



MARTIN V. SMITH
SCHOOL of
BUSINESS &
ECONOMICS

California State University Channel Islands

***Managerial and Organizational Behavior
Business 510***

Instructor: Michael Prior Ph.D. Class: Wednesday: 6.30pm - 9.30 pm
Start: 23 August, 2023 - 06 Dec, 2023 16 Weeks

Phone: (805) 341 4818 . Location: TBA
CSUCI Camarillo Campus
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Office Hours: Wednesday 5.00pm - 6.00pm by appointment

COURSE TYPE:

This course rests on several integrated components; self-study and research, online-class lectures, online presentations and videos, student and professor interaction, business theory, models and concepts, practice and application. The majority of contact hours take place in a traditional classroom setting. Students will be provided with a recommended reading and video viewing list.

Description

This course focuses on many different aspects of managerial and organizational behavior. It was developed to go beyond basic management principals, to assist the student to develop a dynamic high performance organization, promote innovation, cultivate and develop a management and organizational skill set that will optimize and redefine organizational performance in a digital age. Weekly activities and content have been specifically designed to improve student's cognitive skill set and strengthen the connections between the left and right brain, as they move through the coursework. The course seeks to develop an external environmental analytical skill set, and proposes practical and theoretical paradigms between the art and science of business, for owners, managers, and entrepreneurs to effectively leverage both internal and external value, in an increasingly competitive business environment.

Questions we will address in this course include: 1) How do we define performance in the current dynamic business environment? 2) What can firms do to optimize organizational performance? 3) What can owners, individuals and managers do to optimize their personal performance and organizational value?

"All journeys have secret destinations of which the traveler is unaware" (Martin Burber)

Learning Objectives

Students who successfully complete this course will be able to:

- Read business articles and view business related media content, then describe (orally and in writing) the issues faced, interpret and critique the subject matter.
- Develop and deliver group and individual presentations discussing current management principals, theory and models as they relate to optimizing high performance organizations.
- Orally and in writing, demonstrate an understanding of business and environmental issues driving high performance management.
- Orally and in writing, identify the key components of high performance management for both the individual manager and an organization.
- Orally and in writing, explain how to apply high performance principals to optimize performance within an organization.
- Orally and in writing, identify specific characteristics of high performance organizations and explain how those characteristics impact an organization's "long-term" performance.
- Orally and in writing, describe factors driving change within an industry, then demonstrate how to effectively position an organization for future peak performance.

Topics covered include:

- Characteristics of High Performance Organizations
- Characteristics of Innovative Organizations
- The Importance of an Organization's Purpose, Vision and Values
- How Corporate Culture Impacts Organizational Performance
- Develop your Personal Skill Set to Lead Change
- Position an Organization as an Industry Leader
- Disruptive Innovation
- Integrating Theory, Concepts and Models into High Performance Management Plans
- Identify Trends and Patterns
- Organization and Customer Life Cycles
- The Advantages of CSR to an Organization
- Customer Acquisition
- Is Technology the Silver Bullet - What Happened to the Human Touch
- Balancing Change within the Organization
- How to Prepare for a Chaotic Unknown Future

Course Reading and Video Viewing Materials

A selection of weekly Articles and Videos have been selected to provide a broad array of diverse topics to reach into the theoretical, artistic, scientific, and practical nature of business. The objective is for students to assimilate a diverse volume of information, critically analyze obvious and hidden connections, and create their own unique strategic value concepts from the subjects presented.

Students are to read the list of articles each week that relate to the topic of the next class. Many of the readings and videos contain valuable sound bites. Students are encouraged to seek out the value in each and conduct further research in subjects that are of interest and value, as part of their individual Research Portfolio Project.

Optional Suggested Course Books (*NOT assigned or required reading*)

Reeves, M. and Candelon, F. (2022). *Dynamic Business Strategy, Competing in Fast-changing Uncertain Context. Strategy: Create and Implement the Best Strategy for Your Business* (2005) Harvard Business Review Press.

