

San José State University
School of Management, Lucas College of Business
Business 189, Strategic Management, Section 09, Spring, 2018

Course and Contact Information

Instructor: Gary D. Radine

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Office Hours: Tuesday and Thursday, 1:30-2:30 p.m. by appointment. Other times as arranged by appointment.

Class Days/Time: Tuesdays and Thursdays as follow respectively, from 3:00-4:15 p.m.:

January 25 (Thursday)
Jan. 30, Feb. 1
Feb. 6, Feb. 8
Feb. 13, Feb. 15 (both remote)
Feb. 20, Feb. 22
Feb. 27, Mar. 1
Mar. 6, Mar. 8
Mar. 13, Mar. 15
Mar. 20 (remote), Mar. 22
Apr. 3, Apr. 5
Apr. 10, Apr. 12
Apr. 17 (remote), Apr. 19
Apr. 24, Apr. 26
May 1, May 3
May 8, May 10
May 18 (Friday), Final Examination, 2:45-5:00 p.m.

Classroom: BBC 021

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
2. Know tools and be able to analyze competitive environment of a business
3. Know tools and be able to analyze businesses internally
4. Learn to make the jump from analysis to seeing strategic options, in terms of critical thinking
5. Know how to prepare and present a strategic plan
6. Be practiced in group participation, brainstorming and “public” constructive suggestions to one another.
7. Be practiced in public presentation of ideas

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

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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. Mid-term examination (CLO 1, 2)
5. 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)
6. 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)
7. 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 on the Canvas for the class. 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. All of these, 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.

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 surprisingly 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.

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. For excessive or chronic lateness, in the judgment of the professor, up to 10% of the paper's grade will be deducted 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, by the due date and time.

Grading Percentage Breakdown:

Quizzes	10%
Mid-term Exam	15%
Team Project—Power Company	15%
Class Participation	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 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 section on absences, 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.

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

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. 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>.

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>.

Business 189, Section 09, Strategic Management, Spring 2017, 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	Jan. 25	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. Explanation of an assignment of a short paper, to be submitted for Jan. 30 class, introducing student, what is hoped to be learned in class, provisional career plans, concerns, any special attention needed, etc.
2 (A)	Jan. 30	Introduction to texts, answering of any questions from first session. 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 55-61 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 (B).	Feb. 1	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 class: Reading of first two chapters of Barney Clifford.

Week	Date	Topics, Readings, Assignments, Deadlines
3 (A)	Feb. 6	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. Review of external analysis, in preparation for quiz in next session. Assignments: Review of pages 62-64 of Rothaermel.
3 (B)	Feb. 8	Quiz on PESTEL and SCP and first two chapters of Barney Clifford.
4 (A)	Feb. 13 (remote)	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 (B)	Feb. 15 (remote)	Consideration of internal analysis and why we care about it. Presentation of RBV/VRIO with mini-case(s) for group consideration and presentation for subsequent class. Discussion of Chapter 4 of Barney/Clifford. Assignment: Reading of Chapter 4 of Rothaermel, Chapter 4 of Barney/Clifford.
5 (A)	Feb. 20	Reporting by groups on RBV/VRIO case study. Presentation of SWOT and Value Chain concepts. Discussion of internal analysis possibilities and remedies for different-sized business. Review of Porter and internal analysis for upcoming quiz. Assignment: Preparation of group conclusions on case study from last class.
5 (B)	Feb. 22	Quiz on principles of internal analysis of a specific business. Choice of a mid-large business for individual use for balance of semester (i.e., culminating with term paper) from list of possibilities to be provided by professor.
6 (A)	Feb. 27	Presentation on beginning of strategy formulation. Basic strategic options for businesses (business-level strategies, more formally). A case study will be presented 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: Reading of Chapter 6 of Rothaermel and Chapter 5 of Barney/Clifford.
6 (B)	Mar. 1	Presentation of innovation in strategy and the effect of industry and product life cycles. Discussion of Chapter 6 of Barney/Clifford and questions at chapter’s end. Assignment: Reading of Chapter 7 of Rothaermel, Chapter 6 of Barney/Clifford.
7 (A)	Mar. 6	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 to teams of project on power industry, to be used for assignments for succeeding several weeks, explanation of what is to be in first paper, due class after the mid-term. Review of material for

