

RESPONSIBLE MANAGEMENT EDUCATION: A CONTENT ANALYSIS OF STRATEGIC MANAGEMENT TEXTBOOKS

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ABSTRACT

This paper studies the evolution of teaching corporate social responsibility (CSR) in management education since the United Nation's Global Compact's Principles of Responsible Management Education (PRME) in 2007. Undertaking the study involved reviewing the history of teaching CSR, the main approaches to addressing CSR in management education as well as the importance of the strategic management course as a capstone course in business schools. The research method used to address the study hypothesis was a content analysis of strategic management textbooks. A sample of forty-one (n=41) strategic management textbooks was analyzed. The trend in the percent of the textbooks' content related to CSR was analyzed using descriptive and inferential statistics. This study found that content related to CSR in strategic management textbooks has significantly risen since 2007.

Keywords: Corporate Social Responsibility (CSR), Business Education, Strategy, Philanthropy, Social Responsibility (SR), Triple Bottom Line

INTRODUCTION

The concept of Corporate Social Responsibility (CSR) has evolved over the past century from philanthropic efforts by businesses to a concern for people, planet, and profit (Carroll, 2008). The concern for businesses' social and environmental impacts within and outside the organizations has become just as important as bottom-line profits. As v become more socially responsible, so does the need for business schools to educate future business leaders. In 2007, a United Nations task force that included members from academic institutions such as AACSB, the Aspen Institute, and the European Academy of Business met to draft the Principles of Responsible Management Education (PRME). These Principles include:

Principle 1 | Purpose: *We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.*

Principle 2 | Values: *We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*

Principle 3 | Method: *We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.*

(Source: <http://www.unprme.org/about-prme/the-six-principles.php>)

The creation of these principles demonstrated the importance of CSR within business education on a global scale. The purpose of this study is to determine if CSR has become more prevalent in business education since the inception of PRME. This study is important because business schools struggle to become more relevant by bridging theory with practice. As more organizations develop CSR strategies to strengthen their bottom lines, it is important to see if future business leaders are learning about CSR in school.

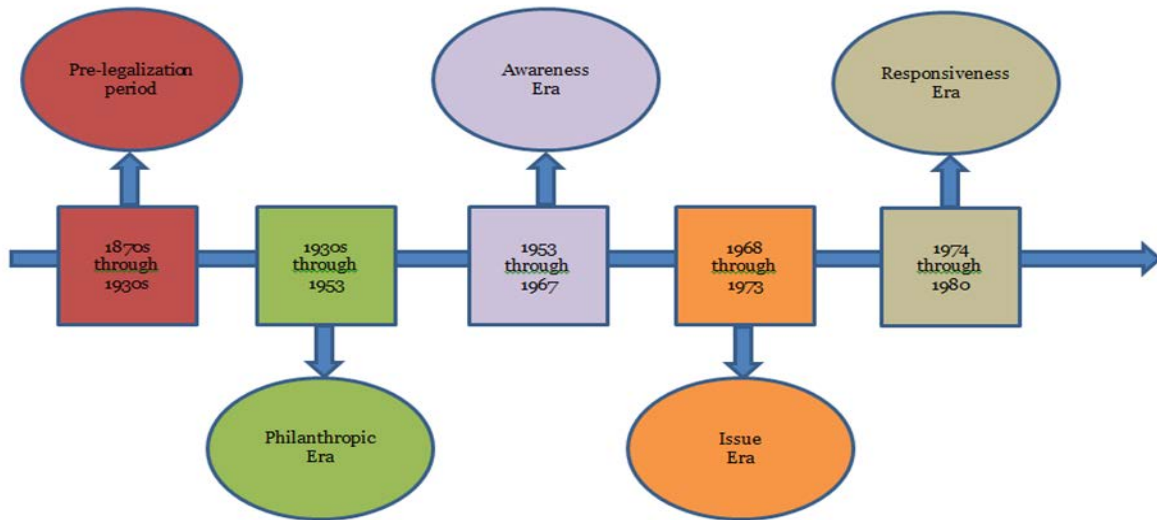
Corporate social responsibility has been a subject of business research since the 1970s (Carroll, 1979, Tuzzolino and Armandi, 1981, Wartick and Cochran, 1985, and Wood, 1991). As we move into the 21st century, CSR will continue to move corporations toward becoming fully integrated with strategic management and corporate governance (Carroll, 2008). Being CSR friendly contributes to an organization's brand and helps create a reliable and honest reputation among consumers (Helle, Sophie, & Thomsen, 2011; Lai, & Hsu, 2015).

This research document begins with three groups of literature reviews, the first of which will contain key historical information on the topic of CSR. The next will address issues on the importance of CSR in a business education classroom. Then, an explanation of the research methodology used to determine the amount of CSR material found in business strategy textbooks used by a specific set of colleges will follow. The research will show the lack of or inconsistent amount of CSR content in Strategy textbooks used in Capstone courses over the last thirteen years. The study will hopefully result in more CSR content being added to Capstone courses.