Sinek, S. (2009) *Start with Why: How Great Leaders Inspire Everyone to Take Action.*

Downes, L. and Nunes, P. (2014) *Big Bang Disruption: Strategy in the Age of Devastating Innovation.*

Burrus, D. (2011) *Flash Foresight: How to See the Invisible and Do the Impossible*

ASSESSMENT AND GRADING:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment may require a different set of knowledge, skills and abilities:

Attendance:

The first class is MANDATORY. Students must attend the first class. A great deal of information about the requirements of this course, the evaluation process and any updated information will be discussed on this day. Student participation including attendance is essential for effective learning. Failure to attend all classes may negatively affect your grade. To pass the class, students can miss no more than two class meetings. Students are expected to attend each class meeting, coming prepared to discuss course materials and assignments. Active participation is strongly encouraged in the classroom. Grades are affected by attendance and by the quality of participation.

Attendance at the first class meeting is mandatory unless properly excused by the class instructor. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. It remains the student's responsibility to verify course drop dates to avoid academic and financial penalties.

Students may miss a maximum of two weekly class meetings. Attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student to contact the course instructor.

For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement

Assignments / Papers / Presentations:

	Student Achievement			
	Below Average	Average	Above Average	Outstanding
Assignment / Papers	<p>Students do not follow the instructions for the assignment and/or are not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner.</p> <p>The grade percentage range for this level is below 69.9%</p>	<p>Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness.</p> <p>The grade percentage range for this level is 70-79.9%</p>	<p>Students closely follow the instructions for the assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness.</p> <p>The grade percentage range for this level is 80-89.9%</p>	<p>Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness.</p> <p>The grade percentage range for this level is 90-100%</p>
Presentation	<p>Students do not sufficiently follow the instructions for the presentation and/or are not or not sufficiently capable of describing the concept at hand in a concise, relevant, rigorous and coherent manner. There is limited or insufficient use of the knowledge base from the course.</p> <p>The grade percentage range for this level is below 69.9%</p>	<p>Students closely follow the instructions for the final presentation. Their comprehension of the concept at hand is not complete, and they fail to critically evaluate it. Slides lack clarity and/or oral presentation shows considerable room for improvement. There is somewhat limited or insufficient use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 70-79.9%</p>	<p>Students closely follow the final presentation for this assignment. They demonstrate deep comprehension of the concept at hand but fail to fully evaluate it in a structured and critical manner. There's some lack of clarity in the slides and and/or some room for improvement of the oral presentation. There is good, but not perfect use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 80-89.9%</p>	<p>Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the concept at hand but are also capable of critically evaluating it. Their slides and their oral presentation have definite clarity. There is good, close to perfect use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 90-100%</p>

Details on grading standards for each form of assessment can be obtained from the following grading rubric:

	Student Achievement			
	Below Average	Average	Above Average	Outstanding
Class Participation	Students do not participate actively in class, and even when directed do not contribute to class substantively. The grade percentage range for this level is below 69.9%	Students are largely passive during the class, but do provide informed responses to questions when asked. Alternatively, students are pro-active, but do not provide contributions of essential value. The grade percentage range for this level is 70-79.9%	Students speak frequently during the class without the need for the instructor to stimulate their participation. Their contributions are of acceptable value, but largely generic. The grade percentage range for this level is 80-89.9%	Students are very active during the class. They ask questions or make comments that help clarify and synthesize discussion, relate their ideas or experiences to the topic at hand, contribute examples that are relevant, acknowledge and extend the ideas of others and relate content from class materials, readings and experiences to the discussions. The grade percentage range for this level is 90-100%

NOTE: Late Assignments

Late assignments will not be accepted without prior approval, and will result in a **10% reduction** in grade points. In fairness to all students, papers received more than one week late and not turned in by the due date/time will receive a **Zero Grade**.

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. CFA additional note to faculty: You may feel otherwise and take a different position. In fairness, your students should understand and know your position, as they may be recorded if someone else allows them to record a class session.

