



SYLLABUS

MBA Program
2022 Spring Semester
April 12 – June 22, 2022

MBA-800-01-3 Strategic Management
In the classroom
Pearson portal myLab Management

Class Schedule:

Dates: April 11, 2022 – June 20, 2022
Course Cycle: Current Tuesday through the following Monday
Class Location: **Tuesdays, 5:45 – 9:50 PM at Henry 124**

Instructor Contact Info: Dr. Maria Brownlow
Office Hours: Noon – 01:00 PM; MWF at Kieffer Room 28 or *by appointment*
Contact Office: 808-739-8337
CUH email: maria.brownlow@chaminade.edu

1. COURSE ORIENTATION

The Strategic Management and Competitive Advantage textbook is organized according to the VRIO structural approach of presenting business strategy management.

“VRIO” → **Value | Rarity | Imitability | Question of Organization** --- is a mechanism that combines these theoretical frameworks:

1. positioning perspective view and
2. the resource-based view.

VRIO is the primary tool for conducting an internal analysis of the organization. It considers four questions about available resources and resource capability to contribute to the organizations competitive position. Here are some examples:

The **Question of Value**: Does a resource enable a company to take advantage of an environmental opportunity, and/or neutralize an environmental threat?

The **Question of Rarity**: Which company owns a rarity resource? Is a resource currently controlled by only a small number of competing firms in the area the company does business?

The **Question of Imitability**: Do companies without a resource face a cost disadvantage in obtaining or developing it?

The **Question of Organization**: Are a firm’s other policies and procedures organized to support the exploitation of its valuable, rare, and costly-to-imitate resources?

SYLLABUS



VRIO connects ideas together, so students comprehend understanding rather than simply memorization. Students debate the formulation and implementation strategy simultaneously.

Each chapter has four short sections that present specific issues in more depth. These sections allow instructors to adapt the book to the needs of their students.

“Strategy in Depth” examines the intellectual foundations that are behind the way managers think and practice strategy today.

“Strategy in the Emerging Enterprise” presents examples of strategic challenges faced by new and emerging enterprises.

“Ethics and Strategy” delves into some of the ethical dilemmas that managers face as they confront strategic decisions.

“Research Made Relevant” includes recent research related to the topics in that chapter.¹

Element	Description	Benefit	Example
Chapter Opening Cases	We have chosen firms that are familiar to most students. Opening cases focus on whether or not Rovio Entertainment, Ltd.—maker of the popular video game “Angry Birds”—can sustain its success, how Ryanair has become the lowest cost airline in the world, how Victoria’s Secret has differentiated its products, how ESPN has diversified its operations, and so forth.	By having cases tightly linked to the material, students can develop strategic analysis skills by studying firms familiar to them.	2-3
Full Length Cases	This book contains selective, part-ending cases that underscore the concepts in each part. This provides a tight link to the chapter concepts to reinforce understanding of recent research. These are 1) decision oriented, 2) recent, 3) student-recognized companies, and 4) cases where the data are only partly analyzed.	Provides a tight link to chapter concepts, facilitating students’ ability to apply text ideas to case analysis.	PC 1–1– PC 1–10
Strategy in Depth	For professors and students interested in understanding the full intellectual underpinnings of the field, we have included an optional Strategy in Depth feature in every chapter. Knowledge in strategic management continues to evolve rapidly, in ways that are well beyond what is normally included in introductory texts.	Customize your course as desired to provide enrichment material for advanced students.	223
Research Made Relevant	The Research Made Relevant feature highlights very current research findings related to some of the strategic topics discussed in that chapter.	Shows students the evolving nature of strategy.	47

¹ Excerpts from the textbook, page 378

SYLLABUS

Element	Description	Benefit	Example
Challenge Questions	These might be of an ethical or moral nature, forcing students to apply concepts across chapters, apply concepts to themselves, or extend chapter ideas in creative ways.	Requires students to think critically.	125
Problem Set	Problem Set asks students to apply theories and tools from the chapter. These often require calculations. They can be thought of as homework assignments. If students struggle with these problems, they might have trouble with the more complex cases. These problem sets are diagnostic in character.	Sharpens quantitative skills and provides a bridge between chapter material and case analysis.	157-158
Ethics and Strategy	Highlights some of the most important dilemmas faced by firms when creating and implementing strategies.	Helps students make better ethical decisions as managers.	208
Strategy in the Emerging Enterprise	A growing number of graduates work for small and medium-sized firms. This feature presents an extended example, in each chapter, of the unique strategic problems facing those employed in small and medium-sized firms.	This feature highlights the unique challenges of doing strategic analysis in emerging enterprises and small and medium-sized firms.	53

Source: Textbook, page 378

I strongly believe that ***learning is a continuous process***, which never ends. My aim is to create an eLearning environment where students succeed. The MBA800 course with its myLab Management portal is a perfect tool to support my goals and objectives for this course. **This course resides on the Pearson portal, including all assignments are published in myLab Management.**

Students have an opportunity to improve homework by re-doing their work. Only EXAMS cannot be repeated, unless student present a special circumstance prior to exam start date.

