

**ANALYZING THE EXTERNAL ENVIRONMENT
MGT 597 – 01W (cross-listed with MGT 497 – 01W)**

Winter Mini-Session (December 16 – January 10), 2024-2025

Class meeting times: Online format – Zoom sessions per course calendar

Instructor: Dr. John Humphreys Office hours: M & T – 5:00 – 6:00 PM.

Phone: (cell) 903-303-9043

Email: john.humphreys@tamuc.edu

Required articles from library electronic periodical databases – No textbook will be used

Albright, K.S. (May/June, 2004). Environmental scanning: Radar for success. *The Information Management Journal*: 38-45.

Burke, A., van Stel, A., & Thurik, R. (May, 2010). Blue ocean vs. five forces. *Harvard Business Review*: 28.

Humphreys, J. (2004). The vision thing. *MIT Sloan Management Review*, 45(4): 96.

Porter, M.E. (January, 2008). The five competitive forces that shape strategy. *Harvard Business Review*: 79-93.

Course Description

The course will prepare students for strategic management by developing the capacity to effectively analyze the external environments (i.e., broad/remote and operating/industry) surrounding the firm. The course will move from theory to current environmental forces to practical analyses. Lectures, independent research, ongoing discussion, and comprehensive written analyses will be the methodologies used. The Zoom function of the D2L Learning Management System will be used for synchronous sessions on multiple evenings (6:00 PM CT – please see the course calendar) beginning **Monday December 16th and ending on Monday January 6th**. Please attend these sessions synchronously if possible. If you cannot, however, the sessions will be recorded so that you can watch at your convenience.

Course Objectives - By the end of the course you will:

1. demonstrate a framework by which the forces in the broad/remote environment can be identified and evaluated;
2. demonstrate a framework by which the competitive forces in the operating/industry environment can be identified and evaluated;
3. demonstrate the knowledge and capacity to identify environmental opportunities and threats that will impact the firm and its direction.

Student Responsibilities

As in the business environment, professional conduct is expected. You will:

1. read all instructional materials per the course calendar;
2. meet with the instructor (electronically) according to the course calendar to discuss instructional materials and course content and progress;
3. deliver a comprehensive external environmental analysis (i.e., broad and operating environments) to the drop box by the due date.

Grade Evaluation

Assignment	Points
Statement of Understanding (SOU)	30
Final Analyses of the Broad and Operating Environment	100
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TOTAL	130

Graduate Grade Scale

117 – 130	= A
104 – 116	= B
91 – 103	= C
90 or below	= F

Undergraduate Grade Scale

110 – 130	= A
98 – 109	= B
85 – 97	= C
75 – 84	= D
74 or below	= F

Description of Evaluation Criteria

Statement of Understanding [SOU] – On one (1) occasion (see calendar), I will ask you to prepare a written summary based upon your understanding of foundational reading. This SOU will be due by 8:00 AM on the due date (30 points). The statement will be graded based upon timeliness, specificity, depth, and the firmness of your grasp of the material. Precise instructions will be given during a Zoom class session.

Final Analyses for Broad and Operating Environments – Final environmental analyses of a target industry will be submitted (100 points) by 8:00 AM on January 10th. This will be a group project for both undergraduate and graduate students and I will assign group members. The grading rubric for graduate students and undergraduate students will be the same, although my expectations for graduate students is greater depth in analysis and subsequent identification of opportunities and threats.

General Format for the Environmental Analyses:

I will provide the class with environmental analyses examples early in the course and we will discuss in greater depth during class. However, please generally assume that your final analyses will conform to the following:

Typed, single-spaced, one-inch margins all around (top, bottom, right and left)
Times New Roman 12 font
Appropriate Headings
Any citation to be in APA style

Preferred Way to be Contacted: E-mail. I check my e-mail often and will get back to you as soon as I can. It would be rare that I don't respond within 24 hours, usually much, much sooner. Never hesitate to contact me. I like students and I love teaching so I'm here for you if you need me. You may certainly also text me if we need to discuss your work.

Attendance: Obviously, I want you to attend my Zoom class meetings. I will do my best to motivate you to attend. If you must miss a session, please review the recording at your earliest convenience. You will be responsible for material covered in class.

Late Work Policy: I'd prefer for your assignments to not be late. Currency and timeliness are very important to learning. I will, however, accept late work on an individual basis that will need to be cleared with me prior to the due date.

Syllabus Change Policy: The syllabus is a guide. Circumstances and events, such as student progress or current events, may make it necessary/desirable to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).
<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance: For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity: Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Empowering Responsible and Ethical Use of AI: I encourage the use of AI tools, such as ChatGPT, to enhance your learning experience. AI can be a powerful resource for generating ideas, conducting research, and improving analytical skills. However, it is crucial to use these tools responsibly/ethically to maintain the integrity of your work and uphold academic standards.

Acceptable Use of AI:

1. **Research and Idea Generation:** Use AI to help brainstorm topics, generate ideas, and gather preliminary information.
2. **Data Analysis Assistance:** Employ AI tools for assistance with data analysis, such as creating graphs and visualizations in Excel.
3. **Improving Writing:** Use AI for proofreading to enhance the clarity, grammar, and structure of your writing.
4. **Learning and Skill Development:** Engage with AI to improve your understanding of course material and develop relevant skills, such as prompt engineering and metrics development.

