**Syllabus: Business 189 - Strategic Management**  
Section 5

1. **Course Information:**  
**Instructor:** Robert Chapman WOOD  
School of Management  
College of Business, San Jose State University  
Spring Semester, 2015

<table>
<thead>
<tr>
<th>Class Number:</th>
<th>23097</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
<td>5</td>
</tr>
<tr>
<td>Class Hours &amp; Location:</td>
<td>Wednesdays from 6 to 8:45 pm</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesdays and Wednesdays, 4:50-5:40 p.m., Thursday from 4:25 to 5 pm, and by appointment. Please email or speak to the professor if scheduled office hours are not convenient.</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Business Tower 357</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>408 924-3573</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:robert.wood@sjsu.edu">robert.wood@sjsu.edu</a></td>
</tr>
<tr>
<td>Preferred Contact Method:</td>
<td>Email is usually fastest and most reliable.</td>
</tr>
</tbody>
</table>
| Web page            | www.cob.sjsu.edu/wood_r  
**Material for this course will be posted to Canvas, the San Jose State learning management system.** |
| Department Fax:     | 408 924-3555 (if sending material to the instructor by fax, please also send an email to make sure he knows it is coming) |

2. **Course Description:**  
Business 189 is a senior capstone seminar for business majors. The goal is to teach the core of the art and science of managing strategically. Strategic management involves identifying overall aims of an organization and means of achieving them, and acting to achieve success. It is a complex undertaking that starts with the question: why do some companies succeed while others fail? The course will require you to integrate knowledge from prior business courses, your life experience, and the knowledge of other class members while simultaneously learning and applying strategic management concepts, frameworks and methods.

We 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 the course material is cumulative; each part of the course builds on prior elements.

**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!!!

**Prerequisites:** The prerequisites are the completion of a 100W-level writing course and graduating senior status. This means students must have completed or
be concurrently enrolled in all College of Business core courses. To maximize the diversity of business perspectives among the students, the instructor may on occasion admit a student from outside the College of Business who is completing a business minor. (See instructor for details.)

**Required texts, reader, and other reading materials:**


- **Course packet**, including essential supplementary readings and cases. *(available at Maple Press, new location on 10th Street (on the east side just south of the Business Classroom Building – former Roberts Bookstore)).*

- **Notes** and related readings that appear on Canvas. These cover the definitions of key strategic management terms, etc. **Students are required to know the information in the Notes and in supplementary theoretical readings 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.

- Frequent (at least twice weekly) checking of email including the account that receives Canvas messages, and following announced changes in schedule or assignments – plus email checking as necessary for communication with members of your team working on Strategic Management Project (see below).

Additional required reading may be added during the course. Material handed out in class may represent an important part of the assignments.

**Other reading materials STRONGLY RECOMMENDED:**

- A **college-level** (paper) dictionary. Though availability of web dictionaries means you will use a paper dictionary slightly less than students did in the past, a paper dictionary is still indispensable for developing the strong sense of the English language needed in a business career.

- A **grammar guide** such as The Bedford Handbook (Bedford/St. Martin’s). Many students find this helpful in writing. Some 100W writing texts can be used for 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](http://grammar.ccc.commnet.edu/grammar/index.htm)

- The Martin Luther King Jr. has an excellent collection of on-line databases available at [http://www.sjlibrary.org/research/databases/index.htm](http://www.sjlibrary.org/research/databases/index.htm). 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 resource that deals with using databases to find company information that may be helpful for students in this Business 189:

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 prepared for 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 either Modern Language Association (MLA) or American Psychological Association (APA) style. You will probably need to refer to either a style manual (available in the Spartan Bookstore) or a web page that summarizes the manual. A good MLA style web page is http://owl.english.purdue.edu/owl/resource/747/01.

Student Learning Objectives for the Course:

The course is designed to help you develop skills and judgment for your business career. The intent is to sharpen your ability to think critically and logically, and to help you learn to diagnose situations from a strategic point of view. In summary, the course has six overarching learning objectives:

1. To learn the fundamentals of strategic management using the case method.
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.
3. To understand the interrelationships of business to individuals, other organizations, government and society.
4. To comprehend and critically evaluate information presented in written and numeric form.
5. To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools.
6. To express ideas clearly, logically and persuasively in oral and written communication.
3. Course requirements:

a. 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.)

b. Quizzes: There will be a major quiz in the fourth week of class and at least two additional quizzes. Pop quizzes may be held on the readings at any time. Quizzes will be mostly objective questions.