CORPORATE SOCIAL RESPONSIBILITY

Archie B Carroll (2008) argued that, “despite the fact that it is conceivable to see proof of CSR all through the world, generally in created nations, early compositions have been most evident in the United States where a large assortment of writing has been gathered. CSR has many terminologies, references and definitions” (as quoted in Shiu & Yang, 2016, p. 456). In 1979, author Melvin J. Stanford referred to CSR as being a broadly used term and could be applied to everyone in the corporation. While this paper does not cover all five dimensions or definitions associated with the topic, it does attempt to discuss the evolution of CSR as a whole to determine if there is a need for further development in academic course material.

Since the 1800s, CSR and other social initiatives have developed and can be categorized by era. Patrick Murphy, business leaders, and others in the community who were socially respected were able to depict multiple eras of time: 1870s–1930s ‘pre-legalization period’, 1950s ‘philanthropic era’, 1953 – 1967 ‘awareness’ era’, 1968 – 1973 ‘issue’ era’, and 1974 – 1980 ‘responsiveness’ era’ (Carroll, 2008, p. 25). Figure 1, below provides a timeline of Carroll's (2008) eras.

Figure 1: Historical CSR Era Timeline

It was around the ‘philanthropic era’ that one of the first definitions of social responsibility was brought forward by Bowen (1953) as he states, “It refers to the obligations of businessmen to pursue those policies, to make those decisions, or follow those lines of action which are desirable in terms of the objectives and values of our society” (p. 6). During the same time era, prominent writer Keith Davis’ (1960) definition referred to, business people’s choices and moves made for reasons in any event mostly past the company's immediate monetary or specialized interest. Bowen and Davis’ contributions to CSR definitions made them known as “The Father of CSR” and the “Runner-Up Father of CSR” (Carroll, 2008, p. 27).

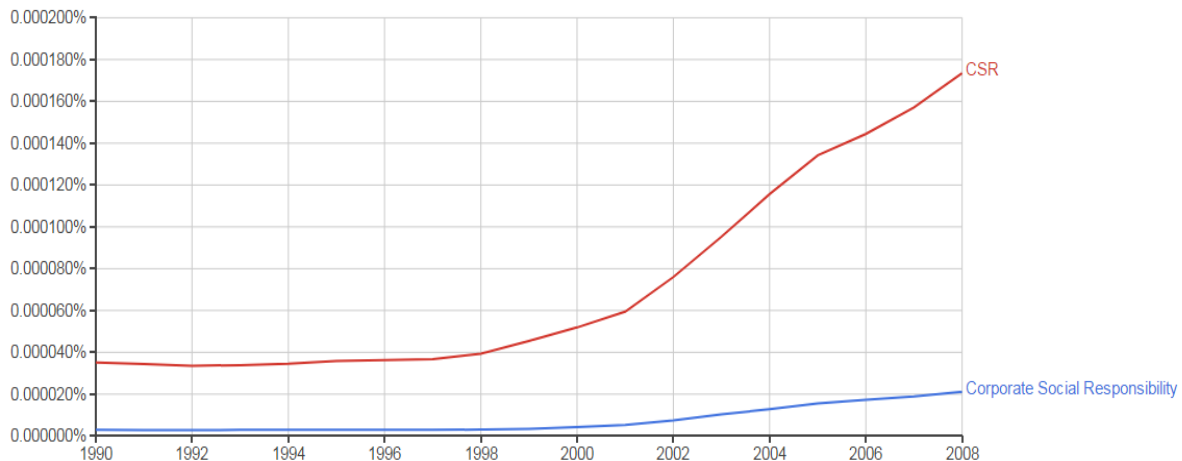
In the ‘issue’ era’ Harold Johnson (1971) is well-known for his CSR definition of a socially mindful firm is one whose administrative staff adjusts a variety of intrigue. Rather than making progress toward bigger benefits for its investors, a responsible corporation, additionally considers representatives, providers, merchants, neighborhood groups, and the country. Somewhere between the ‘issue’ era’ and the ‘responsiveness’ era’ the definition of social responsibility slightly varies to include the public eye. Businessmen began feeling responsible and obligated to fill certain social and economic voids to fill stockholder demands (Bowen, Bowen, and Gown, 2013). During these different time eras, social responsibility and corporate social responsibility definitions were used interchangeably and as time moved forward more businesses demanded that employees be aware of (CSR).

The more recent authors Kotler and Lee (2005) define corporate social responsibility as a promise to enhance group prosperity through optional business practices and commitment of corporate assets. Visser (2011) defines corporate social responsibility as a coordinated, fundamental approach by a business that constructs, as opposed to crumbling or devaluing "economic, social and human and natural capital" (p.7).

