Business Policy & Strategic Management (Business 690) Section 1
Summer 2003 – San Francisco State Univ.
College of Business, Syllabus v 1.0

Instructor: Bruce Heiman, PhD
Office: Sci 350; Office Hours: MW 1000-1200
E-mail:bheiman59@yahoo.com, bheiman@sfsu.edu (auto-forwards to yahoo)
Web: http://userwww.sfsu.edu/~bheiman
KnowledgeDNA: http://sfsucob.knowledgedna.com (double check w/ instructor)
Phone: 650 575 8220 (mobile--if possible, call after 9 pm), office: 415 405 0596
Class Meetings: MW 1315-1715 hrs

Texts:
Required: Prentice-Hall, Research Navigator packet (avail in bookstore);
Required: Articles and materials as noted and/or distributed in class.

Other Required Reading:
Students are expected to review leading business publications such as the Wall Street Journal, Business Week, The
Financial Times and the Economist for current, application-oriented treatments of strategy topics. This is an
important part of the class, as students are expected to develop their own cases and examples for presentation and
discussion in class (see below). Additionally, students need to be very up-to-date regarding the present status of any
firm or industry for which they are responsible at any time, for any task in class. Your performance will be improved
with the regular reading (daily) of just ONE source as noted above—multiple sources are highly encouraged. It is
also required to scan the web page twice per week minimum for announcements. KnowledgeDNA requirements to
be discussed in class.

Course Description and Objectives in Brief
This is a "capstone" oriented strategy course. It involves the synthesis of many topics studied in other business
courses. Broadly speaking, this course addresses strategy formulation and situational (industry) analysis for
business-unit, corporate, entrepreneurial and (few) not-for-profit organizational entities. The course features a focus
on international issues and implications for strategy formulation. The objective of the course is to enable a high
degree of competency among students in a wide variety of strategy-related areas in multiple industries. Broadly, by
the end of the course, students are expected to be able to detect, diagnose and recommend solutions for many types
of strategy-related issues in the real world. More specifically, after this course, students should be able to apply any
of a variety of (thoughtfully selected) analytical and prescriptive tools to answer the question “What should the
strategy be?”

Description in detail
This course treats an assortment of advanced topics in international business strategy. Many of the “paradoxes”
encountered in international business are derived from different discipline-based points of view (e.g., economics,
sociology, psychology, social-psychology, political science, anthropology). Tension between different prescriptive
viewpoints is the focus of both the textbook’s and students’ attention in the class. The tension can often be
“resolved” by comparing several industries or firms in such a manner as to demonstrate the validity of each
viewpoint (or lack thereof) given certain industry or firm conditions.

Are there, however, some strategic orientations that are more “general” (and hence “more generally useful”) than
others? Are there some strategic viewpoints that should be “kept on the shelf” except in rare or dire circumstances?
How does one go about selecting a strategic orientation for one’s firm or business unit? Though these are important
questions, the course continually returns to the core question: “What should an organization's strategy be, how does
it decide this question, and how might the chosen strategies be implemented?”

Objectives of the course-specifics
By the end of the course, the student should be able to

a. Analyze firms/industries along the important dimensions of several perspectives. Students should also be
familiar with the trade-offs between perspectives (e.g., what does a particular perspective ignore that
another perspective addresses?)
b. Recommend (and competently defend the choices of strategy (and implementation) based on a particular school of thought using cogent arguments.

c. Communicate research and other exploratory findings and recommendations in a convincing, professional manner (written, oral skills) at a level appropriate for advanced undergraduates seeking to meet rigorous university standards.

d. Comfortably utilize newly refined critical thinking skills in strategy-formulation and implementation contexts.

**Evaluation**

Generally, NO late submissions of any work are permitted.

