

San José State University
School of Management, Lucas College of Business
Business 189, Strategic Management, Section 05, Spring, 2019

Instructor: Gary D. Radine

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Office Hours: Tuesday and Thursday, 3:00-4:00 p.m. by appointment. Other times as arranged by appointment.

Class Days/Time: Thursdays as follow, from 6:00-8:45 p.m.:

January (Jan.) 24

Jan. 31

Feb. 7

Feb. 14

Feb. 21 (remote)

Feb. 28

Mar. 7

Mar. 14

Mar. 21

Mar. 28

Apr. 11

Apr. 18

Apr. 25

May 2

May 9

May 16 (Thursday) Final Examination, 5:15-7:30 p.m.

Classroom: BBC 104

Prerequisites: Any 100W. Restricted to graduating senior status only. Allowed declared majors: All Business Majors. Lower Division Business Pool.

Course Description:

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.

The course provides an integrative focus on managing the total enterprise, including corporate and business-level strategy formation. It applies market and industry analysis to position companies in their competitive environment and to identify sources of competitive advantage. Students create strategic plans for two on-going organizations.

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, and will develop critical thinking important to managing businesses in today's environment.

Learning Outcomes

Students will be able to analyze environments, see strategic options available, know how to pick prospectively successful strategies, know how to compose them with credibility, know how to get them implemented, know why business strategies, and the businesses themselves, are more likely to prosper or decline. Critical thinking and creativity for business situations will also be included.

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.

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. Develop creative ability, both in normal channels and unpredictable ones.

Goal Six: Innovation

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

Course Learning Outcomes (CLO)

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

1. Know tools and be able to analyze external environment of a business, through readings, case studies and written assignments
2. Know tools and be able to analyze competitive environment of a business, through readings, case studies and written assignments
3. Know tools and be able to analyze businesses internally through readings, case studies and written assignments
4. Learn to make the jump from analysis to seeing strategic options, in terms of critical thinking through readings, lectures, and written assignments
5. Know how to prepare and present a strategic plan through lectures and drafting of written assignments.
6. Be practiced in group participation, brainstorming and “public” constructive suggestions to one another through in-class activities.
7. Be practiced in public presentation of ideas though in-class activities and critiques.

Required Texts/Readings

Textbooks

1. Strategic Management Concepts, by Frank T. Rothaermel, McGraw-Hill Irwin publishers. ISBN: 978-0-07-732445-2.
2. What I Didn't Learn in Business School: How Strategy Works in the Real World, by Jay B. Barney and Trish Gorman Clifford, Harvard Business Review Press, publishers, ISBN: 978-1-4221-5763-3.

Other Readings

Articles will be distributed in the class from time to time.

Other equipment / material requirements

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

Remote Presentations

All remote presentations will be available in Canvas for the time of the class, with some additional time included before and after for the student's convenience.

Library Liaison

Christa Bailey at Christa.Bailey@sjsu.edu and Jane Dodge at Jane.Dodge@sjsu.edu.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs and clinical practice. Other course structures will have equivalent workload expectations as described in this syllabus.

Course requirements/assignments:

1. Reading of Rothaermel text as assigned, with the appropriate chapter to be read before the applicable class (CLO 1-4)
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. Quizzes (CLO 1-3)
5. Mid-term examination (CLO 1-4)
6. Group mini-project on power industry (CLO 1-6)
 - a. General environment paper (CLO 1, 6)
 - b. External (and internal) analysis paper (CLO 2, 3, 6)
 - c. Strategic options paper (CLO 4, 6)
7. Individual culminating project (term paper) on selected business
 - a. General environment paper (CLO 1)
 - b. External (and internal) analysis paper (CLO 2, 3)
 - c. Strategic arrays paper and presentation (CLO 4, 5, 6, 7)
 - 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 with supplemental e-mails. It is possible some of the page references can relate to one edition over another of the Rothaermel text, which by the subject title will be very easy for the student to reconcile.