Smith (2011) referenced CSR definitions with a source, google frequency count and dimensions of thirty-seven variations of the topic. This work included definitions from the 1980s through 2003. Definition sources included the World Business Council for Sustainable Development, Business for Social Responsibility, Global Corporate Social Responsibility Policies Project and more. The google frequency count had the most hits at over 286 and the fewest at 1. The dimension variations included words such as social, environmental, voluntariness, and more. As demonstrated already, business leaders, researchers and experts ought to devote time moving away from definitions and additional time towards a union of the wording (Bracker, 1980).

A popular modeling tool for analyzing text data is the n-gram (Sokolova, Shah, & Szpakowicz, 2006). In this study, the nGram counts the frequency of the phrase ‘corporate social responsibility’ in millions of digitized Google Books as shown by the blue line. The nGram counts the frequency of the phrase ‘CSR’ within the same digitized books as shown by the red line. The nGram is slightly different from the study being presented here. The nGram has taken millions of book found on Google and searched these two buzz words. Our current study has narrowed the search to include textbooks used in strategy education classrooms, expanded the search words and included more present set of data. Although the usage and popularity of terminology is growing, as depicted in Figure 2 below, there is still some debate as to whether enough information is included in a business education classroom to ensure success in the business world.

Figure 2: Frequency of Corporate Social Responsibility in Vocabulary



CORPORATE SOCIAL RESPONSIBILITY IN BUSINESS EDUCATION CLASSROOMS

Bower (2008) believes business policy originated and transformed into management strategy when courses were first being offered at Harvard Business School in 1912. Dan Schendel and Charles Hofer concur the original usage of business policy, but that its meaning was revamped

from business policy to strategy management in 1979 (Wren and Bedeian, 2009). Strategy simply implies the plan to destroy one's adversary by effectively using open available resources (Bracker, 1980). Continually, adding strategy to corporate social responsibility built a strong foundation to educate future business leaders. When Strategic CSR is actively used in a classroom, then a larger reward is developed for both the company and society (Porter and Kramer, 2006).

Grant (2008) discussed two distinct views of teaching business policy and strategic management in capstone courses. Business policy is a tradition based course designed to capture the role of a general manager and is practicum based. Strategic management is nearly the other end of the spectrum. It is designed as a theory based course and utilizes business strategies (Grant, 2008). Combined, these courses could provide a broader view and expectation of future business leaders. Increasing the CSR content found in textbooks used in these described courses will enhance learning while educating managers that can lead companies into creating a sustainable environment (Lisa, Peirce, Hartman, Hoffman, and Carrier, 2007).

Competing business schools are continually evaluating courses being offered by their university to ensure they are current with the increasing trends. Students who attend schools with certain accreditation standards are looked upon favorably when applying for positions (Bennis and O'Toole, 2005). Strategic Management, historically, is the capstone course for business degrees (Chowdhury, 2016). For accreditation purposes, many universities use the Strategic Management course as a Capstone that leads into an exit exam (Payne, Whitfield, & Flynn, 2002). Studies have explored the integration of specific business topics such as marketing and economics within Strategic Management Courses (David, F. R., David, M. E., & David, 2017; Mong, 2011). However, there is a dearth of empirical studies related to CSR integration into the Strategic Management capstone course. The main research question relates to whether or not CSR has an increasing trend in business education as reflected in strategic management content since the development of the PRME in 2007. In exploring this research question, we offer the following hypothesis:

H₀: $\mu = 0.15$ (There has been no significant change in the amount of CSR in textbooks since 2007.)

H₁: $\mu \neq 0.15$ (There has been a significant change in the amount of CSR in textbooks since 2007.)

RESEARCH METHODOLOGY

To address this hypothesis related to CSR content in Strategic Management courses, a pragmatic approach with a mixed method of quantitative and qualitative works was examined. The quantitative content analysis design was used as a survey research approach while the qualitative design was used as a case study approach. This section discusses the quantitative content analysis conducted using Strategic Management textbooks.

The method used in this study can be compared to the study completed by Bracken and Urbancic (1999) who conducted a content analysis of ethics in accounting textbooks. Their particular research was to determine the amount of ethical content found in introductory

accounting and financial textbooks. Green and Lopus (1993) conducted a similar study using economics textbooks to determine the amount of content related to CSR in economics courses. The framework of our study is similar to the above mentioned studies, as its research was to determine the amount of CSR material found in business strategy textbooks used by a specific set of colleges.

Population and Sample Selection- The population for this study consists of textbooks used by AACSB accredited universities, but a convenience sample was selected by a review of schools similar to a medium-sized state regional university. Initially, twelve universities were identified for this study in order to determine what strategic management textbooks were used in strategy classes.

