San José State University  
School of Management, Lucas College of Business  
Business 290, Strategic Thinking, Section 05, Spring, 2016  

Course and Contact Information

Instructor: Gary D. Radine  
Office Location: BT 655  
Telephone: (650) 431-9754 (cell) or for at-school messages (not frequently checked), use (408) 924-3554  
Email: Gary.Radine@SJSU.edu  
Office Hours: Monday, 4:30-5:30, by appointment. Other times as arranged by appointment.  
Class Days/Time: 
   Friday, January 29 (two hours only), 1, 8, 15, 22, 29, March 7, 14.  
   Friday, February 5, 12, April 8, 15.  
   All classes from 6:00-10:00 except for January 29, which will be from 6:00 to 8:00.  
Site: BBC 126  

Prerequisites: Completion of BUS 200W, BUS 202, BUS 210, BUS 220, BUS 230, BUS 250, BUS 260, BUS 270, BUS 280 and graduate standing; restricted to Business - MBA majors only

Course Description

The course provides an integrative focus on managing the total enterprise, including corporate and business-level strategy formation. It applies market and industry analysis, using qualitative and quantitative techniques, to position companies in their competitive environment and to identify sources of competitive advantage. Students create a strategic plan for an on-going or a new organization.

This course is designed to help students: analyze internal and external resources of an organization, develop strategic thinking skills, develop and identify strategic alternatives or initiatives, and prepare a strategic business plan to implement strategies or lead strategic change within an organization. The course integrates prior subject matter included in the MBA program (reference prerequisites).

The purpose of this integrative course is to provide students the opportunity to apply knowledge acquired from the entire curriculum. The focus of the course is to: link strategic thinking with strategy formulation and analysis and selection, develop a strategic business plan, understand how to implement and execute it, and convincingly present a business case.

In addition to developing the student’s strategic business skills and integrating core business disciplines, this course will develop soft skills in the area of public speaking, giving constructive criticism and persuasion.
Course Learning Objectives:

Upon successful completion of this course, students will be able to:

1. Know tools and be able to analyze external environment of a business
2. Know tools and be able to analyze competitive environment of a business
3. Know tools and be able to analyze businesses internally
4. Know inputs and resource allocations for strategic planning and their effects
5. Know how to prepare and present a strategic plan
6. Be practiced in group participation, presentations, brainstorming and “public” constructive suggestions to one another.

Required Texts/Readings

Textbook
3. Glo-Bus Business Strategy Simulation Game

Other Readings

Articles will be posted on Canvas from time to time.

Other equipment / material requirements

Laptop, I-Pad or other computer device with access to Internet

Library Liaison

Diane Wu at Diane.Wu@sjsu.edu, phone 408-808-2087

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

The scheduled course contact hours are in compliance with the required course credit hours (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14082.html) and the required course culminating experience (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html)
Course requirements: (Each of these assignments are detailed in the Course Schedule part of this Syllabus, including when each one is due. Each is listed here to connect back to the Course Learning Objectives (“CLO”) listed above.

1. Reading of Rothaermel text as assigned, with the appropriate chapter to be read before the applicable class (CLO 1-3)
2. Reading of Barney/Clifford book as assigned with the appropriate chapter(s) to be read before the applicable class (CLO 1-4)
3. Reading of articles during session, as distributed (CLO 1-5, depending on article)
4. Participation in Business Strategy Simulation (CLO 2, 4 and 6)
5. Mid-term examination (CLO 1, 2)
6. Mini-project on power industry (CLO 1-6)
   a. General environment paper (CLO 1, 6)
   b. External analysis paper (CLO 2, 6)
   c. Internal analysis paper (CLO 3, 6)
   d. Strategic options paper (CLO 5.6)
7. Individual Culminating project on selected business (term paper) (CLO 1-5)
   a. General environment paper (CLO 1)
   b. External analysis paper (CLO 2)
   c. Internal analysis paper (CLO 3)
   d. Strategic plan (CLO 4, 5)
8. Final examination (CLO 1-5)

Specific assignments and dates (which can be found in the Course Schedule section, later in this Syllabus), are subject to change with fair notice. Such notice would be given in classes and on the Canvas for the class.