**a. 35%: Final Case Project (Group-based).** Written version: Due last class meeting, start of class. Length: maximum 12 pages double-spaced text (~3500 words). Do NOT exceed the length requirements (either number of pages OR number of words). Of the 35%, 15% will be decided based on the final presentation of your case; the other 20% of the grade will be based on the written submission. This will be a group project—your group shares the grades for this project. Grades: Scale of 1-10.

**b. 20%: Critical notes (Individual) (2 x 10%) pertaining to specific chapters in the textbook (and occasional other materials as mentioned in class).** Critical notes examine how well the student thinks critically about the material before it has been discussed in class. Due: at start of any class, but it is not allowed to turn in a critical note AFTER that chapter has been discussed in class. No exceptions. This suggests a payoff to reading ahead and attacking the critical notes aggressively. Length--1 page MAX. double-spaced. Times Roman font, 12 point font minimum, 1 inch margins all around the page. Yes, that is a very short length-penalties (typically –1) apply for breaking ANY of these rules. This part of the class is an exercise in writing concisely to enable managers to quickly read and understand your thoughts. Do not submit a second page—it will not be read. Only the first page will be graded. No title pages, please. Individual efforts only for these submissions (do not work together). If you do not turn in the required 6 critical notes, any unsubmitted notes will be graded 0. Grades: Scale of 0-10. See the website for advice in the form of many hints and tricks regarding how to write a good critical note.

**ALEAST ONE CRITICAL NOTE IS REQUIRED TO BE SUBMITTED BEFORE EITHER CLASS MEETING 2 or 3.** This is so I can get some idea as to the level of the class’ writing and critical thinking skills. After that it is up to individual students to decide for which chapters they wish to write critical notes.

If you are unhappy with your grades for your critical notes (after you have turned in 2 notes), you may optionally submit up to two extra critical notes, and the two lowest grades on critical notes will be tossed out and your grade will only reflect your 2 highest graded critical notes. All critical notes turned in under this condition must also meet the other requirements for critical notes laid out above (notably, timing). That is, it is very possible to run out of time for submitting critical notes, since the student is allowed to select the chapters for which he/she submits notes. Note that the payoff for reading ahead and staying on top of the critical notes is increased by this condition.

**c. 30%: In-class participation (audience participation--individuals & leadership duties--groups).** (A) 10% participation during others' discussion leadership (when you are in the audience), (B) 20% for your own group’s discussion leadership duties. Regarding (A), in EVERY class, each student is graded from 0-10 (10 is best) on oral (audience) participation when not presenting (we know you will talk when you present your work). Regarding (B), when it is your turn to lead the class discussion, you will be graded on the quality of your work (content, presentation), but you will also be graded on how well you stimulate relevant, insightful discussion among other students. This is an important part of the experience in the class—can you lead the other students to participate heavily and remain interested, engaged, and on-topic?.

**d. 15%: 2 quizzes on the readings, each administered in class. NOTE: These quizzes are more “objective” answer than the other evaluation elements, in order to make certain that you are doing the reading. Quizzes may be T/F, multi-choice, and/or short essay/short answer format. NO WARNING IS GIVEN AHEAD OF QUIZZES (AGAIN: THERE WILL BE TWO, at 7.5% of your final grade each). If you read and understand the assigned materials for each class, you will be fine—quizzes will seem easy, otherwise, expect problems.
### Schedule

For all chapters in the book, activities are broken into 2 parts (both parts happen in each class)—(Part 1) Student-group led review and critique of the reading, and (Part 2) Student-led Cases and exercises related to the reading or extending the reading. We will try to cover two chapters per class meeting. Different groups plan and execute Parts 1 and 2 at each class meeting. Collaboration between groups doing parts 1 and 2 in a given class is allowed. Different groups (ideally, but not always) execute Part 1 and Part 2 for each chapter in each class.