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, and ideating and rendering of suggestions (brainstorming) on phases of others students' work that are presented. Students who have difficulty

with speaking publicly should be in contact with the professor, to create a plan to overcome the issue, or to create an alternative, such as e-mailing on the issues being learned, during the semester.

Further, there are two quizzes, a mid-term and a final examination, all of which take place in the regular classroom setting. The tests are primarily application based, meaning applying what is learned to hypothetical situations, All of the examinations, and preparation for them, require class attendance. As the University puts it:

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.”

In concert with the above, while absences will not be used as a criterion for grading, lack of advising the professor in advance (or on the day of absence, if for sickness) will be reflected in the class participation grade, to develop the habit of letting employers know of absences, as will be required in the business world.

Final Examination

The final examination is a short essay-answer vehicle, applying the concepts learned to hypothetical business situations. Though the answers require learning of the course’s concepts, there is more emphasis on application of tools than of memorizing detail. There is a critical thinking component to many of the questions.

Grading Policy

There is 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 learning experience. Of course, some assignments (such as papers, participation) have to be more subjectively graded than examinations per se, though it is very clear on subjective analysis when one effort 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 comment or e-mail the professor with questions.

Material submitted must be done in good grammar and good use of the English language. Less than that distracts the reader, detracts from the quality of the ideas of what is submitted, and would not be acceptable in the business world, for which the education is to be preparing the student. In light of that, up to 10% of a paper’s grade can be reduced for excessively poor English usage, in the professor’s judgment.

Assignments are due as detailed. Late papers are subject to loss of one letter grade per week of delay for each paper so involved.

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

Assignment Submittal:

All assignments are to be completed and submitted in a typed (word processed) manner on paper, or uploaded to the professor in e-mail if needed (e.g., absence on date due) by the due date and time.

Grading Percentage Breakdown:

Quizzes	10%
Mid-term Exam	15%
Team Project—Power Company	20%
Class Participation	10%
Final Exam	20%
Individual Culminating Project	25%
Total	100%

Numerical application for the above percentages:

94% and above	A
90% to 93%	A minus
87% to 89%	B plus
84% to 86%	B
80% to 83%	B minus
77% to 79%	C plus
74% to 76%	C
70% to 73%	C minus
67% to 69%	D plus
64% to 66%	D
60% to 63%	D minus
below 60%	F

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](http://www.sjsu.edu/senate/docs/F13-1.pdf) 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 as 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, in which such student will thus not be able to participate. (Please refer to last paragraph in Course Requirements and Assignments section, above, for more on this subject.)

Students should not use cell-phones in the class, just as they would not expect the professor to do so. 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; for these and other interactions, 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. Should that be taking place with the group project, the professor should be advised.

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

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126 and in the library on the 2nd floor. The also offer online tutoring. 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>.

Business 189, Section 05, Strategic Management, Spring 2019, Course Schedule

Course Schedule

Note: As previously noted, some references to the Rothaermel text are subject to change in page numbers due to which edition is used. That is easy to reconcile by simply looking for the subject matter in whichever edition of the book the student has. Further, some parts of the scheduling may experience minor change due how much is accomplished in the class before and professorial judgment of the learning experience.

Week	Date	Topics, Readings, Assignments, Deadlines
1 (1 st part "A")	Jan. 24	Introduction to how class will be conducted, outcomes, comportment. Overview of strategy and why it is studied. What is competitive advantage and why do we care about it? How is the vision and mission of businesses created—are they valuable, or sometimes retrospective? Introduction of power of strategic thinking, by case study of small business that is in danger of being overwhelmed by large box stores. Production of an assignment of a short paper introducing student, what is hoped to be learned in class, provisional career plans, concerns, any special attention needed, etc.
1 (2 nd part "B")	Jan. 24	Introduction to texts. Submittal of introductory papers. First, wide environmental view of business, using PESTEL framework. Learning of small business choices by students for use in first weeks of class. Discussion of how PESTEL factors can apply to small businesses chosen, and how a strategic plan could be made to apply to those different aspects, to begin familiarity with planning. Students will be divided into teams, for work with some case studies, and for power industry study to come. A specific case study will be provided for application to a larger business. Assignments due this date: Chapters 1 and 2 and pages 56-64 of Chapter 3 of Rothaermel, preparation of introductory papers. Also, selection by each student of a small business to which concepts learned over the first few weeks can be applied.
2 (A)	Jan. 31	Presentation on writing for business, for use in papers and for the student's future. Practice will be given on proofreading in class and an assignment of use of correct grammar and writing style will be provided. Discussion of Chapters 1 and 2 of Barney/Clifford and questions at end of each chapter. Assignment for this segment of class: Reading of first two chapters of Barney Clifford.

