**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: MGMT 6321 <<VC01>> – Strategic Management

**Campus**

: <<WBUonline >>

**Term/Session**

**:** << Spring – Summer 2023>>

**Instructor**

**:** <<Dr. Jan Jones>>

**Office Phone Number/Cell #**

**:** <<270-227-9445>>

**WBU Email Address**

**:** <<jonesj@wbu.edu>>

**Office Hours, Building, and Location**

**:** <<Monday-Friday: 10:00 a.m. – 4:00 p.m. Central>>

**Class Meeting Time and Location**

**:** <<Virtual Campus>>

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:**

No Required text. Peer reviewed journal articles will be assigned for each week.

**Optional Materials**

**:** <<None>>

**Course Information**

**Catalog Description**

**:**

The examination of current management research issues including strategy formation and implementation issues, such as corporate governance, social responsibility, intrapreneurship, person/organization value congruence effects, and other topics. Preparation of a research proposal on a management topic required.

**Prerequisite:** In good standing with the DMGT program

**Course Outcome Competencies**

**:**

* Critique and synthesize current theories in management research
* Propose research projects that extend or combine current research in management or other related topics
* Apply current management research theories to management problems.
* Integrate course concepts relative to the Christian Worldview.

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Course Requirements and Grading Criteria**

**Weekly Assignment –** Each Sunday you will have a weekly assignment due by Sunday evening. The Weekly Essay assignment will be 1-4 questions that you need to answer using the assigned readings for the week. Each question will state that the answer should be a synthesis of the articles, not summaries. Summaries of the articles will result in a grade of zero. For each question follow the criteria defined for that specific question, which includes word count, articles to be used, or outside articles incorporated. The entire set of questions for the week will together be worth 100. Late work will be penalized 10% the first week and 20% the second week, and not accepted past the second week. See the course content page for specific instructions.

**Research Paper-** A research paper will be completed on one of the topics discussed during this class. The paper should be a minimum of 10 pages of content, excluding coversheet, abstract and references. Fifteen (15) peer reviewed, scholarly journal articles should be properly cited and noted in the bibliography. Please use APA format. Check the syllabus for the deadline to have your topic approved. The paper will be submitted to Safe Assignment. If Safe Assignment detects more than 20% match of previously written work we will have a discussion. The total point value for this research paper is 200 points. This paper should include an introduction, literature review, testable hypotheses (research questions), and a conclusion and discussion section. Please use these headings. I suggest you peer review each other’s paper.

1. This research paper will include an Introduction, Literature Review, Testable Hypotheses, Methodology, and Conclusion.
2. The introduction should outline the entire paper. Start with a topic sentence about your primary variable and with every sentence build to your point (like an inverted triangle). The outline of the intro should mirror the outline of the lit review. I sometimes write the introduction last.
3. The literature review will review the literature on the variables that you will hypothesize and you will discuss the relationship between the independent and dependent variables. You will omit any variable that is not hypothesized. The reader should never be surprised by the hypotheses. Instead, the literature review should lead the reader to the understanding that there is a relationship between the hypothesized variables and then the hypotheses should be stated. Use level two headings to separate the variables.
4. Only two variables should be in 1 hypothesis. Each hypothesis should be narrowly focused so that it is testable.
5. The Methodology should include

* a discussion on the population/sample,
* A discussion of how to operationalize all of the variables that are being tested. You will not find 1 survey that operationalizes all of your research variables. Therefore, you will have to search the methodology of your articles to find the best measure for each of your variables. There will be a different measure for each variable. In this discussion include for every variable:
* The cite where the survey was originally created.
* A description of the survey in terms how many questions are in this measurement and what is being measured (Be specific)!
* The description of the Likert scale (5 pt, 7 pt, etc. – from strongly disagree to strongly agree).
* Sample questions
* Cronbach’s Alpha (reliability measure).

1. Conclusion/Discussion – this section should sum the paper up by discussing the purpose, each of the variables and how the relationships were hypothesized.

**Research Proposal -** A two page research proposal should be submitted to have your topic approved. Include your cites on a 3rd page. This proposal is worth 50 points. Late work will be penalized 10% the first week and 20% the second week, and not accepted past the second week. Include the following:

1. What is your topic and why is this topic important,

2. What is the appropriate theory,

3. What does the literature say about your topic (overview and brief),

4. What are your research questions.

Once your research proposal is approved by me then you can continue with your research paper. The research proposal is very difficult to write because it needs to get the meat of what you are researching. The research proposal is a specific document not a general one. The research proposal is worth 50 points.