2. COURSE DESCRIPTION

This capstone course gives students an opportunity to experience the many demands and managerial complexities placed on top managers. The course helps students integrate and apply what they have learned in functional business courses, as well as gain experience in using the techniques, tools, and skills of strategic analysis. Student teams engage a “live” organization in their field project and bring real world challenges they face back into the classroom.

Prerequisite: completion of all core courses

This capstone course gives students the opportunity to demonstrate the strategic decision-making skills developed during the One Year MBA program. Using the concept of “learning by doing” students will integrate and apply the tools, techniques and experiences garnered over the course of the program into a culminating project.

3. MBA PROGRAM LEARNING OUTCOMES

A graduate with a Master of Business Administration degree will be able to:

SYLLABUS

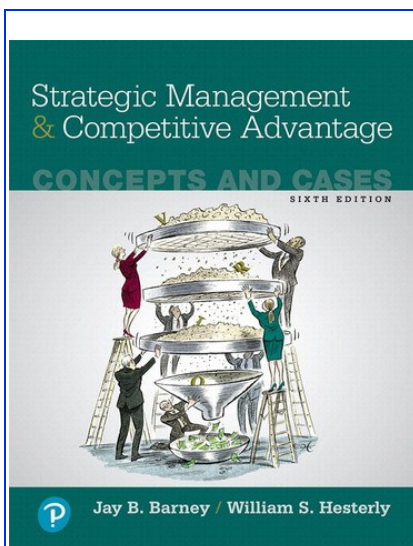
1. **Examine** financial tools and apply analysis to inform organizational decisions utilizing a knowledge of the issues central to financial management of an organization.
2. **Apply** concepts and processes of marketing and management to inform organizational decisions that enhance value creation.
3. **Recommend** the appropriate framework to analyze ethical dilemmas and inform organizational decisions.
4. **Demonstrate** economic data and knowledge of domestic and global economic environments literacy to support organizational decisions.
5. **Identify** appropriate leader actions for enhancing individual, group, and organization effectiveness in accordance with principles of leadership dynamics.
6. **Assess** and **create** strategy for organizations in specified business environments in accordance with central components and processes of strategic management.
7. **Develop** and present a strategic plan for organizations promoting service, justice, and peace within the community.

4. COURSE LEARNING OUTCOMES

At the conclusion of the MBA800 course, students will:

1. **Demonstrate** understanding purpose, terminology, and business functions of strategic management.
2. **Explain** *Vision and Mission* as an organizational identity which influences and integrates the strategic decision-making process.
3. **Apply** knowledge and **conduct** *Internal and External Assessments* of the chosen organization in building strategic plan.
4. **Define** enterprise level strategies.
5. **Conduct** a group professional presentation and achieve successful results in the Peregrine exam as evidence to course comprehension.

TEXTBOOK:



MBA-800-01-1 Strategic Management (3 Credits)

Textbook: **Jay B. Barney, William S. Hesterly** “**Strategic Management and Competitive Advantage: Concept and Cases,**” *Six Edition*, Available |MYLAB
ISBN: 978-0-13-4744438 (textbook only)

Note: MyLab Management portal is used for this class. Portal comes with e-Text (electronic textbook) and access to myLab Management. This is a minimum package which is required for this course, \$89.99
ISBN: 978-0-13-5838921

CUH bookstore have minimum requirements available, particularly if you have book vouchers. You can purchase this textbook from the Pearson Store at \$24.99 with free shipping.

SYLLABUS

Additional resources:

“Developing Business Strategies” by Aaker, D.A.; New York: Wiley & Sons (2001) “Strategic Management, Concepts & Cases. A Competitive Advantage Approach.” by Fred R. David et al, Pearson

MyLAB MANAGEMENT

The goal of the myLab Management is to provide students with a reliable, up-to-date, interactive, and engaging introduction to strategic management field by doing various forms of hands-on assignments. MyLab Management personalizes the learning experience and improves results for each student. MyLab Management portal features many videos, animations, interactive quizzes to foster students’ comprehension of concepts, theories, and issues in this digitized business environment.

