Instructor: Bruce Heiman
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Web: TBA
Phone: 650 575 8220 (please call after 9 pm), office: 415 405 0596
Class Meetings: See below.

Required Text:
Articles and materials as noted and/or distributed in class.

Other Reading:
Students are expected to review leading business publications such as the Wall Street Journal, Business Week 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).
Your performance will be improved with the regular reading (daily) of just ONE source as noted above—multiple
sources are highly encouraged.

Course Description and Objectives in Brief
This is a "capstone" 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, and entrepreneurial 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.

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). 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 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, and how
might it be implemented?”

Objectives of the course
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).
   d. Comfortably utilize newly refined critical thinking skills in strategy-formulation and implementation
      contexts.
Evaluation

a. **40%: Final case.** 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 40%, half of this amount (20%) will be decided based on the final presentation of your case; the other half of the grade will be based on the written submission. This will be a group project—everyone shares the grade for this project. Grades: Scale of 1-10.

b. **30%: Critical notes (5 x 6%) 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. 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 5 critical notes, any unsubmitted notes will be graded 0. Grades: Scale of 0-10. **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 grade for up to two critical notes (after you have turned in 5 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 5 highest graded critical notes. All critical notes turned in under this condition must also meet the other requirements (notably, timing) for critical notes laid out above. 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. **20%: In-class participation (audience participation & leadership duties).** (A) 10% participation during others’ discussion leadership, (B) 10% for your own 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 your experience in the class.

d. **10%: Two quizzes on the reading (textbook) AND in-class discussions, each administered via Blackboard (more on that in class).** These are 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).
6. Schedule
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. 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.

<table>
<thead>
<tr>
<th>(session) date/time</th>
<th>Topic</th>
<th>Reading</th>
<th>Activities</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Sep</td>
<td>Introduction to the class.</td>
<td>None</td>
<td>Walk-through Syllabus and requirements. Teams selection, Note on citations &amp; bibliographies, writing standards, questions. Instructor's view of strategy and essential questions—opportunism vs. good intentions.</td>
<td>Instructor-led. Opportunities for oral participation.</td>
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<tr>
<td>16 Sep</td>
<td>Introduction to Strategy (History) Organizational Purpose</td>
<td>Ch. 1, 11</td>
<td>Student-led discussion/review/critique of the literature, (2) student-led cases and/or exercises related to chapters, (3) more on final project, questions. Student-led discussion of chapters. Old vs. New views of strategy formation. Ch1: The implementation puzzle.</td>
<td>History: Are these tools still usable? What is the purpose of firms? Why are there firms?</td>
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<td>23 Sep</td>
<td>Strategic Thinking</td>
<td>Ch. 2</td>
<td>(1) Student-led discussion/review/critique of the literature, (2) student-led cases and/or exercises relating to chapters. Ch2: Rationality and its limits. First Update: Final projects—1 minute per group, 1 transparency/slide.</td>
<td>Game theory and its alternates.</td>
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<td>30 Sep</td>
<td>Strategy Formation</td>
<td>Ch. 3</td>
<td>(1) Student-led discussion/review/critique of the literature, (2) student-led cases and/or exercises relating to chapters, (3) team presentations of project concepts (prelim—2 min/team, 1 overhead sheet).</td>
<td>Strategic Planning or Emergent Strategy?</td>
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<tr>
<td>7 Oct</td>
<td>Strategic Change The Organizational Context</td>
<td>Ch. 4, 9</td>
<td>(1) Student-led discussion/review/critique of the literature, (2) student-led cases and/or exercises relating to chapters (3) team updates on project progress (3 min/team, 1 overhead sheet). Learn the Porter framework well (including the issues around it)!</td>
<td>Changing the firm. Control v. Chaos.</td>
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<tr>
<td>14 Oct</td>
<td>Business Level Strategy</td>
<td>Ch. 5</td>
<td>(1) Student-led discussion/review/critique of the literature, (2) student-led cases and/or exercises relating to chapters. Second Update: Final projects—1 minute per group, 1 transparency/slide.</td>
<td>Porter, Porter, Porter (+ the other readings of course)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
<td>Activity</td>
<td>Notes</td>
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<td>4 Nov</td>
<td>Corporate Level Strategy</td>
<td>Ch. 6</td>
<td>(1) Student-led discussion/review/critique of the literature, (2) student-led cases and/or exercises relating to chapters.</td>
<td>Multiple business units.</td>
</tr>
<tr>
<td>11 Nov</td>
<td>Network Level Strategy</td>
<td>Ch. 7</td>
<td>(1) Student-led discussion/review/critique of the literature, (2) student-led cases and/or exercises relating to chapters.</td>
<td>Networks operate at several levels. Identify them.</td>
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<tr>
<td>18 Nov</td>
<td>The Industry Context</td>
<td>Ch. 8</td>
<td>(1) Student-led discussion/review/critique of the literature, (2) student-led cases and/or exercises relating to chapters.</td>
<td>Play by the rules or create a new industry/change the rules?</td>
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<tr>
<td>25 Nov</td>
<td>The International Context</td>
<td>Ch. 10</td>
<td>The Globalization debate.</td>
<td>Can you use one perspective to express the views of the other perspectives in this chapter? What’s missing from discussion?</td>
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<td>2 Dec</td>
<td>Final Presentations I</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! Although attendance is required at all classes—be certain NOT to miss this class!</td>
<td>Instructor-facilitated. Submit papers at start of class (highly recommended, not required)</td>
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<tr>
<td>9 Dec</td>
<td>Final Presentations II</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!</td>
<td>Instructor-facilitated. Submit ALL papers at start of class (no late papers).</td>
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Assignments in more detail.

a. Critical Notes. By the end of the course, you need to have turned in 5 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).

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 (from different chapters). Excellent projects will look through the lens of three perspectives and discuss the prospects for strategy critically. Describe a real 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 (i.e., a solution is not working). 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, interviews, discussions with principals, primary data analysis, financial data, etc). 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, hau 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.

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 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.

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). 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). Note: 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? **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).**

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.

Notes:
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.

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.

Use of overhead transparencies and other media 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.

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. **Late material is generally not accepted.**

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. Use in-text citations and bibliographic references to avoid this issue.

Reminder: Paraphrasing from the College-level policies: Students must enroll in classes during the first 4 weeks of the semester. 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 max. 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.

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