
STRATEGIC MANAGEMENT: A GLOBAL PERSP. in Fall 2020 (BA4080)

Course Code	BA4080	Professor(s)	Albert Cath
Prerequisites	None	Office Number	G-2A03
Class Schedule	M: 12:40-14:15 in G-L22 W: 16:20-17:55 in G-207	Office Hours	by appointment
Credits	4	Email	acath@aup.edu
Semester	Fall 2020	Office Tel. Ext.	e-mail acath@aup.edu

Course Description

Strategic thinking stands in a long tradition of sorting out the world and acting upon it. In ancient times strategy was the domain for politics and the military. Management strategy has antecedents in these domains, but in a more modern context of strategic thinking, the focus is more on the practice of governing territory and its population or an organization and its employees. A relentless strategic focus – emphasizing power and through that determining the rules of the game - began with Machiavelli (1496-1572).

Strategic Management in relation to organizational dynamics matures after the second world war as an important step in the professionalization of management and leadership theories and practices. A division is made between strategy, tactical planning, and execution. In this vision on strategic management powerful coalitions of managers are supposed to know what is happening through external analysis and internal resource analysis, on the basis of which they are supposed to choose outcomes for their organizations, design systems, which will enable them to be in control of the strategic direction of their organization (Stacey 2016).

The 'bigger picture' concepts as they have been developed over the past 60 years will be presented during the course. Then the issue will be raised whether these concepts are still relevant in our twenty-first-century times that are more and more confronted with the complexities of the issues at hand. Human impacts on Climate Change grounded in the concepts of Sustainability Management is perhaps the greatest unmet challenge facing leaders, managers, organizations, and those who study them. Complex problems are characterized by the fact that there is little scientific, social, economic, and political agreement on the myriad of issues they entail and that there is a high level of uncertainty about the problem. Cause and effect are difficult to separate and are interwoven. The consequence of coping with this

challenge is that top-down rational decision making must be replaced by judgmental and political decision making. In the second half of the course, these issues will be discussed also in the context of complex business ethics (CSR).

The course engages students with advanced themes in strategic management and leadership, both in theory and in practice. We will take a critical approach to understand how theory influences practice and how our perceptions of leadership and strategy evolve over time and circumstance. Furthermore, students will examine strategic management in terms of specific cultural, international and organizational frameworks.

Through readings, in-class activities, assignments, and cases, the course will explore how Strategic Management influences the direction of organizations and businesses and how theoretical and societal trends influence practices in these areas. The course follows a participative model, so students are expected to be prepared and attend each course meeting. Moreover, students will have more opportunities to build their own skills through high levels of participation in in-class activities and simulations.

Course Learning Outcomes

Demonstrate an understanding of conventional and critical approaches and frameworks of strategy in management practices.

Apply strategic thinking in casework (practice) including learning to work in teams to achieve mutual goals.

Demonstrate an understanding of local, regional, and global levels of strategic policy and practice, as well as the inherent conflicts and paradoxes that may arise between these levels.

Explain the common historical narratives of strategy and explore how these narratives influence our current perceptions of strategic management.

Demonstrate an understanding of how strategic thinking (theory) supports the practical experience in dealing with strategic issues (strategizing).

General Education

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

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- Integrative Inquiry (coded CCI)
 - Experiential learning (coded CCX)
 - Research, Interpretation, and Writing (coded CCE)
 - Digital Literacy and Communication (coded CCD)
 - Disciplinary Research Methods and Writing (coded CCR)
 - Quantitative Reasoning (coded CCM)
 - Experimental Reasoning Course with Lab (coded CCS)
 - Expression Française (coded FR)
 - AUP Capstone (coded CCC)]

This course can be used to fulfill the CCI, CCX, CCE, CCR requirements.

Course Outline

Textbooks

Title	Author	Publisher	ISBN	Required
Strategy Theory and Practice 3rd Edition	Clegg et al.	SAGE	9781529704228	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Covid-19 temporary amendments:

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Students studying at The American University of Paris are still expected to attend ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Attendance at all exams is mandatory.

In all cases of missed course meetings, the responsibility for communication with the professor, and for arranging to make up missed work, rests solely with the student.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may also recommend that a student withdraw if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods*.

