The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Business Management and Strategic Planning

Course Number:
HR 5813-101

Course Description:
This course provides students an introduction to the overall business management and strategic Human Resources planning processes of organizations. To this effect, students will explore a broad spectrum of business contexts and organizational strategic planning processes to include but not limited to: development of mission, vision, values, goals and objectives; policy formation, enforcement, and evaluation. In addition, evaluation of organizational strategic planning is analyzed. Further, students will understand how employees contribute to the overall effectiveness of an organization by studying how organizations assess and organize human capital.

Discussions will focus on the managerial, multi-business, multi-industry, multicultural, and multinational complexities of achieving and sustaining businesses and employees who thrive. The highly interactive, seminar-style course integrates content from foundational courses such as human resource management, marketing, supply chain/operations management, accounting/fiscal responsibility, total rewards, which are essential for the development of analytical, communication, and teamwork skills.

Class Dates, Location and Hours:

Dates: November 6-8 & 13-15, 2015
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: October 8, 2015

Site Director:
Bethany Neubauer. Assistant: Carmen Weeks. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Robbie Wahnee
E-mail Address: rwahnee@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Text:**

The textbook is the most comprehensive and best-selling strategy textbooks. In addition, Grant's book is one of the least expensive textbooks in strategic management. This textbook may not have to be read in its entirety front to back. Instead, whenever you need assistance in analyzing and/or solving organizational performance problems in the Strategy cases or simulations, you will need the book to guide you.

Bringing the assigned cases and/or textbook to every class is **very important**. If you purchase the eText, you can access it from a desktop PC, a laptop or mobile device, or you can bring a printout of the case assigned for any particular day. If students choose to use the eText, the Professor will not be able to help you with any IT problems associated with that purchase. Students are responsible for reading each chapter and being prepared for class.

**Websites:**

This class has extensive use of the internet and relevant, professional websites. HR professionals use many of the following on a regular basis:

- OU Libraries: [http://libraries.ou.edu](http://libraries.ou.edu)
- Internal Revenue Service: [http://www.IRS.gov](http://www.IRS.gov)
- College and University Professional Association for Human Resources: [http://www.CUPA.org](http://www.CUPA.org)
- HR Certification Institute: [http://www.hrci.org](http://www.hrci.org)
- Society for Human Resource Management: [http://shrm.org](http://shrm.org)

**Learning Objectives:**

After effectively and successfully participating in this course, a student should be able to:

- Generate effective solutions to problems of organizational performance,
- Independently assess and/or predict business performance based on the detailed analysis of a specific problem, case, or company,
- Correctly apply concepts and theories in Strategic Management,
- Know the fundamentals of and be able to demonstrate a sample business plan,
- Evaluate organizational strategies, structures, and strategy implementation,
- Recognize and interpret key components of strategic planning, such as: mission, vision, and core values purpose in organizations and strategies to achieve goals,
- Recognize and use strategic planning approaches: Situation-Target-Proposal and Draw, See, Think, Plan,
- Be able to identify and use tools for strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats); Balanced Scorecards; Scenario planning; PEST analysis (Political, Economic, Social, and Technological); STEER analysis (Socio-cultural,
Technological, Economic, Ecological, and Regulatory factors; EPISTEL (Environment, Political, Informatic, Social, Technological, Economic and Legal); ATM Approach (Antecedent Conditions, Target Strategies, Measure Progress and Impact), etc.,

- Recognize terms and processes such as Hoshin Kanri, gap analysis, appreciative inquiry, micro-macro environments and attain a fundamental understanding of how to use these tools,
- Use correct grammar, spelling, and a professional style in all written assignments.

**Instructional Method**

The course will utilize a variety of learning methods to include but not limited to interactive group discussions, case studies, lecture, refereed journal articles, texts, relevant websites, and video and media presentations.

**Assignments, Grading and Due Dates:**

**Course Requirements**

- Complete all required readings, view videos assigned, and provide feedback;
- Complete all course-related assignments by assigned deadlines;
- Participate qualitatively in class discussions and other course related activities;
- Successfully complete quizzes and exams;
- Contribute successfully to group project. Must complete an individual team member evaluation and an overall team evaluation.

