

# UNIVERSITY OF REDLANDS

## School of Business

### STRATEGY : MGMT 690 (4 Credits)

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#### About your Instructor :

I have been an adjunct professor at University of Redlands since 1992 teaching in the undergraduate and graduate MBA and Masters of Arts in Management program (MAM). I also teach Biopsychology and Developmental Psychology at Southern California University of Health sciences, a small, nonprofit university granting Chiropractic Doctor, Doctor of Oriental Medicine degrees and a Physicians Assistant Program. My doctorate degree is in clinical psychology and I am an interdisciplinary thinker—enjoying the synthesis of philosophy, psychology, sociology and comparative religion to theorize about human behavior. I am the director of Founders Outreach, a nonprofit agency providing psychosocial/psychiatric rehabilitation services to mentally ill residents residing at Founders House of Hope. In addition, I am the director of The Levy Launch a center providing corporate and management training, forensic psychology services to law enforcement and start-up support and training to nonprofit agencies. I have written books and produced a documentary on mental illness and collaborated on another documentary of my Veterans Legacy Project group. If you anticipate being absent from class, please contact me to submit assignments.

#### CATALOG DESCRIPTION

MGMT 690 (4 credits) Strategy sets a critical direction and guides the allocation of resources to achieve long-term organizational objectives. Examination of the formulation of strategy based on internal strengths and weaknesses, as well as external opportunities and threats in the context of changing technology and environment. Not open to students who have successfully completed MGMT697.

#### COURSE RATIONALE

The global economy often performs unpredictably in several areas such as fluctuating interest rates, fluctuating energy prices, volatile stock markets, high unemployment or slow employment growth, mortgage foreclosures, changes in real estate prices, and an unstable global security situation. Unethical behavior by top managers driven to achieve short-term returns at any cost also feeds this volatility.

To combat this serious organizational and national situation, students of management must develop stronger analytical and synthesis skills to aid them in making decisions that will have a positive, immediate impact on the long-range global welfare of the organization. These decisions must include establishing a clear vision for the future of the organization (including global aspects), communicating the vision through a mission statement to all employees, and performing a thorough analysis of internal strengths and weaknesses and external analysis on opportunity and threats. The results of this analysis must then be synthesized into a long-range strategic (including global) plan, with well-articulated operational goals and strategies that are unambiguous and measurable.

Finally, management must implement the strategy and monitor operations carefully to ensure changes are being managed properly through teamwork and individual empowerment. They must also determine when and if additional changes are required to enhance their goals and strategies to meet global competition and to realize their strategic objectives. This process will subsequently return the US to the position of being the world's strongest economic leader and strengthen their worldwide competitive position.

## COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

1. Comprehend the importance of articulating clearly the vision of the organization's future position through long-range planning
2. Write statements that clearly define the purpose of the organization
3. Establish meaningful, specific goals that are measurable, obtainable, timely and congruent with the purpose and vision of the organization
4. Analyze and synthesize alternatives from environmental scanning results, forecasting competitive and global situations into a strategic conceptual framework that can be applied to the organizational planning for future activities
5. Identify multiple organization and business unit strategies that can be used to achieve organizational objectives
6. Identify and explain relationships between organizational structures, personnel interaction and strategies appropriate for consideration in establishing objectives and strategies for the organization
7. Reflect on management course experiences as a unified managerial concept.
8. Support (both quantitatively and qualitatively) positions, recommendations and decisions about strategic issues
9. Conduct secondary research on contemporary management issues

## PROGRAM OBJECTIVES

MA in Management graduates:

Set their own goals for improvement in their Self-Awareness (knowing one's internal states, preferences, resources, and intuitions) and assess progress toward those goals.

Set their own goals for improvement in their Self-Management skills (Managing one's internal states, impulses, and resources) and assess progress toward those goals.

### People Management Skills

Set their own goals for improvement in Social Awareness (Awareness of others feelings, needs, and concerns) and assess progress toward those goals.  
Set their own goals for improvement Social Skills (Adeptness at inducing desirable responses in others) and assess progress toward those goals.

### Management Knowledge

MA in Management graduates:

Use their knowledge in ten management disciplines to assess management issues in target organizations and make convincing recommendations based on the application of theory to practice.

