San José State University

College of Business, School of Management
Business 189: Strategic Management
Sections: 1, 3, and 5; Spring 2016

Instructor: Robert Chapman WOOD
Office Location: BT 357
Telephone: 408 924-3573
Email: robert.wood@sjsu.edu
Office Hours: Tuesday 4:30-5:30, Wednesday 4:50-5:40 and by appointment. Please call or email the instructor if you need to meet at another convenient time.

Class Days/Time: Sec. 1 Tues. 6-8:45 pm; Sec. 5 Wed. 6-8:45 pm
Sec. 3 Tues. and Thurs., 3-4:15 pm

Classroom: Secs. 1 and 5: BBC 130; Sec. 3: BBC 202
Prerequisites: 100W or 100WB and graduating senior status

Online resources
This course will use San Jose State’s online learning management system Canvas. All students must access Canvas for key readings and other assignments. If you are not registered for the course or for other reason do not yet have access, basic course info and early assignments are to be available on: http://www.sjsu.edu/people/robert.wood/courses/index.html

Course Description
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 that 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.¹

¹ A few students find speaking in class to be very difficult. If you are that kind of student, it is possible to participate in class by sending analytical emails to the professor discussing the study questions that appear in the syllabus. The objective, whether you speak in class or participate by email, is to demonstrate the abilities that would make you a valuable participant in strategic discussions within a real company.
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 group 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.
Develop the habit of staying current on the latest economic news and think about how this can impact business performance.

(10) Develop decision making skills

(11) Develop personal reflective skills

(12) Develop team work skills

(13) Know how to use accounting and financial ratios relevant to strategic management

**WORK LOAD:** To help students gain the appropriate skills, this has to be a **demanding** course. Students are urged to schedule at least **120 hours of home study**, appropriately distributed over the course, in addition to regular class attendance. This means homework of 7 to 10 hours per week. **If you can’t devote this much time to study over the next several months, please drop the course this semester and take it during a semester when you have more time.** We want you to complete the course and graduate!!!

**Required Texts/Readings**

**Textbook**


**Other Readings**

  

- **Course packet**, including essential supplementary readings and cases, available from Maple Press on 10th St.

- **Introduction to Strategic Leadership and Strategic Management and Notes:** These readings appear on Canvas. They are crucial to the course. **Students are required to know the information in the Canvas readings and in the theoretical reading on technology and strategy in the packet.** Students who study exclusively from the textbook, without reviewing the Notes and supplementary readings will find they do not have all the knowledge they need for exams. (Students are not required to memorize facts from the cases. If case information is required during exams, you will be able to refer to the cases.)
• Regular reading of at least one approved supplementary periodical covering business. The Wall Street Journal, New York Times, Financial Times, Fortune, Forbes, or Bloomberg Business Week are all acceptable. (Discounted student subscriptions to some of these are available.) Successful business people have an in-depth knowledge of their particular field but also an appreciation for other businesses and societal issues. Reading well-written articles will also improve your command of the English language.

• Additional required reading may be added during the course.

Other Reading materials STRONGLY RECOMMENDED:

• Regular use of a college-level dictionary and/or on-line sources such as dictionary.com to look up words whose meanings or usage you are unsure of.

• A grammar guide such as The Bedford Handbook (Bedford/St. Martin’s). Many students find this helpful in writing. Some Business 100W texts can be used as a grammar reference. Some students have found helpful the web pages created by Prof. Charles Darling of Capital Community College in Connecticut: http://grammar.ccc.commnet.edu/grammar/index.htm

• The Martin Luther King Jr. has an excellent collection of on-line databases available at http://libguides.sjsu.edu/az.php. These databases include enormous amounts of highly relevant information unavailable through search engines such as Google. If you have not already done so, visit the library and establish a Personal Identification Number (PIN) so you can access these databases from off campus. The library has created an on-line course on using databases to find company information. This may be helpful for students in this Business 189: http://libguides.sjsu.edu/content.php?pid=331467&sid=3072230

Students may also find it helpful to learn about databases from other students or from the instructor. When seeking information for the strategic management project, major analyses that appear in such magazines as Fortune, Forbes, and Bloomberg BusinessWeek may be particularly helpful.

The Strategic Management Project will require that you tell where you got your information, using Modern Language Association or American Psychological Association style. You will probably need to refer to either the MLA style manual itself (Modern Language Association. MLA Handbook for Writers of Research Papers. 7th ed. New York. 2009 – available at the Spartan bookstore) or a web page that summarizes the principles of the manual. A good MLA style web page is http://owl.english.purdue.edu/owl/resource/747/01..

