FAU

COURSE CHANGE REQUEST
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department	
College	

UUPC Approval _9-9-24_
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number MAN4720	*Current* Course Title GLOBAL STRATEGY AND POLICY

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

    From: To:

Change course number

    From: To:

Change credits*

    From: To:

Change grading

    From: To:

Change WAC/Gordon Rule status**

    Add ☐   Remove ☐

Change General Education Requirements***

    Add ☐   Remove ☐

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

The course's primary aim is to equip students with the perspective of a general manager and the strategic thinking skills that are vital for organizations to establish and maintain a competitive position. This entails a comprehensive analysis of both external (global and local) and internal organizational environments to formulate and execute functional, business, and corporate-level strategies aimed at ensuring superior organizational performance.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Fall 2025	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone   YANNICK THAMS YTHAMS@FAU.EDU

Approved by	Date
Department Chair _Ethlyn Williams_	← 8/23/2024
College Curriculum Chair _Julia Higgs_	_8/27/24_
College Dean _Marc A. Rhorer_ Digitally signed by Marc A. Rhorer Date: 2024.08.27 17:26:44 -04'00'	
UUPC Chair _Korey Sorge_	_9-9-24_
Undergraduate Studies Dean _Dan Meeroff_	_9-9-24_
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

ChangeCourseUG2022, revised Summer 2022

<div align="center">

MODEL SYLLABUS
MAN 4720 CRN – SECTION NUMBER
GLOBAL STRATEGY AND POLICY
ADD Semester

</div>

GENERAL & INSTRUCTOR INFORMATION

Professor:
E-mail: XXXX@fau.edu
Office:
Office Hours:
Classroom:
Class Meeting Times:
Credit Hours: 3

INSTRUCTIONAL METHOD

This class falls into the category of *XXX*. ***add 1 or 2 sentences about the instructional method such as hybrid, in person, fully online, etc…***

PREREQUISITES/COREQUISITES

- Completion of core requirements and senior standing
- Minimum grade of "C" in MAN 3025, MAN 3506, MAR 3023, FIN 3403 and QMB 3600

COURSE DESCRIPTION

The course's primary aim is to equip students with the perspective of a general manager and the strategic thinking skills that are vital for organizations to establish and maintain a competitive position. This entails a comprehensive analysis of both external (global and local) and internal organizational environments to formulate and execute functional, business, and corporate-level strategies aimed at ensuring superior organizational performance.

The course requires leveraging prior knowledge from foundational courses including economics, finance, accounting, marketing, and operations management. Crucially, it underscores the importance of understanding and contributing to an organization's overall strategy for professional success across a wide range of roles internal and external to an organization.

COLLEGE OF BUSINESS PROGRAM LEARNING OUTCOMES (PLOs)

This course covers the following Bachelor of Business Administration learning outcomes, as set by the FAU college of business:

Program Learning Outcomes	
PLO(2)	Students will demonstrate and apply general knowledge of business processes.
PLO(7)	Students will create professional business documents using appropriate language, organization, and content.
PLO(8)	Students will use critical thinking to make business decisions by identifying, evaluating, researching, and proposing solutions.

PLO(9)	Students will make business decisions using knowledge of local and international environments.		

COURSE LEARNING OBJECTIVES (COs)

The following table describes the course learning objectives as well as the concrete skills by which students are expected to demonstrate mastery of them. The learning objectives are categorized according to the following cognitive abilities (Bloom's Taxonomy):

- **Remember & understand:** *Recall facts, explain the ideas*.

- **Apply & analyze:** *Use concepts in new situations, draw connections between concepts*.