Unacceptable Use of AI:

1. **Plagiarism:** Submitting AI-generated content as your own without proper attribution is strictly prohibited. All work must be original and reflect your own understanding and effort.
2. **Cheating:** Using AI to complete assignments, quizzes, or exams, undermining the learning process, is not allowed unless directed by the instructor.
3. **Fabrication of Data:** Generating or altering data using AI tools to misrepresent research findings or results is unacceptable.
4. **Misrepresentation:** Presenting AI-generated content or ideas your own is prohibited.

Guidelines for Responsible Use:

1. **Cite AI Sources:** If you use AI tools to gather information or generate content, provide appropriate citations and acknowledge the use of these tools in your work.

2. **Maintain Academic Integrity:** Ensure that your submissions reflect your own understanding, analysis, and synthesis of the material. Use AI as a supplement, not a substitute, for your learning and effort.
3. **Transparency:** Be honest about the extent to which AI has assisted you in your work. When in doubt, consult with the instructor on how to appropriately integrate AI into your assignments.
4. **Learn and Grow:** Use AI as a learning tool to enhance your knowledge and skills. Strive to understand and internalize the concepts rather than relying solely on AI outputs.

Consequences of Misuse: Violations of this AI policy will be treated as academic misconduct and will be subject to the university's academic integrity procedures.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you require an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University – Commerce
Waters Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice: Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation based on race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination based on sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url:
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

WINTER MINI-TERM CALENDAR

Date	Day	Week	Zoom Sessions	Assignments
12/16	M	1	Course introduction and rationale, periodical databases, expectations, and target industry	Read Humphreys (2004) and Albright (2004) Assign Grad and UG analysis groups
12/17	T	1	Analyzing the Broad/Remote Environment	
12/19	Th	1	Review of Broad Environment Analysis Example	Read Porter (2008) and Burke et al. (2010) SOU due by 8:00 AM
12/23	M	2	Analyzing the Operating/Industry Environment	Working on Environmental Analyses
12/30	M	3	Review of Operating Environment Analysis Example Analyses Discussion and Questions	Working on Environmental Analyses
12/31	T	3	Analyses Discussion and Questions	Working on Environmental Analyses
01/06	M	4	Analyses Discussion and Questions	Working on Environmental Analyses Final Analyses due by 8:00 AM on 1/10

SOU Article Analysis Assessment Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Completeness of review (10)	Superior completeness; student's review of the article is extraordinarily thorough (10)	Complete; student's review of the article covers most all crucial points (9)	Mostly complete but with gaps in some areas; student's review is missing some key points (8)	Incomplete in many respects (7 - 0)
Understanding (10)	Student's statement demonstrates an exceptional grasp of the article (10)	Student's statement demonstrates a firm grasp of the article (9)	Student's statement demonstrates a grasp of the article (8)	Student's statement fails to demonstrate a grasp of the article (7 - 0)
Writing quality (5)	Writes extraordinarily clearly and insightfully (5)	Writes clearly and effectively (4)	Writing has content but lacks focus (3.5)	Fails to communicate in an adequate manner (3.4 - 0)
APA Format (5)	Uses APA format accurately to cite the article reviewed (5)	Uses APA format with only minor violations (4)	Format demonstrates incomplete knowledge of APA style (3.5)	Fails to use APA style (3.4 - 0)

Scoring Key:

- _____ **Far Exceeds Standards = 30**
- _____ **Exceeds Standards = 26 – 29**
- _____ **Meets Standards = 21 - 25**
- _____ **Fails to Meet Standards = < 21**

External Environment Grading Rubric

Criteria	Exceeds Standards	Meets Standards	Fails to Meet Standards
Cover page – 5	Professional presentation with all essential information and appeal. (5)	Professional presentation with all essential information. (4)	Unprofessional presentation. (3 – 0)
Table of Contents – 5	Professional presentation with all essential information and page numbers. (5)	Professional presentation with most essential information and page numbers. (4)	Unprofessional presentation or missing elements. (3 – 0)
Analysis of the Broad Environment – 45 Political/Legal, Economic, Socio-Cultural, and Technological forces – Threats & Opportunities emanating from the broad environment	Demonstrates knowledge of, & capability to apply, tools in the analysis of the broad environment. Also identifies the threats and opportunities emanating from the broad environment. (45 – 40)	Meets basic criteria for this analysis. May not identify some threats and/or opportunities. (39 – 31)	Meets some of the basic criteria for this analysis but fails to demonstrate knowledge of tools needed to address most of the requirements. (30 – 0)
Analysis of the Operating Environment – 45 Porter’s 5 Forces model and Blue Ocean Strategies	Uses Porter’s 5 Forces model & Blue Ocean Strategies to provide an in-depth analysis for the industry. (45 – 40)	Meets the basic criteria for this analysis. May not identify some threats and/or opportunities. (39 – 31)	Meets some of the basic criteria for this Outline Item but fails to demonstrate knowledge of tools needed to address most of the requirements. (30 – 0)

Scoring Key:

Exceeds Standards = 90 - 100

Meets Standards = 88 - 70

Fails to Meet Standards = < 70