### Analytic Skills

Graduates of the MA in Management program:

1. Recognize and solve ethical problems;
2. Identify and synthesize critical features of an issue or set of issues and write a well-defined, specific, and insightful statement that incorporates evidence in a reasonable and persuasive manner;
3. Making oral effective presentations.

### Career Specific Skills

Graduates of the MA in Management program:

Depending on their career goals, engage in self-directed learning in order to improve competencies that they choose related to their own career goals.

### MAJOR TOPICS

1. Performance
2. Governance
3. Strategic Poster
4. Societal environment
5. Task or Industry environment
6. Internal Environment
7. Functional strategy
8. Business level strategy
9. Corporate strategy

## TEXTBOOK

- Wheelen, T. L., & Hunger, D. J. (2012). Concepts in Strategic Management and Business Policy: Toward Global Sustainability. (13th ed.) Upper Saddle River, NJ: Prentice Hall. ISBN-10: 0132153351

## CITATION STYLE

For this course, students are expected to submit all writing assignments using APA style. The instructor will provide a review of APA and distribute an abbreviated booklet reviewing APA style the first day of class.

## ASSIGNMENTS

### Participation

Participation is an important element of this course. You must come to class fully prepared and participating in class discussion is critical for you to maximize your learning.

### Case Analysis/Discussion and Small Group Activities

This class is in part structured around case discussions. Each night, the class will be divided into teams and assigned a case study or discussion questions to respond to in your team. Each team will present their findings to the class and all team members are expected to take turns presenting their findings. You will be graded on the quality of your presentation; asking the right questions, critical thinking, how well organized the presentation is and how thorough the team was in responding to the case/questions.

### Quizzes

Quizzes will be given at the beginning of class on material covered the previous class. There are a total of three (3) quizzes that are written by your instructor. Quizzes will contain multiple choice, short answer and true false questions.

### Paper #1

APA style and length is 3-4 pages not including title and reference page.

For your first paper, I'd like you to determine if the organization you work for is a learning organization. If you don't work for a corporation, please select a firm in an industry you're interested in learning more about to write this analysis. The paper needs to respond to the following question:

Is the Learning Organization a Viable Approach to Strategically Managing a Firm? Please begin by asking what is a learning organization? (review Ch. 1 of text) Is this approach to strategic management better than the more traditional top down approach in which strategic planning is primarily done by top management?

### Paper #2

APA style and length is 2-3 pages not including title and reference page.

For this paper, I'd like you to ask if stability is really a strategy or just a term for no strategy. Examine the corporation you work for and ask yourself if it is pursuing and maintaining an approach rooted in stability or does it emphasize growth, expansion and risk taking? Please provide evidence for why you think it emphasizes either approach; why it has a history of being conservative and not risk taking, etc. and is this a reflection of the industry the firm competes in.

### Final Writing Assignment

The writing assignment allows you to identify and address a strategic issue that you believe your organization may face in the next five to ten years. You decide what to study and write about for this paper. You must select an issue that is dear to you and your organization—one that is important and that will influence the success of your organization. You can study any of the following: business strategy, strategic management processes, responding to technological change, major shift in customer needs or capabilities, globalization of the industry, or changing workforce capabilities.

In this assignment I expect you to be a problem finder as well as a problem solver. I am interested in how you identify and define the issue. I expect you to make a well reasoned, well-argued prediction of the potential impact of the issue, address ways in which it can be dealt with, identify the impact of those actions on the organization as well as the issue, and address the implications for managers who choose to ignore it. In other words – I want you to show me your outstanding critical thinking skills in this paper. Explain to me why and how you're asking the right questions about your topic and how you propose to solve the issue (s).

You should consider the strategic implications of any issue you choose, and your paper should address concepts and theories that you learned in class to help you more deeply understand the issue, addressing the issue, or coping with the consequences of their actions.

The rubric for the writing assignment is shown in the table below.