**Grading System:**

**Points**

Weekly Assignments (7 total worth 100 points each) 700 points

Research Paper for this class 200 points

Research Proposal 50 points

**950 total points**

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**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

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| **WEEK 1**  **Create summaries of the assigned articles.** | **WHAT IS STRATEGIC MANAGEMENT?**  Porter, Michael 1996. What is Strategy? Harvard Business Review, 74, 61  Nag, Rajiv, Hambrick, Donald and Chen, Ming-Jer. 2007. What is Strategic Management, Really? Strategic Management Journal, 28, 935-955  Guerras-Martin, L. Á., Madhok, A., & Montoro-Sánchez, A. (2014). The evolution of strategic management research: Recent trends and current directions. *Business Research Quarterly*, *17*(2), 69–76. <https://doi-org.waylandbu.idm.oclc.org/10.1016/j.brq.2014.03.001>  **● Assignment due Sunday evening** |
| **WEEK 2**  **Create summaries of the assigned articles.**  **Review the following article for perspective:**  Guerras-Martin, L. Á., Madhok, A., & Montoro-Sánchez, A. (2014). The evolution of strategic management research: Recent trends and current directions. *Business Research Quarterly*, *17*(2), 69–76 | **ECONOMIC VIEWPOINT OF STRATEGY**  Schmalensee, Richard, 1985, Do markets differ much?, The American Economic Review, 75, 341–351.  Rumelt, Richard P., 1991, How much does industry matter?, Strategic Management Journal, 12, 167–185.  McGahan, Anita M., and Michael E. Porter, 1997, How much does industry matter, really?, Strategic Management Journal, 18, 15–30.  Karinouchina, Ekaterina, Carson, Stephen, Short, Jeremy and Ketchen, David. 2013. Extending the firm vs. industry debate: Does Industsry life cycle stage matter? Strategic Management Journal, 34, 1010-1018.  Posen, HE, Yi, S, Lee, J. (2020). A contingency perspective on imitation strategies: When is “benchmarking” ineffective? *Strategic Management Journal. ,* 41: 198– 221.  **● Assignment due Sunday evening** |
| **WEEK 3**  **Create summaries of the assigned articles.**  **Review the following article for perspective:**  Guerras-Martin, L. Á., Madhok, A., & Montoro-Sánchez, A. (2014). The evolution of strategic management research: Recent trends and current directions. *Business Research Quarterly*, *17*(2), 69–76 | **INDUSTRY, ENVIRONMENT & STURCTURE OF THE FIRM: A CONTINGENTCY THEORY PERSPECTIVE**  Burns & Stalker. (1961). The Management of Innovation. (Will be provided)  Lawrence & Lorsch (1967). Differentiation and Integration in Complex Organizations. (Will be provided).  Duncan, R. B. (1972). Characteristics of organizational environments and perceived environmental uncertainty. Administrative Science Quarterly, 17(3), 313. https://doi.org/10.2307/2392145  Sine, Wesley & Mitsuhashi, Hitoshi & Kirsch, David. (2006). Revisiting Burns and Stalker: Formal Structure and New Venture Performance in Emerging Economic Sectors. *Academy of Management Journal*. 49.  Karim, S., & Kaul, A. (2015). Structural recombination and innovation: Unlocking Intraorganizational knowledge synergy through structural change. *Organization Science*, **26**(2), 439–455.  Joseph, J., Klingebiel, R., & Wilson, A. (2016). Organizational structure and performance feedback: Centralization, aspirations, and termination decisions. *Organization Science*, **27**, 1065–13  Belenzon, S, Hashai, N, Patacconi, A. The architecture of attention: Group structure and subsidiary autonomy. *Strat Mgmt J*. 2019; 40: 1610– 1643.  **● Assignment due Sunday evening** |
| **WEEK 4**  **Create summaries of the assigned articles.**  **Review the following article for perspective:**  Guerras-Martin, L. Á., Madhok, A., & Montoro-Sánchez, A. (2014). The evolution of strategic management research: Recent trends and current directions. *Business Research Quarterly*, *17*(2), 69–76 | **RESOURCE BASED VIEW AND**  **KNOWLEDGE BASED VIEW OF THE FIRM**  Barney, J. B. (1991). "Firm resources and sustained competitive advantage." Journal of Management, **17**(1): 99-120.  Newbert, Scott. 2008. Value, rareness, competitive advantage, and performance: A conceptual-Level empirical investigation of the resource-based view of the firm. Strategic Management Journal, 29, 745-768.  Molina-Azorin, J. (2014). Microfoundations of Strategic Management: Toward Mocro-Macro Research in the Resource-Based Theory. Business Research Quarterly, 17, 102-114.  Grant, R. (1996). Towards a knowledge-based theory of the firm. *Strategic Management Journal,* 17 (Winter Special Edition), 109-122.  Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. *Organization Science* 5(1), 14-37.  Murray, S. R., & Peyrefitte, J. (2007). Knowledge type and communication media choice in the knowledge transfer process. Journal of Managerial Issues, 19 (1), 111–133. Retrieved from https://search.proquest.com/openview/9700a4aeae8e2a7aec721660069023d1/1?pq  origsite=gscholar&cbl=32030  **● Assignment due Sunday evening** |