Week	Date	Topics, Readings, Assignments, Deadlines
		mid-term examination. Assignment: Preparation by teams of options for potentially obsolete business from last class.
7 (B)	Mar. 8	Mid-term Examination. Assignment: Review of Chapters 1-4, 6-7 in Rothaermel, Chapters 1-6 of Barney Clifford and lecture notes to date.
8 (A)	Mar. 13	Presentation of corporate-level strategy, in terms of vertical integration and diversification, with mini-case study(ies) for discussion. Discussion of Chapter 7 of Barney/Clifford and questions at chapter's end. Assignments: Chapter 8 (though not material on transaction cost economics) of Rothaermel. Reading of provided article on power industry, and potential of disruption. Reading of Chapter 7 of Barney/Clifford.
8 (B)	Mar. 15	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. Discussion of Chapter 8 of Barney/Clifford. Assignments: Chapter 8 of Barney/ Clifford, group preparation of power industry first assignment.
9 (A)	Mar. 20 (remote)	Presentation on alliances, acquisitions and networks (horizontal integration). Short presentation on presentation style. Assignment: Chapter 9 of Rothaermel.
9 (B)	Mar. 22	Submittal of second group paper on power industry, on industry analysis and internal analysis. Professor's presentation of general possibilities for third group paper. Selection by students of first, second and third company options for individual culminating project (term paper). Presentation of transaction cost economics. Assignments: Reading of transaction cost economics portion in Chapter 8 of Rothaermel, selection of individual company options for study.
10 (A)	Apr. 3	Submittal of third group paper on potential strategies for the three levels in the power industry: major power distributors, independent power suppliers to them, and prospective disruptors. Short presentations by group representatives on out-of-box thinking done for project. Assignment: Preparation of third group paper.
10 (B)	Apr. 5	Review of all concepts to date, and how to use them with businesses. How to conduct oneself in group discussions in the business world, engagement in committees. Explanation of second series of three papers, on individual choices of companies.
11 (A)	Apr. 10	Submittal of first papers done by each student individually, on external environment (PESTEL and SCP) for individual-assigned companies and synopsis presentations of some number of them orally, to class. Discussion of Chapter 9 and 10 of Barney/Clifford. Assignment: Preparation of first part of term papers, and synopsis presentations, Chapter 9, 10 of Barney Clifford.
11 (B)	Apr. 12	Presentations by balance of students of synopsis of external analysis of individual companies assigned for term papers.

Week	Date	Topics, Readings, Assignments, Deadlines
12 (A)	Apr. 17 (remote)	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 mini-case. Assignment: Chapter 10 of Rothaermel.
12 (B)	Apr. 19	Submittal of second papers done by students individually, on industry and competitiveness and internal environment (Porter, VRIO, SWOT etc.) Synopsis presentations by selected students on industry/competitiveness and internal characteristics of chosen companies. Discussion of Chapters 11 and 12 of Barney/Clifford. Assignments: preparation of second papers for submittal, reading of chapters 11, 12 of Barney/Clifford.
13 (A)	Apr. 24	Remainder of presentations by students on industry/competitive analysis and likely internal characteristics of individually-chosen companies. Presentation on how to write a strategic plan, how to think creatively in so doing. Presentation of difficulties of implementation of planning, the dangers of external planning and how to avoid them. Discussion of chapter 13 of Barney/Clifford. Assignment: Discussion of chapter 13 of Barney/Clifford.
13 (B)	Apr. 26	First drafts due of strategic arrays of possibilities for chosen (term-paper) companies. To be presented individually (by random selection) to class, to develop presentation, brainstorming and constructive critiquing skills. Assignments: Preparation of first draft of strategic arrays for term paper companies.
14 (A)	May 1	Presentation of balance of class presentations of strategic arrays of possibilities for chosen term-paper companies to develop presentation, brainstorming and constructive critiquing skills. Discussion of Chapter 13, 14 of Barney/Clifford. Assignment: Reading of Chapter 13, 14 of Barney/Clifford.
14 (B)	May 3	Presentation of organizational design, structure and control. Consideration of ethics, corporate governance, short- and long-range thinking and where they potentially lead. Discussion of Epilog of Barney/Clifford. Assignments: Chapters 11 and 12 of Rothaermel, Epilog of Barney/Clifford
15 (A)	May 8	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. Assignments: Preparation of third part of term paper on strategies, preparation of elevator presentations thereof.
15 (B)	May 10	Presentation of balance of Elevator presentations. Presentation of idea of pricing in advance with long-range planning to achieve competitive advantage. Discussion of any class questions/concerns about corporate world and how to succeed therein. Review of major concepts learned for final examination.
16	May 18 (Friday)	Final Examination, from 2:45-5:00