c. Exams: There will be a midterm exam. This test will include both objective and essay questions.

d. Homework: In addition to formally assigned homework, students need to prepare for each class. Students should prepare by:

- studying the readings;
- analyzing the assigned case studies, developing reasoned answers to the study questions posed in this syllabus;
- regularly monitoring current business events through the supplementary periodical discussed above and other print and online sources.

e. Class Participation: As discussed above, class participation is an important part of the Business 189 experience. To obtain a grade of C or better in class participation, students must contribute actively to the class.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.
4. Grades:

a. Grade weightings are:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory paper</td>
<td>4%</td>
</tr>
<tr>
<td>Major quiz on the first sessions of the course</td>
<td>10%</td>
</tr>
<tr>
<td>Briefer quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Case analysis</td>
<td>7%</td>
</tr>
<tr>
<td>Term project (50% group, 50% individual allocation)</td>
<td>34%</td>
</tr>
<tr>
<td>Reactions to others term projects</td>
<td>2%</td>
</tr>
<tr>
<td>Class Participation, especially case discussion participation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

b. Grading information:
Grading Percentage Breakdown

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<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><strong>69% - 67.5%</strong></td>
<td><strong>D+</strong></td>
</tr>
<tr>
<td><strong>67% - 65%</strong></td>
<td><strong>D</strong></td>
</tr>
<tr>
<td><strong>64% - 60%</strong></td>
<td><strong>D-</strong></td>
</tr>
<tr>
<td><strong>below 60%</strong></td>
<td><strong>F</strong></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.
5. Tentative course calendar  (Please note that the calendar is subject to change - with appropriate notice)

MODULE I.  Introduction to Strategic Management


Part One
Introduction to the Course
Discussion of Course Schedule
How to Analyze a Business Situation
  See Note 1 and worksheet on Canvas.

Part Two

Discussion based on:  Hill & Jones, Chapter 1
Note 2:  Definition of “strategy” (on Canvas)
As indicated in Note 2, we will use a definition of “strategy” that differs slightly from the definition in the text.  Our definition will be: “A set of plans managers make or actions that managers take to increase their company’s performance.”

Written assignment:  Review the discussion of “strategic managers” in Chapter 1.  A strategic manager is a person whose job involves formulating strategies and putting those strategies into effect.  Typically the most important strategic managers are “general managers” – people who are primarily in charge of a company as a whole or of one of the major businesses inside it.  An entrepreneur – someone who starts a business – is also a strategic manager.

In no more than 600 words (two and a half pages double-spaced), answer the following questions:

1. Do you want to be a strategic manager at some point in your career?
2. Whether you want to be a strategic manager or not, describe a goal in your life.  If it is not a business or career goal, tell how it relates to your career.
3. Why do you want to pursue this goal?  What might stop you?
4. What do you hope to get out of a course in strategic management that might help you overcome the obstacles and reach the goal?
Due Feb. 3 11:59 p.m.

Session 2.  February 4.

Part One
Introduction to Strategic Analysis

Required Reading:   Hill & Jones, Chap. 1, in Chap. 2, pp. 28-31, 42-46 only.

In Hill & Jones Ch. 1 and Note 2 from the packet, review the concepts:
- strategy
- competitive advantage
- sustained competitive advantage
- strategic managers
- corporate-level, business-level, and functional-level managers
- strategic planning
- strategy formulation
- strategy implementation
- emergent strategy
- intended strategy
- realized strategy (and unrealized strategy)
- cognitive biases
- prior hypothesis bias
- escalating commitment
- devil’s advocacy
Part Two
Introduction to strategic case analysis


Study question: Few of us have Drew Houston’s ability to write software code. What lessons can we draw from our own careers from his experience?

Wood, “A Lesson Learned and a Lesson Forgotten” (in packet – ok to skim)
Note 3: “Researching Strategic Management Questions”

Formation of initial groups

MODULE II: The Basics of Strategic Analysis

Session 3. February 11.

Part One

The Nature of Competitive Advantage I: Internal Analysis

Because the concepts of internal analysis are so central to strategic management, today we start with Chapter 4.

