



Chaminade
University
OF HONOLULU

EDUC 822 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 822

Course Title: Organizational Strategy

School/Division: School of Education and Behavioral Sciences

Term: Fall 2022 / October 3 – December 12

Credits: 3

Instructor Name: Scott Schroeder, PhD

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Phone: (808) 688-4018

Office Hours: Saturdays at 8 am HST on Zoom and by appointment

University Course Catalog Description

Focuses on the concepts and tools of strategic thinking and strategy formulation. This course takes a general management view of organizational assessment and strategy development, centering on the key information from the functional areas of an organization (marketing, operations, finance, and human resources) that a leader needs to know to inform strategic planning and decision-making. Determinants of effective and ineffective strategies are addressed.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Course Learning Outcomes (CLO)

1. Evaluate core business functions and management practices. (PLO 3)
2. Evaluate organizational identity and its relationship to organizational strategy and strategic choice-making. (PLO 3)

3. Assess the external environment and internal capacities of an organization and identify the consequences of these for organizational strategy and strategic choice-making. (PLO 3)
4. Develop an integrated implementation plan for a proposed organizational strategy in a professional quality presentation. (PLO 3)

Running a great organization effectively requires that you not only be smart about the components that make up the organization but that you be able to put those pieces together and have them function in a way that both supports your organization's purpose and is well received by what Fred Massarik calls its "relevant publics." And you need to be able to do that often in environments that are increasingly complex and fast paced.

This course will provide you an introduction to the core functions of organizations (operations, marketing, finances and management) and an understanding of what you need to know about those core functions to develop strategy.

Effective organizational leadership, though, doesn't principally derive from expertise in a specific business function or from being able to manage discrete operations. Rather, strategic organizational leadership involves being able to craft a compelling and viable picture of an organization's future and to harness and develop the organization's capacities to make it happen.

Learning Materials

Aaker, D.A. (2001). *Developing Business Strategies*. New York: Wiley & Sons.
 (Chapters from this book ... abbreviated *DBS* in the course schedule ... will be provided in the Things to Read section of each week's module, and so there is no need to purchase this book)

Assessment

Assignments	Max Points
Personal Introduction	5
Analysis of Organizational Identity and Core Functions (5 at 8 points each)	40
Strategy Proposal	55
Total	100

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted. If there is an emergency, contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-0%	F

Course Schedule

Week	Topic	Review/Assignment
Week 1 October 3 - 9	Course Introduction and Team Identification	Reading: <i>DBS</i> Chapter 1 Activity: Personal Introduction
Week 2 October 10 - 16	Organizational Identity and Strategy	Reading: <i>DBS</i> Chapters 2 and 8 Activity: Team Agreements (no submission)
Week 3 October 17 - 23	Understanding Customers and Markets	Reading: <i>DBS</i> Chapters 3 and 5 Activity: Identity Statements Findings
Week 4 October 24 - 30	Understanding Competitors and Competitive Environment	Reading: <i>DBS</i> Chapters 4 and 6 Activity: Customer and Market Findings
Week 5 October 31 – November 6	Analysis of Core Functions: Marketing and Operations	Reading: <i>DBS</i> Chapter 7 Activity: Competitor Findings
Week 6 November 7 - 13	Analysis of Core Resources: Finances and People	Reading: <i>DBS</i> Chapter 7 Activity: Marketing and Operations Findings
Week 7 November 14 - 20	SWOT Analysis and Identifying Sources of Competitive or Collaborative Advantage	Reading: <i>DBS</i> Chapters 8 and 11 Activity: Financial and HR Findings
Week 8 November 21 - 27	Strategy Choice: Basic Options	Reading: <i>DBS</i> Chapters 9 and 10
Week 9 November 28 – December 4	Strategy Choice: Add-On Options and Strategy Implementation	Reading: <i>DBS</i> Chapters 12, 13 and 16
Week 10 December 5 - 12	Strategy Proposal Presentations	Activity: Strategy Proposals

The course schedule may be subject to change based on the dynamics of current events.

Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment:
a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating "I agree," and demonstrates some reflective in-depth thinking.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.

- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

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.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

Unexcused Absences

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.

Instructor Background Information

Scott Schroeder, Ph.D. is Professor of Management in Residence at Chaminade University and President of Sacred Hearts Academy. Scott's career has been lived as a management activist, dedicated to enhancing employee empowerment and eradicating management malpractice in the workplace.

His research focuses on individuals' personal power and social influence at work, with special interest in getting people the power they need to have personal and professional success in their careers. He is most recently co-author with organization development legend Samuel Culbert of "What most managers don't know about empowerment." Scott serves on the editorial board for the *Journal for Excellence in Business Education* and is Chair of the Board of Commissioners for the International Accreditation Council for Business Education (IACBE).

Scott has done extensive clinical work in executive psychotherapy and consults on issues of executive development and team effectiveness as well as strategy development. His clients have included individuals and organizations from industries including entertainment, professional sports, health care, advertising, education, government services, non-profits, and faith communities.

He has held faculty or administrative positions at several universities, including Arizona State University, UCLA, and Antioch University, where he developed a graduate program in Organization Development that was consistently ranked in the top ten nationally during his tenure as chair. Scott was the longest serving dean of Chaminade's business school in the University's history. He was also the Dean of Academic Affairs at the Bainbridge Graduate Institute, which was the nation's top-ranked school for sustainable business by *Net Impact* and one of *BusinessWeek's* top 50 innovation schools in the world. He has taught at the Claremont Graduate University since 1996, and was recognized by students and alumni for outstanding teaching in 2005.

Scott completed doctoral specializations in management and psychology at UCLA, as well post-doctoral work at Harvard University.