<table>
<thead>
<tr>
<th>Date (session number)</th>
<th>Topic</th>
<th>Reading</th>
<th>Activities</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 June (1)</td>
<td>Introduction to the class.</td>
<td>None</td>
<td>Walk-through Syllabus and requirements. Presentation by KnowledgeDNA. Teams selection, Brief lecture on PBL pedagogy. Note on citations &amp; bibliographies, plagiarism, writing standards (LAC), questions. Instructor's view of strategy and essential questions. Research navigator intro. Time permitting: Some tools to help you be productive: Brainstorming exercises, advice on quizzing versus constructive participating, writing critical notes. More on final project, questions.</td>
<td>You MUST attend the first class to be in the class. Instructor-led + Guest speaker(s); this class helps you handle the other classes by providing tools for you. Opportunities for oral participation.</td>
</tr>
<tr>
<td>11 June (2)</td>
<td>Ch 11, 1: Org purpose, intro to strategy (what is strategy?)</td>
<td>Materials from previous class, Ch 11, 1 (in that order).</td>
<td>Ch. 11: Part 1 (Summary, critique, case) Ch. 11: Part 2 (Case, activity/exercise) Ch 1: Part 1 (Summary, critique, case) Ch 1: Part 2 (Case, activity/exercise) Time permitting: Workshop--Brainstorm final project ideas in groups.</td>
<td>What is the purpose of firms? Why are there firms? How should purpose affect behavior? History: Are these tools still usable? What is Strategy?</td>
</tr>
<tr>
<td>16 June (3)</td>
<td>Ch. 2, 3: Generative vs. rational strategy; emergent vs. planned strategy.</td>
<td>Ch 2, 3</td>
<td>Ch. 2: Part 1 (Summary, critique, case) Ch. 2: Part 2 (Case, activity/exercise) Ch 3: Part 1 (Summary, critique, case) Ch 3: Part 2 (Case, activity/exercise) First Update: Final projects—1 minute per group, 1 transparency/slide per group. Guest Speaker: John T. Maloney, CEO, KM Cluster.</td>
<td>Game theory and its alternates. Creative (generative) thinking. Strategic Planning or Emergent Strategy?</td>
</tr>
<tr>
<td>18 June (4)</td>
<td>Ch. 5, 6: Business level and corporate level strategy.</td>
<td>Ch. 5, 6</td>
<td>Ch. 5: Part 1 (Summary, critique, case) Ch. 5: Part 2 (Case, activity/exercise) Ch 6: Part 1 (Summary, critique, case) Ch 6: Part 2 (Case, activity/exercise)</td>
<td>Learn 3 things in Ch 5: Porter, Porter, &amp; Porter (+ the other readings of course). Learn the Porter framework well (including the issues around it)! Making strategy for firms with one or multiple business units.</td>
</tr>
<tr>
<td>Date (session number)</td>
<td>Topic</td>
<td>Reading</td>
<td>Activities</td>
<td>Remark</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
<td>---------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>23 June (5)</td>
<td>Ch 7, 8: Networks, Ecologies, Revolution vs. Evolution.</td>
<td>Ch. 7, 8</td>
<td>Ch. 7: Part 1 (Summary, critique, case) Ch. 7: Part 2 (Case, activity/exercise) Ch 8: Part 1 (Summary, critique, case) Ch 8: Part 2 (Case, activity/exercise)</td>
<td>Networks operate at several levels. What are they? Go beyond the book. Play by the rules or create a new industry/change the rules?</td>
</tr>
<tr>
<td>25 June (6)</td>
<td>Ch. 4: Strategic Change</td>
<td>Ch. 4</td>
<td>Ch 4: Part 1 (Summary, critique, case) Ch 4: Part 2 (Case, activity/exercise) Indiv. reports on Research Navigator. Socratic mode-give a solid answer, get a 10 for particip. today.</td>
<td>Incremental versus radical change?</td>
</tr>
<tr>
<td>2 July (8)</td>
<td>International Context</td>
<td>Ch. 10</td>
<td>Ch 10: Part 1 (Summary, critique, case) Ch 10: Part 2 (Case, activity/exercise) Second Update: Final projects—1 minute per group, 1 transparency/slide per group</td>
<td>Frameworks for globalization. What are the central questions of the debate? What does the book miss?</td>
</tr>
<tr>
<td>7 July (9)</td>
<td>Movie or Guest Speaker; Workshop on final project.</td>
<td>None.</td>
<td>Group-by-group updates and interactive sessions with instructor. Time to work on your projects in-class. Last chance for questions before final presentations.</td>
<td>Instructor-facilitated.</td>
</tr>
<tr>
<td>9 July (10)</td>
<td>Final Presentations</td>
<td>None.</td>
<td>Students provide critical insights on presenters' work. Presenters: Be concise. A great short presentation is better than a merely &quot;good&quot; long one! Instructor-facilitated. Submit final papers at start of class. Last day to turn in critical notes (start of class).</td>
<td>Instructor-facilitated.</td>
</tr>
</tbody>
</table>
Note: You will be notified in advance when if there is to be a guest speaker in addition to those noted—stay tuned to the web site!! And to kDNA!! Speakers may not appear during class-time, and are thus optional, but highly engaging, as well as rewarding for extra-credit and opportunities to write critical notes—normally, if a speaker cannot attend your class, the speaker will appear that evening around 7 or 8 pm—pay attention and clear your schedule when possible so you do not miss these opportunities!!) You may write critical notes about these speakers (1 note per speaker). You may also write critical notes about film(s), Again, scan the web page/kDNA for updates on this.