Required Reading: Hill & Jones, Chapter 4 Please read the first part of the chapter (on “Competitive advantage” and on “Generic building blocks of competitive advantage” - pp. 84-90 in the 3rd edition) with care. Also pay close attention to the last section on “Distinctive competences and competitive advantage.” (pp. 108-111 in the 3rd ed.) These ideas are crucial to the course. It is OK to skim the discussion of “Functional strategies and the generic building blocks of competitive advantage.” This contains many important ideas, but the topics are better covered in other business school courses. Do read the box, “Learning Effects in Cardiac Surgery,” on p. 95 and the concluding case on Starbucks.

Note 4: “Resources, Capabilities, and Distinctive Competences”
Note 5: “Rules of the Game” and Strategic Management

Researching Strategic Management: In the initial group you formed, find one, two, or more detailed articles about a business that has had sustained a competitive advantage for approximately ten years or more. Based on these articles, tell why the advantage lasted so long. Appropriate articles are usually found in major business magazines or (sometimes) newspapers. Web articles are acceptable, but most web pages and blog posts lack sufficient detail and good research. See Note 3 on Canvas.

A good approach to this assignment is to look in back issues of magazines such as Fortune, Business Week, or Forbes, or on their web sites for an article that will tell why one company’s advantage has persisted. This means you might want to look for the articles before deciding which company to study.

Write a summary of the reasons the company achieved sustained competitive advantage, not to exceed two pages.

Session 3 Part Two

The Nature of Competitive Advantage II: External analysis.

Required Reading: Hill & Jones, Chapter 3, including the pharmaceutical industry case at the end. The section near the end on ‘the macroenvironment’ may be skimmed.
“Complementors” reading in packet.
Note 6: “Market Power and Business Cycles: Concepts from Economics”

**Strategic Management Project:** Review the handout on the Strategic Management Project. Think about whom you might like to work with in a permanent group and what company you might like your group to study. We will organize permanent groups in the second half of class next week. You do not have to study the same company for the Strategic Management Project as you wrote up for the Article File assignment. (In fact, it is better if some groups study less successful companies.)

**Session 4. February 18**
**Part One**
**30 MINUTE QUIZ** – Basic Strategy Concepts

**Part Two**
**External Analysis** (continued)
**Internal and External Analysis Case Discussion: IKEA**

**Required Reading:** IKEA: Furniture Retailer to the World (in Hill & Jones, 3rd ed., pp. C90-C97. We will have to make sure all students have access to this case.)

**Study questions:** Why is IKEA so successful? Does it have any distinctive competences?

If you believe IKEA has distinctive competences, what do you believe caused them to emerge?

Was the furniture business an attractive industry (that is, an industry where it is relatively easy to achieve high profits) when IKEA entered it? Has IKEA’s activity changed the furniture industry in ways that make it more or less profitable for IKEA?

(Note: You may want to consider your experiences in visiting IKEA or its competitors as you think about these questions. You may also want to discuss them with others in the class.)

**Formation of Permanent Groups**

**Strategic Management Project:** Select a company you intend to study throughout the term. This does not have to be the same company you studied for the discussion last week, and it’s OK to choose a less successful company.

For next week, you will find the company’s annual report and bring it to class. If the annual report does not include information on profits (often called “net income” in the annual report) for at least five years, also bring a copy of the firm’s Form 10K. In most cases these can both be downloaded from the firm’s web site. You will find it is much easier to work with these documents if you print them out before class. However, if the 10K is very long it is OK to bring it in digital form on someone’s laptop. (Please don’t bring it only on a cell phone – it won’t be possible for the group to work together on it!) We will use these documents for financial analysis in class.

Next week you will also do Part A of the Strategic Management Project.
MODULE III: Functional and Business-Level Strategy and Competitive Positioning

Session 5. **February 25**

**Part One**

**Ratios in Corporate Financial Reports**

**Required reading:**
Note 7 on financial ratios and using an Annual Report.

*Don’t forget to bring to class your company’s annual report/10K form. (Best to bring a paper copy. You can get a sense of the report and how to draw useful info from it much more easily with a paper copy. *Save your paper copy and refer to it for further information relevant to your study through the term.*)*

**Part Two**

**Three Levels of Strategy in Firms**

**Functional-level strategy**

Economies of scale, learning effects, and the experience curve

**Case Discussion:** Replacements Ltd.

**Required Reading:** Note 8: “Three Levels of Strategy in Firms”

“Replacements Ltd.” case (in packet). *(If you’re short of time, skim the section on “Promotion” from pp. C72-C78.)*

*Because many of the topics in the discussion in the text on “Functional strategies and the generic building blocks of competitive advantage” relate more to other courses than to strategic management, it was OK to skim them. However, that does not mean we don’t need to think about functional-level strategy. Today we will discuss a few concepts relevant to functional-level strategy, and then discuss a case which illustrates it well. You will be required to understand what a “functional unit” and a “functional strategy” are (see Note 8), and to understand the concepts of “economies of scale” and “learning effects” from Chap. 4’s section on “Increasing Efficiency.”*

**Study questions:**
In which functional units (purchasing, marketing, sales, operations management, information systems, etc.) does Replacements Inc. seem to have effective strategy? In which units does Replacements Inc.’s strategy need improvement?

