

## MGT 439 – BUSINESS STRATEGY

Fall 2025 – Section 01E

T – Th 2:00 PM – 3:15 PM, Room BA 246

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 Office Hours: Tuesday and Thursday 1:00 PM – 2:00 PM

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**Required Texts:** I do not use a textbook for this course. I will provide instructional/lecture materials on the D2L Brightspace course site and will utilize salient journal articles for reading.

**The following readings will be assigned throughout the term per the course calendar. You will access articles free of charge using the electronic periodical databases through the Waters library. No worries is this is new to you, as I will show you how when we meet.**

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

Beer, M., & Eisenstat, R.A. (Summer, 2000). The silent killers of strategy implementation and learning. *MIT Sloan Management Review*: 29-40.

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

Caruth, D.L., & Humphreys, J.H. (2008). Performance appraisal: Essential characteristics for strategic control. *Measuring Business Excellence*, 12(3): 24-32.

Dobbs, M.E. (2014). Guidelines for applying Porter's five forces framework: A set of industry analysis templates. *Competitiveness Review*, 24(1): 32-45.

Hammer, M. (Spring, 2007). The 7 deadly sins of performance measurement (and how to avoid them). *MIT Sloan Management Review*: 19-28.

Humphreys, J. (2003). The dysfunctional evolution of goal setting. *MIT Sloan Management Review*, 44(4): 96.

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

Humphreys, J. (2005). Developing the big picture. *MIT Sloan Management Review*, 47(1): 96.

Humphreys, J. (2007). Weakness or opportunity? *MIT Sloan Management Review*, 48(3): 96.

Humphreys, J., & Langford, H. (2008). Managing a corporate culture slide. *MIT Sloan Management Review*, 49(3): 25-27.

Humphreys, J.H., Loncar, D., Atinc, G., Hayek, M., & Novicevic, M.M. (2020). An integrated framework of market and nonmarket strategies for demoralized transition economies. *Journal of East European Management Studies*, 25(1): 84-104.

Humphreys, J.H., Loncar, D., Novicevic, M.M., & Roberts, F. (2013). Differentiating foothold attacks from strategic feints. *Management Decision*, 51(9): 1821-1838.

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

Pryor, M.G., Anderson, D., Toombs, L.A., & Humphreys, J.H. (2007). Strategic implementation as a core competency: The 5P's model. *Journal of Management Research*, 7(1), 3-17.

**Prerequisites:** MGT 439 is open to business majors and should be taken during the semester of graduation. **Students not in their last term of their program must request permission from the professor or department head by e-mail to take this course.** If you are not certain whether you should be taking this course, please contact me.

**Course Description:** A study of administrative processes and policy determinations at the strategic management level. The course will develop students' capacity to apply knowledge of the numerous issues and functional disciplines inherent to effective strategic management planning and application. The course will move from theory to critical issues and practical project implementation. Lectures, independent research, ongoing discussion, an exam, and a comprehensive strategic audit will be the methodologies used.

#### **Electronic system to use during the course:**

Students will find some course materials in the D2L Brightspace course shell. You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

I will correspond with you frequently by e-mail using the course roster. Please check your university e-mail daily. The class will meet face to face in BA 246 for sessions/lectures on Tuesday and Thursday afternoons (2:00 PM CT) beginning **Tuesday, August 26<sup>th</sup>**.