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. You are encouraged to discuss approved accommodations with your faculty.

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.

Civil Discourse

All students, staff, and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from Academic Senate Resolution SR 16-01, Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.”

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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.

BUSINESS 510: MANAGERIAL AND ORGANIZATIONAL BEHAVIOR OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES COURSE DESIGN - M.J.PRIOR PH.D. (2023)

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

Week	Wed	Readings & Videos	Managerial and Organization Behavior Topics and Activities	Weekly Assignments
1	8/23		<p>Course Overview / Introduction High Performance Management</p> <p>Course Research Model Value Canvas Overview</p>	<p>Form Groups</p> <p>Company Selection for Group Project</p>
2	8/30	Articles and Videos	<p>Purpose</p> <p>Internal Positioning Vision / Values / Mission</p> <p>Evolution of the Organization Life Cycle Model</p>	<p>Group Presentation</p> <p>Big Idea Thinking - Think Like Tony Stark, Supergenius Futurist (YouTube)</p> <p>How to open up the next level of human performance Steven Kotler TEDx (YouTube)</p> <p><i>Brand Evolution or Revolution? - Porsche Consulting (PDF)</i></p> <p><i>From Me to We: The Rise of the Purpose-Led Brand Accenture (2018)</i></p>
3	9/06	Articles and Videos	<p>Internal Performance Leverage Points</p> <p>Leadership Styles Corporate Culture Organizational Design</p>	<p>Group Presentation</p> <p>Simon Sinek - BE A INFINITE PLAYER - ONE OF BEST SPEECHES EVER By Simon Sinek - Wake Up Motivation •Sep 16, 2017</p> <p>Igniting creativity to transform corporate culture: Catherine Courage at TEDxKyoto 2012 (YouTube)</p> <p>The future of work is chaos TEDx (YouTube)</p> <p>How to Make a Cultural Transformation Simon Sinek (2020) (YouTube)</p>

4	9/13	Articles and Videos	<p>External Performance Leverage Points</p> <p>Partners and Networks Alliances</p> <p>Cross Industry Innovation</p>	<p>Group Presentation</p> <p><i>The Future of Strategy Work - Porsche Consulting (2019)</i></p> <p><i>Germany's Midsize Manufacturers Outperform Its Industrial Giants (2016)</i></p> <p><i>Five Practices to Accelerate Your Organization to High Performance - Porsche Consulting (2019)</i></p> <p>2030 Article Paper Due</p>
5	9/20	Articles and Videos	<p>External Performance Leverage Points</p> <p>Decoupling Effect</p> <p>Acquiring New Customers</p> <p>Customer Experience Demographics / Psychographics</p>	<p>Group Presentation</p> <p><i>New science of customer emotions (HBR)</i></p> <p><i>Use Stories from Customers to Highlight Your Company's Purpose. HBR (June, 2017)</i></p> <p><i>Customer Experience Excellence - Porsche Consulting PDF</i></p> <p><i>Decoupling Effect of Digital Disruptors (HBR) (2014) PDF</i></p>
6	9/27	Articles and Videos	<p>Is Technology the Silver Bullet AI vs Human Touch</p> <p>Authenticity and Trust</p> <p>Brand Promise - Storyboard</p>	<p>Group Presentation</p> <p><i>No Collar Workforce - Deloitte (2017)</i></p> <p><i>10 imperatives for Europe in the age of AI and Automation - McKinsey (2017)</i></p> <p>Rachel Botsman: The currency of the new economy is trust (YouTube)</p> <p>We've stopped trusting institutions and started trusting strangers (2016) (YouTube)</p>