**Class Participation and Discussions:**

Throughout the course, I may gauge student preparation and participation in various ways: individual or team exercises, case discussions, occasional homework assignments, occasional unannounced quizzes, group discussions, attendance, and/or in-class responses to instructor questions. Note that sometimes I may call on students whose hands are not raised. Before some classes, I may randomly select three to five names and ask these students to define or give examples of key concepts mentioned in the assigned chapter for that day or key facts from the assigned readings. So even if you do not raise your hand, you will have an opportunity to contribute. Lawrence Kohlberg’s typology identifies elements of cognitive and affective maturity and is the basis for contributions. Mature, professional, and positive attitudes toward the course material will be rewarded. The ability to listen attentively to the comments of other students will also be rewarded all the time.

Given the importance of class participation, I will seek to learn your names as quickly as possible. To facilitate this, I ask that you (a) use a name tent at all times and (b) introduce yourself in class (before and during the team selection process).

**Video Analysis and Discussion:**

Each chapter will have a video discussion. During class discussions, I’m looking for thoughtful, reflective discussions. If you dislike what the video discusses, you are welcome to state your supported facts. The video discussions offer insight into other work lives and company origins, business strategies (good, not so good), policies, and successes. The instructions for Class Participation are relevant.

**Self-Assessments:**

Self-assessments are something of which I am fond. HR professionals assess, assess, assess and document, document, document. Clear communication is important when you are dealing with employee pay, benefits, and job. A Communication Self-Assessment is the 1st assessment and will build a framework to begin thinking about communication style and the importance of clear information. There will be several and different types of assessments throughout the course. I enjoy a professional discussion of the use of each tool individually; use of the tool in other ways, and any influence the assessment has on you. You can also discuss pros/cons of the assessment chosen. You may also have one you are fond of. Tell us about it. The instructions for class participation are relevant.
Case Studies:

Case studies are always interesting to arouse discussion. There are many case studies that come with the text. There are a number of case studies that I have designed. Combinations will be used. Most of these will be discussed in class, in groups. The instructions for class participation are relevant. However, if you are required to write you analysis, APA style writing is required.

Group Projects:

Teams of 3 or more (depending on the size of the class) students will be formed. Each team will be provided an appropriate relevant concept. Grading will be based on writing, design of the project, creativity, contribution of each person on the team, outcome(s), and recommendations.

Each member of a team must contribute his/her fair share of typing, research, building spreadsheets, formulating theory, explaining how your group worked together to mold this broad topic into a deliverable project.

Do not reinvent any wheels; just cite the tools you use. What I am looking for is that you have a good command of the concepts you have learned throughout class. I also hope to see that you have used some of the professional websites such as SHRM, CUPA, HRCI, APA, ASTD, etc. Some of you will use Janux and/or Qualtrics on the OU website. Remember to cite!

Each member of the team can receive full points. If you have an industrious product, each team member receives 100% of possible points.

Points are also based on participation by every student (team member), amount of individual contribution to the project, timeliness of the project, thoroughness, references, and effectively understanding and meeting the objectives. If you cannot or do not contribute, tell your group and me you are not participating. If, individually, you participate a minimal amount of time and contribute minimal work, be honest. Your group, at any time, can let me know that one of the team members is not participating.

- 0 Points - no participation
- 25% - deducted for not presenting
- 10% deducted for individuals every time the team meets and member is a no-call/no-show

APA style is required. Un-cited works will not be given credit. Also, if you cut/paste from any website, you must provide a citation and reference. As much as possible, work needs to be done in D2L. I know that some spreadsheets, diagrams, etc. may be easier to manipulate and then download into D2L. Also, some groups are more familiar with DropBox or GoogleDocs, etc. Use whatever works best for you, then move your final product into D2L.

Evaluation of the Project and Teamwork

Each group is to design a performance evaluation tool used to assess your overall project (which includes teamwork as one rubric). Some teams prefer to design two (2) instruments. One for the team evaluation and one to evaluate each team member. The design is up to you.

You must have measureable objectives. Even qualitative evaluations have some measures tied to them. My awarding of points (see Grading below) is based on the design of the instrument and your assessment, not how high you score yourselves/project. I can also challenge your group’s score.