## COURSE OBJECTIVES

After successfully completing this course, you will:

- understand the nature of competition and industries at an advanced level
- understand the influence that external forces--social, political/legal, economic, and technological--play in business performance
- understand the sophisticated relationships among the functional areas of business administration, including marketing, analytics, human resources, operations, finance, economics, and accounting
- understand the craft of strategy research, including extensive use of the internet as a research tool
- be able to systematically apply the strategic management model to the analysis of an ongoing enterprise, including industry, environmental, and firm assessments; firm, business, and functional strategic assessments; development and evaluation of strategic alternatives; and strategic implementation and control

<b>Grade Evaluation</b>	<b>Points</b>
Homework 1 – Broad Environment Analysis	100
Homework 2 – Operating Environment Analysis	100
Porter’s Application Essay	100
Homework 3 – SWOT Analysis	100
Homework 4 – Value Chain Analysis	100
Course Exam	200
Strategic Audit and Presentation	300
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TOTAL	1,000

## Grade Conversion

- A = 900 or greater (90%)
- B = 800 - 899 (80% - 89%)
- C = 700 - 799 (70% - 79%)
- D = 600 – 699 (60% - 69%)
- F = 599 and below

## Description of Evaluation Criteria

**Homework** – Four homework assignments will be assigned during the course. These will take the form of analyses of the broad and operating environments, SWOT analysis, and value chain analysis, respectively, and assigned during class sessions (100 points each).

**Porter's Five Forces Application Essay** – An essay reviewing five journal articles in which Porter's Five Forces Model was applied to specific industries will be assigned during the course (100 points). This short essay will be used to assess Written Communication (i.e., appropriate content, writing style, grammar, proper citation and references per APA style). As such, the essay must be written without the aid of ChatGPT or other large language learning models. Instructions will be provided during a class session.

**Course Exam** – The exam is worth 200 points. You must successfully pass the exam to successfully complete the course. Instructions will be provided during a class session.

**Strategic Audit** – 300 points are available based upon the quality of your strategic audit. Based upon an actual corporation, you or your team will prepare a written strategic analysis based on the application of strategic management concepts. This can be an individual or a team project and the firm and industry will be negotiated once the make up of the class is established. The plan will be graded based upon timeliness, specificity, depth and breadth of analyses, and support for your recommendations. See outline and rubric at the end of the syllabus.

**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 if I didn'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 class meetings. I will do my best to motivate you to attend. You will be responsible for material covered in class.

**Late Work Policy:** I'd prefer your assignments to not be late. Currency and timeliness are very important to your 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).  
<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)  
<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.
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. Penalties may include failing the assignment, failing the course, or further disciplinary action as outlined in the university's academic integrity policy. By adhering to these guidelines, you can effectively harness the power of AI to support your educational journey while maintaining the highest standards of academic integrity and professionalism.

**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. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you have a disability requiring 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](mailto: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 people 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.

## Semester Calendar

<b>Date</b>	<b>Day</b>	<b>Week</b>	<b>Lectures, Readings, &amp; Exams</b>	<b>Individual – Group Assignments</b>
08/26	T	1	Course Introduction  Fundamentals of Strategy  Read Albright (2004) this week	Show up 😊
08/28	Th		Strategic Audit discussion	<b>Assign Strategic Audit</b>
09/03	T	2	The External or Broad Environment  Read Humphreys (2004, 2005) this week	<b>Assign Homework 1</b>  (I will assign our practice industry for the homework assignments in class)
09/05	Th		Analyzing Global Economic Forces	
09/09	T	3	Review of the current broad environment	<b>Finalize strategic audit groups</b>

			Read Porter (2008) and Burke et al. (2010) this week	
09/11	Th		Homework 1 discussion	<b>Homework 1 due by 8:00 AM</b>
09/16	T	4	The Operating or Task Environment  Read Humphreys & Langford (2008) and Dobbs (2014) this week	<b>Assign Porter's Five Forces Essay</b>  <b>Assign Homework 2</b>
09/18	Th		Bargaining Power	<b>Finalize strategic audit firms</b>
09/23	T	5	Review of the current operating environment for our industry  Read Humphreys (2007) this week	<b>Porter's Essay due by 8:00 AM</b>
09/25	Th		Homework 2 discussion	<b>Homework 2 due by 8:00 AM</b>
09/30	T	6	The Organization and Internal Analysis  Read Humphreys et al. (2013) this week	<b>Assign Homework 3 &amp; 4</b>
10/02	Th		Value Chain Analysis	
10/07	T	7	Homework 3 discussion  Read Humphreys (2003) and Beer & Eisenstat (2000) this week	<b>Homework 3 due by 8:00 AM</b>
10/09	Th		Corporate Level Strategy	
10/14	T	8	Homework 4 discussion	<b>Homework 4 due by 8:00 AM</b>
10/16	Th		Business Level Competitive and Growth Strategies	