7	10/04	Articles and Videos	<p>Rethinking the CSR Advantage</p> <p>Create a CSR Plan</p> <p>Surprise Burger Truck with Prince William (2023)</p> <p>Can redesigning aeroplanes save the planet? - BBC Reel (2021)</p> <p>Taylor Guitars "The State of Ebony" - Guitar Wood - Bob Taylor Video (2012)</p>	<p>Group Presentation</p> <p>Patagonia the sustainable champions (YouTube)</p> <p>The social responsibility of business / Alex Edmans / TEDx London (2015) (YouTube)</p> <p>Triple bottom line (3 Pillars) sustainability in business. (YouTube)</p> <p>Laloux Culture Model and Agile Adoption – Agile for All (2015) YouTube</p> <p>Research Portfolio Due</p>
8	10/11	Articles and Videos	<p>CEO Mindset 3 Box Model</p> <p>Innovation is a Journey Future Foresight</p> <p>Trend Analysis</p>	<p>Group Presentation</p> <p>5 Ways Business Strategy Will Change Before 2025 Inc.com (2020)</p> <p><i>Article: Square One - Porsche Consulting (2020)</i></p> <p><i>The new ways to win in emerging markets - Strategy+Business (2017)</i></p> <p>Joi Ito: Want to innovate? Become a "now-ist" (2014) YouTube</p>

9	10/18	Articles and Videos	<p>Prepare for Change High Performance Model</p> <p>Corporate DNA</p> <p>Create a Digital Platform/App</p>	<p>Group Presentation</p> <p><i>Building Scalable Business Models (2018) MIT Review</i></p> <p><i>Capitalism switches from linear to exponential growth – Paris Innovation Review 2017</i></p> <p><i>Five Practices to Accelerate Your Organization to High Performance - Porsche Consulting (2019)</i></p> <p><i>Download the PDF. Blurring boundaries, uncharted frontiers (2015) Deloitte</i></p> <p>All Read <i>Patterns of Disruption. Anticipating disruptive strategies in a world of unicorns, black swans and exponentials (2015) Deloitte Insights</i></p>
10	10/25 Online	Articles and Videos	<p>Online Recorded Session</p> <p>Group Project SWOT Situation Analysis</p> <p>TOWS Strategic Analysis Identify Critical Success Factors Present Model Week 11</p>	<p>All to Read and Watch</p> <p><i>The five trademarks of agile organizations McKinsey</i></p> <p><i>The new frontier: Agile automation at scale October 2018 Article</i></p> <p>Shift from as siloed to an adaptable organization (2019) YouTube</p> <p><i>Amazon adapted its business model to India (2016)</i></p>

11	11/01	Articles and Videos	<p>Present TOWS Model</p> <p>Humanize AI</p> <p>Create a BOS Breakthrough Strategy and Action Plan</p>	<p>Group Presentation</p> <p><i>Globalization Is Becoming More About Data and Less About Stuff</i> HBR (2016)</p> <p><i>Growth story: how Gusto has scaled into a unicorn-sized HR platform.</i> (2017) medium.com</p> <p><i>Beyond the product - Porsche Consulting (PDF)</i></p> <p><i>Market Makers... Innovate your market, then innovate your business.</i> (2016) European Business Review</p>
12	11/8	Articles and Videos	<p>Change Management</p> <p>New Value Canvas</p> <p>Press Release</p>	<p>Group Presentation</p> <p><i>The 2100 Pendulum - a much needed new story for our confusing times</i> (2016)</p> <p>McKinsey CEO Dominic Barton explains four major forces that will define the future ET GBS 2018 (YouTube)</p> <p><i>The future of marketing and advertising in 2030</i></p> <p>BOS Allbirds Paper Due</p>
13	11/15	Videos and Videos	<p>Future Business Opportunities Item #9</p> <p>Theory in Practice</p>	<p>Group Presentation</p> <p><i>17 Branding Trends for 2021/2022: Latest Predictions to Watch Out for</i> (2020)</p> <p>Deloitte on the Future of Operations Deloitte Global Impact Report (YouTube)</p> <p>How to build a business that lasts 100 years Martin Reeves 2016 (YouTube)</p> <p>Imagine the Future: The Transformation of Humanity / Peter Diamandis / TEDx LA</p>

14	11/22		Prepare for Change Future Scenarios	The Guru Positioning Trifecta (YouTube) How To Become A Highly Paid Expert (YouTube) Upload Group Models
15	11/29		Project Presentation Group Project	Become a Highly Paid Expert Group Paper Due
16	12/06		Final Practical Exam Consulting Simulation	

Note: All course requirements, content, course grading standards and due dates for assignments, are subject to change at the discretion of the course professor.