This evaluation is the hardest part of this class. No one likes to evaluate another person face-to-face. My awarding of points (see Grading below) is based on the design of the instrument and your honest assessment, not how high you score another person. I can also challenge your scoring.

APA is not required but use best practices designs for these instruments and cite any content you use from another source.

There is no substitute of work for the Group Project or the Evaluation.

Post Seminar Assignment

A final paper/business plan (post seminar assignment) is required to assess your understanding of this class.
Some students will write a Business Plan, while others will construct a well-written research paper. Business Plans will follow the best practices methods, while papers will be constructed in the following manner: (1) Statement of your thesis; (2) A defense about the importance of the topic you have chosen and its significance to future business strategies, Human Resource practices, strategies, and/or changes; (3) A discussion of a minimum of three professional references that support your thesis or make you question your thesis; (4) Summarize your paper (normally you are not drawing conclusions); (5) Make recommendations for practitioners and/or novices who think they may want a career in Human Resources.

I am looking for quality, not quantity. APA writing style is required. I need to be able to find direct or indirect quotes. The OU Writing Center (www.ou.edu/writingcenter) and the Center for Educational Development and Research (CEDAR) (http://www.ou.edu/education/centers-and-partnerships/cedar.html) are available and can provide helpful tips for writing a masters level paper. If you have any questions, please do not hesitate to visit with me.

**APA writing style is required for all written work.**

Two points are deducted for every misspelled word, grammatically incorrect sentences, and 5 points for sentence structure. You are master’s students and I do expect relevant, cited discussions. If you reference a person’s work, you must cite. If you cut/paste from a website, you must abide by copyright rules. Quality is important, not quantity. This paper is due 21 days after the last day of class, **October 17, 2015.** There are numerous APA Style guides on the Internet. If you use one, it must also be cited. Improper citations or un-cited works will not be given credit and could be subject to plagiarism. Please use refereed journals, published dissertations, professional textbooks, and/or professional publications such as: Forbes, USA Today, or Huffington Post. If you are in doubt, email me! I am quite familiar with employment law and the references you might use for this paper.

**Grading:**

This is a letter-graded course: A, B, C, D, or F. Total possible points of 600 are based on completion of every discussion, assessment, and case studies:

I reserve the right to add or reduce the number of Case Studies and Self Assessments (also these are interwoven and more than likely one will be substituted for the other). Points and Percentages towards grades will be changed accordingly.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies/Participation</td>
<td>Ongoing</td>
<td>50 points</td>
</tr>
<tr>
<td>Self-Assessments/Video Analysis</td>
<td>Assigned throughout class - up to 5 during class</td>
<td>25 points each 125 Points Possible</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Assigned throughout class - up to 10 during class</td>
<td>25 points each 225 Points Possible</td>
</tr>
<tr>
<td>Project</td>
<td>Group Project – Presented Last Day of Class</td>
<td>Possible 75 points</td>
</tr>
<tr>
<td>Journal Article</td>
<td>Have ready &amp; bring to each class. Students can volunteer or be called on randomly beginning the first night of class</td>
<td>25 Points</td>
</tr>
<tr>
<td><strong>Post Seminar Assignment</strong></td>
<td>21 days after the last day of class, <strong>October 17, 2015.</strong></td>
<td>100 Points</td>
</tr>
</tbody>
</table>

Total Possible Points = 600
90%+ of total assignments completed = A
80% of total assignments completed = B
70% of total assignments completed = C
60% of total assignments completed = D

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid. **Students are responsible for withdrawing from class or requesting an Incomplete!**

**Participation**

Regarding the Group Project: If you do not/cannot contribute, tell your group and me you are not participating-you will receive 0 points. If you participate a minimal amount of time and contribute minimal work, be honest, and your group can assess you an amount of points or not, for minimal contributions. Your group, at any time, can let me know that someone is not participating. The evaluation should be constructed to measure contributions of each team member as well as overall project. There are no substitute papers or assignments. If you choose not to participate in this project, you do not receive the points.