Assignments in more detail.

a. Critical Notes. By the end of the course, you need to have turned in 2 critical notes, each regarding an aspect of a chapter, which we are studying in the textbook. You choose the chapters for which you will write a note. Each critical note should be 1 page long, and meet the requirements noted above. Each note should remark on at least one major assertion of the text that you believe is in error, or with which you disagree. Justify your views briefly, but in a convincing manner. Use supporting evidence from the material we have read to support your views. Outside readings are allowed and encouraged. Cite all sources (in-text and reference list). Each critical note must be submitted BEFORE the session, which discusses the chapter begins (at the beginning of class). Critical notes are graded 0-10. these notes give me an impression of your written communications skills and your ability to think critically (an essential attribute of a competent strategist). Critical notes written for guest speakers or movies are due at the start of class on the LAST day of class, but may be turned in earlier (recommended). AT LEAST ONE CRITICAL NOTE (OF THE UP TO 4 NOTES TOTAL THAT YOU MAY SUBMIT) MUST BE ON THE SUBJECT OF AN ARTICLE IN THE BOOK.

b. Final Project. The Final project consists of a detailed case (a real story) that explores strategy formulation and implementation using at least two of the perspectives presented during the course (each perspective must be from a different chapter). Excellent projects will look through the lens of three perspectives and discuss the prospects for strategy critically. Describe a real, important strategy problem, case, or situation for your chosen firm or industry that can be described and addressed in terms of one or more of these perspectives. Your analysis should be detailed and illustrate how a specific problem or issue is addressed by applying each perspective. The perspective can be flawed (for example, a strategy is not workable but sounds good on paper, or a strategy neglects some important elements). In this case you should suggest an alternative perspective or a fine-tuning of the existing perspective to achieve high performance. Select a case story that will interest your fellow students. Primary research is strongly encouraged and will be rewarded (e.g., original research in the form of surveys, multiple interviews, discussions with principals, primary data analysis, financial data, etc. THE SEMESTER IS REALLY SHORTER THAN YOU THINK SO GET STARTED WITH YOUR GROUP NOW! TODAY! THIS IS GREAT ADVICE—ACT ON IT! Students in the class may be required to sign non-disclosure agreements for projects involving sensitive information. Graded 0-10.