Weekly Class Power Points

It is highly recommended that students review the Powerpoint deck from each class.

The slides in each deck provide both quantitative and qualitative information that relates directly to the learning outcomes for this class.

DESCRIPTION OF ACTIVITIES:

1. Weekly In-Class Activities & Discussions

Students are expected to initiate and respond to questions in class as well as interact in the flow of in-class discussions and/or in-class course application exercises.

2. Readings & Videos

Students are to read in advance any weekly assigned articles. Read and watch a "selection" of the articles and video's related to the topic of each class, and arrive in class prepared to discuss these during the class. Many of the readings and videos are sound bites. Students are encouraged to seek out the value in each and conduct further research in subjects that are of interest.

3. 2030 Article Review - Future Strategy (10 Points)

Each student will write "3 full pages" to review of the following article;

Hesse, J., & Olsen, S. (2017) *What Will Work Look Like in 2030?- Strategy + Business (Google)*

The paper will reflect the student's own ideas and comments for the World of Business in 2030. With the foresight offered in this article, what High Performance Actions would you recommend for the World in 2030, that would "Add value" as part of a future plan for a business. Include a cover page, introduction and conclusions sections.

4. Individual Career Research Portfolio (Week 7) (10 Grade Points)

Students will create their own personal portfolio of a minimum of 15 articles and/or videos. Student's research and article / video search will be generated from a subject matter which they feel will advance their own career in the future. The portfolio will serve as the basis for developing each student's personal expertise in a specific area of business or research. The Individual Research Portfolio will be submitted in word format online with a cover sheet.

Portfolio structure:

(a) Students will write a one page introduction: this will be structured as;
one paragraph outlining the subject for your research topic
two paragraphs describing your research process such as how did you conduct the research, did you find any information that surprised you, did you change the direction or topic of part of your research due to new information you found.

(b) Students will first Cite, List the articles / videos in APA style that they collected for this Individual Research Project - then number then 1 -15. Below each article / video citation include one line of Search Descriptors Phases (3-4 words) and minimum one line of the personal Value you found in the article / video. These will be inserted below each article or video citation (see example below)

(c) Students will draw their own model design (example to show reference numbers below) with 15 References (articles/video) which depicts their own search model and process. Insert the relevant article or video number # from your APA Reference list in each box or circle in the model. (see student examples of their own research models below)

Example of Reference List: APA Style / Sources Numbers / SEO Phases / Value

- 13) Giovanetti, F. (2020). *Want To Start A Retreat Business? There Is One Thing You Should Think About First*. Creative Impact Co. <https://creativeimpact.group/start-a-retreat-business/>

SEO: wellness-retreat trends, how to run a wellness retreat

Value: Interview with an entrepreneur who began her own wellness retreat business for a first-hand perspective of what is involved. Includes discussion on industry trends, projections and influences.

- 14) Jain, H. (2017, September). *How to Start a Wilderness Program*. Bizfluent. <https://bizfluent.com/list-6826009-grants-municipal-buildings.html>