	Does Not Meet Expectations 1	Minimally Meets Expectations 2	Meets Expectations 3	Exceeds Expectations 4
Define Problem	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
Analysis	Lists evidence, but it is not organized and/or is unrelated to the problem.	Organizes evidence, but the organization is not effective in revealing the causes of the problem.	Organizes evidence, and the organization is effective in revealing the causes of the problem.	Organizes and synthesizes evidence to reveal insightful causes to the problem.
Propose Solutions	Proposes a solution that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	Proposes one solution that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes one or more solutions, which are sensitive to contextual factors, to indicate comprehension of the problem.	Proposes one or more solutions, which are sensitive to contextual factors, to indicate a deep comprehension of the problem.
Evaluate Potential Solutions	Evaluation of solutions is superficial (e.g., contains surface level explanation) and includes at least one of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (e.g., explanation lacks depth) and includes at least two of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (e.g., contains thorough explanation) and includes at least three of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is deep and elegant (e.g., contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Action Plan	Implements the solution in a manner	Implements the solution in a manner	Implements the solution in a manner that	Implements the solution in a manner that addresses

or Implement Solutions	that does not directly address the problem statement.	that addresses the problem statement but ignores relevant contextual factors.	addresses multiple contextual factors of the problem in a surface manner.	thoroughly and deeply multiple contextual factors of the problem.
Conclusions	States an ambiguous, illogical, unsupportable, or irrelevant conclusion.	States a general conclusion that, because it is so general, also applies beyond the scope of the paper.	States a conclusion focused solely on the analysis of the problem in the focal organizational setting.	States a conclusion that is a logical extrapolation from the analysis of the problem in the focal organizational setting.

## EVALUATION AND ASSESSMENT

ASSIGNMENTS	POINTS
Attendance & Participation	8 - one point per night
Team case Presentations	7 points - about 1 point each presentation; total of 7 presentations
Three (3) quizzes	10 points each for a total of 30 points
Paper #1	15 points
Paper #2	15 points
Final Paper	25 points
TOTAL	100



# Rubric for Writing Outstanding Essays

	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
Curiosity	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.
Initiative	Completes required work.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.
Independence	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.
Transfer	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.

## GRADING SCALE

4.0	=	A	=	94-100
3.7	=	A-	=	90-93
3.3	=	B+	=	87-89
3.0	=	B	=	83-86
2.7	=	B-	=	80-82
2.3	=	C+	=	77-79
2.0	=	C	=	73-76
1.7	=	C-	=	70-72
1.3	=	D+	=	67-69
1.0	=	D	=	63-66
0.7	=	D-	=	60-62
0.0	=	F	=	0-59

The following is the University of Redlands grading criteria for graduate-level courses.

4.0 or 3.7 (A or A-):

Outstanding. The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

3.3 or 3.0 (B+ or B):

Excellent. Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.7, 2.3, or 2.0 (B-, C+, or C):

Acceptable. The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.

(C-, D, F) 1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

W: Student officially withdraws from the class.

### Grade of "Incomplete"

An "incomplete" is not given for poor or neglected work. A grade of "incomplete" is to be granted only for very special reasons and should occur only after a discussion between faculty and student, initiated by the student. The decision of whether or not to grant an incomplete is dependent on an emergency situation that prevents the student from completing (on time) the work necessary for the course. An incomplete grade will be converted to a permanent grade within eight weeks from the last night of the course. This means that the instructor must turn in the grade to the Registrar no later than the eighth week. Any incomplete work must be submitted to the instructor with enough lead time for the instructor to evaluate the work and issue a grade change. See U of R catalog for further guidance.

### COURSE TIME REQUIREMENTS

Each 4-credit (Carnegie Unit) graduate course is the equivalent of 180 hours. In an 8-week accelerated course, that is equivalent to 22.5 hours per week. Since you will spend 4 hours each week in class, the course has been designed with the expectation that your homework will be approximately 18 hours per week. Although the amount of time that you spend studying may depend upon the subject matter, a student should expect to spend an average of 18 hours each week.

### COURSE POLICIES

#### Attendance

Attendance is expected in all classes. If you miss a class, you will not be able to participate. Please see section on participation for details. Missing three classes will result in getting an F for the class. Excessive tardiness may also result in being marked absent for that class.

#### Time Management

Each 4-credit (Carnegie Unit) undergraduate course is the equivalent of 160 hours. In an 8-week accelerated course, that is equivalent to 20 hours per week. Since students will spend 4 hours each week in class, the course has been designed with the expectation that homework will be approximately 16 hours per week. Although the amount of time spent studying may depend upon the subject matter, a student should expect to spend an average of 16 hours each week.

#### Disability Services

A student with a documented disability who wishes to request an accommodation should contact the School of Business Director of Student Services at (909) 748-8743 or SBStudentServices@redlands.edu for assistance.