You are master’s students and I do expect relevant, cited discussions. I am interested in stimulating, collegial discussions. Do not feel you will give a wrong answer. I am more interested in what you think or how you feel about an issue that grabs your attention plus citing references that support your claim. If you reference a person’s work, you must cite. If you cut/paste from a website, you must abide by copyright rules. 0 points are awarded for incorrect/no references.

As far as class participation. Points are deducted for no to little participation by any student, amount of contribution to the project(s), timeliness of project(s), thoroughness, references/citations/ references, and effectively understanding and meeting the objectives. Missing class reduces overall class participation points.

Participation is important because much of the learning comes from classroom discussions among students. You will be expected to read all assigned materials and participate in discussions. Points will be deducted if I perceive problems in this area. **In all but issues of accommodation, 2 points per hour per day are deducted for little/no participation in addition to percent deducted.**

In all but excused absences, 2 points per hour per day are deducted for class time missed.

**Late Assignments and Papers:**

I reserve the option to determine if late assignments or extensions are in order due to emergencies or other unforeseen circumstances. A one-time extension will be granted only if you notify me in advance and I approve the circumstances. Please read OU’s policy on Withdrawals from class or Incompletes. It is not my responsibility to discuss alternatives.

**Statement about the MHR Program Planner and Human Relations Website**

Students should become familiar with the MHR Program Planner that was sent to each student upon admission into the program. The planner has a description of the HR program objectives and requirements, suggestions for graduate study, financial assistance, and graduation information. Of particular interest is the information on the comprehensive exams and the internship. For further information please visit the Department of Human Relations Website at: [http://www.ou.edu/cas/hr](http://www.ou.edu/cas/hr)

**Religious Holidays**

It is the policy of the University to excuse absences of students that result from religious observances and to provide without a penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.
Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see [www.ou.edu/content/oo/pregnancyfaqs.html](http://www.ou.edu/content/oo/pregnancyfaqs.html) for commonly asked questions.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24-7, counseling services, mutual no contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office (8-5) at 405-325-2215 or the Sexual Assault Response Team at 405-315-0013 (24-7) to learn more or to report an incident.

For more information about the College of Arts and Sciences (Human Relations), visit the website at: [http://cas.ou.edu/](http://cas.ou.edu/)
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html.

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Robbie L. Wahnee, Ph.D.

Education
- Ph.D.  College of Education – Education Administration, University of Oklahoma, Norman, OK
- M.A. - University of Oklahoma, Norman, OK - Secondary Education Administration
- B.A.  Cameron University, Lawton, OK - Sociology/History, 5 year standard teaching certification

Current Positions
- Director, Talent & Organizational Development, University of Oklahoma, Housing & Food Services
- Advanced Programs Professor since 1996
- Assistant Director & Interim Director of Human Resources, University of Oklahoma
- Project Team Member – PeopleSoft implementation, University of Oklahoma
- Human Resources Consultant
- Assistant Adjunct Professor, College of Business and Human Relations, University of Oklahoma

Major Areas of Teaching and Research Interest
- Performance Management and Assessment
- Civil & Commercial Mediation
- Positive/Progressive Discipline
- Sexual Harassment
- Employment Law
- Learning Styles
- Human Resource Management
- Human Resource Management at the Michael Price College of Business & International Relations

Representative Publications and Presentations
- Dissertation. 2010: “The Effect of Instructional Supervision on Principal Trust”.
- Foundations in Management - 4 hours of 40-hour program designed for managers and supervisors
- Designed and presented workshop - President Boren’s Minority Business Seminar
- Staff Handbook
- University of Oklahoma, Guide to Staff Hiring
- Audit – Business Plans for the Student Affairs Division of the University of Oklahoma
- Initiated design and policy – Independent Contractors, Temporary Employees - University of Oklahoma

Major Professional Affiliations
- North Central Accreditation Committee for Student Affairs for the University of Oklahoma
- College and University Personnel Association (CUPA)
- Administrative Staff Association (OU), President, Vice President
- Past Chair, Cleveland County Employer’s Council
- Executive Board Member, American Red Cross
- Oklahoma State Certified Teacher, Secondary Education
- Civil & Commercial Mediator in the state of Oklahoma
- Society for Human Resource Management