story and identify any mitigating circumstances. If more than one student is involved, they should be interviewed separately and their stories compared. Faculty members should make a reasonable effort to determine the accuracy of the students' stories. Faculty members should feel free to consult with their colleagues, department chairs, and deans before making any final decision on assessing a penalty. If the faculty member imposes a penalty for academic dishonesty, the faculty member must notify the student and the registrar in writing within ten (10) calendar days. Penalties for academic dishonesty carry substantial negative consequences for students. While academic dishonesty is a serious offense and should carry serious penalties, faculty should err on the side of caution when the evidence is circumstantial or unclear.

### **Appeals for Academic Dishonesty in Courses:**

A student who has had an academic dishonesty penalty imposed as a result of an alleged violation of this policy and who disagrees with the allegation of academic dishonesty or with such penalty may appeal following the Academic Petition Procedure of the Academic Affairs Committee, which can be found in online documents.

### **Penalties for Multiple Instances of Academic Dishonesty**

The registrar shall maintain a record of students who have been reported as academically dishonest. When a student is flagged twice, the name of the student is forwarded by the registrar to the Vice President for Academic Affairs and the Chair of the Student Affairs Committee. The Student Affairs Committee of the Faculty Senate shall then convene a hearing to recommend a "university-level" penalty for the student. For a second case of academic dishonesty, the penalty will often include a suspension, although the Student Affairs Committee will recommend the penalty on a case-by-case basis. Instructors are required to provide their evidence to the Committee upon request. Instructors are required to provide their evidence to the Committee upon request. The



Chair of the Student Affairs Committee will make a recommendation to the Vice President for Academic Affairs of the result of the hearing, and the Vice President for Academic Affairs will issue a written decision to the student and the registrar within ten (10) calendar days.

When a student is flagged a third time for academic dishonesty, regardless of the time between flaggings, the University may expel the student after a hearing by the Student Affairs Committee. The Chair of the Student Affairs Committee will make a recommendation to the Vice President for Academic Affairs and the Vice President for Academic Affairs will issue a written decision to the student and the registrar within ten (10) calendar days. If the decision to expel the student is not appealed, the student's transcript shall show the statement: "Expelled for academic dishonesty".

### **Appeals for Multiple Instances of Academic Dishonesty**

A student has the right to appeal a decision of the Vice President for Academic Affairs to the President in writing within fifteen (15) calendar days of the receipt of the decision. The President will conduct an administrative review of the decision by the Vice President for Academic Affairs and will affirm the decision, modify the decision, or reverse the decision. The President will issue a written decision to the student, the faculty member, the Chair of the Student Affairs Committee, the Vice President for Academic Affairs, and the registrar within thirty (30) calendar days. The decision made as a result of the administrative review is final. If the decision to expel the student is upheld, the student's transcript shall show the statement: "Expelled for academic dishonesty".

A student's failure to timely follow the filing deadlines established herein shall result in the dismissal of the appeal.

### **+/- Grading System**

Grade	Undergraduate	Graduate	Points
A+	Excellent	Excellent	
4.0			
A	Excellent	Excellent	
4.0			
A-	Excellent	Excellent	
3.7			
B+	Above average	Above average	3.3
B	Above average	Average	
3.0			
B-	Above average	Below average, but passing	2.7
C+	Average	Poor, but passing	2.3
C	Average	Poor, but passing	2.0
D	Below average, but passing	Failure	1.0
F	Failure	Failure	
0.0			

Use of the +/- grading system is optional and at the discretion of the individual faculty members.

NOTE: Faculty have indicated they wish to have the option to use this grading scale (+/-) or the “whole letter” grade scale in individual courses, and this information must be indicated in each course syllabus.

## **HU-Cares Title IX Syllabi Information**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you are encouraged to contact the Center for Advocacy, Resources, Education, & Support (HU-CARES) located in the Student Union Building at 800 National Ave in Suite 306. If you have questions or need to speak to someone regarding a concern, please call HU-CARES at 505-454-3529 or email [preventviolence@nmhu.edu](mailto:preventviolence@nmhu.edu). HU-CARES can support you in various ways, regardless if you want to report to police or not. **All services are confidential, student-centered, and free for all NMHU students, including center campuses.**

Additional resources available to you include:

- Student Health Center Main Campus-(Counseling) 505-454-3218
- Campus Police 505-454-3278
- NMHU Dean of Students 505-454-3020
- Human Resources, Title IX Officer 505-426-2240
- NM Crisis & Access Line (Professional Counselors available 24/7) 1-855-662-7474

*Center students are encouraged to contact HU-CARES for resources near the center campuses.*

**(Fine Print, note: Instructor reserves the right to change or alter the course material as deemed necessary as the class progresses.)**

**More Fine Print: Instructor reserves the right to change or alter the course material as deemed necessary as the class progresses in order to make the class better!**

**This syllabus is subject to change at the discretion of the instructor.**