Table 1: Universities

1.	Lander University, College of Business, Greenwood, SC
2.	Queens University of Charlotte, McColl School of Business, Charlotte, NC
3.	Savannah State University, College of Business Administration, Savannah, GA
4.	Southern University at New Orleans, College of Business and Public Administration, New Orleans, LA
5.	Southern Utah University, School of Business, Cedar City, UT
6.	Texas Wesleyan University, School of Business Administration and Professional Programs, Fort Worth, TX
7.	The University of Tampa, John H. Sykes College of Business, Tampa, FL
8.	University of Tennessee at Chattanooga, Chattanooga, TN
9.	Tennessee Technological University, Cookeville, TN
10.	Coastal Carolina University, Conway, SC
11.	James Madison University, Harrisonburg, VA
12.	Appalachian State University, Boone, NC

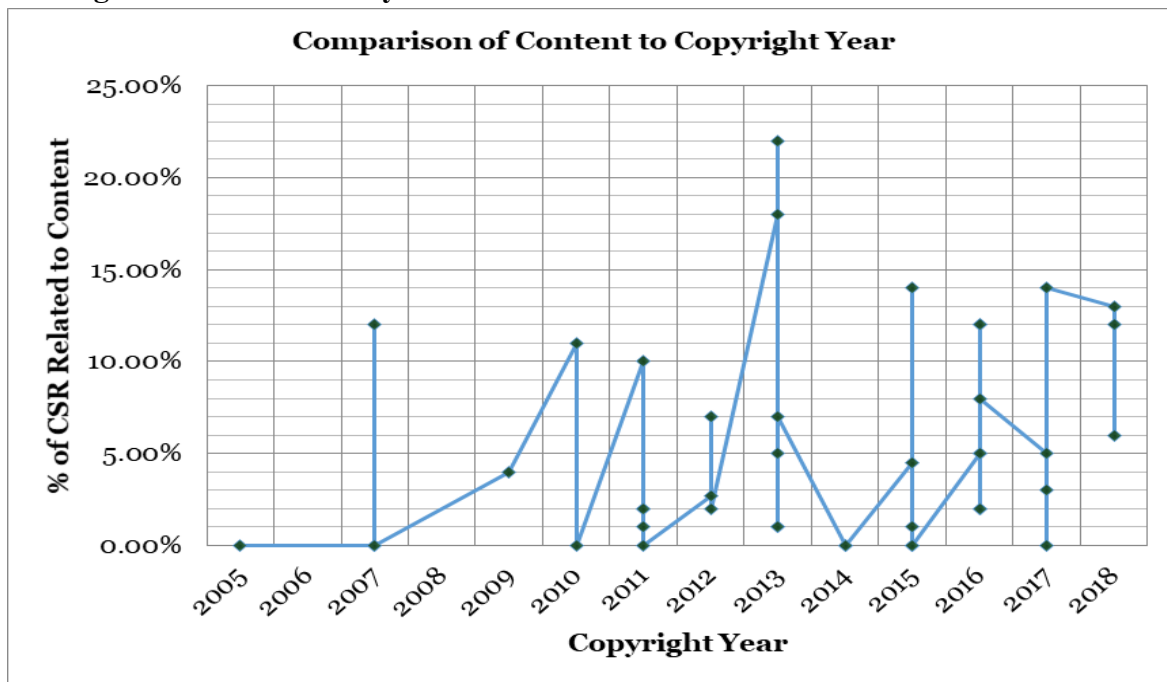
Once the school list was compiled an internet search was conducted to find syllabi of the school's Strategic Management courses. From the twelve schools listed above, classes were selected from their catalog and course content from years 2016 and 2017. All courses containing the word "strategy" were selected for the initial review. This generated a list of over 66 classes; however, some courses were deleted if they did not pertain directly to business, business education, strategy or strategy education. Again, the sample size was narrowed to textbooks using the word "strategy" in the title. This generated a list of 9 textbooks. Additional textbooks were chosen from random syllabi listed on a Google search and the Pearson publication site to give a larger sample size. A total of seventy-nine textbooks were first considered as possibly matching the criteria. Textbooks chosen for the initial review are listed in Appendix A.

Once the textbooks were chosen with the word "strategy" in the title, the total count of pages were counted. The textbook pages were searched for the following keywords and a page was considered if it met the criteria: Corporate social responsibility (CSR), Social Responsibility

(SR), community relations, triple bottom line, corporate responsibility, corporate citizenship, corporate governance, corporate affairs, corporate sustainability, community development, corporate social marketing, and/or philanthropy. It should be noted that the words corporate social responsibility, CSR, social responsibility and SR were searched as four different terms. Simple descriptive statistics were generated in order to analyze the data. The total number of pages in a textbook were compared to the number of pages that addressed CSR or a related topic. A percent of the content was recorded and tracked over the span of 13+ years as shown in Appendix B.

This result generated a list of 48 textbooks; however, it was deemed a biased result because multiple authors had several editions of the same textbook. Authors with multiple editions were calculated as an average of those textbooks and were recorded for the purpose of this study. As shown in Figure 3, below, forty-two textbooks between the year 2005 and 2018 fit the criteria.

