Course:	Course Number (BUS 520), Name (Strategy and Leadership)
Class:	Classroom Location & Class Times: Wed, 6:30 PM - 9:30 PM [ONLINE]
Instructor:	Jonathan Woodward, M.A., M.B.A, -- MBA Lecturer
Email:	jonathan.woodward@csuci.edu
Phone:	805.813.3589 - Text Preferred
Office Hours:	Held online – Wed, 4:00 PM – 5:00 PM (or by appointment)

Instructor Communication Policy:

You are encouraged to reach out to me with any questions, concerns, or to set up a meeting. The best way to contact me is via email at jonathan.woodward@csuci.edu. I will do my best to respond to emails within 24-48 hours during business days (Monday through Friday). Please note that emails sent during weekends or holidays may receive a response on the next business day.

For meetings, I am available by appointment. Please email me at least two days in advance to schedule a time. If you have an urgent matter, indicate that in the subject line of your email, and I will prioritize your message.

I look forward to supporting your success in this course!

THIS SYLLABUS IS SUBJECT TO CHANGE. I WILL DO MY BEST TO NOTIFY YOU IN ADVANCE.

Course Description and Objectives

The BUS 520 Strategy and Leadership course is an integrated overview of strategy, strategic planning, and strategic management for business leaders. Special emphasis is on the role of leadership in the strategic business management process.

The reality of business life is that no person is an island—smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your company requires working with others effectively

In organizations large and small, leaders need to influence others toward a common goal, to build motivation to pursue that goal, and to guide others in how they pursue that goal. In this course, we will study advanced concepts and findings in leadership, using both in-depth examples from cases and exercises, as well as relying on the most well-established and up-to-date research from economics, psychology, and organizational behavior. Most readings will be summaries of research as printed in popular press outlets like the New York Times and Harvard Business Review; occasionally, I will also ask you to read the original source articles as printed in academic journals, or chapters in books.

The course analyzes the major elements of strategic management and the Leadership interactions required among major participants in a Team environment. The course is designed to replicate

the typical
Leadership situations and objectives required in a modern VUCA (Volatility, Uncertainty, Complexity, and Ambiguous) based organization.

Program Learning Outcomes:

1) Demonstrate high proficiency in critical thinking, oral and written communication, personal ethical conduct, and collaboration skills.

2) Demonstrate, orally and in writing, analytical and integrative skills in making strategic business decisions.

3) Demonstrate an understanding of the global strategic operating environment of modern business organizations.

4) Produce written innovative and integrative strategic business plans, including leadership plans that adapt to uncertain and unpredictable environments.

5) Demonstrate an understanding of relevant Leadership disciplines.

6) Demonstrate leadership skills in a variety of situations and settings

By the successful completion of this course, your course learning outcomes will be:

1) A clear understanding of strategic leadership.

2) A demonstration of strategic development for a leadership expansion opportunity.

3) Development and refinement of critical thinking skills.

4) Demonstration of working in a Leaderful leadership position in a VUCA (Volatile, Complex, Uncertain, and Ambiguous) business environment.

Some of the most important topics or projects covered in this course:

Designing Effective Systems

- **Incentives and Motivation:** We discuss how to facilitate superior performance through the use of payfor-performance, bonuses, goals, and non-contingent pay systems. Topics

include the
limitations of pay as a motivator and the fit between compensation and culture.

- **Organizational Design and Culture:** We focus on diagnosing internal and external issues that confront organizations, and identifying principles for selecting the organizational structure most appropriate for that situation. We then consider how shared values and norms in organizations shape how individuals make sense of each other, work, achievements, and other factors.

Developing Skills

- **Leadership:** We discuss the importance of establishing strong relationships in effectively leading others to a shared vision that they have helped create.

- **Decision Making and Negotiation:** We consider the effectiveness of individuals and groups in making organizational decisions. We identify group processes that foster diversity of knowledge, avoid disruptive conflict, and harness constructive social influence to achieve superior group outcomes across a range of group tasks.