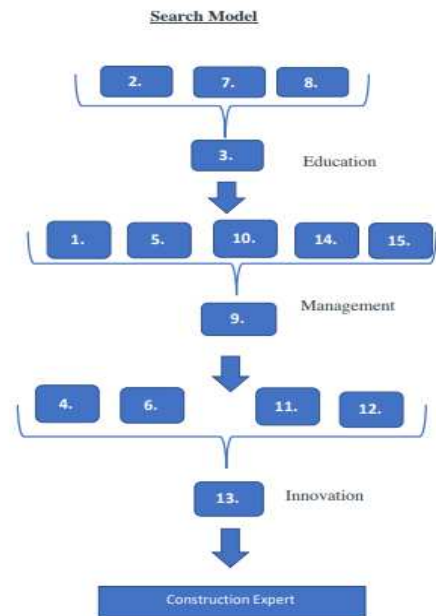
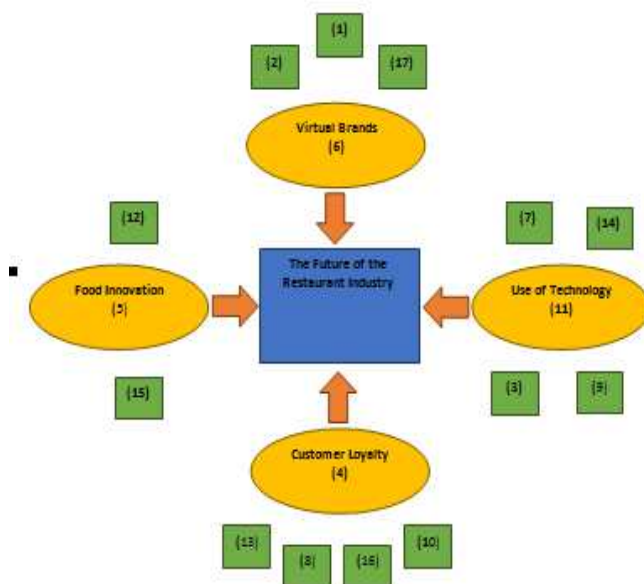
SEO: staff for a wilderness retreat, how to start a wilderness therapy institute

Value: Covers the types of staff that will need to be present when operating a wilderness retreat program for children. Additionally, provides common funding sources for establishing the business: scholarships, grants, loans.

- 15) Kaplan, A. (2020, January 30). *Does Science Support the 'Wilderness' in Wilderness Therapy?* Undark Magazine. <https://undark.org/2020/01/29/does-science-support-the-wilderness-in-wilderness-therapy/>

SEO: children's experiences in wilderness treatment, does wilderness treatment work

Value: Reviews one families experience with an outdoor treatment program. The article links to many supporting resources (like the full CA legislation governing these programs) and provides a good overview of how the center would be perceived by clients and their families.



5. BOS Framework Model Exercise. (10 Points)

Students will watch the Allbirds Video then develop a BOS Framework for the organization and a BOS Canvas for Company vs Industry. The Video is located on YouTube.

How Allbirds Became A \$1.4 Billion Sneaker Start-Up (2018)

6. Group - Article / Video Presentation (10 Points)

During the course each group will be allocated different review projects. Each review will focus on the group members "interpretation" of business concepts, theory and strategic management, that are expressed in the article or video. This is a 15 minute presentation. This exercise is designed to develop your interpretation skills.

I am interested in what your group members think - not the author's thoughts.

For each article or case study group's will address;

- (1) very brief background
- (2) key industry / company / customer issues (if any)
- (3) why this article is important to organizational management
- (4) what ideas or key concept will you take away from the case study / article
- (5) how have you seen the concepts applied in other companies or industries, with what results.
- (6) how can you apply the concepts in this article / video to your Group Project

This exercise will help develop group members personal skill set in relating concepts and ideas directly to an organization within a specific industry context and operating environment. The group's class presentation will be no longer than 15 minutes.

7. Upload Group Course Models - Business Value Canvas / BOS / CSR / Digital Platform etc (10 points)

Each Group to upload their Course Models: New Value Canvas, BOS, CSR, and Digital Platform model.

8. Group Project Paper (20 Points)

Each group will review and analyze a public or private company of their choice. The professor will approve the each group's choice of a company. The group will work together to develop and present a paper detailing new high performance management recommendations for the company. The recommendations will be based on the step by step class content presented each week.