| **WEEK 5**  **Create summaries of the assigned articles.**  **Review the following article for perspective:**  Guerras-Martin, L. Á., Madhok, A., & Montoro-Sánchez, A. (2014). The evolution of strategic management research: Recent trends and current directions. *Business Research Quarterly*, *17*(2), 69–76 | **INSTITUTIONAL THEORY AND STRATEGY**  Peng, M. Sun, S., Pinkham, B., Chen, H. (2009). The institutional based view as a third leg for strategic tripod. *Academy of Management Perspectives*, 23 (3), 63-81.  Briscoe, F., Chin, M. K., & Hambrick, D. C. (2014). CEO ideology as an element of the corporate opportunity structure for social activists. *Academy of Management Journal*, **57**(6), 1786–1809.  Chin, M. K., Hambrick, D. C., & Trevino, L. K. (2013). Political ideologies of CEOs: The influence of executives' values on corporate social responsibility. *Administrative Science Quarterly*, **58**(2), 197–232.  Zavyalova, A., Pfarrer, M. D., Reger, R. K., & Hubbard, T. D. (2016). Reputation as a benefit and a burden? How stakeholders' organizational identification affects the role of reputation following a negative event. *Academy of Management Journal*, **59**(1), 253–276.  Wowak, A. J., Mannor, M. J., & Wowak, K. D. (2015). Throwing caution to the wind: The effect of CEO stock option pay on the incidence of product safety problems. *Strategic Management Journal*, **36**(7), 1082–1092.  Gamache, DL, Neville, F, Bundy, J, Short, CE. Serving differently: CEO regulatory focus and firm stakeholder strategy. *Strat. Mgmt. J*. 2020; 41: 1305– 1335.  Piazza, A, Perretti, F. Firm behavior and the evolution of activism: Strategic decisions and the emergence of protest in US communities. *Strat. Mgmt. J*. 2020; 41: 681– 707.  Awaysheh, A, Heron, RA, Perry, T, Wilson, JI. On the relation between corporate social responsibility and financial performance. *Strat. Mgmt. J*. 2020; 41: 965– 987.  **● Assignment due Sunday evening**  **● Research Proposal due Sunday evening** |
| **WEEK 6**  **Create summaries of the assigned articles.**  **Review the following article for perspective:**  Guerras-Martin, L. Á., Madhok, A., & Montoro-Sánchez, A. (2014). The evolution of strategic management research: Recent trends and current directions. *Business Research Quarterly*, *17*(2), 69–76 | **STRATEGY – CORPORATE AND BUSINESS LEVEL**  Beard, Donald and Dess, Greg. 1981. Corporate Level Strategy, Business-Level Strategy, and Firm Performance. Academy of Management Journal, 24:4, 663-688.  Montgomery, Cynthia A., 1994, Corporate diversification, Journal of Economic Perspectives,8, 163–178.  Hoskisson, Robert E., 1987, Multidivisional structure and performance: The contingency of diversification strategy, Academy of Management Journal, 30, 625–44.  Mesquita, Luiz, Anand, Jaideep, and Brush, Thomas. 2008. Comparing the Resource-Based and Relational views: Knowledge Transfer and spillover in veritical alliances. Strategic Management Journal, 29, 913-941.  Wright, P., Kroll, M., & Elenkov, D. (2002). Acquisition returns, increase in firm size, and chief executive officer compensation: The moderating role of monitoring. *Academy of Management Journal*, 45(3), 599–608.  Nagle, F, Teodoridis, F. Jack of all trades and master of knowledge: The role of diversification in new distant knowledge integration. *Strat. Mgmt. J*. 2020; 41: 55– 85.  **● Assignment due Sunday evening** |
| **WEEK 7**  **Create summaries of the assigned articles.**  **Review the following article for perspective:**  Guerras-Martin, L. Á., Madhok, A., & Montoro-Sánchez, A. (2014). The evolution of strategic management research: Recent trends and current directions. *Business Research Quarterly*, *17*(2), 69–76 | **Role of the CEO**  Zhang, Yan and Wiersema, Margarethe. 2009. Stock market reaction to CEO certification: The signaling role of CEO background. Strategic Management Journal, 30, 693-710.  Luo, Zueming, Kanuri, Vamsi, and Andrews, Michelle. 2014. How does CEO tenure matter? The mediating role o9f firm-employee and firm-customer relationships. Strategic Management Journal, 35, 492-511.  Krause, Ryan and Semadeni, Matthew. 2014. Last dance or second chance? Firm performance, CEO career horizon, and the separation of board leadership roles. Strategic Management Journal, 35, 808-825.  Petrenko, OV, Aime, F, Recendes, T, Chandler, JA. The case for humble expectations: CEO humility and market performance. *Strat Mgmt J*. 2019; 40: 1938– 1964.  Park, UD, Boeker, W, Gomulya, D. Political ideology of the board and CEO dismissal following financial misconduct. *Strat. Mgmt. J*. 2020; 41: 108– 123.  Schumacher, C, Keck, S, Tang, W. Biased interpretation of performance feedback: The role of CEO overconfidence. *Strat Mgmt J*. 2020; 41: 1139– 1165.  **● Assignment due Sunday evening.** |
| **WEEK 8** | **RESEARCH PROJECT**  **• Submit your Research Project by Friday evening of Week 8,** |

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**Additional Information**