10/21	T	9	Functional Strategies  Read Caruth & Humphreys (2008) this week, Hammer (2007), and Pryor et al. (2007) this week	
10/23	Th		Strategy Execution  Read Humphreys et al. (2020) this week	
10/28	T	10	Strategic Control	
10/30	Th		Final Exam Discussion	<b>Assign Practice Exam</b>
11/04	T	11	Strategy in Demoralized Economies Market and Non-Market Strategies	
11/06	Th		Practice Exam Discussion	<b>Practice Exam due by 8:00 AM</b>
11/11	T	12	Strategic Audit Expectations	
11/13	Th		Audit questions/feedback	
11/18	T	13	Audit questions/feedback	
11/20	Th		Audit questions/feedback	
11/25	T	14	No class session	
11/27	Th		Thanksgiving	
12/02	T	15	Strategic Audit Presentations	<b>Strategic Audits due by 8:00 AM</b>
12/04	Th		Strategic Audit Presentations	
12/09	T	16	<b>Final Exam</b>	<b>1:15 – 3:15 PM</b>

### Porter's Five Forces Application Essay Rubric

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Content addresses the subject matter (20%)</b>	Student's essay is comprehensive and entirely on topic	Student's essay is complete and largely on topic	Student's essay is incomplete and/or only marginally on topic
<b>Essay is well organized and flows logically (15%)</b>	Student's essay flows in a consistently logical manner	Student's essay flows in a logical manner to an appropriate degree	Student's essay fails to flow in a logical manner
<b>Essay provides supportive evidence (i.e., appropriate in-text citation – 15%)</b>	Student's essay provides complete support and appropriate in-text citation	Student's essay provides adequate support and mostly appropriate in-text citation	Student's essay fails to provide adequate support and/or in-text citation
<b>Essay content is grammatically correct (20%)</b>	Student's essay is entirely grammatically correct	Student's essay is largely grammatically correct	Student's essay fails to provide adequate grammatical correctness
<b>Writing style is appropriate for a professional audience (15%)</b>	Student's essay is entirely written in a style appropriate for a professional audience	Student's essay is mostly written in a style appropriate for a professional audience	Student's essay is not written in a style appropriate for a professional audience
<b>References are complete, consistent, and in properly formatted APA style (15%)</b>	Student's essay provides a complete reference page with references properly formatted in APA style	Student's essay provides an adequate reference page with references largely formatted in APA style	Student's essay fails to provide a reference page and/or the references are not presented in proper APA style