Grading Policy

Student Performance will be evaluated based on the following factors:

Class Participation

Based on attendance and participation with (group) presentations, discussions, and in-class projects, as well as group peer evaluations.

- Attendance: this is not simply a matter of being present, but also involves arriving on time and being prepared for each course session.
- Course Presentations: Students (groups) will be selected to present their analysis of a

short case assignment intermittently during class. These presentations should be no longer than 20 minutes, although the specific duration will change based on the presentation assignment. There will be no student presentations during the first week of class. Please refer to the course calendar for due dates.

- Course Discussions: Various activities, full class, and small group discussions are an essential part of the learning experience in this course. Students are expected to actively participate by providing input and feedback to other students and by listening when other students are speaking.
- **Be aware that during the semester we may have to switch to remote teaching. Also, some students may not be capable to attend the classes remotely in a synchronous frame, because they are situated in a different time zone. The attendance policies will be maintained during remote teaching. Of course, exceptions to this will be considered in each individual case (See also the attendance paragraph below).**

Individual Assignments

Individual essay assignments are due throughout the course, this counts especially for the personal midterm assignment and the final assignment. These must be submitted on the due date.

Midterm Exam

The midterm assignment will cover readings, lectures, and class discussions through the course sessions until the midterm exam.

Final Paper

The final essay will cover a topic of the student's choice, incorporating the cases and readings covered during the course. These papers must be a minimum of 2500 words (approximately 8-10 pages at 300 words per page). Criteria for these papers will be discussed following the course midterm.

Grade Allocation

Final grades will be weighted based on performance within the various criteria as follows. These calculations may be adjusted as we progress through the semester:

Class Participation and Attendance	10%
Case Presentations	40%
Mid-Course Analysis Paper	15%
Final Analysis Paper	35%

Grading Scale

Excellent	Good	Satisfactory	Unsatisfactory
100-95 A (4.0)	89-87 B+ (3.4)	79-77 C+ (2.4)	69-67 D+ (1.3)
90-94 A- (3.7)	86-84 B (3.0)	76-74 C (2.0)	66-64 D (1.0)
	83-80 B- (2.7)	73-70 C- (1.7)	60-63 D- (0.7)
			Under 60 F (0)

To give you a better understanding of what the grading scale means, let's take a quick look at the typical student profile for each category:

Excellent: Reserved for students that display superior quality and outstanding performance throughout the course, including the extensive use of resources other than the textbook and assigned readings to complete assignments and presentations. It also means that the student participates fully in course discussions and group activities, maintains excellent attendance, and performs extremely well on course exams and assignments. An 'A' student is highly motivated to learn the material and completes the course readings in advance of the lecture, showing strong skills in critical thinking, global learning, and exceptional informational literacy on all of the assignments, projects, and exams. The student also takes a proactive role in group projects and consistently responds to the presentations of other student groups. My goal is to see every student perform this well.

Good: The student provides work that is above average in quality. Maintains good performance on exams and in-class discussions, including the effective use of assigned readings and above-average course participation. Assignments are turned in on time and to a good level of quality. There is some evidence of additional research and critical thinking on core topics. Attendance, while not perfect, is still good. The student shows evidence of critical thinking, global learning, and information literacy through their engagement in the course.

Satisfactory: Adequate and acceptable work in meeting course requirements and average performance in assignments, exams, and projects. There is little use of external resources beyond the required texts. The student shows some engagement with the course but participates at a minimal level. Meets the minimum attendance requirements. Displays some critical thinking, global learning, and/or information literacy in assignments and group projects.

Unsatisfactory: Failed to meet basic course requirements, below-average performance, and attendance. The typical profile for such students: they often show up late to class, are often unprepared for class, and/or are frequently absent. The student is rarely prepared for group presentations or discussions. Assignments are missing, late, or copied or paraphrased directly from general sources that can be found on the internet. The student probably spends an inordinate amount of time in class on their smartphone. Such students are encouraged to withdraw and try again when they have improved their academic skills or they decide to put more effort into their studies.

