

Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT

BUS 300: Business Dynamics

5 Credits

Effective: Spring 2020/2021

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is designed to help students develop an in-depth understanding of the external environment, its building blocks, characteristics (VUCA), behaviors, and impacts on organizations. The distinct design of this class is informed by the fundamental principle that strategic success results from matching the complexity of the company with the complexity of its external environment. Accordingly, a manager's knowledge and analysis of the external forces and variables (e.g., economic, social, cultural, political, legal, technological, and competitive forces) represent a key component of strategic decision making. In this class, the external environment is recognized as a complex system; therefore, students will be equipped with proper analytical perspectives and tools from Complexity Science to make sense of the market's behaviors and take a step towards designing strong business models that enable the company to effectively respond to external demands. Primary topics include the external environment as a complex system, the role of the external analysis in strategic planning and decision making, and external forces, variables, and their effects on business.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking
- Professional competency and identity

COURSE OUTCOMES

In this course, learners:

- Explain the role of the external audit in the formulation of strategy.
- Develop an External Factor Evaluation (EFE) Matrix to summarize and evaluate economic, social, cultural, demographic, environmental, political, governmental, legal, technological, and competitive information.
- Identify and discuss key external forces that must be examined in formulating strategies.
- Determine an appropriate management style and organizational structure based on the nature and dynamics of the external environment and its demands.
- Design business models using principles of Complexity Science.
- Develop a multiscale perspective by combining reductionism and systems thinking to analyze the external environment in relation to the company.
- Perceive the market as a complex system and explain its behaviors using key properties of complex systems including emergence, interdependence, self-organization, simple rules of interaction, requisite variety, and the butterfly effect.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- External strategic-management audit
- VUCA business environment
- Strategic decision making
- Complex systems and their properties
- External forces and variables
- Multiscale analytical perspective
- Complexity profile
- The External Factor Evaluation Matrix
- Porter's Five-Forces model
- Fine-scale and large-scale tasks

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Instructor Determined Assignments and Activities	30%
Case Study: Organizational Performance Improvement based on External Demands	10%
Case Study: Designing a Business Model using Properties of Complex Systems	20%
Case Study: EFE Matrix and Recommendations for Strategic Decision Making	40%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Instructor Determined Assignments and Activities

Whether in class, online, or in a mixed mode setting, you will be graded on your participation in classroom discussions; your ability to present, explain, or defend alternative viewpoints; and the degree to which you have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. Your instructor may also choose to create additional activities to support learning in the classroom or online.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	40%
Quantity of Responses	40%
Timeliness	20%
TOTAL	100%

Case Study: Organizational Performance Improvement based on External Demands (10% of Final Grade)



To learn about how you can **APPLY** the knowledge and skills required for this case study and create great value such as **fixing a wide range of problems related to Healthcare**, visit:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470498/pdf/0960459.pdf>

The instructor will provide a case to students regarding an organizational system that is in need of significant improvements in order to effectively respond to its external demands. Informed by the details presented in the case, students will carefully research, analyze, and report on the company's external environment, current, and emerging demands. Based on this analysis, students will propose and justify at least five (5) fine-scale and five (5) large-scale tasks/solutions that could enhance the company's ability to respond to external demands. The fine-scale tasks should represent timely solutions to highly complex problems that require individual or small team specialization. On the other hand, the large-scale tasks should signify fairly simple and repetitive actions that can be performed efficiently. In the final step, students will determine and justify the proper style of management for managing the identified tasks, which entails selecting between top-down/hierarchy and bottom-up/decentralized approaches. The paper will be 3-5 pages; APA writing conventions should be followed with a minimum of two (2) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
Identification and Analysis of External Demands	20%
Quality and Relevance of Fine-Scale and Large-Scale Tasks/Solutions	40%
Selection and Justification of Management Styles for the Identified Tasks	20%
Style including Structure, Flow, Grammar, and Spelling	10%
APA	10%
TOTAL	100%

Case Study: Designing a Business Model using Properties of Complex Systems



To learn about how you can **APPLY** the knowledge and skills required for this case study and create great value for your organization, watch **Jeff Bezos'** interview on relevant concepts: <https://www.youtube.com/watch?v=fpDUiDQigO8&>

The instructor will provide a case to students that is centered on designing a business model for an organization. Informed by the properties of complex systems including “emergence” and “interdependence,” in the first step of the design process, students will need to identify and justify an ideal emergent macro-level behavior that could create high value for the organization. In the second step, students must identify a component that could play the most significant role in forming and facilitating the emergence of the selected macro-level behavior. In the third step, students need to explore some parts that contribute to the integral component identified in the previous design phase. In the final stage, students will find a proper arrangement for the parts so that from their distinct interactions and relationships they could facilitate the emergence of the value-creating macro-level behavior. This paper will be 3-5 pages; APA writing conventions should be followed with a minimum of three (3) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
Identification and Justification of the Macro-Level Behavior based on the Analysis of the External Environment and Demands	15%
Identification of the Integral Component and Justification of its Capacity to Produce the Macro-Level Behavior	10%
Selection and Justification of Parts that Contribute to the Integral Component	25%
Proper Arrangement for all Parts and Proof of Effectiveness	30%
Style including Structure, Flow, Grammar, and Spelling	10%
APA	10%
TOTAL	100%

Case Study: EFE Matrix and Recommendations for Strategic Decision Making



To learn about how you can **APPLY** the knowledge and skills required for this case study and create great value for your organization, visit PwC's case studies and pay attention to how a careful analysis of the External Environment and its demands led to the development of successful strategies for various clients: <https://www.pwc.com/us/en/library/case-studies.html>

To gain and sustain competitive advantages, strategists must collect, analyze, and prioritize information regarding the firm's competitors, as well as identify and consider relevant external trends and events that impact the firm and its industry. This engineering hunt for the facts is essential because expensive, and sometimes irreversible, strategies are ultimately formulated and implemented based on that information. The External Factor Evaluation Matrix (EFE) is an excellent strategic planning tool for assimilating and prioritizing information to enhance decision making. For this assignment, the instructor will provide a case regarding a company that is in need of a new strategic direction to secure its competitive position within the market. In the first step, students will conduct research to obtain information about various external forces and variables that impact the company, such as economic, social, cultural, demographic, environmental, political, governmental, legal, technological, and competitive factors. In the second step, students will develop an EFE Matrix by listing 20 key external factors as identified throughout their research process, including ten (10) opportunities and ten (10) threats that affect the firm and its industry. The EFE Matrix must contain four (4) columns: Key External Factors (Opportunities and Threats),

Weight, Rating, and Weighted Score. Students must be as specific as possible when presenting key external factors, using percentages, ratios, and comparative numbers to a great extent. In the third step, students will employ the EFE Matrix to analyze and evaluate the company's responsiveness and strategic position in relation to the identified external factors in terms of how well the firm's strategies take advantage of existing opportunities and minimize the potential adverse effects of external threats. Informed by their analyses and evaluations, students will make recommendations to assist the company's top executives with their strategic decision making and future directions. This paper will be 4-6 pages; APA writing conventions should be followed with a minimum of five (5) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
Research of External Factors	15%
EFE Matrix	40%
Analysis and Evaluation	15%
Recommendations	10%
Style including Structure, Flow, Grammar, and Spelling	10%
APA	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor PRIOR TO the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination

based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request a user name and password.