Figure 3: Content Analysis



The number of textbooks found in different years varied. The number of textbooks ranged from zero to seven during the thirteen-year span. Year 2005, had one textbook, but had no CSR content found whereas 2006, presented no textbooks at all. Year 2007 had three textbooks with two providing no CSR content and one with 12%. Year 2008 presented no textbooks for the study. Year 2009 had one contribution with 4% of material related to CSR. Year 2010, had two textbooks, one with 0% while the other had 11%. Year 2011, had a total of five textbooks with a range of 0% to 10%. Year 2012 had three textbooks with an upward range of 7%. Year 2013, had six textbooks showing promising results of 22% of content related to CSR content and material. Unfortunately, year 2014 had no textbooks related to the study. Year 2015, had five textbooks found and a range of 0% to 14%. Year 2016, provided the most results for the study with seven textbooks and a CSR

content range between 2% to 12%. Year 2017, contributed four textbooks with a material range between 0% and 14%. Year 2018, provided three textbooks with between 6% and 13% content related to CSR.

While textbooks had the same amount of CSR content over the last thirteen years, the material became more consistently steady during the last eight years with the exception of year 2014.

DISCUSSION OF RESULTS / ANALYSIS

A complete data analysis was run on the percentage of text related to CSR in strategy textbooks. The mean of CSR rates in the study textbook sample is 0.052830233. This implies that only 5% of the pages in strategy books discuss CSR.

The hypothesis was tested using the t-test to determine if the rate of content increase since the PRME implementation in 2007 was significant.

$$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}} = \frac{.052830233 - .15}{.056510313 / \sqrt{43}} = -.3519872444 \quad (3)$$

Where

\bar{x} = sample mean

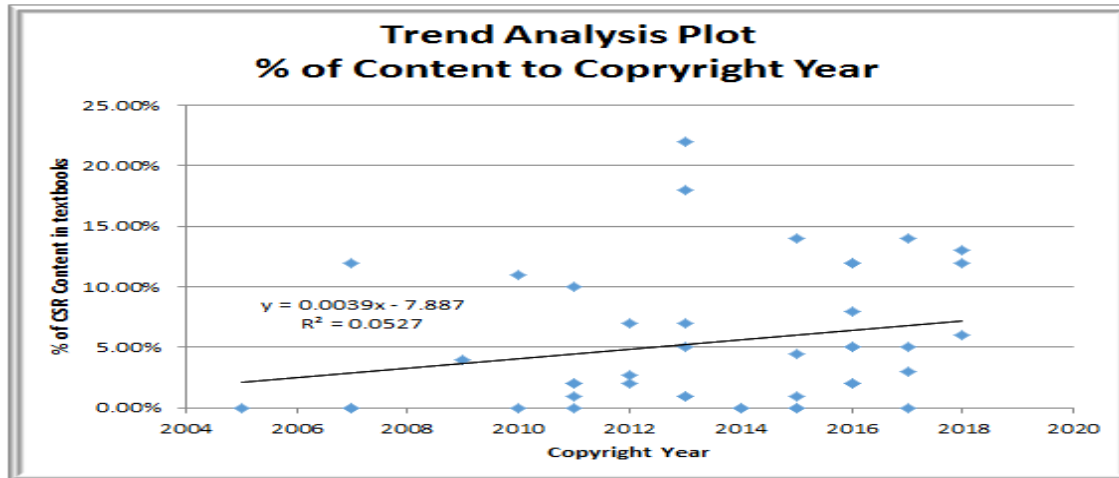
μ_0 = population mean

s = sample standard deviation

n = sample size

Therefore, at this time we reject the null hypothesis and claim that CSR content in college textbooks is significantly higher than 15 percent. The statistical significance was determined by looking at the p-value. The p-value was found by comparing t to a t-distribution with (n - 1) degrees of freedom. This was done by looking up the value in a table, such as those found in statistical textbooks or online. The p-value gave us the probability of observing the test results under the null hypothesis. Thus, the low p-value of .035679 indicated decreased support for the null hypothesis. The cutoff value for determining statistical significance was ultimately decided on by the researcher and valued at alpha level of .05. This corresponds to a 5% (or less) chance of obtaining a result like the one that was observed if the null hypothesis was true. This p-value is smaller than $\alpha = .05$, thus we must reject the H_0 while accepting the alternative H_1 . The chart below illustrates an increase in CSR content with a spike in 2013 and a leveling off period between 2015 and 2018.

Figure 4: Trend Analysis



The regression equation for y on x is: $y = bx + a$ where b is the slope and a is the intercept (the point where the line crosses the y axis).

$$Y = 0.329x - 7.887$$

Below is a chart of the Regression analysis as well as the result of an Analysis of Variance (ANOVA) to calculate the significance of the regression (0.14379).