6. MARIANIST VALUES

An education in the *Marianist Tradition* is marked by five principles. This is an opportunity possible to reflect upon the role of these characteristics in the MBA education and development:²

1. Educate for formation in faith.

“As higher educational institutions, Marianist universities have kept, along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice.”

2. Provide an integral quality education.

“In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. It also includes people with their curricular and extra-curricular experiences, their intellectual and spiritual development, understood and supported best in and through community.”

3. Educate in family spirit.

“Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of building community. Community support for scholarship, friendship among faculty, staff and students, and participation in university governance characterize the Marianist University.”

4. Educate for service, justice, and peace.

“The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights, and responsibilities of all peoples.”

² Characteristics of Marinist Universities: Chaminade University of Honolulu, St. Mary’s University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

SYLLABUS

5. Educate for adaptation and change.

“In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully.”

7. NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No‘eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Olelo No‘eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice, and Peace (Aloha) Ka lama kū o ka no‘eau (‘Olelo No‘eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Olelo No‘eau 203) All knowledge is not taught in the same school.

8. TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

9. ASSESSMENT AND GRADING

Late assignments

Student is responsible to contact instructor how to make-up past due assignments. Student must notify the instructor before any posted due date if student is unable to work on the exam.

Final grade for the MBA800 course will be calculated as a weighted average of all assignments. Assignments will be posted on the [myLab Management portal](#) and entered into CUH Grading System. A weekly COMMUNICATION email will be sent to students to inform about week agenda. Assignments

SYLLABUS

on myLab Management portal **must be** completed [within the same week as assigned](#) and can be improved with 2 weeks if student desire to obtain better grades. **A request to make-up exams will be allowed only with prior approval from the instructor.** You must request the make-up date before the scheduled examination date. Contact me, at any time for an estimate of your current grade.

GRADING YOUR ACCOMPLISHMENTS:	GRADE SCALE:
Grading is based on the myLab Management formula using weighted averages for various types of assignments.	A = 90% – 100%
	B = 80% – 89%
	C = 70% – 79%

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s assignments, class participation, quizzes, tests, term papers, reports, and exams. They are interpreted as follows:

- A → Outstanding scholarship and an unusual degree of intellectual initiative
- B → Superior work done in a consistent and intellectual manner.
- C → Average grade indicating a competent grasp of subject matter.

Learning is a continuous process. We learn every day by observing, solving problems, making mistakes and not to repeat them again. Student responsibility is discovering your own style of learning. Educators’ responsibility is to crate learning environment that student can discover, learn, apply, and flourish.

10. COURSE GROUND RULES

Attendance policy

Attendance Policy does not apply to online eLearning courses. Students follow schedule developed for the 10 weeks program of this course. Following scheduled assignments on myLab Management calendar is expected. This course resides on Pearson myLab Management portal and follows a cycle which starts on the current Monday through the following Monday, before 11:59 PM HST.

Academic Honesty

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor who must make a report with recommendations to the Business School Dean.

Syllabus Modification

This syllabus is only a plan. The instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria

SYLLABUS

by which the student's progress and performance in the course will be measured. These criteria may also be changed, and students will be notified.

Guidelines for Communication

Email: Use your Chaminade email account or email that you check often.

Always include a subject line.

Remember that without others being able to see your facial expressions or hear your tone, some comments may be taken in a way you did not intend. So be careful in wording your emails. Use of emoticons may be helpful in some cases.

Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion Groups:

1. Review discussion threads thoroughly before entering the discussion.
2. Maintain threads by using the "reply" button rather than starting a new topic.
3. Be respectful of others' ideas.
4. Read the comments of others thoroughly before entering your remarks.
5. Cooperate with group leaders in completing assigned tasks.
6. Be positive and constructive in group discussions.
7. Respond in a thoughtful and timely manner.

Chat online:

Introduce yourself to others in the chat session. Be polite. Choose words carefully. Do not use derogatory statements. Be concise in responding to others in the chat session. Be constructive in your comments.

Instructor and Student Communication

Questions for this course can be emailed to instructor at the email provided by instructor. Online, in-person and phone conferences can be arranged. Response time will take place within 24 hours.

Library

Provide a link to the Chaminade library, www.chaminade.edu/library.

Technical Support

For technical questions view the http://www.myLab Management.com/Student_Support or call Person Technical support at **1-844-292-7015**.

Contact the Chaminade IT Helpdesk for technical issues:

helpdesk@chaminade.edu or call (808) 735-4855

Use of Technology to Harass

No student may, under any circumstances, use technology to harass any other person.