Thought: I have noticed that many of the best projects shy away from “major” firms everyone has heard of—better (sometimes) to research a small/medium-sized firm and analyze their strategy. Data is often easier to get and you can talk to founders and other top executives. Boutique industries (e.g., energy drinks, haut couture, etc.) are often more interesting to your fellow students. That said, the choice of firm is up to your group. When grading, the following elements are important: How do the perspectives “connect” to each other? Do they complement each other? Does one replace another? Does one treat something the other neglects? The project should answer the all-important question “What should the strategy be?” via your recommendations, which should relate to the perspectives quite clearly. Also, what are the issues (possible problems) surrounding implementation of your strategy? How might these be overcome? Is your strategy recommendation realistic? Why should the reader believe your recommendations? What are your conclusions based on? Applying pure theory? Finding examples of others’ work that shows your approach works? Hard data that you gathered and analyzed? Answer these questions to be convincing, which is important. The following firms are NOT allowed for the final project: Starbucks, Wal-Mart, K-Mart, McDonalds. More firms may be added to this list—see the web page for details.

c. Student-led discussions. Each team, in addition to the final case, is responsible for leading one or more class discussions pertaining to the chapter for that class meeting. Each chapter is treated in 2 parts, by DIFFERENT teams: (1) Student-led Review and critique of the reading (may use in-text case), and (2) Student-led ORIGINAL REAL Cases RESEARCHED FROM THE REAL WORLD and exercises related to the reading or extending the reading. In general, class is oriented towards a student-driven model of education—it is up to the students to provide
examples and ideas that lead the class into interesting territory for discussion and analysis—presenters will be rewarded for doing this well. Detail: When referring to articles, use the author(s)’ last names (e.g., “in Article 5.1, by Porter…”)

More specifically on student-led discussions: Discussion leaders will be graded on their ability to stimulate other students’ eager participation. Anything goes here: games, group exercises, quizzes, guests, etc. Student discussion leaders are strongly encouraged to go beyond the cases in the book—find other cases, or articles. Use of material strictly from the textbook will result in mediocre grades for discussion leadership (applies to both part 1 and part 2 presentations). Part 1 presenters MAY use the case in the book (not recommended—will result in lower evaluation). Part 2 presenters MUST develop their own outside case using MULTIPLE (cited to the class) sources. Creativity and high levels of student participation will be rewarded. At the time of the presentation, each team will submit a 1 to 2 page digest of their presentation (for distribution to the instructor AND other students). DO NOT simply provide a printed copy of your PowerPoint presentation to the students and instructor (though you may wish to do this in addition to what is required above). The digest addresses two questions, which are related:

1. What (in brief) are the main learning messages in this chapter? 3-5 bullets here will do the job. Less is more.
2. What are the useful tool(s) presented by the chapter (show how the tool(s) can be used briefly).

For some reason, people tend to ignore these instructions and do whatever they feel like for the digest—this DOES affect your group grade for in-class presentations. Additional handouts are allowed and encouraged, but the digest is separate, and has a specific format.

Rule of thumb for the digest: Create something useful for the other students—make them WANT to save this document. Digests are required for both part 1 and Part 2 presentations. No digests are required for final project presentations. DIGESTS ARE CONSIDERED AS PART OF THE IN-CLASS PRESENTATION GRADE.

Note: For Part 1 presenters: an important part of this presentation is your ability to offer relevant critical reflections on the material in the text: What is wrong with the material? How could it be better? What element(s) does it fail to take into account? Are there many counter-examples to the text’s assertions?

Internationally-focused analysis/discussion is particularly interesting, though not required. IMPORTANT: If you come from a place that is interesting to the other students, or have some particular in-depth interest/experience/strength on which you can draw, you are encouraged to use this for the benefit of the other students’ learning experiences.

Breaking down Part 1 and Part 2 presentations in-class:

Part 1:
- Brief literature summary (max-10 min, 5 min preferred—we all read the material before class, right?)
- Critique of the literature (where do the articles in the chapter fail or fall short of expectations? What is missing? What is wrong?)
- Case presentation and analysis (from the book or an outside case). It is STRONGLY encouraged to use an outside case—you research the case using multiple sources.