Week	Date	Topics, Readings, Assignments, Deadlines
2 (B)	Jan. 31	Presentation of external view of industry with “SCP” methodology. Each of these letters (Structure, Conduct, Performance) will be presented, with a mini-case in class, particularly demonstrating evolution in this area for businesses. Strategic options for several small businesses earlier chosen in this context will be brainstormed. Choice of a mid-large struggling business for later individual use for balance of semester (i.e., culminating with term paper) from list of possibilities to be provided by professor. Assignments: Preparation of writing assignment, review of pages of 76-78 in Rothaermel.
3 (A)	Feb. 7	Quiz on PESTEL and SCP and first two chapters of Barney Clifford.
3 (B)	Feb. 7	External view, competitive forces and firm strategy, Porter’s Five Forces Model, plus role of complements and competition over time will be presented. Discussion of chapter 3 of Barney/Clifford and questions at the chapter’s end. Assignment: reading of balance of chapter 3 of Rothaermel and reading of chapter 3 of Barney/Clifford.
4 (A)	Feb. 14	Quiz on principles of industry analysis of a specific business. Preparation— chapters 3, 4 of Rothaermel, Chapter 3 of Barney/Clifford, lecture notes.
4 (B)	Feb. 14	Consideration of internal analysis and why we care about it. Presentation of RBV/VRIO with mini-case(s) for group consideration. Discussion of Chapter 4 of Barney/Clifford. Assignment: Reading of Chapter 4 of Rothaermel, Chapter 4 of Barney/Clifford.
5 (A)	Feb. 21 (remote)	Presentation on organizational design and culture and its reference to strategic planning. Presentation of SWOT and Value Chain concepts. Discussion of internal analysis possibilities and remedies for different-sized business. Assignment: Latter part of Chapter 4 of Rothaermel
5 (B)	Feb. 21 (remote)	Presentation on beginning of strategy formulation. Basic strategic options for businesses (business-level strategies, more formally). Consideration of timing— slow change vs. disruption. A case study will be assigned to groups on one American business institution in particular, to discuss if it has been rendered largely obsolete. Discussion of Chapter 5 and questions at chapter end of Barney/Clifford. Assignment due this date: Reading of Chapter 6 of Rothaermel and Chapter 5 of Barney/Clifford.
6(A)	Feb. 28	Report by teams of potentially obsolete business from last class, discussion of what was determined. Subject to be approached from perspective of the incumbent business, then of disruptor. Assignment due: Preparation by teams of options for potentially obsolete business from last class. Assignment to teams of project on power industry, to be used for assignments for succeeding several

