

San José State University
School of Management, Lucas College of Business
Business 290, Strategic Thinking, Section 01, Spring, 2018

Course and Contact Information

Instructor:	Gary D. Radine
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Office Hours:	Tuesday and Thursday, 1:30-2:30, by appointment. Other times as arranged by appointment.
Class Days/Time:	Tuesday evenings, January 30, February 6, 20, 27, March 6, 13, April 3, 10, May 1 and May 8. Final on May 22. All classes from 6:00-10:00 p.m. except final exam, from 5:15-7:30 p.m. Site: BBC 205
Prerequisites:	Completion of BUS 200W, BUS 202, BUS 210, BUS 220, BUS 230, BUS 250, BUS 260, BUS 270, BUS 280 and graduate standing; restricted to Business - MBA majors only

Course Description

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

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

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

In addition to developing the student's strategic business skills and integrating core business disciplines, this course will develop soft skills in the area of public speaking, giving constructive criticism and persuasion, and develop critical thinking important to managing businesses in today's environment.

Course Learning Objectives:

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

1. Know tools and be able to analyze external environment of a business
2. Know tools and be able to analyze competitive environment of a business
3. Know tools and be able to analyze businesses internally
4. Know how to prepare and present a strategic plan
5. Be practiced in group participation, presentations, brainstorming and “public” constructive suggestions to one another.
6. Develop critical thinking ability

Required Texts/Readings

Textbook

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 posted on Canvas from time to time or distributed in class sessions.

Other equipment / material requirements

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

Library Liaison

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

Course Requirements and Assignments

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

The scheduled course contact hours are in compliance with the required course credit hours (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14082.html>) and the required course culminating experience (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html>)

Course requirements: (Each of these assignments are detailed in the Course Schedule part of this Syllabus, including when each one is due. Each is listed here to connect back to the Course Learning Objectives (“CLO”) listed above.

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

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 in all-class e-mails from the professor.

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

NOTE that [University policy F69-24](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.”

Grading Policy

There is a generally a direct correlation between effort expended and grades earned. The idea of a grading policy is to make sure everyone is treated consistently, and with that, the better quality of effort results in the higher

grade. The general grading breakdown is below, but every aspect is important to the learning experience. Of course, some assignments (such as papers, participation) have to be more subjectively graded than examinations per se, though it is surprisingly clear on subjective analyses when one effort surpasses another. In any case, if students are unsure on subjective assignments as to their direction or quality of their product, they can request to submit drafts for directional comment.

Writing Level

In general, material submitted should be done in good grammar and good use of English language. Less than that distracts the reader and detracts from the quality of what is submitted, and the professor reserves the right to reduce the grade of materials submitted with markedly or repeatedly poor use of English, in the professor's judgment.

Late Assignments

All Assignments are to be completed and presented in printed fashion to the class session coincident with the deadline provided, or sent prior to a class or due date by e-mail to the professor. Professor reserves the right to reduce the grade for each paper by 10-20% depending on circumstances (degree of lateness, reason therefor, and if chronic).

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

Grading Percentage Breakdown

Quiz	5%
Mid-term Exam	15%
Team Project—Power Company	20%
Class Participation, assignments submitted	15%
Final Exam	20%
Individual Culminating Project	25%
Total	100%

Numerical application for the above percentages, where applicable.

94% and above	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
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 by 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.

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

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

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

University Policies

General Expectations, Rights and Responsibilities of the Student

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

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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. Students should inform the professor at least three days before the date the student 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>.

Student Technology Resources

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

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based

tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

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

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

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](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. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

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

Lucas College and Graduate School of Business Mission

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

MBA Program Goals:

(Not all program learning goals are covered in every course)

Goal One: Business Concepts

Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior.

Goal Two: Analysis and Decision Making

Understand decision making methods including decision trees, expected value, risk and uncertainty, and the value of information.

Goal Three: Cultural and Ethical Awareness

3a. Understand the major issues facing multinational corporations in the management of their international operations—particularly those of an intercultural nature.

3b. Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.

Goal Four: Leadership and Teams Skills

Comprehend the factors that contribute to effective leadership of teams and understanding of the skills and behaviors necessary to be an effective team member.

Goal Five: Global Change and Dynamics

5a. Demonstrate an ability to understand and adapt to global market changes

5b. Demonstrate an ability to integrate knowledge and develop innovative solutions to remain competitive given industry dynamics (strategic integration).

Goal Six: Communication Skills

6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.

6b. Demonstrate the principles and processes of effective written communications.

Business 290, Section 01 Strategic Thinking, Spring 2018-- Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 30	First class. Review of business terms. Intro to how class will be conducted, outcomes, comportment. Intro to textbooks. Overview of strategy and why it is studied. What is competitive advantage and why do we care about it? First view of small businesses and options open to them, with case study. Vision and mission of businesses—are they valuable? Application of those to chosen small businesses and speculatively, to large businesses. Session on writing, grammar. Assignments: Chapters 1 and 2 of Rothaermel and to bring in the idea of a small business which student can study over next few classes.

