San José State University
College of Business/School of Management (BUS3)
BUS 189, Strategic Management - Spring 2016

Instructor: Gretchen Vogelgesang Lester, Ph.D

Office Location: Business Tower # 661

Office Telephone: 408-924-3579 (I very rarely check this voice mail if I am not on campus – email is much preferred)

Email: gretchen.lester@sjsu.edu

Office Hours: Mondays and Wednesdays: 1:25 – 2:10pm
Other times by appointment

Class Days/Time:
Section 15: MW 10:30 – 11:45am
Section 16: MW 12:00 – 1:15pm

Classroom: BBC 302

Prerequisites: 100W or 100WB and graduating senior status

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, grading rubrics, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or Canvas) to learn of any updates. Please make sure the email you have in MySJSU is one you check frequently.

Course Description
From the course catalog:

Integrative capstone seminar analyzing interrelationships of managerial decisions/actions within and between the firm and its environment. Applies multi-disciplinary techniques to diagnose and recommend actions appropriate to specific company situations, using case method. Prerequisite: Any 100W. Restricted to graduating seniors only. Allowed Declared Majors: All Business Majors. Lower Division Business Pool. Graduating Senior Status.

Business 189 is a senior capstone seminar for business majors. The goal of the seminar is to learn the fundamentals of how to manage organizations strategically. Strategic management of organizations is a complex undertaking, which starts with the central question: why do some companies succeed while others fail? The course will require you to examine this question by integrating knowledge from prior business courses, while simultaneously learning and applying new strategic management concepts, principles, frameworks and methodologies. Applies multi-disciplinary techniques to diagnose and recommend actions appropriate to specific company situation, using the case method of teaching.
**Course Goals**

1. To learn the fundamentals of strategic management in order to analyze business situations from a strategic perspective.

2. To understand the fundamental principles of and interrelationships among business functions such as: R&D, production, marketing, customer service, finance, human resources and information technology and how each contributes to or destroys business value.

3. To understand the interrelationships of business to individuals, other organizations, government and society.

4. To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools.

5. To comprehend and critically evaluate information presented in written and numeric form.

6. To express ideas clearly, logically and persuasively in oral and written communication.

7. To sharpen ability to think critically, logically and strategically.

**Student Learning Objectives**

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

1. Ability to identify key issues, analyze available information, select appropriate strategies and articulate reasons for choosing a specific strategy.

2. Identify how companies create and sustain competitive advantage by recognizing the key determinants for business success.

3. Understand the difference between strategy formulation and implementation and articulate the major steps under each area.

4. Proficient at applying the following strategic management tools: SWOT analysis, Porter’s 5 forces, industry life cycle analysis, strategic groups analysis, distinctive competencies analysis, generic strategy identification for functional, business, corporate and global level strategies, understanding of the 4 building blocks of competitive advantage.

5. Integrate the different business disciplines to understand the overall performance of the company.

6. Proficient in the case method of analysis to assess a company’s performance and provide recommendations for improvement.

7. Ability to write a strategic plan for a company focusing on providing recommendations to increase performance and build sustainable competitive advantage.

8. Ability to present the strategic plan articulately and persuasively.

9. Develop the habit of staying current on the latest economic news and think about how this can impact business performance.

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(10) Develop decision making skills
(11) Develop personal reflective skills
(12) Develop team work skills

BSBA Program Learning Goals

Goal One: Business Knowledge

Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

Goal Two: Communication

Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

Goal Three: Ethical Awareness

Recognize, analyze, and articulate solutions to ethical issues that arise in business.

Goal Four: Leadership, Teams and Diversity

Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

Goal Five: Critical Thinking

Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

Goal Six: Innovation

Recognize, analyze, and articulate strategies for promoting creativity and innovation.

Required Texts/Readings

Textbook
   ISBN-10: 0133129306

   *You can also buy the concepts+cases (5/E) version if you find it used for a cheaper price. If you buy
   the 4th edition, please be sure you can share with a friend to note any updates.

2.) Glo-Bus Simulation – you will purchase access online to the simulation.

Library Liaison
Diana Wu

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Course Requirements

Required Topics:

(1) Introduction to Strategic Management
(2) Strategy and Competitive Advantage
(3) SWOT Analysis
(4) Functional Level Strategy
(5) Business Level Strategy
(6) Corporate Level Strategy
(7) Global Level Strategy
(8) Corporate Performance, Governance and Ethics
(9) Strategy Implementation – structure, control systems and culture

Assignments and Grading Policy

A. Assignments

In-class assignments, if any, will generally ask you to apply the concepts you read about, will serve as a basis for class discussion, and will be building blocks toward your quizzes and exams.

Team Charter:
Due the week after teams are assigned, the team charter will consist of both individual and team sections. This exercise should smooth the relationships between members, and will also set the standard to which each member will be held during the peer evaluation at the end of the semester.

Case Analyses/Guided Case Discussion:
Throughout the semester, we will discuss real-world business cases to highlight the content from the textbook. Teams will choose a company and research any current problems they feel the organization has. They will diagnose the problem, lead a class discussion, and devise potential solutions for the organization – this is not a report on the company, but instead a way to engage your classmates in the problems and solutions that are relevant to the organization and its stakeholders. You must include financial analyses in your critical evaluation. You will NOT use PowerPoint slides, but may use media to highlight particularly interesting things about your assigned company. Please see the rubric on canvas for grading criteria.