A 15 page paper and a Powerpoint presentation will be required for this section of the class. The paper will be double spaced in 11 or 12 font, APA style. Students in each group will use critical thinking and reputable sources to develop their conclusions and high-performance plan recommendations. It is expected that group members meet independently to discuss the paper content and format, and the Powerpoint presentation.

A minimum of 15 reputable, distinct reference sources are required, listed in the appendix. The appendix section for this paper will also include 5 models or concepts presented in class, 2 of these models are to be adjusted to reflect the current operating environment, that relate to the recommendations in the paper.

9. Group Project Powerpoint Presentation (10 Points)

Each Group will prepare a 20 minute Powerpoint presentation for the class. The presentation will present an overview of their project paper based on the sub-sections in the project paper. It will describe the Key Actions and Insights gained from the project. Introduction and Conclusions. Each student is expected to present for a minimum of 5 minutes.

10. Final Practical Exam - Consulting Simulation (20 Grade Points)

Groups will undertake a simulated consulting exercise in class. Each group will have 90 minutes to analyze a case and company and is required to make new recommendations to improve the organization's optimal performance. A 10 minute Powerpoint presentation will be due at the end of 90 minutes. Members of each group will integrate theory, concepts, and models from the class and use critical thinking to develop their recommendations.

Group Project

The purpose of the project assignment is to demonstrate an understanding of high performance management within an organization and how to optimize performance both internally and externally. Students will conduct research,

both as part of a consulting group and apply skills on integrating high performance management techniques for a specific organization. Students will confirm their selected organizations with the instructor.

Your paper will start with an Executive Summary and finish with your Conclusions. Your paper must address factors driving change within and outside your industry and how you will effectively position the organization for future peak performance. Explain how you will apply high performance principals to optimize performance within the organization and how these principals will impact the organization's "long-term" performance. The paper must integrate management principals, theory and models as they relate to optimizing high performance organizations.

Each paper must communicate clearly and should be appropriately targeted at the “C-Suite” level of management. The reports should be well organized, internally consistent, and demonstrate a logical flow of analysis and recommendations. The documents must be well written, contain proper spelling, grammar, punctuation, and word usage, etc. They should include proper APA style multi-level headings and correctly formatted to show hierarch and provide understandable data displays.

Group Powerpoint Presentation

Student's presentation should be prepared from the findings of their Group Project. Each group member must present a section of the Powerpoint.

Guidelines:

- Presentation Length: 25 minutes, using PowerPoint or similar presentation graphics, plus a Question & Answer Session of 2-5 minutes
- PowerPoint structure will follow the sub section the group project paper.

PowerPoint Grading Criteria:

Presentations will be graded based on coverage of the topic and ability to connect material to information from class readings and videos, class work and other sources. Presenters must be well-practiced with the information presented in a clear and logical fashion. Remember, you are the focal point of the presentation, the audience will be listening to "you" not reading the power points.

GRADING:

Below are tentative due dates for major assignments/exams (please consider the academic calendar for campus holidays when planning your schedule, <https://www.csuci.edu/calendars/index.htm>)

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade
>94%	A
90% to 93%	A-
87% to 89%	B+
84% to 86%	B
80% to 83%	B-
77% to 79%	C+
74% to 76%	C
70% to 73%	C-
67% to 69%	D+
64% to 66%	D
60% to 63%	D-
<60%	F

Class Activity	Points
Weekly Article / Video Review Class Presentations	10
Future Plan - 2030 Article (Week 4)	10
Personal Research Portfolio (15 sources) (Week 7)	10
BOS Framework & Canvas - Allbirds (Week 12)	10
Group Models: Value Canvas / CSR / BOS / Platform (Week 14)	10
Written Group Project Paper (Week 15)	20
Group Project Powerpoint Presentation (Week 15)	10
Final Practical Exam - Consulting Simulation (Week 16)	20
Total Possible Points	100

All course requirements, course grading standards and due dates for assignments are subject to change at the discretion of the professor. Changes to the printed syllabus will be announced during a regularly scheduled class period as well as posted on Canvas.