At the beginning of the course we talked about strategic planning, emergent strategy, and strategic intent. Which are important at Replacements Ltd.? Which, if any, do you think Bob Page should pay more attention to?

What are the “rules of the game” inside Replacements? Should managers be trying to change them? Who (if anyone) has the power to change them?

**Strategic Management Project:** Complete Part A, dealing with Chapter 3, an analysis of the external environment of your organization. Meanwhile, review Part B and begin working on it. **Part B is a difficult assignment, requiring you to identify** (at least provisionally) **whether your firm has any distinctive competencies. Be sure to start discussing it this week.**
Session 6. March 4  
Part One  

Study Question: Do you think Mohawk Fine Papers has responded intelligently to the changes in the economy over the last 30 years? What do you think is the most important strategy that has contributed to its survival?

For next week, do the assignment on Mohawk Fine Papers posted on Canvas  
Note: This reading is an article from the Wall St. Journal dealing with the paper industry as a whole. Use your reading skills to separate information about Mohawk from information that deals with other participants in the paper industry.

Part Two  
Business-level Strategy and Competitive Positioning  
Required reading: Hill & Jones, Chapter 5

Researching Strategic Management: As a group, find two or more examples of companies pursuing one or more of the generic business-level strategies. What strategies are they pursuing? What are some choices have they made to support the strategy? What are the advantages and disadvantages? Each group should bring two or more articles to class, representing at least two generic strategies. Each person should have a copy of at least one and have notes that will allow him or her to answer these three questions about it. Because there is a lot of group work due this week and next, you are NOT required to write up your conclusions this time.

Strategic Management Project: Complete Part B, a basic internal analysis of your organization. (This difficult assignment raises questions that you will be re-visiting throughout the term.)

During the course of the term, groups will meet with the instructor to discuss their developing strategic analysis. At or after completion of Part B, it is particularly important to meet to discuss what you see as the companies’ distinctive competences and the sources of information you are finding that help you understand them.

MODULE IV: Technology and Strategy  
Session 7. March 11  
Assignment on ‘U.S. Paper Industry’ due  
Session 7 Part One  
Case discussion: 3M

Required reading: “3M in 2006” (in packet)

Study questions: What is 3M’s generic strategy? Is it a good choice? Can you imagine competing with 3M with a different generic strategy? Can you think of any companies that do? How would a company be structured to do that?

Review Study Guide for Midterm
Part Two

Special Issues in Technology Industries


MIDTERM EXAMINATION

MARCH 23-27 IS SPRING BREAK – ENJOY SOME TIME OFF!!!

MODULE V: Global and Corporate Strategy

Session 9. April 1.

Part One

A technology industry battle


Study questions: What resources, capabilities, and distinctive competencies contributed to Nintendo’s initial success in the home video game industry (in the 1980s?)
Does the environment of the home video game industry make it possible for a single company to remain dominant over the long term?
What do you think recent changes in personal technology are doing to the competitive opportunities of the companies? What is the future outlook?
What should top video game executives of Nintendo, Sony, and Microsoft do?

Part Two

Strategy in the Global Environment

Required reading: Hill & Jones, Chapter 6. (It’s ok to skim the section at the start of the chapter on “Increasing Profitability through Global Expansion.”)

Session 10. April 8

Part One

Case: “Tricon Restaurants International: Globalization Re-examined” (Harvard Business School)

Study questions: What was wrong with the management of the restaurant chains when Pepsico controlled them? Are you optimistic about their future under Tricon?

Strategic Management Project: Complete:
- Part C, on Business-level Strategy,
- the Marketing Assignment, identifying five companies that could purchase the report you are writing,

In your group, discuss what you will say in the project’s Strategic Introduction.
Part Two

Business Achievement Test

Students will take the California State University Business Achievement Test, which covers much of the knowledge in your undergraduate business program. We are examining what has been learned (and remembered) across your student career. This is important both for future improvement of the program and for our accreditation. And accreditation is important for the value of your degree in the business marketplace. So please do take this test seriously.

