

California Lutheran University

Bachelor's Degree for Professionals

California Lutheran University
Bachelor's Degree for Professionals
Strategic Management BUS 469
Instructor Joseph A. Huggins
Jhuggins@callutheran.edu
805-496-7231 / Cell 805-469-2771

Summer Term 2016 05/23/2016 08/04/2016

Classes will be on Monday Evening from 6:00 to 9:30 PM on the Thousand Oaks Campus, Humanities, Room 114. The first class will begin on May 23, 2016. The final class is August 1, 2016

The Instructor is available for consultation 30 minutes before and 30 minutes after class sessions in the classroom.

Drop Dates:	Monday, June 6	Last day to add; last day to drop (without a "W")
		Last day to drop without financial penalty (100% tuition charge for classes dropped after this date)
	Monday, July 13	Last day to withdraw without academic penalty (Responsible for 100% OF TUITION)

Course Prerequisite: Senior Standing and BUS 391

Course Description

469 Strategic Management (4) Capstone)

Complex business cases integrating the fields of marketing, finance, law, accounting, economics and industrial management provide a realistic view of how general managers deal with conceptual business problems. Cases include analysis of strategic, interpersonal business problems. Prerequisite: senior standing; prerequisite /co-requisite: Business Administration 391

This course is about the theory and practice of Strategic Management. It revolves around the basic functions of the strategic management process: industry and company analysis; setting a vision and direction; goals and objectives; developing strategic alternatives; implementation; and control. The emphasis is on integrating much of the knowledge gained in the core business courses. This allows participants to "think strategically" and to view decisions from the perspective of the total enterprise. Each class is organized to stimulate discussion of current management issues by using company studies and examples from participants' experience.

Text:

Strategic Management - by Fred R. David (15th Edition) 2014, published by

Student Learning Outcomes:

Field Specific Knowledge and Experience
Critical Thinking Skills
Written Communication Skills

Course Objectives

- 1) Field Specific Knowledge and Experience Students will learn a solid base of strategic management theory drawn from sound traditional principles and supported by current, challenging examples. The level of knowledge gained will be measured through two examinations based on the text material.
- 2) Critical Thinking Skills. Participants will develop the strategic perspective necessary for becoming a successful manager. In class company analysis will provide models for students to apply potential solutions from various perspectives as they progress through the course.
- 3) Written Communication Skills Students will complete interesting projects that develop writing skills. A strategic thinking project / term report will be assigned and the project elements will be reviewed on a weekly basis to provide ongoing guidance, and to facilitate the successful completion of the project.

Requirements and Grading:

Requirements:

- Actively participate in class discussions.
- Read the required text (one chapter per week)
- Complete two examinations.
- Submit a project / paper on a facet of strategic management.

TECHNOLOGY REQUIREMENTS:

Blackboard Information: CLU utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard system can be found at the following website:

<http://www.callutheran.edu/ct/Blackboard.php>

For assistance with Blackboard, email, or Web Advisor, please contact the help desk at (805) 493-3698 or helpdesk@callutheran.edu.

For Blackboard tutorials, please go to the following link:
<http://ondemand.blackboard.com/students.htm>.

DIDACTIC APPROACH:

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
 - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture
 - Presentation of topics in class by instructor using narrated PowerPoint slides.
- Student-Instructor Interaction
 - Discussion of selected questions, finding of examples, answering of questions etc. in the weekly classroom meeting.
 - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
 - Direct interaction between student and instructor in scheduled meetings.
- Practice and Application
 - Preparation of short assignments by students before class.
 - Participation in discussion boards.
 - Deepening of concepts in discussion.
 - Final project / presentation on a selected topic.

ASSESSMENT:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

Attendance and Participation: The mandatory attendance policy for all courses offered at California Lutheran University serves to improve student learning and comply with federal regulations and financial aid policies. CLU courses consist of synchronous and asynchronous activities. All activities are mandatory and in some way count towards the final grade. While the degree of participation in asynchronous activities (e.g. weekly assignments, threaded discussions, quizzes, etc. as outlined in the syllabus) is documented by the degree of completion and the quality of the outcomes, the degree of participation in synchronous activities (e.g. a weekly classroom session) is documented by the actual presence of a student during such activities. Based on this general policy, the following rules apply:

- *Attendance of synchronous activities (e.g. weekly classroom session) is mandatory for all students and in all courses.*
- Students may be dropped from the course if they do not attend the first synchronous activity of the course (unless discussed with the instructor prior to the activity)