### General Strategic Audit Grading Rubric

Strategic Audit Criteria	Exceeds Standards	Meets Standards	Fails to Meet Standards
<b>Cover page – 1% of grade</b>	Professional presentation with all essential information and appeal.	Professional presentation with all essential information.	Unprofessional presentation or missing.
<b>Table of Contents – 4% of grade</b>	Professional presentation with all essential information and page numbers.	Professional presentation with most essential information and page numbers.	Unprofessional presentation or missing.
<b>Introduction to the Organization (I) – 5% of grade</b> History of the Company & Current Status	Includes essential material in this section. Any additional material is in the appendix.	Includes essential material in this section. Any additional material is in the appendix.	Essential material not included.
<b>Analysis of Global Macro-Environment (II) – 20% of grade</b> Political, Economic, Social, and Technological forces – Threats & Opportunities facing the organization	Demonstrates knowledge of, & capability to apply, tools in the analysis of Macro-Environment (e.g., Political, Economic, Social, and Technological forces). Also identifies the threats and opportunities facing the organization.	Meets basic criteria for this Outline Item. Fails to demonstrate ability to use tools needed to analyze Macro-Environment. May not identify some threats and/or opportunities facing the organization.	Meets some of the basic criteria for this Outline Item but fails to demonstrate knowledge of tools needed to address most of the requirements.
<b>Identification of Industry &amp; competitors (III) – 5% of grade</b>	Lists and briefly discusses industry(ies) in which organization competes & its competitors.	Lists and briefly discusses industry(ies) in which organization competes & its competitors.	Fails to address industry(ies) in which organization competes and/or its competition.
<b>Analysis of the Industry (IV) – 20% of grade</b> Strategic group, Porter’s 5 Forces, Blue Ocean Strategies, Industry CSF’s, & Successful & Failed Organizations.	Analyzes organization’s strategic group(s), critical success factors for industry & lists successful & failed organizations. Discusses Porter’s 5 Forces & Blue Ocean and provides an in-depth analysis for industry.	Meets the basic criteria for this Outline Item but fails to demonstrate knowledge of theories needed to address some of the requirements.	Meets some of the basic criteria for this Outline Item but fails to demonstrate knowledge of theories needed to address most of the requirements.

<p><b>Analysis of Organization (V) – 10% of grade</b> Mission, Vision, Core Values, Operating Guidelines, Core Competencies, Goals.</p>	<p>Demonstrates knowledge and capability to apply theories and tools in the analysis of the organization in terms of its mission, vision, core values, operating guidelines, and core competencies.</p>	<p>Meets the basic criteria for this Outline Item, but fails to demonstrate knowledge of, or capability to apply, theories needed to address some of the requirements.</p>	<p>Meets some of the basic criteria for this Outline Item but fails to demonstrate knowledge of theories needed to address most of the requirements.</p>
<p><b>Analysis of Organization (VI) – 10% of grade</b> Current Strategies, Alignment with goals. Compares with competition. Completes SWOT analysis and Gap analysis for organization. Suggest strategies. Evaluates strategies.</p>	<p>Demonstrates knowledge of, and capability to apply, theories &amp; tools in analysis of organization (current strategies, alignment of strategies with goals, competition). Uses SWOT &amp; Gap analyses. Suggests strategies &amp; evaluates each of them.</p>	<p>Meets the basic criteria for this Outline Item, but fails to demonstrate knowledge of, or capability to apply, theories needed to address some of the requirements.</p>	<p>Meets some basic criteria for this Outline Item. Fails to demonstrate knowledge of theories needed to address most of the requirements.</p>
<p><b>Analysis of Organization (VII) – 5% of grade</b> Functional Strategies</p>	<p>Marketing, Finance, Operations, Purchasing, Human Resources, Information Systems Strategies and their alignment.</p>	<p>Meets basic criteria. Fails to demonstrate knowledge of, or ability to apply, theories needed to address requirements.</p>	<p>Fails to demonstrate knowledge of, &amp; ability to apply, theories needed for most requirements.</p>
<p><b>Analysis of Organization - Measurement and control system (VIII) – 5% of grade</b> Current financial position - Use financial analysis tools - Compare with competitors and standards. List KPI's (Key Performance Indicators).</p>	<p>Applies financial analysis theories and tools to determine the organization's current financial position &amp; compares it with competitors and standards. Discusses its measurement and control system &amp; KPI's.</p>	<p>Meets basic criteria for this Outline Item. Fails to demonstrate knowledge of, and/or capability to apply, financial analysis theories &amp; tools and/or fails to compare it with competitors and standards.</p>	<p>Meets some of the basic criteria for this Outline Item, but fails to demonstrate knowledge of, or capability to apply, theories &amp; tools needed to address the requirements.</p>
<p><b>Analysis organization's improvement initiatives &amp; standards (IX) – 5% of grade</b></p>	<p>Analyzes current &amp; previous improvement initiatives &amp; standards &amp; impact.</p>	<p>Meets basic criteria for Outline Item. Fails to address some requirements.</p>	<p>Fails to address most of the item requirements.</p>
<p><b>Conclusion and Future of the Firm (X) – 10% of grade</b></p>	<p>Provides a thorough assessment of the organization's future based upon analysis.</p>	<p>Provides a basic assessment of the organization's future based on analysis.</p>	<p>Fails to provide an adequate assessment of the organization's future based on analysis.</p>