Facing Current Challenges

- **Creativity and Networks:** We focus on the fact that all organizations need to balance "exploring" for new ideas while "executing" on existing abilities. We consider how cognitive, group, network, and organizational processes help promote exploration when needed.

- **Ethics:** We examine the psychological and organizational factors that lead people to act against their conscience and consider the role that individual leadership plays in demonstrating courage and fostering courage in others.

Course Requirements

Prerequisites - There are no prerequisites required for this course.

Required

Materials and Texts:

There are two required textbooks for this course, a course pack, and two simulations:

TEXTBOOKS:

1/ HBR's 10 Must Reads, (P. Drucker, et al), 2011, Harvard Business Review Press, Boston, MA. **On Leadership** – ISBN: 978-1-4221-5797-8 [Link to Purchase on Amazon]

2/ HBR's 10 Must Reads, (P. Drucker, et al), 2011, Harvard Business Review Press, Boston, MA. **On Strategy** – ISBN: 978-1-4221-5798-5 [Link to Purchase on Amazon]

CASES:

We will be leveraging a handful of case studies throughout the course. I have created a course pack for you, which can be purchased below:

Cases may be purchased here: [LINK TO BE UPDATED IN CLASS 1]

SIMULATION:

We will leverage 2 simulations for the course, which can be purchased below:

Simulation can be purchased here: [LINK TO BE UPDATED IN CLASS 1]

Optional, But Encouraged -- : Access to *The Wall Street Journal*, *Bloomberg.com*, *The Economist*, and other business publications.

Grading Criteria

Grades for BUS 511 will be based on participation, assignments, and assessments throughout the course:

- **A:** 92.6 – 100
- **A-:** 89.6 – 92.5
- **B+:** 87.6 – 89.5
- **B:** 82.6 – 87.5
- **B-:** 79.6 – 82.5

- **C+:** 77.6 –
79.5
- **C:** 72.6 – 77.5
- **C-:** 69.6 – 72.5
- **D+:** 67.6 – 69.5
- **D:** 62.6 – 67.5
- **D-:** 59.6 – 62.5
- **F:** Below 59.5

Your final grade will reflect your active participation, the quality and timeliness of your assignments, and your performance on assessments throughout the course.

Assignments, Exams, and Grading Breakdown

INDIVIDUAL ASSIGNMENTS – 30%

Item	Description	Grade Weight	Due
Class Attendance, participation and classmate support	It is imperative that you participate in class, and support your classmates in their learning journey as well	10%	Ongoing
Case Reports (3 Total)	As part of the participation score, short case reports are due for Classes 3, 6, and 11. These reports are graded credit (if sufficient preparation and grasp of case materials are evident) or no credit.	5%	9/11, 10/2, 11/6
Surveys & Exercises (ungraded)	For several sessions you will complete a web survey or exercise prior to class. The surveys will typically ask you about your reaction to cases and readings for the upcoming session	5%	Ongoing
Team 360 Review Submission	Students will complete a 360 review for their team-mates	10%	12/4

TEAM ASSIGNMENTS – 60%

Item	Description	Grade Weight	Due

Module 1 Team Assignment – Strategic Planning & Leader Reviews	Team will complete a collection of assignments related to module 1 of our course (e.g. SWOT, Team Contract, etc.)	15%	9/18
Module 2 Team Assignment – Externalities & Traits/Motivations	Team will complete a collection of assignments related to module 2 of our course (e.g. Porters 5 Forces, PESTLE, etc.	15%	10/9
Module 3 Team Assignment – Implementation & Power & Politics	Team will complete a collection of assignments related to module 3 of our course (e.g. OKR Framework, Business Scorecard, Decision Making Framework)	15%	10/30
Leader Interview	In this team project, students will interview someone playing a leadership role in an organization.	15%	11/20

ASSESSMENTS

Item	Description	Grade Weight	Due
Leadership and Strategic Self-Assessment Report	Students will complete a self assessment, reflecting on their leadership journey, and incorporating some of the strategic frameworks/tools we've explored in class	10%	12/11

Assignment Descriptions

Below are more detailed descriptions of the assignments/exams states in the above section:

1/ In-Class Participation & Attendance

Because every class session will be based on a collective analysis of a case, exercise, or readings, it is critical that you attend class and come prepared to participate actively in the discussion. The questions I provide in the syllabus and in the web surveys will help you prepare for class.