Figure 5: Regression Statistics Analysis

<i>Regression Statistics</i>	
Multiple R	0.22947
R Square	0.05266
Adjusted R Square	0.02897
Standard Error	0.05596
Observations	42

<i>ANOVA</i>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	0.00696	0.00696	2.22331	0.14379
Residual	40	0.12528	0.00313		
Total	41	0.13225			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	-7.88704	5.32561	-1.48096	0.14645	-18.65051	2.87643	-18.65051	2.87643
	1979	0.00394	1.49108	0.14379	-0.00140	0.00929	-0.00140	0.00929

SUMMARY AND CONCLUSIONS

While this paper was not to discuss all aspects of CSR, it was important to establish the history, a content analysis of CSR material in Strategic Management Textbooks, and the future of CSR business education. At the end of the day, CSR can have multiple definitions as long as individual corporations are striving to build a sustainable environment locally and globally. Research indicates that there are over forty definition variations over five dimensions that have helped mold CSR initiatives into what they are today.

It is imperative that definition variations and initiatives are taught in the classrooms utilizing historical presence, case studies and general practicum. Increasing the amount of CSR content in textbooks will help ensure educators have the valuable resources they need to shape future leaders into corporate citizen business affiliates.

ASSUMPTIONS

An underlying assumption is all material found in the textbooks is being taught at some point or another during a course of the class. Another assumption is the keywords found have a direct association to CSR content. Another main assumption of the study pertains to the title of the textbook relating to CSR versus strategy.

LIMITATIONS OF THE STUDY

To date, this author has been unable to locate any previous studies on CSR content in Strategy textbooks. This study addresses the amount of CSR content in strategy capstone textbooks. This research is not exhaustive because all strategy textbooks were not examined. The use of the syllabi may be a limitation of this study. Cohen and Brewer (2008) found that syllabi are documents to satisfy accreditation teams and the use of syllabi to determine content and comparability may be a problem. Another limitation is that academic freedom may allow an instructor to change the curriculum at any time (Cohen and Brewer, 2008).

The limitation of the nGram Viewer is that the nGram is unable to determine the context in which the phrase is being used; however, in the current research this limitation is not a consideration (Aiden and Michel, 2013). The corporate social responsibility, csr, and CSR words included in the search had to be specific, or it would generate different results. In fact, the limitation of the nGram may provide additional validity to this research if the results were examined further (Seadle, 2016).

The limitation of using a textbook website limited the number of textbooks in which we could gain access. As a requirement to be included in the study, thirty-one textbooks were eliminated due to lack of accessibility to content. Continually, the list of keywords used to measure CSR content in Strategy textbook was not an all-inclusive list used by business professionals. An

entire chapter maybe dedicated to CSR, but because the buzz word was only listed on the first page, then only that page was counted.

A Type I error would occur if the researcher rejected the null hypothesis and concluded that the zero percent content increase is different when, in fact, it is not. Since the textbooks have the same effectiveness, the researcher did not consider this error too severe because the students still benefit from the same level of education regardless of which textbook they use. However, it would be helpful to consolidate all terminology and definitions concerning CSR to develop useful applications in business classrooms (Bracker, 1980).

The validity and reliability are impacted due to the small sample size. The small sample limits the ability to generalize the findings to the larger population. The originally study for aspirant and peer school course and content search with listed textbooks have been well organized. Additionally, the search words and methodology have been well documented, contributing to the reliability of this research (Riege, 2003).

FUTURE RESEARCH

This paper will help readers understand the development of CSR content in Strategy textbooks used in Capstone courses over the last thirteen years. It should provide the framework for future research in multiple areas including but not limited to CSR related content found in other educational textbooks, the percentage amount increase/decrease of CSR content from the same author but different edition textbooks, and/or the addition of a CSR based education course to an undergraduate program. More importantly, it is hope that this research will lead to more studies of the development of educational frameworks for responsible management education. As stated in the introduction of this study, Principle 3, of the PRME states, “(w)e will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.” Required readings such as textbooks are only one source for management courses. Future studies should review strategic management syllabi to determine if other materials, processes, and educational environments are being created to foster responsible management education.