- **L-3 Evaluate & create:** *Make criteria-based judgments, produce original work.*

COURSE LEARNING OBJECTIVE	COGNITIVE LEVEL	DEMONSTRABLE **Skill**	LINK TO PLOs
1. Learn the foundational elements of strategy and how they form a coherent framework for understanding an organization's overall strategy.	Remember/ Understand	Explain the content, logic, and implications of each of the foundational elements of strategy - including external and internal analysis, competitive advantage, functional, business and corporate strategy, and elements of organizational design and corporate governance. Articulate how the foundational elements cohere as a unified framework for strategy analysis.	PLO(2), PLO(9)
2. Develop strategic thinking.	Analyze	Map the ideas and principles of strategic analysis to specific, real-world organizations. Apply the concepts, models and tools of strategic analysis, and apply them to actual competitive situations	PLO(2), PLO(8), PLO(9)
3. Evaluate the competitive position of a firm in its *present* and *future* business context.	Evaluate	Use the tools of strategic management to analyze and diagnose business situations. Assess the effect of a strategy on the future performance of the organization, accounting for likely developments in the external environment.	PLO(8), PLO(9)
4. Develop the capacity to formulate robust strategies in traditional and entrepreneurial settings.	Create	Recommend strategies that have the potential to improve an organization's competitive standing.	PLO(8), PLO(9)
5. Communicate strategic content effectively.	Evaluate/Create	Clearly appraise, defend, judge, support or critique an organization's strategy in a written and verbal forms.	PLO(7)

TEXTBOOK AND REQUIRED COURSE MATERIALS

to be added by individual professors

SUPPLEMENTARY/RECOMMENDED READINGS

to be added by individual professors (if applicable)

COURSE EVALUATION METHOD

Your final grade will be calculated based on the following assessment items:

Item #	Assessments	Weights
1	Team-based Group Project *(strategic analysis of a firm and formulation of recommendations…)*	20 points
2	Porter Individual Assignment (case analysis)	8 points
3	Discussion/Class Participation *(reflection on course materials)*	17 points
4	2 Exams	45 points
5	Group Case Analysis	10 points
	Total	**100 points**

COURSE GRADING SCALE

Grading scale. The following scale will be used to map number grades to letter grades (****to be amended by individual professors****):

A	≥ 94	B-	80 – 82.9	D+	67 – 69.9
A-	90 – 93.9	C+	77 – 79.9	D	63 – 66.9
B+	87 – 89.9	C	73 – 76.9	D-	>60 – 62.9
B	83 – 86.9	C-	70 – 72.9	F	≤ 60

The minimum grade to pass this course is: C.

EXPLANATIONS OF EACH ASSIGNMENT AND ASSESSMENT ITEM

Each professor should customize this section and provide an explanation of the expectations and grading criteria for each assignment and evaluation tool.

IMPORTANT COURSE POLICIES & OTHER INFORMATION

Policy on Makeup Tests, Late Work, and Incompletes

Each professor should customize this section

Incomplete: grades of Incomplete ("I") are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

University-Approved Attendance Policy
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the

instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Attendance Policy

Each professor should customize this section

FACULTY RIGHTS AND RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

• Establish and implement academic standards.

• Establish and enforce reasonable behavior standards in each class.

• Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

POLICY ON THE RECORDING LECTURES

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

TIME COMMITMENT PER CREDIT HOUR

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid,

shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

DISABILITY POLICY

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

• There was a computational or recording error in the grading.

• The grading process used non-academic criteria.

• There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

STUDENT SUPPORT SERVICES AND ONLINE RESOURCES

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Math Learning Center
- Office of Information Technology Helpdesk
- Center for Global Engagement

- [Office of Undergraduate Research and Inquiry (OURI)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center (SASC)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing (UCEW)](#)
- [Writing Across the Curriculum (WAC)](#)

COURSE TOPICAL OUTLINE

Course introduction: what is strategy? (CO1, CO2, CO3)

What is strategy, why does it matter
Mission, vision, strategic goals, objectives
Introduction of the key components of strategic management: strategic analysis, strategy formulation, and strategy implementation
How do firms create competitive advantages?