- *Students may miss a maximum of two synchronous activities. Attendance of less than 75% of a synchronous activity will be considered as insufficient (i.e. missed). . Failure to meet the individual course attendance requirements may result in a grade of F.*
- *Students can make up for a maximum of two missed synchronous activities. Students must complete an assignment at the instructor's discretion.*
- *In addition to these attendance requirements, each instructor will have separate grading policies concerning participation in synchronous activities.*

Assignments:

The course consists of:

Class attendance and participation will provide the introduction to the basic concepts and theories of strategic management. Because the students are expected to have a general knowledge of business from previous course work, sessions will attempt to (1) provide the basic theories and concepts along with practical application to business in general, (2) elaborate on topics which students may find difficult to grasp based on self study, and (3) expand areas of particular interest to students. Every effort will be made to make the sessions interesting and to encourage student engagement. Students are expected to prepare notes for discussion on current business events.

Examinations: There will be a mid-term and a final examination. Each answer on the exam should be at least a page and a half in length, typed double spaced. The midterm and final examinations will be based on all relevant course materials, including provided readings, lecture notes and other material posted on Blackboard for this course (e.g. student assignments or discussion boards).

Requirements:

- Read the assigned portions of the materials and notes provided by the instructor. Students are expected to participate in class discussions.

DEADLINES AND DUE DATES:

Following is an overview of various due dates for the different forms of assessment:

Assessment	Start Date	End Date	Due Date
Weekly Session	05/23/2016	08/01//2016	Weekly
Midterm Examination			06/27/2016
Final Examination			08/01/2016
Final Project			08/01/2016

Policies

- Preparation prior to class discussion is assumed.
- All assigned material should be reflected in examinations, whether or not covered in class.
- The project will be submitted during the last class meeting session. It can be presented orally in class or submitted in written form of at least 10 pages with appropriate resources listed.
If presented orally, appropriate research material and briefing notes are to be submitted.
- The mid-term and final exam questions will be answered out of class

Attendance Policy

- Students are expected to attend each class. Unless excused in advance, five points will be subtracted for each class missed

Learning Activities

The course consists of:

Class Discussions will provide the introduction to the basic concepts and theories of strategic thinking. Because the students are expected to have a general knowledge of business from previous course work, class discussions will attempt to (1) provide the basic theories and concepts along with practical application to business in general, (2) elaborate on topics which students may find difficult to grasp based on self study, and (3) expand areas of particular interest to students. Every effort will be made to make the sessions interesting and to encourage student engagement. Students are expected to prepare notes for discussion on current business events.

Assigned Exercises: Throughout the course students will be assigned case study exercises for analysis and discussion..

Examinations: There will be a mid-term and a final examination

Requirements

Read the assigned portions of the materials and notes provided by the instructor. Students are expected to come to class ready to participate in class discussions.

Emphasis on Written Communication Skills

The examinations and project should serve to improve the writing ability of students. The assessments require not only correct spelling and grammar, but also evidence of the ability to:

- Analyze issues and draw conclusions
- Organize and structure reports for ease of reading
- Use illustrations and examples that relate to the ideas presented.

Students will be required to present project report, exercises, examinations and other written communications in a form suitable for submission in a professional environment. Feedback will be provided.

Guidelines

Submit written assignments on time in **typewritten, double-spaced format with 1½-inch margins so the instructor to make comments.** Use an 12-point Times New Roman font.

Grading

Grades will be based on class participation and performance on assigned exercises and examinations. Final grades will be determined on the instructor's assessment of each student's mastery of the material.

Class participation	20 points	Students will receive 1 point for each class attended.
Individual Project	30 points	
Mid-term Examination	25 points	
Final Examination	25 points	
TOTAL	100 points	

Letter Grade Definitions:

A *Outstanding work; mastery of course concepts; understanding of applications; ability to express that understanding.* (= 93-100% of the total points earned).

A- = 90-93% of the total points earned

B+ = 87-90% of the total points earned

B *Very good work; solid understanding of concepts; awareness of applications; ability to converse in terminology of the course* (= 84-87% of the total points earned)

B- = 81-84% of the total points earned

C+ = 78-81% of the total points earned

C *Good or satisfactory work; knowledge of course fundamentals; meets normal expectations* (= 75-78% of the total points earned)

C- = 72-75% of the total points earned

D+ = 69-72% of the total points earned

D *Poor work; grasps essentials but with little or no understanding of finer points* (= 66-69% of total points)

D- = 63-66% of the total points earned

F *Unacceptable work* (less than 63% of the total points earned.)