## Policy for Cell Phones and Laptops in the Classroom

Cell phones will be off or on vibrate during all class sessions (excluding the dinner break) to avoid distractions. Students should refrain from making or taking non-critical personal or business cell phone calls during class sessions. If a phone call must be taken, the student will exit the classroom. If you are caught texting in class I will take your phone away and return it to you at break – take it away after break – and return it to you at the end of class.

You are allowed to use your laptop – but only if you sit in the front row of the class.

## Academic Honesty

The University of Redlands Policy on Academic Honesty will be strictly adhered to and applied. The Procedures for Addressing Academic Honesty are set forth in the University of Redlands Catalog. It is expected that all students read and understand the Policy and the provisions outlined in the Catalog.

The highest standards of academic conduct are required. This is particularly true for the proper citation of course and research material in all written assignments. If you did not actually collect the data or independently arrive at the idea presented, then a proper citation must be used. Citations (in the form of parenthetical notes, endnotes or footnotes) must be used for quoted or paraphrased text and any time you borrow an idea from an author, the instructor, or your peers. Using someone else's sentence or organizational structure, pattern of argument and word choice, even if not exactly similar in every respect, warrants citation. It is students' responsibility to make sure that their citations and quotation marks unambiguously highlight the ideas, words, sentences, and arguments that they borrow from other sources. Paraphrasing is not simply changing one or two words in a sentence; it completely reconstructs someone else's idea in your own words. For guidelines on appropriate citation, quotation, paraphrasing, and plagiarism, see materials provided by the Indiana University's Writing Tutorial Center at:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> or by the Purdue Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/resource/589/01/>

Discussion with the instructor and your peers is encouraged before the composition of written work; however, all written work, unless specified by the instructor, is to reflect independent composition and revision. Students working on group or collaborative assignments are expected to contribute equally to all tasks necessary for completion of the assignment.

Students are expected to follow all written and verbal instructions provided by the instructor with regard to written assignments, quizzes and/or exams. In addition to plagiarism, other impermissible academic behavior includes, but is not limited to, collaboration without instructor consent, falsifying research data, illicit possession of exams, using study aids during exams, unauthorized communication about an assignment or exam, handing in others' work as your own, reusing assignments or papers from other courses, and impeding equal access to educational resources by other students.

Time constraints, the demands of work and family, failing to read the University's Policy on Academic Honesty, unintentional misuse of sources, or a lack of preparation do not excuse academic dishonesty or otherwise mitigate the appropriate penalty. Penalty for a first offense is at the discretion of the instructor.

If a student is uncertain about appropriate methods of citation or has a question about the academic honesty policy, it is his or her responsibility to seek guidance from the instructor, a University official, or another reputable source.

### **Armacost Library Services**

Any time you see the word “research” or related concepts in your syllabus or on an assignment, there is a good chance that you will be required to locate, read, and incorporate information into your coursework from someplace other than Google. The University uses part of your tuition to pay for access to a wide variety of tools and resources located beyond firewalls on the web, undiscoverable or inaccessible to the casual searcher. Please visit [library.redlands.edu/business](http://library.redlands.edu/business) in order to browse the many resources available to you. All links requesting a login can be accessed by entering your myRedlands ID (firstname\_lastname) and the same, case-sensitive password you use for all other University applications.

Feel free to use the navigation on the webpage to explore the resources provided for many other disciplinary areas you may be interested in exploring. There are descriptions of which databases contain various types of information, and pictures and demos on how to most effectively use them. If you have a question regarding the research process or gaining access to or using a source, please contact your librarian, Janelle Julagay, by email at [janelle\\_julagay@redlands.edu](mailto:janelle_julagay@redlands.edu) or by phone at 909.213.8736 anytime. Drop-in office hours are listed on the website, and she is generally in the library at the main campus Monday-Friday during normal business hours.

### **Code of Student Conduct**

At the time of new-student orientation, all School of Business students were directed to read the University’s Code of Student Conduct on the University’s website. If you need access to the Code of Student Conduct at this time, please click on this link: [http://www.redlands.edu/docs/URSB/CodeofStudentConduct\\_Revised5222014.pdf](http://www.redlands.edu/docs/URSB/CodeofStudentConduct_Revised5222014.pdf).