Strategic analysis: the starting point of the strategic management process (CO1, CO2, CO3, CO5)

External analysis (opportunities and threats)
      Macro environment (local and global) – PESTEL analysis
      Industry environment – Porter's 5 Forces analysis
Internal Analysis (strengths and weaknesses)
      Value chain analysis
      Resource-based view, (tangible, intangible, social, intellectual resources)
Performance evaluation
      Financial ratio analysis
      Other measures (e.g., balance scorecard)

Strategy formulation (CO1, CO2, CO3, CO4, CO5)

Functional Strategy
      Four building blocks of competitive advantage (efficiency, quality, innovation, customer responsiveness) and how each functional area can contribute to the improvement of those building blocks
Business Strategy
      Cost leadership
      Differentiation
      Focus
      Blue Ocean
Global Strategy
      International Strategy
      Global Standardization Strategy
      Multi-domestic Strategy
      Transnational Strategy
Entry modes
      Internal Venturing
      Mergers/acquisitions

Strategic Alliances (equity and nonequity)
Joint Ventures
Corporate Strategy
Vertical integration
Horizontal integration
Outsourcing
Diversification

Strategy implementation (CO1, CO2, CO3, CO5)

Organizational design
Organizational structure
Organizational culture
Organizational control
Corporate governance and strategic leadership
Incentive systems
Allocation of decision rights
Management of innovation and corporate entrepreneurship
Types of innovation
Challenges of innovation
Scope/pace of innovation
Approaches to corporate entrepreneurship
Organizational Ethics

COURSE SCHEDULE

#	Module	Topics/Activities/Assignment
Week 1	Start Here Module	Welcome, Introduction, Syllabus, Expectations Creation of Groups Sign-up for a group **Discussion Forum 0: Introducing yourself!**
Week 2	Module 1	**Chapter 1:** Strategic Management: Creating Competitive Advantage
Week 3	Module 2	**Chapter 2:** Analyzing the External Environment of the Firm **Discussion Forum 1** **Send 3 companies' choice (for final group project)**
Week 4	Module 3	**Chapter 3:** Analyzing the Internal Environment of the Firm Group Case Analysis **Discussion Forum 2**
Week 5	Module 4	**Chapter 4:** Recognizing a Firm's Intellectual Assets
Week 6	Module 5	**Chapter 5:** Business-Level Strategy Group Case Analysis **Discussion Forum 3** Study Guide for Exam #1
Week 7	Module 6	**Chapter 6:** Corporate-Level Strategy Group Case Analysis **Discussion Forum 4** **EXAM #1**

Week 8	Module 7	**Chapter 7:** International Strategy Group Case Analysis **Discussion Forum 5**
Week 09	Module 8	**Chapter 10:** Creating Effective Organizational Design Group Case Analysis **Discussion Forum 6**
Week 11	Module 9	Final project week (each team will schedule an appointment with the professor) Presentation by the librarian
Week 12	Module 10	**Chapter 11:** Strategic Leadership **Chapter 9:** Strategic Control Group Case Analysis **Discussion Forum 7**
Week 13	Module 11	**Chapter 12:** Managing Innovation and Fostering Corporate Entrepreneurship Group Case Analysis **Discussion Forum 8**
Week 14	Module 12	TBA (presentation on the relevance of the course for your career)
Week 15	Module 13	**Final Group Project Presentations** Feedback of peers on Group Projects Study Guide for Exam #2 (will be posted)
Week 16	Module 14	**Reflections on group project** **Porter's assignment due**
		EXAM #2 **Final project due (report)**

POTENTIAL USES OF AI IN THE COURSE

- In this course, students may be encouraged to use AI tools including Open AI's ChatGPT and Google's Gemini to gather input into their thinking about firms 'strategic issues. This form of 'ideation input' can help students broaden their thinking on these issues and improve their analytical skills. **However,** it is imperative that students critically evaluate the output gathered from generative AI since the use of these tools come with IMPORTANT limitations (that constitutes an opportunity for students to engage in critical thinking). First, AI may not fully grasp the intricacies of complex strategic situations and can miss important details. Second, AI is known to "hallucinate" (i.e., create false information). Third, AI generated content may contain algorithm biases and errors. Individual professors may encourage the use of these tools as they see fit; however, they SHOULD encourage students to use critical thinking skills by carefully examining AI-generated insights and the references obtained. Engaging in critical thinking is also an important learning outcome of the course as highlighted in PLO8.