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## Strategic Audit Outline

### Cover Page

#### Table of Contents with appropriate page numbers.

- I. Introduction to the Organization - History of the Company & Current Status**
  - A. When was the organization founded, why and by whom?
  - B. Discuss unusual history associated with the organization.
  - C. Is it privately or publicly held?
  - D. Impact of globalization?
  - E. Other information?
  
- II. Analysis of the Global Macro-Environment**
  - A. What political/legal forces affect the industry?
  - B. What economic forces affect the industry?
  - C. What social forces affect the industry?
  - D. What technological forces affect the industry?
  - E. What are the threats and opportunities facing the industry?
  
- III. Identification of the Industry and the Competitors --** Industry definition is necessary so that competitors can be identified; macro-environmental forces that affect the organization and its industry can be assessed, and the organization's relative strengths and weaknesses can be compared to other organizations within the industry.
  
- IV. Analysis of the Industry**
  - A. Strategic Group(s) in which the company exists and competitors in it/them.
  - B. Intensity of rivalry among existing competitors (Use Porters 5 Forces for B, C, D, E, & F)
  - C. Threat of new competitors entering the industry
  - D. Threat of substitute products or services
  - E. Bargaining power of buyers
  - F. Bargaining power of suppliers
  - G. Blue Ocean Strategies?
  - H. Potential Profitability of the Industry - What organizations have succeeded and failed in the industry and why?
  - I. What are the Critical Success Factors for the industry?
  
- V. Analysis of the Organization (Mission, Vision, Core Values, Operating Guidelines, Core Competencies, Goals)**
  - A. What is the mission of the organization? Has the mission changed over time?
  - B. What is the vision of the organization? Has the vision changed over time?
  - C. What are the organization's core values and operating guidelines?
  - D. What are the organization's core competencies? How are they unique?
  - E. What are the organization's broad and specific goals?
  
- VI. Analysis of the Organization – Organization-Level and Business Unit Strategies**
  - A. What are the current organization-level strategies (corporate level and business level)? Business unit strategies?
  - B. How are the strategies aligned with the goals?
  - C. Compare this organization's strategies with those of competitors.
  - D. Use SWOT analysis and Gap analysis to suggest strategies.
  - E. Evaluate strategies (advantages & disadvantages of each strategy).
  - F. Key performance indicators (KPI's)

- VII. Analysis of the Organization – Functional Strategies**
- A. Marketing – Finance – Operations – Purchasing – Human Resources – Information Systems
  - B. How well are the functional strategies aligned?
- VIII. What is the organization’s measurement and control system?**
- A. Current financial position - Is the organization financially sound?
  - B. Compare with competitors and standards.
  - C. Use financial analysis tools.
  - D. What are the organization’s Key Performance Indicators (KPI’s)?
- IX. Analyze organization’s improvement/change initiatives (e.g., Six Sigma, SQM, TQM, Lean Manufacturing, etc.)**
- A. Previous & current impact/success of improvement initiatives.
  - B. Alignment of improvement initiatives and integration into strategic management of the organization.
  - C. Comparison of improvement initiatives with other organizations within and outside the industry.
- X. Conclusion and Future Organization**
- A. Comment about the organization’s profile for future competitiveness and success.
  - B. What does the organization have to do right to succeed (organization’s Critical Success Factors)?
  - C. What are the expected results in terms of short-and long-term profitability and survival?