Class participation is an important part of the learning experience in this particular class and will be part of the grading (as specified below). Participation takes place through reading and thinking through the key topics in assigned readings in advance, being active in class discussions, participating in group papers and presentations, participation in strategy simulation meetings and presentations, and directed rendering of suggestions (brainstorming) on phases of other students’ work that is presented. Further, there are one quiz, a mid-term and a final examination, all of which take place in the regular classroom. All of these require class attendance. As the University puts it:

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy
There is a generally a direct correlation between effort expended and grades earned. The idea of a grading policy is to make sure everyone is treated consistently, hence, the better quality of effort results in the higher grade. The general grading breakdown is below, but every aspect is important to the learning experience. Of course, some assignments (such as papers, participation) have to be more subjectively graded than examinations per se, though it is surprisingly clear on subjective analyses when one effort considerably surpasses another. In any case, if
students are unsure on subjective assignments as to their direction or quality of product, they can request to submit drafts for comments for directional comment.

In general, material submitted should be done in good grammar and use of English language. Less than that distracts the reader and detracts from the quality (and thus the grade) of what is submitted. The University is providing a writing coach/editor for each student’s submittal of material for this particular class and semester, which can best be used for the Individual Culminating Project.

Differently abled students should contact the professor if these evaluation procedures are felt not to be appropriate.

**Late Assignments**

All Assignments are to be completed or uploaded in the designated area in the learning management system by the due date and time. Assignments submitted within 24 hours after the due date and time will have 10% deducted, within 48 hours 20% deducted, and so on.

**Grading Percentage Breakdown**

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<tr>
<td>Quiz</td>
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<td>Mid-term Exam</td>
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<td>Team Project—Power Company</td>
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<td>Strategy Simulation</td>
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<tr>
<td>Class Participation</td>
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<td>Final Exam</td>
<td>20%</td>
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<td>Individual Culminating Project</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Numerical application for the above percentages, where applicable.**
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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>94% and above</td>
<td>A</td>
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<td>93% - 90%</td>
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<td>89% - 87%</td>
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<td>86% - 84%</td>
<td>B</td>
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<tr>
<td>83% - 80%</td>
<td>B-</td>
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<td>79% - 77%</td>
<td>C+</td>
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<td>76% - 74%</td>
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<td>73% - 70%</td>
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<td>69% - 67%</td>
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<td>63% - 60%</td>
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<td>below 60%</td>
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Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C-not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co--- registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students. “See University Policy S14-5 at http://www.sjsu.edu/senate/docs/S14-5.pdf.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol
Essentially, classroom protocol is a two-way street. Students expect the professor to be present for classes and on time, and should hold the same expectations for themselves. If one or the other has something unexpected and unavoidable come up (e.g. injury, sickness), there should be equal courtesies extended, meaning notice beforehand, either on Canvas (or a broadcast e-mail) to all students at once by the professor, or to the professor’s e-mail if by a student. That is because each student’s attendance is important not just to the student, but also to the professor. Similarly, students should advise team members if there is a relevant presentation that class.

Students should not use cell-phones in the class, just as they would not expect the professor to do so. A break will be given about every hour, for everyone to catch up on needed cell phone or social media communications that they feel cannot wait. Use of laptops for notes is permitted, unless it becomes a distraction to other students. As with cell phones, they may not be used for outside communications, social media, instant messaging or anything of that sort, since that is distracting to other students and the professor. Basically, everyone should be treated with equal courtesy. University policy requires no eating in the class.

In terms of behavior, the class should be considered a culminating experience of a business degree, and treated seriously. Hence, students should not be obstreperous, negative to the professor or each other, or act in any way deleterious to their own education or that of their fellow students. The same should apply to all safety issues, students should act in a positive, enhancing manner to one another and the class itself. For group work, students should take pains to be sure that all are participating equally, so no one is felt by the others to be a “slacker”, taking advantage of the others’ efforts without equally giving them the equivalent benefit.

If there is some Golden Rule sense in this section (“Do unto others as you would have them do unto you”), that is not entirely coincidental.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays (Optional)

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the
responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Lucas College and Graduate School of Business Mission

We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.

MBA Program Goals:
(Not all program learning goals are covered in every course)

Goal One: Business Concepts
  Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior.

Goal Two: Analysis and Decision Making
  Understand decision making methods including decision trees, expected value, risk and uncertainty, and the value of information.

Goal Three: Cultural and Ethical Awareness
  3a. Understand the major issues facing multinational corporations in the management of their international operations—particularly those of an intercultural nature.
  3b. Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.

Goal Four: Leadership and Teams Skills
  Comprehend the factors that contribute to effective leadership of teams and understanding of the skills and behaviors necessary to be an effective team member.