Part 2:
- Outside case (no in-the-book case allowed). This must be different from the Part 1 case. It is allowed to coordinate between groups to avoid problems here.
- Exercise/Activity-The heart of Part 2. Students, in consultation with the instructor, execute an exercise, which allows other students to have the “feeling” of one or more perspectives in action.

IT IS REQUIRED TO MEET WITH OR OTHERWISE INTERACT WITH THE INSTRUCTOR PRIOR TO ALL IN-CLASS PRESENTATIONS IN ORDER TO DISCUSS POSSIBLE APPROACHES/REFINEMENTS FOR YOUR PRESENTATIONS. OFFICE HOURS (RECOMMENDED) EMAIL, PHONE, ARE ALL OK.
IMPORTANT:

**Assigned Reading.** Assigned reading material MUST be read before class. This will not only enhance your understanding and retention of class presentations, but will equip you to participate in class discussions and team activities. Students are responsible for having a solid command of all assigned materials, whether or not they are covered in class. **Also, to pass the quizzes, you need to read the chapters.**

**Class Participation.** Participation is an important part of the class, and will contribute to your grade. Opportunities to participate will arise during discussions in class. Ignoring participation will affect your grade (really).

**Use of overhead transparencies and other media.** Use is allowed and encouraged. Notify the instructor as early as possible of any special requirements (e.g., PowerPoint-capable setups, etc.). Equipment resources are often scarce. Guidelines will be discussed further in class.

**Attendance** at every class is expected. If you are unable to attend on a particular day due to illness or emergency, please inform the instructor in advance by e-mail or in writing. Business-related travel is NOT a basis for an excused absence. Poor attendance WILL affect grades. Under no circumstances should students miss more than 2 classes. Differently-abled students should contact the instructor if these evaluation procedures are not appropriate. If you miss a class, contact your group members for the material you missed.

**Guidelines for Written Material**

The written material submitted is expected to show a level of scholarship appropriate for advanced undergraduate business courses. Syntax, spelling and other grammatical problems should be corrected prior to submission, and material should be carefully reviewed for clarity. Style guidelines for the main written assignments will be discussed in detail in class. Generally, students will be held to a strict professional writing standard; it is acceptable to ask a fellow student or friend to review written submissions.

**HINT:** Have a friend whose English you trust review your written work (all of it—critical notes, digests, written final project) BEFORE it is submitted, and suggest changes. Make the changes, and learn from them. There is a possibility that a relationship with LAC, which has writing tutors available at no cost) may be arranged.

**Important.** Evidence of plagiarism may be the basis for failing the class or worse—cases will be referred to the University administration for appropriate action. Don’t try it. It is NOT worth it. Plagiarism occurs when you knowingly use someone else’s words or ideas without giving them proper credit. If you plagiarize and are caught, you will NOT graduate this semester, because you will fail the class. Use in-text citations and bibliographic references to avoid this issue. Class handouts will be provided to support this anti-plagiarism initiative. It really is easier to do your own work.

**Reminder.** Paraphrasing from the SFSU College-level policies: Students must enroll in classes within the published deadline. They will not be permitted to add later even if they have attended all classes, and otherwise completed all course requirements. University policy is that withdrawals are permitted only for serious and compelling reasons. College of Business policy prohibits students from withdrawing from the same course (e.g., BUS 690) more than once.

**Policy on re-grading material.**

Any material may be submitted for re-grade (except presentations). The conditions of the re-grade are as follows:

0. Before you submit something for re-grading, you should be aware, that once you submit it for a re-grade, the original grade may go UP OR DOWN. Your original grade is not “safe.”

1. Submit original work with instructor comments on it (if any). Also submit attached to the original work, a 1-page, typed, explanation of why the grade should be changed. No emails, faxes, orals, etc.

2. Instructor will review materials submitted in this format. No material will be reviewed unless it conforms to this format for review.

3. Instructor will notify you of the results of the re-grade.###