## COURSE SCHEDULE

SESSION	MAJOR TOPICS
March 1	<p>Critical Thinking: Nourishing the Curious Mind</p> <p>Developing Disciplined Habits of the Mind</p> <p>Chapter 1: Basic Concepts of Strategic Management</p> <p>Chapter 2: Corporate Governance</p> <p>Small group exercise on transformational leadership. I will distribute a worksheet for this activity. Essentially – we are asking if all CEO's should be transformational leaders? Would you like to work for a transformational leader?</p>
March 8	<p>Chapter 3: Social Responsibility and Ethics in Strategic Management</p> <p>Chapter 4: Environmental Scanning and Industry Analysis</p> <p>Small group exercise on corporate social responsibility: please create a corporate social responsibility program for an organization that one of the students in your group is employed at. A worksheet will be distributed for this activity.</p>
March 15	<p>Chapter 5: Internal Scanning: Organizational Analysis</p> <p>Paper #1 due tonight</p> <p>Quiz #1</p> <p>Case Analysis: From Good to Great to Gone: The Rise and Fall of Circuit City A worksheet for this case will distributed in class.</p>

March 22	<p>Chapter 6: Strategy Formulation: Situation Analysis and Business Strategy</p> <p>Chapter 7: Strategy Formulation: Corporate Strategy</p> <p>Small Group Exercise: Developments after the global financial crisis moved the US away from being one of the most free market economies in the world to toward an economy with much more active and stronger government involvement. What implications does this shift in the political and economic environment in the US have for large firms such as GM or IBM versus small firms like mom and pop entrepreneurs and technology startups? How does this change the competitive landscape and the firm's strategies?</p>
March 29	<p>Chapter 8: Strategy Formulation: Functional Strategy and Strategic Choice</p> <p>Chapter 9: Strategy Implementation: Organizing for Action</p> <p>Quiz #2 tonight</p> <p>Paper #2 due tonight</p> <p>Small Group Activity: The Synergy Game on page 296-297 of our textbook and the instructor will explain the game and instructions. We will form teams for this activity.</p>
April 5	<p>Chapter 10: Strategy Implementation: Staffing and Directing</p> <p>Small Group Activity: How can you change corporate culture, especially in a corporation accused of corrupt leadership practices and unethical behaviors such as Nestle and Nike.</p>

<p>April 12</p>	<p>Chapter 11: Evaluation and Control</p> <p>Quiz #3 tonight</p> <p>Draft of Final Paper Due tonight</p> <p>Small Group Activity: What are some examples of behavior controls, output controls and input controls in organizations students in your group work for?</p>
<p>April 19</p>	<p>Thinking and Doing The Search for Our Meaningful Work.</p> <p>Final paper will be returned to students tonight.</p> <p>I will distribute some worksheets for exercises this evening.</p> <p>Summing Up: What we've learned? What is Learning? How you can integrate, implement what we've learned in this strategy class in your role as a manager.</p> <p>Strategic Management is the art and science of moving an enterprise from its current state (here) to a more desirable future state (there). It is about envisioning possible futures, creating roadmaps of how to get from here to there and implementing plans to get there. It therefore requires an enterprise to know what its current state (here) is, the desired future state (there), and a way to get from here to there in a prescribed time-frame.</p> <p>Do not mistake EXECUTION for STRATEGY. "Tactics tell you what to execute. They're important, but dwarfed by strategy. Strategy determines which tactics might work."</p> <p>So, how does a CEO and the leadership team accomplish all of this? What knowledge and skills are required to be a good strategist?</p> <p>Do you agree with the above ideas? If yes – why?</p>



There are three key elements to Strategic Management:

1) Knowing what the “HERE” is, that is, have a realistic view of the current state of the business—the external environment, the industry structure, the competition, internal resources and capabilities.

2) Envisioning a “THERE” for the business, that is, figure out where the business should be in 3-5 years. What will its sustainable competitive advantage be?

3) Developing a path (the business model) to get from here to there. The business model describes the key activities that create the company’s unique value proposition, which activities within the firm create the value proposition and what resources are needed to support these value creating activities .

The business model is the guide for making critical choices. Strategy is as much about deciding what not to do, as about what to do. It gives a company its focus.

In your group, please offer a refreshing metaphor for conceptualizing the three key elements to strategic management – a metaphor that lends itself to telling a story that is evocative and transformational.