Learning for everyone in this class is enhanced through debate, different perspectives, and new insights that come from you. Keep in mind that your goals should be to contribute high quality comments, not high quantity. You detract from class discussion if you talk a lot and do not make a clear point. To contribute high quality comments, you must also listen carefully to the

comments of
your classmates. You should try to extend or qualify their comments while avoiding repeating them.

Some examples of useful comments are ones that:
• Effectively apply class concepts to examples from a case
• Identify the critical factors that underlie an organizational issue or dilemma
• Offer important additional issues or conditions that qualify an analysis
• Present insightful examples from outside of class

To keep class conversations interesting and widely distributed across students, I will give priority to those who have spoken less. I will sometimes solicit participation from specific students, based on their responses to web surveys and their work experience.

At the end of the course, you will be asked to complete an online survey in which you rate your section mates in terms of the quality of their contributions. These ratings will be combined with our own assessments to determine an overall participation score.

2/ Case Reports: Throughout the course, students are required to submit short case reports that assess their preparation and understanding of the assigned case materials. These reports should succinctly summarize key insights, demonstrate critical thinking, and provide thoughtful analysis relevant to the case discussion. The reports will be graded on a credit/no-credit basis, meaning that full credit is awarded if the report reflects sufficient preparation and a strong grasp of the material. These assignments are designed to encourage active engagement with the course content and to prepare students for in-depth class discussions.

3/ Surveys and Exercises: For several sessions you will complete a web survey or exercise prior to class. The surveys will typically ask you about your reaction to cases and readings for the upcoming session. Links to these surveys will be available on the course site. I will frequently use your responses in class at an aggregate level and, occasionally, call on an individual to discuss her or his response. You should complete the relevant readings before answering the web survey. Unless instructed otherwise, surveys are due by 10 p.m. the night before the class meets.

4/ Leader Interview Project —teams of 5. In this team project, students will interview someone playing a leadership role in an organization. You will plan and execute an interview, aiming to learn about the leader's behaviors, and evaluating the leader's style and approaches in the domains we've discussed in class. (Not all students need to be involved in the interview; you can choose to divide roles as you see fit.) This interview should occur late in the term – ideally, mid-November– so please plan ahead to select an appropriate leader and book that time. Note that the leader can be promised confidentiality; you can remove any identifying details from your submitted and presented materials. As a deliverable, you will provide a list of the questions asked, the leader's responses (summarized by you), and your own analysis, written as you see fit. This project will be the major predictor of grades, and as such, needs to demonstrate your grasp

of the course
materials. The project will be graded on: (a) Quality of interview questions asked, (b) strength and complexity of analysis of responses, (c) rigorous application of course content to the analysis. Details will be given out in class and posted on Canvas.

5/ Team Case Analysis: "How Pixar Fosters Collective Creativity": Your team will write an analysis of a current business event chosen by the professor. Details on the assignment will be provided during the course.

6/ Team Simulations: As part of the course, teams will participate in strategy simulations designed to mimic real-world business scenarios. These simulations will challenge teams to apply course concepts in a dynamic and interactive environment, requiring them to make strategic decisions, analyze outcomes, and adapt their approach based on evolving circumstances. The simulations will be ongoing throughout the course, providing opportunities for teams to collaborate, test their problem-solving skills, and refine their strategies. Performance in these simulations will be assessed based on the team's ability to navigate the challenges effectively and demonstrate a deep understanding of the course material.