Other equipment / material requirements

Students will be required to purchase a license for the Glo-Bus business simulation. It is recommended that students who own compatible smartphones purchase a Google Cardboard viewer. Most iOS and Android smartphones are compatible. Inexpensive viewers available on Amazon and elsewhere for under $3 should be fine.
Assignments and Grading Policy

a. Group and/or Individual Preparation:

The course schedule lists study questions for each case or other major class discussion. Students may work individually or in groups to develop answers to these questions. Unless you have specifically requested some other method of class participation, you may be cold-called during class to discuss aspects of the case reading. To obtain a grade of C or better in class participation, students must contribute actively to the class.

b. Project: The Strategic Management Project requires students to work in a group, playing the role of junior analysts in a top consulting firm, analyzing a company. Details will be handed out in class, and will be available on Canvas. The Strategic Management Project requires regular meetings with and email contact with members of a team. Students must meet team deadlines. Failure to perform professionally in your group will result in severe grade penalties and can easily result in failing the course.

Both paper and electronic copies of the final report must be submitted. (Where portions of the final report are hand-drawn or otherwise difficult to submit in digital form, it is ok to omit them from the digital version.)

Project groups will also participate in the Glo-Bus business simulation.

c. Quizzes: There will be a major quiz in the fourth week of class and three or more unannounced quizzes. Unannounced quizzes maybe held on the readings at any time. (Material in readings labeled “ok to skim” will not be in the quizzes.) Quizzes will be mostly objective questions.

d. Exams: There will be a midterm exam and a final exercise. These will include both objective and essay questions.

e. Class participation - The course is a seminar, and will use the case method to combine theory and application. Cases will require considerable preparation, analysis and class participation. Therefore, both preparation and class attendance are important. Much of the formal knowledge about the subject should come from the thoughtful home study of the text and assigned supplementary material, and class participation is an important part of the grade.

Grades:

a. Grade weightings are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Introductory paper</td>
<td>4%</td>
</tr>
<tr>
<td>Major quiz on the first sessions of the course</td>
<td>7%</td>
</tr>
<tr>
<td>Brief quizzes</td>
<td>6%</td>
</tr>
<tr>
<td>Creativity Inc. paper</td>
<td>7%</td>
</tr>
</tbody>
</table>

Fall 2012
**Term project (40% group, 60% individual allocation)**  
22%

**Reactions to others term projects**  
2%

**Class Participation, especially case discussion participation**  
13%

**Glo-Bus simulation – simulation game performance ranking – 4%; effort 6%**  
10%

**Midterm**  
12%

**Final exercise**  
17%

**Total**  
100%

### b. Grading information:

Grading Percentage Breakdown

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94% and above</td>
<td>A</td>
</tr>
<tr>
<td>93% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86% - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% - 77%</td>
<td>C+</td>
</tr>
<tr>
<td>76% - 74%</td>
<td>C</td>
</tr>
<tr>
<td>73% - 70%</td>
<td>C-</td>
</tr>
<tr>
<td>69% - 67.5%</td>
<td>D+</td>
</tr>
<tr>
<td>67% - 65%</td>
<td>D</td>
</tr>
<tr>
<td>64% - 60%</td>
<td>D-</td>
</tr>
<tr>
<td>below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

### c. Penalties for late or missed work:

Late work receives severe penalties, typically two half grade steps per week of lateness (e.g., a B paper turned in a week late is likely to receive a C+; two weeks late it will receive a C-). If you need extra time on a major assignment, consult with the instructor early. In any case, it is still much better to turn in work late than not to turn it in at all.
**Library Liaison**

Ann Agee  
408-808-2033  
ann.agee@sjsu.edu

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://www.sjsu.edu/advising/faq/index.htm#add](http://www.sjsu.edu/advising/faq/index.htm#add)

Information about late drop is available at [http://www.sjsu.edu/aars/policies/latedrops/](http://www.sjsu.edu/aars/policies/latedrops/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

**University Policies**

**Academic integrity**

Students should know the University’s Academic Integrity Policy that is available at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf)

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Con
duct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html)

**Instances of academic dishonesty will not be tolerated.** Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs are available in the Business Classroom Building. Computers are also available in the Martin Luther King Library.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/

Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required.

College of Business Program Goals:
(Not all program learning goals are covered in every course)

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

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

3. Ethical Awareness
   - Recognize, analyze, and articulate solutions to ethical issues that arise in business.

4. Leadership, Teams and Diversity
   - Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

5. Critical Thinking
   - Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.
6. Innovation
   - Recognize, analyze, and articulate strategies for promoting creativity and innovation.

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 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 S04-1.