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Appendix A

	Title	Author or Authors	Copyright	Edition	
1	—	Strategic Management: Concepts and Cases	David	-	8th
2	—	Strategic Management	David	2015	15th
3	—	Strategic Management: Creating Competitive Advantage	Dess/Lumpkin	-	
4	•	Strategic Management: Text and Cases	Dess/Lumpkin/Eisner/McNamara	-	7th
5	•	Strategic Management	Dess/Eisner/McNamara	2013	8th
6	—	Strategy and the Business Landscape	Ghemawat	2010	3rd
7	•	Contemporary Strategy Analysis	Grant	2013	8th
8	•	Contemporary Strategy Analysis	Grant	2016	9th
9	—	Foundation of Strategy	Grant/Jordan	2012	1st
10	•	Foundations of Strategy	Grant/Jordan	2015	2nd
11	—	Foundations of Strategic Management	Harrison/John	-	1st
12	•	Foundations in Strategic Management	Harrison/John	2010	5th
13	•	Foundations in Strategic Management	Harrison/John	2014	6th
14	—	The Strategy Concept and Process: A Pragmatic Approach	Hax/Majluf	1996	2nd
15	•	Strategic Management: An Integrated Approach	Hill/Jones	2015	11th
16	•	Strategic Management: An Integrated Approach Theory and Cases	Hill/Jones	2012	10th
17	•	Strategic Management: An Integrated Approach Theory and Cases	Hill/Schilling/Jones	2017	12th
18	—	Handbook of Strategic Management	Hitt/Harrison	2001	1st
19	•	Strategic Management: Competitiveness and Globalization- Concepts and Cases	Hitt/Ireland/Hoskisson	2012	10th
20	•	Strategic Management Concepts: Competitiveness and Globalization	Hitt/Ireland/Hoskisson	2015	11th
21	•	Essentials of Strategic Management	Hunger/Wheelen	2011	5th
22	—	Strategy for Business: A Reader by Open University	Mazucato	2002	1st
23	—	Strategic Management	McNamara	2015	8th
24	—	Strategic Management	Pearce/Robinson	-	14th
25	—	HBR's 10 Must Reads on Strategy	Porter	2011	1st
26	—	Strategic Management Concepts and Cases	Rothaermel	2012	1st
27	•	Strategic Management	Rothaermel	2016	3rd
28	—	Business Strategy: Plan, Execute, Win!	Stroh	2014	1st
29	—	Management Strategy & Performance	Van Ness	2012	2nd

30	—	Strategic Management: Value Creation, Sustainability, and Performance	Bamford/West	-	1st
31	•	Strategic Management: Value Creation, Sustainability, and Performance	West	2016	4th
32	—	Concepts in Strategic Management and Business Policy	Wheelen/Hunger	2010	12th
33	•	Concepts in Strategic Management and Business Policy	Wheelen/ Hunger/ Bamford	2018	15th
34	—	Concepts in Strategic Management and Business Policy	Wheelen/ Hunger/ Bamford	2015	14th
35	•	Strategic Performance Management	Waal	2013	2nd
36	•	Strategic Management and Competitive Advantage	Barney	2015	5th
37	•	Strategic Management in Action	Coutler	2013	6th
38	—	Strategic Management	David	2017	16th
39	•	Strategic Operations Management	Brown	2013	3rd
40	—	Mastering Strategic Management 1.1	Ketchen/Short	2015	-
41	•	Strategic Analysis and Action	Crossan	2016	9th
42	•	Strategy	Pearce	2012	4th
43	•	Marketing Channel Strategy	Panatier	2015	8th
44	•	Strategic Planning for Public Relations	Smith	2017	5th
45	•	Advanced Strategic Management	Jenkins	2016	3rd
46	—	Visual Strategy: Strategy Mapping for Public and Nonprofit Organizations	Bryson/Ackermann/Eden	-	1st
47	•	Business Strategy	Edgar	2011	3rd
48	•	Strategy from the Outside In: Profiting from Customer Value	Day	2010	1st
49	—	Strategic Leadership in the Public Sector	Joyce	2017	2nd
50	•	Next Generation Business Strategies for the Base of the Pyramid	London	2011	1st
51	•	Strategic Management	FitzRoy	2011	2nd
52	—	Making Strategy Work	Hrebiniak	2013	2nd
53	•	Strategic Management	Jeffs	2009	1st
54	•	Global Strategy	Jain	2017	1st
55	—	Strategic Alliances and Marketing Partnerships: Gaining Competitive Advantage Through Collaboration	Richard	-	1st
56	•	FT Guide to Strategy	Kock	2011	4th
57	•	Supporting Strategy: Frameworks, Methods and Models	O'Brien/Dyson	2007	1st
58	—	Creative Strategy	Duggan	-	-
59	—	Strategic Aspects of Oligopolistic Vertical Integration	Wu	1993	-

60	●	Sustainable Strategic Management	Stead	2013	2nd
61	●	The Strategic Manager	Srninia	2018	2nd
62	●	Global Operations Strategy	Gong	2013	1st
63	●	Managing Strategic Design	Holland	2014	1st
64	●	Strategic Sustainability	Sroufe	2007	1st
65	—	Short Introduction to Strategic Management	Andersen	-	-
66	—	Theory of the Firm for Strategic Management	Becerra	-	-
67	●	Behavioral Strategic Management	Bromiley	2018	1st
68	—	Strategic Intelligence Management	Akhgar	2013	-
69	●	Strategic Analysis	Gander	2017	-
70	●	Corporate Level Strategy	Furrer	2016	2nd
71	●	Strategic Management and Business Analysis	Jenkins	2016	2nd
72	●	Strategy Implementation	Verweire	2014	1st
73	—	Practical Strategic Management: How to Apply Strategic Thinking In Business	Kasahara	-	-
74	—	Strategic Management: Thought and Action	Huff	2009	-
75	●	Strategy	Clegg	2017	2nd
76	●	Management Policy	Standford	1979	1st
77	●	Essentials of Strategic Management: The Quest for Competitive Advantage	Gamble/Peteraf/Thompson	2015	14th
78	●	Strategic Management and Organisational Dynamics: The Challenge of Complexity	Stacey	2007	5th
79	●	Strategy: Create and Implement the Best Strategy for Your Business	Harvard Business School	2005	-

