I. General Information
   - Course number: MGMT 647
   - Title: Seminar in Strategic Management
   - Units: 3
   - Prerequisites: Graduate business standing
   - SCO Prepared by Dr. Mark Washburn, updated by Dr. Sabine Reddy

II. Catalog Description

   Analysis of planning and control systems in management. Use of case studies and problems. Letter grade only (A-F).

III. Curriculum Justification(s)

   This seminar is a “big picture” course whose purpose is to take a “total enterprise” perspective to positioning the firm in its industry or industries and creating and sustaining competitive advantage. In doing so the course will explore the underlying principles of strategy for scanning, formulation, implementation and control, including the analysis of industries and competition, and the appraisal of firms’ resources and capabilities, and will consider their application in different business contexts.

   The course is designed to develop competence in thinking strategically – that is, identifying and analyzing long-term strategic issues and problems, establishing corporate and business level goals and objectives, and developing strategic programs of action. This perspective and the roles, responsibilities and judgments related to it, are the ones usually associated with the job of the CEO, senior executives, and other members of the top management team.

   Embedded in the specific subject matter of the course is an appreciation of the following CBA graduate learning goals:
   - Critical Thinking (General)
   - Ethics (General)
   - Interpersonal, Leadership, & Team Skills (General)
   - Business Functions (Management-specific)
   - Domestic & Global Environment (Management-specific).

IV. Course Objective(s)

   (Management Specific) Business functions: Students will demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.

   Students will be able to:
Demonstrate understanding of how companies formulate successful strategies to compete in diverse and changing conditions.

Understand basic configurations of cross functional strategies and structures, given the challenges associated with learning, innovation and knowledge management.

Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation.

(Management Specific) Domestic & Global Environment: Students will be able to demonstrate knowledge of today’s dynamic business environment (e.g., legal, regulatory, political, cultural, and economic), especially the links between our region and global business.

Students will be able to:

- Demonstrate understanding of international strategy, globalization, its drivers, and the analysis of opportunities and threats in the global marketplace.
- Demonstrate understanding of the special challenges managers face in the global economy, including how national cultures affect management and international negotiation and communication.

Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation.

Critical thinking: Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.

- Research and examine systematically the strategic problems facing and critically evaluate potential solutions to these problems.
- Make logical and defensible recommendations that are consistent with the relevant facts, and effectively communicate these recommendations both orally (e.g., presentations, class discussion) and in writing.

Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation.

Ethics: Students will be able to demonstrate awareness and knowledge of social responsibility, ethical leadership, and citizenship issues in the local, regional and world communities.

- Demonstrate understanding of the management of ethical and social responsibility in corporate environments.

Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation.

Interpersonal, Leadership & Team Skills: Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.

- Make persuasive recommendations and effectively communicate these recommendations both orally (e.g., presentations, class discussion) and in writing.
- Work together to resolve conflict and integrate input from peers into a cohesive and consistent group recommendation.
Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation.

V. Outline of Subject Matter

<table>
<thead>
<tr>
<th>Topics to be covered:</th>
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<tbody>
<tr>
<td>Strategy formulation</td>
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<td>Strategy implementation</td>
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<td>Evaluation and control</td>
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<td>Industry Analysis (e.g. SWOT, value chain and/or other strategic analysis tools)</td>
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<td>Organizational Structure</td>
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<td>Competitive Strategies</td>
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<td>Non-competitive strategies (e.g. joint ventures, strategic alliances)</td>
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<td>Strategic Management in Changing Environments</td>
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<td>Internal Resources and Capabilities</td>
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<td>Corporate Strategy</td>
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<td>Additional topics may include: corporate governance, leadership, CSR, etc.</td>
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VI. Methods of Instruction

a) Instructors should use appropriate instruction methods that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Examples of instruction methods for the course include:
   - Class lecture/examples/discussion
   - Individual and team case analysis
   - Written assignments including research papers
   - Individual and team projects
   - Debates
   - Simulations

b) The textbooks for this course should be chosen in accordance with the University Policy on textbooks. Instructors should use appropriate readings, cases and/or text books that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Given the diverse nature of the material covered, a custom course pack may be appropriate. The following is illustrative:
• Readings packet
• Appropriate graduate level cases from Harvard or Ivey

c) Instructors in planning the exams, and other grading procedures, should adhere to the relevant University Policy on “Grades, Grading Procedures, and Final Assessments, Final Course.” Examinations must be essay-type and/or problem solving questions and avoid the predominant use of multiple-choice questions.

VII. Instructional Policies Requirements

Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.

Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc., as long as these policies are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), Attendance (PS 01-01), Course Syllabi (PS 11-07), Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), and Withdrawals (PS 02-02 rev). If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.

All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.

Students with Disabilities: Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.