***THIS IS NOT A PRESENTATION***

You will prepare for this assignment by completing a general external environment evaluation, a Porter’s 5 Forces analysis, and a VRIO analysis, which you will turn in as a group to the instructor the day of your case discussion. You will be graded upon your ability to pose interesting and probing questions to the class to generate discussion around the firm’s competitive advantage. Having teams post a laundry list of capabilities is NOT acceptable – instead, you should offer innovative ideas for moving the firm forward.

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B. Exams
You will take two exams during the course. Each is worth 20% towards your earned course grade. The exams may be multiple choice, short answer, essay, or any of the above. The mid-term will cover all material covered to that point. The final exam will cover all course material (the concepts build on each other throughout the course). No make-up exams will be given without prior permission and significant extenuating circumstances. Any and all decisions regarding the veracity and merit of extenuating circumstances will reside with me.

C. In-Class work
There may be in-class assignments from time to time to ensure you understand the concepts as we move through the semester.

D. Writing Assessment – Industry Reports
Industry report (10%):
Each team will submit an analysis of an industry of the class's choosing due on 2/17. This analysis should use the appropriate frameworks and models to analyze an industry’s external environment. Do not emphasize a specific firm. Emphasize the whole industry. This strategic analysis must be a maximum of 5 double-spaced pages of text (Times New Roman, 12 pt. font) and should follow all the guidelines of proper writing and reports including the use of introductions, conclusions, and references for your research sources. The team is permitted an unlimited number of supporting exhibits and appendices. One member from each team will submit the electronic copy to Canvas, and Turnitin will be used to check for plagiarism. The grading rubric is available on Canvas.

E. Simulation
For the second half of the semester, you will participate in a Simulation designed by Glo-Bus. You and your teammates will manage a camera company, and compete against your classmates as well as students around the world. You will make decisions that touch upon finance, operations, HR, accounting, production, marketing, etc. each class period.

Simulation Performance (5%)
Consists of completing all the individual simulation requirements (quizzes, decisions, etc.) as well as the team’s semester-long performance.

Simulation Firm report (10%):
Each team will submit an analysis of their simulation firm. The analysis should identify the strengths and weaknesses of your firm, as well as evaluate your team’s strategic decisions. Brief recommendations on how the firm can improve its competitive position should be offered, regardless of the firm’s current competitive position (please see rubric on Canvas for specific grading criteria). This strategic analysis should be a maximum of 5 double-spaced pages of text. In addition, the team is permitted an unlimited number of supporting exhibits and appendices. You will submit the electronic copy to Canvas, and turnitin will be used to check for plagiarism.

Final Presentation (5%):

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Your team will be responsible for presenting its simulation firm report as if your classmates were potential investors. Therefore, your group should present data to support your analyses and recommendations for future investment or disbursement. You may be videotaped during this PROFESSIONAL presentation. Your group members will also have the opportunity to report to me your group performance through the peer evaluation process.

F. Class Participation
Your participation in class discussion is an essential factor in determining the success of this class. Your instructor will be in class on-time, prepared, and involved, therefore, I expect the same from you. Most importantly, you should take an active role in the discussion by asking good questions, raising interesting points, and contributing positively to in-class assignments. Quality of class participation, of course, will be emphasized over quantity. By implication, poor quality class participation will be penalized.

Your participation performance will account for 10% of your final grade. Class participation is not “filler points” – they will have a real and significant impact on your grade. You start the semester with nothing and build points by demonstrating consistent patterns of behavior. Being unprepared for a single class, for example, will not affect your participation grade but missing several classes or showing a consistent pattern of no or poor preparation, participation, or both will. In other words, if you never positively contribute to in-class discussions, your class participation will be very poor – or even zero.

You will turn in a self-evaluation of performance the week of the midterm to Canvas. The instructor will respond to those self-evaluations. Students who fail to turn in the self-evaluation on time will lose 50% of their final participation grade.

Grading:

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
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<td>Final Exam</td>
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<td>Industry Report</td>
<td>10%</td>
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<td>Simulation Report and Presentation</td>
<td>20%</td>
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<td>Case Analyses/Guided Discussion</td>
<td>10%</td>
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<td>Class Participation</td>
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<td>Peer Evaluations</td>
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<td>Team Charter</td>
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Classroom Protocol

This course involves analysis of textbook concepts and live cases in which the student applies knowledge acquired in other functional business areas. Furthermore, the student will work in a team throughout the semester, planning a guided discussion of a chosen company, compiling a report on a specific industry, and running a sophisticated strategy simulation. Please notify the instructor and your teammates in advance if an emergency prohibits your attendance.

Students are expected to arrive on time. Students who arrive more than 8 minutes past the start time of class will not be allowed to enter the room.

Cell phone use and computer use unrelated to the class are not permitted. In the classroom, COB faculty allow students to use computers only for class-related activities such as taking notes on the lecture, 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.)

University Policies

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

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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.

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 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](http://www.sjsu.edu/writingcenter) 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.

*You must give the writing center at least 1 week lead time on your project – it is highly recommended to make an appointment or you may not get in to see someone. YOU MUST PLAN AHEAD.*

**College 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 or text while 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).

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