

University of Redlands  
School of Business  
Course Syllabus: Strategic Management BUSB: 481 (4 Units)

INSTRUCTOR: Elijah Levy, Ph.D.

Email: [elijah\\_levy@redlands.edu](mailto:elijah_levy@redlands.edu)

Cell #: (562) 230-3334

**About Your Instructor:**

I have been teaching at University of Redlands since 1992 in the undergraduate and graduate MBA and Masters of Arts in Management program (MAM). My doctorate degree is in clinical psychology and I am an interdisciplinary thinker—enjoying the synthesis of philosophy, psychology and sociology to theorize about the science of human behavior. I also teach Biopsychology and Mental Health to Physician Assistant students at Southern California University of Health Sciences. I am the director of Founders Outreach, a nonprofit agency providing psychiatric rehabilitation services to mentally ill residents at Founders House of Hope, a 97 bed residential care community. Founders also serves as a rotation site for nursing and PA students completing their psychiatric rotation requirements. In addition, I have a consulting practice and train law enforcement officers on how to compassionately police the mentally ill. I have written a couple books, edited three books/anthologies by the mentally ill and helped produce a documentary on mental illness.

**CATALOG DESCRIPTION**

BUSB 481 (4 credits) Develops analytical tools critical to assessing environments, opportunities, and threats needed to build and sustain long-term competitive advantage. Addresses knowledge, skills, and approaches necessary to generate, evaluate, and implement strategic alternatives. Emphasizes interrelationships of various organizational functions.

**COURSE OVERVIEW**

This course presents an overview of Strategic Management. A general management perspective is taken allowing for an integrated view of the organization that transcends functional areas. We examine how a firm builds sustainable competitive advantage by managing its internal and external environment. Strategies at the business, international and corporate level will be examined. Sustainability and impact of organizational strategies on the environment and society will also be discussed. The class is based on experiential learning and application of concepts and theories to real world situations.

**COURSE LEARNING OBJECTIVES**

Upon successful completion of this course, students will be able to:

1. take a general management perspective on organizations and understand how an organization functions as an integrated entity, transcending a functional perspective
2. understand reasons for good or poor organizational performance
3. learn tools and techniques to complete an internal analysis of the organization & an analysis of the business and industry environment
4. identify strategies that organizations use at the business, corporate & global levels
5. understand how the processes of strategy formulation and implementation influence the long term effectiveness of an organization
6. understand strategic management in the context of sustainability and corporate social responsibility
7. apply the techniques of strategic management to real world organizational situations

**MAJOR TOPICS**

- Strategy at functional, business and corporate levels
- Competitive advantage and value
- External analysis
- Internal analysis
- Business Level Strategies and Industry environments
- Corporate Level Strategies - Diversification, Vertical Integration, Outsourcing
- Mergers, Acquisitions and Strategic Alliances

- Global Strategies
- Implementing Strategy – Organizational Design and Control systems
- Corporate governance, ethics and goals
- Strategic Leadership
- Sustainable Management

## **LEARNING MATERIALS AND RESOURCES**

Required: Rothaermel, F. T. (2012). Strategic management: Concepts and cases. (2012). McGraw-Hill/Irwin.  
ISBN-10: 0078112737

Citation Styles: For this course, students will use APA style for their written assignments. The instructor will distribute to students, on the first night of class, a booklet covering all you need to know about APA.

## **ASSIGNMENTS**

### **Participation**

Participation is an important aspect of this course. Coming to class fully prepared and participating in class discussions is critical for you to maximize your learning. Please note that there are points assigned to being actively engaged in class and expressing yourself in class.

### **Learning Implication Papers**

The learning implication papers will be written at the end of each class – which will take about 10 minutes to complete by hand. I will pass out a form asking you to comment on what important concept or theory you learned in the class and how it could potentially influence how you think about a situation at work. We will write a total of 7 learning implication papers.

### **Quizzes**

Quizzes will be given at the end of the class session on the material covered during that session. There are a total of three (3) quizzes

### **Worksheet for Seeing the Big Picture**

For this assignment, students will receive a worksheet with questions you will respond to regarding the organization you are employed at, your customers, competitors and the industry it operates in. You will respond to these and other questions.