Goal Five: Global Change and Dynamics
  5a. Demonstrate an ability to understand and adapt to global market changes
  5b. Demonstrate an ability to integrate knowledge and develop innovative solutions to remain competitive given industry dynamics (strategic integration).

Goal Six: Communication Skills
  6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.
  6b. Demonstrate the principles and processes of effective written communications.

Lucas College and Graduate School of Business Policies:
To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

**Eating:**
Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

**Cell Phones:**
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

**Computer Use:**
In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

**Academic Honesty:**
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

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### Course Number / Title, Semester, Course Schedule

#### Course Schedule

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>Jan. 29</td>
<td>Introductory class. Review of business terms. Intro to how class will be conducted, outcomes, comportment. Intro to textbooks. Intro to business simulation program. Overview of strategy and why it is studied. What is competitive advantage and why do we care about it? First view of small businesses and options open to them, with case study. Only advance assignment is to bring in the idea of a small business which student can study over next few classes.</td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td>2</td>
<td>Feb. 1</td>
<td>First full class. Class will be broken into teams of about three students. Theme: first, vision and mission of companies—are they valuable, or often retrospective? Then, wide external view of business, using PESTEL framework. Each of those six will be discussed, with a case study provided for each, student groups solving for each. Discussion of how a strategic plan could be composed to meet the different aspects, to begin familiarity with planning. Discussion of external environment to specific small businesses chosen in first class. Computer simulation program will be assigned. Assignment: Chapters 2 and pages 55-60 of Chapter 3 of Rothaermel. Further, first discussion of simulation and first assignments to begin for test cases.</td>
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<td>2</td>
<td>Feb. 5</td>
<td>External view, Industry with “SCP” methodology. Each of these letters will be presented (in terms of Structure, Conduct and Performance, with a mini-case for discussion and presentation by each group, with different presenter for each subject. Strategic plan ideas will be considered for each once all three are considered. First practice round of simulation, to get some understanding of how vehicle works, with constructive commentary from other group members. Discussion of first two chapters of Barney/Clifford and options chapter questions at end. Application of SCP to small business choices from first class. Assignment—preparation of first cases of simulation. Reading of pages 62-64 of Rothaermel, reading of first two chapters of Barney/Clifford. Individual advance thought on application to small business chosen.</td>
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<td>2</td>
<td>Feb. 8</td>
<td>External view, Competitive Forces and Firm strategy, Porter’s Five Forces Model, plus role of complements and competition over time. Each of the Porter five will be presented individually, with a mini-case to solve for each, by each group, with a presentation by each, with a different presenter for each problem. Strategic plan options to deal with different competitive situations will be considered, to encourage thinking “out of the box”. Discussion of chapters 3 and 4 of Barney/Clifford and discussion of questions at chapter ends. Second practice round of computer simulation to be presented and considered, with constructive commentary. Application of competitive concepts to small businesses chosen. Assignment—reading of balance of Chapter 3 of Rothaermel, reading of chapters 3 and 4 of Barney/Clifford. Second test case of simulation to be presented.</td>
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<td>3</td>
<td>Feb. 12</td>
<td>Quiz on external analysis for strategy. Discussion of how external analysis affects each of the small businesses chosen in first class. Then, move to internal analysis and why we care about it. Presentation of RBV/VIRO and SWOT, with test cases for each for group discussion and presentation. Explanation of value chain. Discussion of how to change internal factors in a business. First regular round of computer simulation to be presented. Discussion of chapters 5 and 6 of Barney/Clifford and questions at chapter ends. Discussion of internal analysis to small business chosen. Assignment: Chapter 4 of Rothaermel, Chapter 5 and 6 of Barney/Clifford. Some preliminary thought on application of internal analysis to small business.</td>
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| 3    | Feb. 15  | Mid-term examination to include details of internal analysis and analyzing test case of business for both external and internal factors. Choice of mid- to large-
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<td>sized company to use individually for balance of semester, and assignment of culminating project. Beginning of strategy formulation—basics of cost leadership, product differentiation, specialization, and integration strategy with case studies for groups to consider and present. Constructive participation by rest of class on what case study companies presented could also have done, to further develop creative thinking. Final discussion on small business chosen, as to strategic possibilities. First scoring round of strategy simulation. Assignment: Chapter 6 of Rothaermel, Chapters 7 and 8 of Barney/Clifford. Continued work on strategy simulation. Discussion of what a strategy plan might look like.</td>