Week	Date	Topics, Readings, Assignments, Deadlines
2	Feb. 6	Submittal of small business assignment given in prior class and same for writing usage assignment. Students will divide into small groups, for use in first half of semester. Presentation on wide external view of business environment, using PESTEL framework. Each of those six will be discussed, with case studies to illustrate usage; student groups developing ideas of application for different industries. Discussion of how strategies could be composed to meet the different aspects, to begin familiarity with planning. Application of external environment to selection of specific small businesses chosen in first class. Presentation on Structure-Conduct-Performance (“SCP”), and discussion of how small businesses would fit. Discussion of first two chapters of Barney/Clifford. Assignment: Early, relevant part of Chapter 3 of Rothaermel, Chapters 1 and 2 of Barney Clifford, submittal of first writing assignment on small business and separate, grammar/usage assignment.
3	Feb. 20	External view, Competitive Forces and Firm strategy, Porter’s Five Forces Model, plus role of complements and competition over time. Each of the Porter Five Forces will be presented individually, with appropriate mini-cases to solve by each group, with a presentation by each group. Strategic planning options to deal with different competitive situations will be considered, to encourage thinking “out of the box”. Discussion of chapters 3 and 4 of Barney/Clifford and discussion of questions at chapter ends. Application of competitive concepts to small businesses chosen. Review of material to date in preparation for next session’s quiz. Assignment—reading of balance of Chapter 3 of Rothaermel, reading of chapters 3 and 4 of Barney/Clifford. Individual advance thought on application to small business chosen.
4	Feb. 27	<u>Quiz</u> on external analysis for strategy (first three chapters of Rothaermel), first four chapters of Barney/Clifford. Discussion of how external analysis affects each of the small businesses chosen in first class, from papers due. Presentation on internal analysis and why we care about it. Presentation of RBV/VIRO and SWOT, and how they apply, with practice using them. Group discussions of particular businesses and how these internal factors can apply. Presentation of how to change internal factors in a business. Discussion of chapters 5 and 6 of Barney/Clifford and questions at chapter ends. Discussion of internal analysis to small businesses chosen. Assignments due for class: Preparation of paper on application of external forces learned, to small business chosen. Choice of business for culminating project. Chapter 4 of Rothaermel, Chapter 5 and 6 of Barney/Clifford. Some preliminary thought on application of internal analysis to small business.
5	Mar. 6	Explanation of group project on Power Company Disruption. Beginning of strategy formulation—basics of cost leadership, product differentiation, specialization, diversification and integration strategy with case studies for groups to consider and present. Constructive participation by rest of class on what case study companies presented could also have done, to further develop creative and critical thinking. Presentation on product/industry life cycle. Final discussion on sampling of small businesses chosen, as to strategic possibilities. Discussion of Chapters 7 and 8 of Barney Clifford. Assignments: Reading of Chapters 6 and 7

Week	Date	Topics, Readings, Assignments, Deadlines
		of Rothaermel and Chapters 7 and 8 of Barney Clifford. Reading of power company potential disruption article distributed in prior class.
6	Mar. 13	Submittal of group project on external and internal review of power companies. Presentation on value chain analysis, Vertical Integration, Diversification, Horizontal Integration and practice applying these concepts. Presentation on alliances and strategic networks. A case study will be presented on one American business institution in particular, to discuss if it has been rendered largely obsolete, and what it should do. Discussion of Chapters 8 and 9 of Barney/Clifford. Review of material for mid-term examination. Assignment: Chapters 8 and 9 of Rothaermel, Chapters 8 and 9 of Barney/Clifford.
7	Apr. 3	<u>Mid-term examination</u> on all material to date. Submittal of group project on potential strategies for power companies, from three perspectives—the power suppliers, the massive distributors and the disruptors. Presentation by group representatives on options for power companies, with awards for most innovative thinking. Presentation of transaction cost economics with real world example. Assignments: Review of all earlier chapters of Rothaermel, Barney/Clifford for mid-term. For today's lecture, Chapter 8 of Rothaermel.
8	Apr. 10	Submittal of introduction and environmental analyses (PESTEL and SCP) of chosen companies. Student presentations to introduce individual companies and what was discovered to date. Brainstorming of potential strategies. Presentation on mergers and acquisitions, principal/agent issues. Presentation on creativity, where new ideas come from, how to think out of box. Discussion of chapter 10 of Barney/Clifford. Assignments: Chapter 9 of Rothaermel, Chapter 10 and 11 of Barney/Clifford. Preparation of first papers on individual companies.
9	May 1	Submittal of industry (Porter's Five Forces), basic strategic approaches in industry and internal analysis of chosen companies. Individual presentations of summations of internal analyses and prospective strategies, with more brainstorming. Presentation on writing of strategic plans. Presentation on Global Strategy (globalization), when and why companies are successful or not, and how to defeat players already ensconced there, using Mexico market as mini-case. Discussion of Chapters 12-13 of Barney/Clifford. Assignments: Chapter 10 of Rothaermel, Chapter 12-13 of Barney/Clifford, reading of additional material on writing strategic plans provided by professor. Preparation of second paper in culminating event project on individual company.
10	May 8	Submittal of strategy recommendations for chosen company (third paper). Individual "elevator" presentation by each student of most innovative strategy. Presentation on Organizational design, structure, culture, control. Presentation of ethics in strategic planning, short- and long-term thinking, and on difficulties of strategic plan implementation. Discussion of how strategic thinking can be applied to any sized business. Presentation on how to get strategic plans implemented. Discussion of end of Barney/Clifford text, and alternative endings.

Week	Date	Topics, Readings, Assignments, Deadlines
		Review of material for final exam. Assignments: Chapters 11 and 12 of Rothaermel, Chapter 14 and epilog of Barney/Clifford.
11	May 22	Final Examination, 5:15-7:30 p.m.