Table 2 Key

- All Information found
- Textbooks not found or unavailable for review

Appendix B

	Title	Author or Authors	Copyright	Edition	Total Pages	# of Pages	% of Text
1	Management Policy	Stanford	1979	1st	625	6	1%
2	Strategy: Create and Implement the Best Strategy for Your Business	Harvard Business School	2005	1st	162	0	0%
3	Supporting Strategy: Frameworks, Methods and Models	O'Brien/Dyson	2007	1st	406	0	0%
4	Strategic Sustainability	Sroufe	2007	1st	272	32	12%
5	Strategic Management and Organisational Dynamics: The	Stacey	2007	5th	480	0	0%
6	Strategic Management	Jeffs	2009	1st	226	9	4%
7	Foundations in Strategic Management	Harrison/John	2010	5th	208	23	11%
8	Strategy from the Outside In: Profiting from Customer Value	Day	2010	1st	314	1	0%
9	Essentials of Strategic Management	Hunger/Wheelen	2011	5th	190	19	10%
10	Business Strategy	Edgar	2011	3rd	392	5	2%
11	Next Generation Business Strategies for the Base of the Pyramid	London	2011	1st	240	2	1%
12	Strategic Management	FitzRoy	2011	2nd	704	12	2%
13	FT Guide to Strategy	Kock	2011	4th	392	0	0%
14	Foundation of Strategy	Grant/Jordan	2012	1st	501	18	4%
15	Strategic Management: An Integrated Approach Theory and	Hill/Jones	2012	10th	960	33	3%
16	Strategic Management: Competitiveness and Globalization-	Hitt/Ireland/Hoskisson	2012	10th	906	63	7%
17	Strategy	Pearce	2012	4th	240	4	2%
18	Strategic Management	Dess/Eisner/McNamara	2013	8th	428	75	18%
19	Contemporary Strategy Analysis	Grant	2013	8th	460	28	6%
20	Strategic Performance Management	Waal	2013	2nd	464	3	1%
21	Strategic Management in Action	Coutler	2013	6th	288	15	5%
22	Strategic Operations Management	Brown	2013	3rd	512	4	1%
23	Sustainable Strategic Management	Stead	2013	2nd	286	63	22%
24	Global Operations Strategy	Gong	2013	1st	320	22	7%
25	Foundations in Strategic Management	Harrison/John	2014	6th	198	21	11%
26	Managing Strategic Design	Holland	2014	1st	330	0	0%
27	Strategy Implementation	Verweire	2014	1st	304	0	0%
28	Foundations of Strategy	Grant/Jordan	2015	2nd	379	19	5%
29	Strategic Management: An Integrated Approach	Hill/Jones	2015	11th	976	24	2%
30	Strategic Management: Concepts: Competitiveness and Globalization	Hitt/Ireland/Hoskisson	2015	11th	480	69	14%
31	Strategic Management and Competitive Advantage	Barney	2015	5th	400	4	1%
32	Marketing Channel Strategy	Pamatiar	2015	8th	465	1	0%

33	Essentials of Strategic Management The Quest for Competitive	Gamble/Peteraf/Thompson	2015	14th	440	0	0%
34	Contemporary Strategy Analysis	Grant	2016	9th	776	30	4%
35	Strategic Management	Rothaermel	2016	3rd	471	57	12%
36	Strategic Management Value Creation, Sustainability, and	West	2016	4th	407	7	2%
37	Strategic Analysis and Action	Crossan	2016	9th	273	13	5%
38	Advanced Strategic Management	Jenkins	2016	3rd	376	8	2%
39	Corporate Level Strategy	Furrer	2016	2nd	283	33	12%
40	Strategic Management and Business Analysis	Jenkins	2016	2nd	283	20	8%
41	Strategic Management An Integrated Approach Theory and	Hill/Schilling/Jones	2017	12th	896	27	3%
42	Strategic Planning for Public Relations	Smith	2017	5th	540	26	5%
43	Global Strategy	Jain	2017	1st	302	8	3%
44	Strategic Analysis	Gander	2017	1st	167	0	0%
45	Strategy	Clegg	2017	2nd	598	83	14%
46	Concepts in Strategic Management and Business Policy	Wheelen, Hunger, Bamford	2018	15th	426	54	13%
47	The Strategic Manager	Sminia	2018	2nd	195	23	12%
48	Behavioral Strategic Management	Bromiley	2018	1st	254	14	6%