7/ Team Practice Essay: For this assignment, teams will collaboratively draft a practice essay that reflects the types of questions expected on the final exam. Each team member is required to independently write their own essay before meeting as a team. Afterward, the team will convene to synthesize their individual insights into a single, cohesive answer.

8/ Exams You will take the mid-term quiz and the final exam individually. This exam will be only multiple choice questions. The final exam will count for 25% and will be during finals week, during our class session. It will consist of multiple choice and essay/short answer questions. You will complete a team practice essay (see above) that will help prepare you for the short-answer portion of the individual final exam. The final exam time can't be changed except for serious medical or personal emergencies. Please notify me as soon as possible if such an emergency arises.

Attendance and Participation Policy

Respect and Participation:
Active participation is essential for developing both communication and leadership skills. A respectful and supportive environment will be maintained to facilitate learning. Disrespectful behavior or monopolizing discussions will not be tolerated. Attendance and punctuality are crucial, especially during integrated sessions.

Academic Integrity:
Students are expected to adhere to the highest standards of academic integrity. Plagiarism or cheating will result in severe consequences, including potential failure of the course. All assignments will be screened using plagiarism detection services.

Technology Use:
Phones must be put away during class sessions.

Assignment Submission:
All assignments are to be submitted via Canvas. Late submissions will not be accepted unless prior arrangements have been made due to emergency situations.

Class Recording Policy
Students may not record (audio or video) in this class except in accordance with approved ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

Resources for Students of All Abilities
If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can apply for DASS services. Faculty, students, and DASS will work together regarding classroom accommodations.

Campus Public Health Requirements
County Department of Public Health to promote safety during the COVID-19 pandemic for CSUCI students, employees, and visitors on the campus, to help prevent and protect themselves and others from the spread of the virus. Students are required to adhere to all health and safety requirements outlined on the University's website regarding COVID-19, including wearing masks properly during each class session. Failure to do so may result in removal from the classroom and, in keeping with CSU policy, the student may also be denied access to campus/programs.

Academic Dishonesty
By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling, or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code. If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office. For additional information, please refer to CSUCI's Academic Dishonesty Policy.

Additional Student Resources
- ***Emergency Intervention and Basic Needs***

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals, or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries, and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up-to-date information on the Basic Needs Program at CI: https://www.csuci.edu/basicneeds/.

- *Counseling and Psychological Services (CAPS)*

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867, and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit our website at https://www.csuci.edu/caps.

- *Writing & Multiliteracy Center*

The Writing and Multiliteracy Center (WMC) provides all CI students with FREE online support services and programs that help them become more effective writers and communicators. WMC peer consultants help students at any stage of the composition process in any discipline for writing or speaking (such as online slideshow presentations). Students are also welcome to bring in other types of non-academic or creative work. WMC professional consultants are CI faculty who can help students working on graduate-level writing or personal and research statements required for graduate school applications. WMC tutors can also help those who want to talk about or wish to learn new skills in speaking in academic or online contexts. Students can drop in for a 30 min tutorial session or ask for one-hour sessions for longer projects. Make an appointment by visiting http://www.csuci.edu/wmc.

- *Title IX and Inclusion*

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit https://www.csuci.edu/titleix/.

- *Preferred Pronouns*

Students have the option to update their chosen/preferred name, pronouns, and gender identity through their myCI portal, within CI Records. Additionally, students may request to change their

email address to
match their chosen name. Click the menu items below for more details. Visit the Registrar's Gender Identity and Pronouns page for instructions.

- ***Campus Tutoring Services***

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, go to: http://go.csuci.edu/tutoring.

- ***Digitally Accessible Course Materials--ALLY***

CSUCI is committed to providing you with the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all students. You will now be able to download most course files in the format that fits best with your learning needs; PDF, HTML, .EPUB and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit Ally Support. Should you have any questions or experience issues while using ALLY, please contact ITS Solution Center at (805) 437-8552.

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