A significant amount of studying outside of the course meetings is expected from all students who expect a 'B' grade or higher in the course. This means AT LEAST three hours of reading, and research outside of class for every hour you spend in class - much more if the expected grade is an 'A'. I expect students to use resources other than the required materials to complete assignments. Outstanding and good performance will be awarded to those students who go beyond the required and suggested readings in their final projects, assignments, and presentations.

Students with unsatisfactory performance will be notified at the midterm point so that we may mutually assess the likelihood of successful course completion. If I contact you for a meeting at the midterm point, please do not ignore my request. Often, we can work out an academic study plan to get you back on track. However, please be reminded that excessive absences are often the cause of poor performance and this is difficult to remedy.

Other

GENERAL COURSE POLICIES:

1. **Laptops & Mobile Phones:** Laptops can be used during classes especially for taking notes, and having access to the remote aspects of the teaching and, specifically necessary for an in-class project. **Mobile phones are to be turned off and put away at all times while class is in session. Please do not send or receive text messages during class, even on silent mode.** Students regularly observed texting underneath their desks during class will be remembered when I issue final grades. Moreover, mobile phones are not allowed in the room during exams under any circumstances. Students found to be using a mobile phone or other electronic devices during exams will be asked to leave and will automatically receive a failing grade. No exceptions.

1. We will use Blackboard and Microsoft Teams for this course. **Students are expected to check the Blackboard site, The specific Microsoft Teams site as well as their AUP email during the course for updates.** All assignments will be posted here as well as course reader materials and other resources. If you need to reach me outside of class, please contact me via email for an appointment.

1. This is not just a matter of “being present” for during class, but also involves arriving on time and being prepared for each course session. Attendance is taken in the first 10 minutes of each class, and late students will be marked as late. It is the student’s responsibility to make sure that they are signed in for each class. Moreover, I will not excuse any absences, for any reason, with the sole exceptions being if the student is enrolled in an official AUP Cultural Study trip or has a note from a certified physician that indicates they were unable to attend class on the specific dates of the absence. Other reasons for absence should be reported by email and it is upon my discretion to decide whether the absence is excused or not. Students that experience significant health or personal problems must inform the Student Affairs Office immediately so that we can begin to work out a plan to help you maintain your academic performance. Personal travel, visiting relatives and friends, and other non-emergency excuses will not be accepted.

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1. **Food and Drinks:** Students may drink beverages in class if they are in spill-proof containers that can be completely sealed. Please do not consume any other food or beverages in the classroom.

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1. **Professional Behavior:** Students are expected to behave in a professional manner at all times during the course. Please avoid disruptive behavior, such as talking out of turn during lectures and presentations. Other disciplinary actions up to, and including, removal from the course, suspension or expulsion from the University, may also result from violating course and university policies. Likewise, harassing or threatening behavior in class will not be tolerated. Please uphold professional standards at all times while you are in the university program. The students are expected to fully respect the Sanitary Protocol issued by AUP for the Fall 2020 Semester.

1. [Microsoft Teams](#) etiquette :

- Please RSVP to meeting invitations.
- Join meetings with the mute on, keep it on if there is any background noise.
- Think about headphones, maybe noise-canceling if you're easily distracted. Headphones with microphones may be a good investment.
- Put your cameras on so we can see you.
- To the extent possible, have a dedicated "serious" space for your meetings. This is like being in a class. Remove as much as you can distractions in the room you are "in class". Keep the food and drink to a minimum.
- Cool backgrounds are appreciated.
- Raise your hand to be recognized unless we're working in a very small group. Try not to talk at once in the classroom, this creates serious microphone problems for those attending online.
- Try to keep the chat on the topic.
- I'll ask for a different volunteer every class to remind me to record and to keep track of the chat and any questions there.

1. **Other Policies:** For all other policies and procedures, students are bound by the University's general policies and procedures. Copies of the University policies on absences and academic dishonesty were given to each student at registration. Students are responsible for adhering to these policies.

1. **Know the Syllabus:** It is your responsibility to read and understand this document as it clearly outlines the course policies, schedule of readings and assignments, as well as the course expectations. If you experience academic problems during the course because you have not been following the course policies, then telling me "you didn't know" is going to be a completely ineffective excuse.