Week	Date	Topics, Readings, Assignments, Deadlines
		weeks. Distribution of orienting article and explanation of what is to be in first paper, due March 21 class
6 (B)	Mar. 7	Mid-term Examination. Assignment due: Review of Chapters 1-4, 6 in Rothaermel, Chapters 1-5 of Barney Clifford and lecture notes to date.
7 (A)	Mar. 14	Presentation of innovation in strategy and the effect of industry and product life cycles. Short presentation on presentation style. Discussion of Chapter 6 of Barney/Clifford and questions at chapter's end.
7 (B)	Mar. 14	Submittal of first assignment by each group on what was learned about power industry in terms of history and environmental analysis. Presentation by group representatives of what was learned of the industry. Explanation of second of three papers on the power industry. Assignments due: Reading of Chapter 7 of Rothaermel and Chapter 6 of Barney/Clifford and group preparation of power industry first assignment.
8 (A)	Mar. 21	Submittal of second of three papers on the power industry and explanation of preparation of third paper, an array of potential strategies for the three levels of the power industry. Short presentation by different group representative on what was learned in industry and internal analysis of power industry. Discussion of Chapter 7 of Barney/Clifford and questions at chapter's end.
8 (B)	Mar. 21	Presentation of corporate-level strategy, in terms of vertical integration, diversification and restructuring, with mini-case study(ies) for discussion. Presentation on alliances, acquisitions and networks (horizontal integration). Discussion of Chapter 8 of Barney/Clifford. Assignments: Reading of Chapter 8 of Rothaermel, (though not material on transaction cost economics and Chapter 9, plus Chapter 7 of Barney/ Clifford.
9 (A)	Mar. 28	Presentation of transaction cost economics, and the idea of pricing in advance with long-range planning to achieve competitive advantage. Assignment: Reading of transaction cost economics portion in Chapter 8 of Rothaermel.
9 (B)	Mar. 28	Submittal of group papers on strategic arrays for the three levels of the power industry. Presentation by third group representatives of strategies chosen, particularly out-of-box ones. Explanation of first of three papers to be presented on individual project, the next series of papers. Discussion of Chapters 8 and 9 of Barney/Clifford. Assignments due this date: preparation of third paper on power industry, reading of Chapters 8 and 9 of Barney Clifford.
10 A-B	Apr. 11	Submittal of first papers on individual company selections, on external influences on the company and industry. Oral presentations to apprise class of companies chosen, their basic issues and external influences. Explanation given of second paper of three-part set, due on April 18. Discussion of Chapter 10 of Barney

Week	Date	Topics, Readings, Assignments, Deadlines
		Clifford. Assignments due: Preparation of first paper on individual culminating project, preparation of oral presentation, reading of Chapter 10 of Barney Clifford.
11 (A)	Apr. 18	Submittal of second papers on industry/competitiveness and internal characteristics of chosen companies. Presentation on how to write a strategic plan, how to think creatively in so doing. Presentations by students on what was learned in second papers.
11 (B)	Apr. 18	Review of all concepts to date, and how to use them with businesses, putting them into context. How to conduct oneself in group discussions in the business world, engagement in committees, related matters in striving for success.
12 A-B	Apr. 25	First drafts due of strategic arrays of possibilities for chosen (term-paper) companies. To be presented individually to class, to develop presentation, brainstorming and constructive critiquing skills. Discussion of Chapter 11 of Barney Clifford. Assignments due: Preparation of strategic array, preparation for individual presentations, reading of Chapter 11 of Barney Clifford.
13 (A)	May 2	Presentation of global strategy, when and why companies are successful or not, and how to defeat incumbents already ensconced there, using Mexico market as a case in point. Presentation by balance of students of synopsis of external analysis of individual companies assigned for term papers, if needed. Assignments due: preparation of oral presentations.
13 (B)	May 2	Discussion of Chapter 12 and 13 of Barney Clifford. Presentation of difficulties of implementation of planning, the dangers of external planning and how to avoid them. Assignment due: Reading of Chapters 12 and 13 of Barney Clifford.
14 (A)	May 9	Submittal of third part of term-paper company project, actual strategies in proper strategic planning language. "Elevator" presentations (+/- 120 seconds per student) of most aggressive strategy recommended and its rationale, for term paper company studied.
14 (B)	May 9	Discussion of Chapter 14 and Epilog of Barney Clifford. Review of major themes for final examination. Assignments due: Preparation of third part of term paper on strategies, preparation of elevator presentations thereof, reading of Chapter 14 and Epilog of Barney Clifford.
15	May 16	Final Examination, 5:15-7:30 p.m.