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<td>4</td>
<td>Feb. 22</td>
<td>Presentation of innovation in strategy, and the effect of industry and product life cycles. The subject will be approached first from the perspective of the disruptor, then separately from the perspective of the incumbent business, with different teams looking at the same industry from the different sides. Class members will add ideas to either of the perspectives. A case study will be presented on one American business institution in particular, to discuss if it has been rendered largely obsolete, and what it should do. Second scoring round of strategy simulation. Class presentations of first research on business chosen for individual semester study (from immediately-preceding session), with classmates pitching in for anything they can suggest. Assignment of mini-project on power industry, for succeeding three classes. Discussion of Chapter 9 of Barney/Clifford. Assignments: Chapter 7 of Rothaermel, Chapter 9 of Barney/Clifford, continued work on strategy simulation. First research on individual businesses as basis of presentations to be made.</td>
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<td>5</td>
<td>Feb. 29</td>
<td>Presentation of corporate strategy, in terms of vertical integration and diversification, with mini-case studies for each. Presentation of transaction cost economics with mini-case study. Presentation of alliances and strategic networks—when they work, when they do not, with mini-case study. Presentation of balance of individual business projects, with class discussion. Fourth presentation of strategy simulation. Turning in of assignment of what was learned on power industry. Discussion of Chapter 10 of Barney/Clifford. Third scoring round of strategy simulation. Assignments: Chapter 8 and pages 236-254 of Chapter 9 of Rothaermel, Chapter 10 of Barney/Clifford, continued work on strategy simulation, first research on power industry, to be put into background synopsis, due beginning of this class.</td>
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<td>6</td>
<td>Mar. 7</td>
<td>Presentation on Global Strategy, when and why companies are successful or not, and how to defeat players already ensconced there, using Mexico market as mini-case. Receipt of assignment on external analysis of power companies and industry, and likely internal environments, and class discussion of what was found…and what was not. Each student will be able to judge likely adequacy of his/her analysis by what they hear from others in the class discussion. Fourth scoring round of strategy simulation. Discussion of Chapter 11 of Barney/Clifford. Discussion of creativity, where new ideas come from, how to think out of box. Assignments: Chapter 10 of Rothaermel, Chapter 11 of</td>
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<td>7</td>
<td>Mar. 14</td>
<td>Barney/Clifford, continued work on strategy simulation, preparation of internal and external analysis of power companies, for submittal this class. Presentation on Organizational design, structure, culture, control. Presentation of what should be in developed strategic plans and the likelihood of their being accomplished or not. Presentation of ethics in strategic planning, short- and long-term thinking. Submittal of strategic ideas (options) for power case, and discussion of what was determined by various class participants. Fifth scoring round of strategy simulation. Discussion of Chapter 12 and 13 of Barney/Clifford. Presentation of first strategic options for each individual projects, with class brainstorming. Assignments: Chapters 11 and 12 of Rothaermel, Chapter 12 and 13 of Barney/Clifford. Preparation of strategic options for power companies, to be submitted at beginning of class. Preparation of first-perceived strategic options for individual projects. Continued work on strategy simulation.</td>
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<td>8</td>
<td>Apr. 8</td>
<td>Presentation of union activity and negotiating, as part of strategic planning, and consideration of union movement’s available strategies in a micro and macro sense. Submittal of draft of individual project strategic plan, in writing at beginning of class (to have been submitted 7-10 days earlier to writing coach for editing), and orally by synopsis for consideration of any ideas by class participants (brainstorming). Last scoring round of strategy simulation. Discussion of Chapters 14 and epilogue in Barney/Clifford. Review of course high points and analysis, in preparation for final examination. Assignment: Reading of two-three articles on union activity, to be distributed in Week 7 or earlier, in Canvas. Reading of Chapters 14 and epilogue in Barney/Clifford. Continued work on strategy simulation project, to make changes from what has been heard earlier.</td>
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<td>9</td>
<td>April 15</td>
<td>Final examination, first 90 minutes of class (venue—regularly-assigned classroom, no change). Submittal of strategic plan for individual culminating project. Determination of winning teams in strategy simulation and presentation of all the teams’ work on the simulation. Presentation of difficulties of strategic plan implementation in businesses and how to overcome those. Discussion of career desires of students and how strategic planning can be used in industries/companies students would like to be in. Discussion of how strategic and creative thinking can be applied to any size business, unions, associations. Assignments: Studying Rothaermel text for final examination. Completion of culminating project, from comments given students after immediately preceding class.</td>
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