Session 11. April 15

Part One

Short quiz

Corporate Strategy (and Long-Run Profitability)

Required reading: Hill & Jones, Chapter 7.

Strategic Management Project: Complete Part D on the technology and global dimensions of your company’s strategy.

Part Two

United Technologies case (at the end of Chapter 7 of the text)

Study questions: Why is United Technologies (UTC) able to prosper when other conglomerates have been broken up? Are the component companies of UTC really “unrelated?”

Discussion of Strategic Management Project to date

Session 12. April 22

Part One

Strategic Change and Strategic Portfolios

Required reading: Hill & Jones, Chapter 8.

Part Two

Corporate Strategy: Doing a comprehensive analysis

Required reading: “Charles Schwab” (in packet)

Study questions:

1) A founding principle of Charles Schwab was a desire to be the most useful and ethical provider of financial services. Do you think others in the financial services industry would accept Schwab’s ideas of what is “most ethical”?

2) Why do you think the firm was so successful? Why was it more successful under Schwab than under David Pottruck?

Review the “portfolio of competencies” discussion in Chapter 8. Can you identify “fill in the blanks,” “white spaces,” “premier plus 10,” and/or “mega-opportunities” businesses that Schwab has implemented? Can you think of additional strategies in any of these categories that it should consider? What new competencies does it need to develop?

Strategic Management Project: Prepare a good draft of the Strategic Introduction to your report.
MODULE VI: Leadership and Strategic Control

Session 13. April 29

Part One

Strategic Control

Required reading: Hill & Jones, Ch. 9, the section on Strategic Control only (pp. 247-255 in the 3rd edition)

Part Two

Leadership in strategic management

Required reading: Bennis & Nanus, Leaders: Strategies for Taking Charge, pp. 18-63. (in packet)

This is a difficult reading. Don’t try to understand everything Bennis & Nanus say. But do try to get a basic sense of the strategies listed on p. 25 and discussed on pp. 26-63.

Strategic Management Project: Complete Part E, an analysis of the corporate-level strategy of your company

Session 14. May 6

Part One

Short quiz

Case discussion: JetBlue


Study questions: David Neeleman founded JetBlue with the idea that it would “bring humanity back to air travel.” How could a company with such a goal have left hundreds of passengers stuck on the ground, unable to leave their planes, for six hours in the midst of an ice storm in 2007? What do you think were the most important factors in improving JetBlue’s ability to deal with irregular operations by 2010?

Part Two

Strategic Management Project Presentations

Session 15. May 13

Strategic Management Project Presentations and Discussions

The final exam is comprehensive.

The exam will be at 5:15 pm on May 20.
6. University, College, and Department Policy Information:

a) Academic integrity statement (from Office of Judicial Affairs):
“Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf

INSTRUCTOR’S ACADEMIC INTEGRITY POLICY

In accordance with the policies of San Jose State University, the College of Business, and the Department of Organization and Management, no academic dishonesty will be tolerated in this course. Any evidence of cheating on an exam or plagiarism on any written work will normally result in a grade of “F” being assigned. (Plagiarism is any effort to pass the work of someone else as your own. For example, use of material from Worldwide Web pages without attribution is plagiarism. More information on plagiarism and how to avoid it is available at the San Jose State University library web site: http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm.)

In addition to resulting in a grade of “F,” academic dishonesty will also result in a report being made to the San Jose State University Office of Student Affairs. This will produce a notation on the student’s permanent record. A second offense will typically result in expulsion from the university. See Academic Senate Policy S04-12 at http://www2.sjsu.edu/senate/S04-12.pdf.

b) Campus policy in compliance with the Americans with Disabilities Act:
“If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability.”

c) College of Business Policies and Procedures:

For comprehensive information, please check the url at http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/cobpolicy.htm
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 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, send, or receive text messages 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, the instructor may allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway and finding Web sites relevant to questions being discussed. We will discuss computer policies early in the course. Searching the web for information relevant to the current lecture or case discussion is considered relevant in the same way that it would be relevant in a business meeting in a real company. 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. Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., use for activities that are not class related).

7. **TWO SPECIAL NOTES:**

- You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at [http://www2.sjsu.edu/senate/S04-12.pdf](http://www2.sjsu.edu/senate/S04-12.pdf)

- If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by instructors.