The use of plusses and minuses permits the instructor to make somewhat finer distinctions in assessing student performance.

GRADING STANDARDS

Details on grading standards for each form of assessment can be obtained from the following grading rubrics

Category	5 Excellent	3 Adequate	1 Poor
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<p>1. -Writing Process Organization / Clarity</p>	<ul style="list-style-type: none"> *Writing engages reader and enhances his/her understanding of the topic. *Vocabulary & sentence structure are sophisticated and appropriate for the discipline *Writing clearly demonstrates an effective pattern of organizing that facilitates the reader's understanding. *Papers have an effective beginning, sophisticated development, and thoughtful conclusion. *Demonstrates use of a carefully executed writing process. 	<ul style="list-style-type: none"> * Writing enables reader to understand ideas with little or no re-reading. * Vocabulary and sentence structure are adequate, especially for discipline, but may lack sophistication. * Writing follows an appropriate pattern of organization. * Incomplete execution of writing process. 	<ul style="list-style-type: none"> * Writing requires reader to frequently re-read in order to understand ideas or writing is so confusing that reader fails completely to understand ideas. * Simplistic word choice limits description and/ or expression * Redundancies distract and confuse reader. * Writing's overall structure lacks coherence and organization. * No apparent writing process used.
<p>2. Explanation/ Evidence</p>	<ul style="list-style-type: none"> * Main points clearly stated and well advanced. * Statements substantially supported with compelling evidence. * Effectively addresses audience. 	<ul style="list-style-type: none"> * Main points adequately stated. * Statements sufficiently supported with relevant evidence. * Partially addresses audience. 	<ul style="list-style-type: none"> * Main points not clearly stated. * Statements insufficiently supported or supported with irrelevant evidence. * Misses audience.
<p>3. Critical Thinking</p>	<ul style="list-style-type: none"> * Insightful, well-articulated analysis, synthesis, and critique of the subject * Sustains a well-focused analysis, connecting ideas in a sophisticated and logical manner. * Thoughtfully considers multiple viewpoints / positions where appropriate. 	<ul style="list-style-type: none"> * Cogent, clear analysis, synthesis, and critique of the subject. * Connects ideas logically. * Identifies multiple viewpoints where appropriate. 	<ul style="list-style-type: none"> * Superficial and/or poorly articulated analysis of subject. * Fails to connect ideas logically. * Ignores or superficially evaluates multiple viewpoints.
<p>4. Research Techniques</p>	<ul style="list-style-type: none"> * Uses appropriate materials from a variety of resources to support ideas. * Consistently employs a standard documentation style. 	<ul style="list-style-type: none"> * Adequately uses appropriate materials from a variety of resources to support ideas. * Employs a standard documentation style with few errors. 	<ul style="list-style-type: none"> * Fails to select and synthesize appropriate resources. * Makes significant errors in documentation style.
<p>5. Mechanics / Usage</p>	<ul style="list-style-type: none"> * Sophisticated use of grammatical conventions * Writing is virtually free from the kinds of errors that distract from meaning and readability 	<ul style="list-style-type: none"> * Grammatical structures are generally appropriate, although not necessarily perfect. * Occasional errors may distract from meaning and readability. 	<ul style="list-style-type: none"> * Grammatical errors are so obvious that they seriously distract readers.

Examination questions should be at least one and a half pages in length each.

Final project paper should be at least ten pages in length. , OR
A Presentation at least 10 minutes in length

ASSESSMENTS AND LEARNING OUTCOMES:

The following table provides information on how various forms of assessment contribute to the student learning outcomes as outlined earlier in this syllabus.

Emphasis on Written Communication Skills

The examinations and project paper should serve to improve the writing ability of students. The assessments require not only correct spelling and grammar, but also evidence of the ability to:

- Analyze issues and draw conclusions
- Organize and structure reports for ease of reading
- Use illustrations and examples that relate to the ideas presented.

Students will be required to present project report, examinations and other written communications in a form suitable for submission in a professional environment. Feedback will be provided.