Grading

As a capstone course for the MBA, your grade will reflect both the concepts from this class as well as all the other business subjects from the MBA program. The quality of achievement in the course is measured as follows: “A” indicates superior achievement and mastery of all business subjects; “B” indicates average or satisfactory achievement and knowledge/application of all business subjects; and “C-” is the lowest passing grade. The average grade for all students in the MBA program is a B+.

Writing Style Format - APA (American Psychological Association)

All papers will be written APA style. Double spaced, 11 or 12 font.

The APA style items that must be included in papers in this class are the heading level format, citations within the text, and the reference list. Below are the five levels of division for headings.

Level One Heading

Level Two Heading

Level three heading.

Level four heading.

Level five heading.

Students with Disabilities

Students with disabilities who identify themselves to the instructor and the University will receive reasonable accommodation for learning and evaluation. For more information, contact the Disability Accommodation Coordinator, ext. 8528.

Academic Integrity

All work that students submit as their own work must, in fact, *be* their own work. For example, if a paper presents ideas of others, it must clearly indicate the source. Word-for-word language taken from other sources – books, papers, web sites, people, etc. – must be placed in quotation marks and the source identified. Likewise, work on tests and exams must be the student’s own work, not copied or taken from other students’ work, and students must comply with instructions regarding use of books, notes, and other materials.

In accordance with CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course.

Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and / or removal from class.

California Department of Public Health and Ventura County Department of Public Health

CSUCI is following guidelines from the California Department of Public Health and Ventura 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 oneself 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. 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.

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.

APPENDIX

Managerial and Organizational Behavior - Group Paper Structure

(a) Cover Page

(b) Contents Page

1. Executive Summary

Overview of entire paper - background, issues, industry, trends etc.

"Why" is the company in business. "What" business are they in.

Key customer Pain Points. Competitors. Overview of your recommendations and how these will Add Value, Create a Unique Position, and Redefine the Industry.

2. Situational Analysis

a) Company Background - Why, Vision, Values, Assets, IP, Issues, Life Cycle Curve position VRIO and CJM models.

b) Industry Background - Issues, Trends, Life Cycle Curve position, Customer Characteristics

c) External Operating Environment - Market, Competition, Substitutes, Hard & Soft Trends

d) Industry & Outside Industry Experts opinion on future state of your market

3. Leverage Points

a) What Internal/External Leverage Points, Market and Consumer Trends, CSR. Org Design

b) How will the combination of your leverage points help to create unique position

4. Emergent Theory (Cross Industry Innovation).

Identify cross industry innovation actions to add value to the organization and its customers

5. Digital Platform (insert model in appendix)

Describe your Project Digital Platform model, the design and value it will create for the firm..

6 SWOT Analysis (models may be placed in the appendix)

a) SWOT: Strengths, Weakness, Opportunities, Threats (describe top one for each)

b) TOWS Matrix (Analysis of SWOT findings) describe 3 strategies that surprised you

c) List your Critical Success Factors (5) from TOWS analysis

7 Recommended Actions (BOS Canvas may be placed in Appendix)

The objective of the BOS Framework and Canvas is to *Create a new and unique position*

a) BOS Framework - Recommended Actions - Eliminate, Reduce, Raise, Create

b) BOS Canvas – Describe your Create Actions that support your 5 Critical Success Factors

8. Change Management

Briefly describe your Kotter Change Model and the 8 Steps with actions.

9. Future Scenarios

a) Briefly outline 5 future strategic changes in your operating environment. (b) Then under each one describe actions that will assist the organization in claiming or retaining its Industry leader position

10. Conclusions and Recommendations.

Identify key issues and trends. Discuss recommendations and actions.

How will these actions create Unique Value and a Unique Position for the organization,

How these actions help to Redefine the industry. What Resources and partnerships are required.

List Alternative Strategies (3), and describe the Risk Factors, Future outlook

Appendix - References (15), Models from the course