- Students may also use AI help in editing any form of written communication they have created. They can practice effective prompting skills to streamline/shorten their writing, rephrasing paragraphs in a specific way to highlight particular ideas, improving the flow of their writing, etc. They can also prompt AI to "critically analyze" **what they wrote** to see if what they have written effectively communicates what they intended to communicate. This form of iterative interaction with AI can feedback and improve students' critical thinking skills.
- Besides using AI as a tool, professors may take recent developments in AI as an example to illustrate some of the course concepts. It is important to note that AI remains a significant force that is likely to significantly alter firms' external and competitive environment. AI is projected to spur economic growth and may reshape production, consumption, and transportation systems. Addressing the rapid development of AI in the course may add value to the discussion of the impact of environmental forces on firms' strategy (covered in the strategic analysis part of the course described above). In addition, addressing this force (and asking students to reflect on it) may also help students appraise the broad implications of technological developments.

Sample AI Policy (from Andac Arikan):

Artificial Intelligence (AI) Policy. If you use ANY type of AI software for ANY purpose (*e.g., generating images, inspiring ideation, refining/rewording/structuring text, formatting your reference list, etc.*), you need to disclose it at the end of the assignment in a section titled "AI USE DISCLOSURE." In this section, you need to include a table (see below) outlining the specific section of the assignment where AI is used, the software utilized, the intended purpose, the specific manner of application, and the exact prompts you employed to guide the software. Failure to adhere to this PRECISE PROCEDURE will be considered a violation of the academic integrity policy, and the associated penalties will be enforced. Be advised that I use plagiarism detection software (such as Turnitin) for detecting AI use.

AI USE DISCLOSURE

Which Section of the Assignment	AI Software Used	Intended Purpose	Method of Application	Prompts Used
The entire report (or questions 4.1 and 4.2 of the report)	ChatGPT 3.5	English is my second language. I wanted to improve spelling, grammar, and overall writing quality.	I wrote the paragraph myself, and then used AI for refinement.	"rephrase the following paragraph" "eliminate repetition." "make it shorter." Etc.
Cover page of the report	Microsoft Bing Image Creator	To generate a cool image for the cover page of my team project report	I described the image I had in mind with words	"a crazy looking guy jumping off of a cliff while juggling some apples"

In general, do not trust anything AI says as AI is known to "hallucinate" (i.e., make things up). If it gives you a number or a fact, assume that it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by AI. Typically, AI works best for topics you know and understand.

Avoid trying to get AI to do all your RESEARCH, THINKING, and WRITING. If you choose to use AI, your report should overwhelmingly show your own work with just a bit of AI help, not the other way around where AI does almost all the work and your contribution is rudimentary. The more your report reads like the latter, the lower your grade will be. For example, if you simply ask AI the assignment questions I gave you and then copy its answers into your report, expect a very, VERY low grade.

IN-TEXT citations to your external data sources (or information provided in a case) are EXTREMELY important in general, but especially when you choose to use AI in your report. Make sure that I can go to your data sources and verify that you did your own work rather than fully delegating it to AI.

OTHER "EXPERIENTIAL" ACTIVITIES RELATED TO CAREER READINESS

Professors should consider inviting guest speakers to talk about how strategic thinking in general and specific pieces of this course's content may have helped them in their careers.

Professors may also encourage students to use what they learn in this class to conduct a strategic analysis of themselves as an asset to a potential employer. Such an analysis can help them reflect on what their strengths and weaknesses might be and to leverage strengths and downplay or alleviate their weaknesses during interactions with potential employers.