ASSESSMENTS AND LEARNING OUTCOMES:

The following table provides information on how various forms of assessment contribute to the student learning outcomes as outlined earlier in this syllabus (1-3 reflect the learning outcomes)

- 1.- Learn and apply field specific knowledge and experience
- 2.- Develop critical thinking skills
- 3.- Apply effective written communication skills

Form of Assessment	1	2	3
Attendance and Participation in Classroom Sessions	X	X	
Mid-Term Exam	X	X	X
Final Exam	X	X	X
Final Project	X	X	X

STUDENT WORKLOAD FOR THIS COURSE:

- This is an 11 week, four credit unit course that consists of a minimum of 50 hours of instructor-led components and a minimum of 100 hours of non-instructor led, independent activities. (homework). As our 4-credit courses meet for about 36-37 hours in-person, the remaining

13-14 hours of instructional time need to be handled via online instructions (flipped classes, discussion boards, etc.).

- There should be approximately 9 hours of homework per week (of course this may vary depending on the week)

A detailed breakdown of times (1 hour = 50 minutes) and activities can be found from the following table:

Activity	Instructor-Led		Independent		Remarks
	Weekly	Course	Weekly	Course	
Outside research – Current Events				10 Hours	Review trends and opportunities for new ventures
Required Text readings			5 hours	55 Hours	Text 2 to 4 chapters per week
Blackboard Discussions		11			Treaded Questions
Case Study		3			
Classroom Sessions	3 hr. 20 min	36 hr. 40 min.			
Midterm Examination Prep				10 Hours	Due in Week #6
Final Examination Prep				10 Hours	Due in Final Week
Final Project				15 Hours	Due in Final Week
TOTAL		50 hrs. 40 min.		100 Hours	

Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

CLU Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

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Number of Hours Outside of Class:

It is expected that students will spend a minimum of six hours per week outside of class, which will be reading and completing required assignments.

All material distributed in class, (Syllabus, Project Topics, PowerPoint handouts and Examinations), will be available on Blackboard under PowerPoint /Handout Resources.

Schedule

Session 1- May 23

Theme: *Understanding Strategic Management*

- a) The Strategic Management Process
- b) Why Strategic Management Is an Ongoing Process
- c) Management's changing environment
- d) The Paradigm factor

Preparation: Read Strategic Management Chapter 1.

Session 2 - May 30

Theme: *The External Assessment*

- a) Key External Forces
- b) Competitive Analysis
- c) Research Sources
- d) The Global Challenge

Preparation: Read Strategic Management Chapter 3.

Session 3 – June 6

Theme: *The Internal Assessment*

- a) Internal Forces
- b) SWOT Analysis
- c) Strategic Issues
- d) Integrating Strategy and Culture

Preparation: Read Strategic Management Chapter 4.

Submit topic for project / presentation. List distributed at session #1

Session 4 – June 13

Theme: *Mission, and Vision*

- a) What Do We Want To Become?
- b) What Is Our Business
- c) Vision
- d) Developing the Organization's Mission

Preparation: Read Strategic Management Chapter 2.

Session 5 – June 20

Theme: *Strategies In Action*

- a) Goals
- b) Objectives
- c) Types of Strategies
- d) Strategic Management in Different Businesses

Preparation: Read Strategic Management Chapter 5.

Session 6 – June 27

Theme: *Strategies in Action (Continued)*

- a) Defensive Strategies
- b) Porter's five Forces Model
- c) The Creative Thinking Process

Preparation: Review Handout Material From Session 5.

No Meeting July 4 – Holiday

Session 7 – July 11

Theme: *Strategy Analysis and Choice*

- a) A Comprehensive Strategy Formulation
- b) Inputs and Matching
- c) Cultural Aspects
- d) Politics

Preparation: Read Strategic Management Chapter 6.

Submit the mid-term exam (chapters 1-5)

Session 8 – July 18

Theme: *Implementing Strategies: Management*

- a) Strategy Implementation
- b) Structure and Conflict
- c) Trends in Restructuring

Preparation: Read Strategic Management Chapter 7.

Session 9 – July 25

Theme: *Implementing Strategy: Marketing and Finance*

- a) Marketing Issues
- b) Finance / Accounting Issues
- c) Research and Development Issues
- d) Computer Information Issues

Preparation: Read Strategic Management Chapter 8.

Session 10 - August 1

Theme: *Strategy Review, Evaluation and Control Systems*

- a) Responsibility, Accountability & Ethics
- b) An Evaluation Framework
- c) Contingency Planning

Preparation: Read Strategic Management Chapter 9

Presentations
Final Exam and Projects Due at Last Class

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