### **Worksheet for Thinking Creatively**

For this assignment, students will receive a worksheet with questions that are designed to strengthen your creative thinking ability regarding a workplace problem.

### **Writing Assignment**

You will be required to use APA style for the writing assignment.

The writing assignment allows you to identify and address a strategic issue that you believe your organization will 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.

### Prospectus

I want you to submit a prospectus outlining the strategic issue you chose, why you chose it, and the plan of study you propose. I will return the prospectus with my comments the following week.

### EVALUATION & ASSESSMENT

Assignments	Points
Learning Implication Papers	7 learning implication papers (2 points each for total 14 points)
Worksheet for Seeing the Big Picture	35 points
Worksheet for Thinking Creatively	21
Three (3) quizzes	10 points each for a total of 30 points
Prospectus for Final Writing Assignment	25 points
Final Writing Assignment	75 points
TOTAL	200

Grades will be assigned according to the following scale:

4.0	=	A
3.7	=	A-
3.3	=	B+
3.0	=	B
2.7	=	B-
2.3	=	C+
2.0	=	C
1.7	=	C-
1.3	=	D+
1.0	=	D
0.7	=	D-
0.0	=	F

The criteria for each numeric grade set forth in the University of Redlands Catalog are as follows:

3.7, 4.0                      A                      Outstanding

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

2.7, 3.0, 3.3                      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.

1.7, 2.0, 2.3                      C                      Acceptable

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

0.7, 1.0, 1.3                      D                      Poor

The quality of the work was not always satisfactory, but overall was passing. Assigned work was not always done, and when done was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulations of ideas, and thoroughness.

0.0                                      F                      Failing

A grade of "F" indicates that the student failed the course. The quality and quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.

I: Incomplete. With a valid excuse, an incomplete will be given. Consult the CLASS POLICIES below and the U of R Catalog for further information on incomplete grades.

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 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 more than two 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
Jan. 8	<p>Critical Thinking: Nourishing the Curious Mind</p> <p>Developing Disciplined Habits of the Mind</p> <p>Chapter 1: What is Strategy What is Organizational Culture? Chapter 2: Strategic Management Process</p>
Jan. 15	<p>Chapter 3: External Analysis</p> <p>Chapter 4: Internal Analysis</p> <p>Case Presentation: Please read and discuss the small group exercise ethical/social issues on p. 79 and report your findings to the class.</p> <p>Quiz #1: Covers chapters 1 and 2</p>
Jan. 22	<p>Chapter 5: Competitive Advantage</p> <p>Chapter 6: Business Level Strategy</p> <p>Case Presentation: Please read and discuss the case of Domino's Pizza on p. 131 and report your findings to the class. This is a small group activity we do in class.</p> <p>Due Tonight: Worksheet for "Seeing the Big Picture"</p>
	<p>Chapter 7: Business Strategy: Innovation</p>

Jan 29	<p>Chapter 8: Corporate Strategy: Vertical Integration and Diversification</p> <p>Quiz #2: Covers chapters 5 and 6</p>
Feb. 5	<p>Chapter 9: Corporate Strategy: Acquisitions...</p> <p>Chapter 10: Global Strategy</p> <p>Case Presentation: Please read and discuss the Ethical/Social Issues Question #1 on p. 294 and report your findings to the class.</p> <p>Due Tonight: Prospectus</p>
Feb. 12	<p>Chapter 11: Organizational design, culture and control</p> <p>Case Presentation: Please read and discuss under Discussion Questions on p. 326 #2</p> <p>Prospectus returned to students tonight</p> <p>Due: Worksheet "Thinking Creatively"</p>
Feb. 19	<p>Chapter 12: Corporate Governance, Business Ethics</p> <p>Case Presentation: Please read and discuss the Ethical/Social Issues: Question #2 on p. 360 and report your findings to the class.</p> <p>Quiz #3: Covers chapter 11</p> <p>Due Tonight: Final Paper</p>
Feb. 26	<p>Summing Up</p> <p>Ethical Implications of Globalizing Across Borders</p> <p>Discussion of Amartya Sen reading: How to Judge Globalism</p> <p>Small group activities on strategic management</p> <p>Small group activity on cultural globalization</p> <p>Final Paper returned to students tonight</p>

The Instructor reserves the right to amend this schedule as he sees fit.