

BA 490 BUSINESS POLICY & STRATEGY

Tuesday & Thursday. Sec 2--3:10 pm to 5:15 pm or Sec 3--7:30pm – 9:35pm,
FALL 2008, SEPT 15 – NOV 20 + FINAL EXAM

Your Professor

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Phone: 661-654-2388	Office Hours: T & Th at the following times and places. Project Lab TBA 5:30pm – 7:00; & by appointment (web/F2F) PLUS drop in anytime my door is open.
EMAIL: jblack14@csub.edu (Best to use Web-CT email. I check there for course related emails.)	Class Room: BDC-B 165
This course syllabus may be modified if circumstances change and the most current version will be available on web-CT.	

The Course

Are you ready?	PREREQUISITES:	Successful completion of all other business core courses; Basic Skills in all Windows Professional Office Programs; Access to the Internet outside of class. <i>I highly recommend that you take this course in your last quarter.</i>
	TEXTS:	David, F. R., 2009, Strategic Management Concepts, (12 th Edition), Pearson/Prentice Hall <i>We will be using this text for in-class exercises, homework, quizzes and as a resource for the term project.</i>
What is this course about?	COURSE DESCRIPTION:	Strategy is the central, integrated, externally oriented concept of how a firm will achieve its objectives. A strategy encompasses the pattern of organizational actions taken in pursuit of an advantage over its competitors. Or put another way, a strategy outlines how a firm will create unique value. The concepts in Strategic Management integrate the knowledge and skills you acquired in earlier courses so that you may apply them using the same multi-disciplinary perspective demanded of a general manager -- irrespective of the industry or position you are targeting for employment or advancement. <i>This course introduces you to the tools and vocabulary prerequisite to critical and effective strategic analysis, critical business thinking, and communication. <u>But</u> unless you actively participate and do the work, you just won't "get it".</i> <i>This course is in direct support of the School of Business and Public Administration's Mission. The last sentence of that mission is, "We prepare graduates to make knowledge-based decisions to address challenging issues facing organizational leaders in our region." Taking this course at the end of your degree plan allows you to see the degree to which you have learned the necessary skills implied in that sentence!</i>
	OFFICIAL COURSE OBJECTIVES	Goal 1: Communication Skills Objective 1A. Writing: Students will be able to produce concisely written documents that: (1) consistently focus on the intended audience, (2) are logically organized with cogently developed ideas, (3) are free of spelling and grammatical errors and effectively employ vocabulary, and (4) employ software to create a high quality appearance. Objective 1B. Oral presentation: Students will be able to deliver oral presentations

that: (1) consistently focus on the intended audience, (2) are well organized and compelling, (3) are effectively delivered to maintain interest without distracting mannerisms, and (4) effectively utilize media and software to enhance the presentation.

Objective 1c. Teamwork and interpersonal skills: Students will demonstrate effective teamwork skills by: (1) fully engaging in group discussion and decision making, (2) following up on one's responsibilities, (3) exercising effective interpersonal skills such as active listening, (4) being helpful to teammates, and (5) using tact and diplomacy to keep the group on track.

Goal 2: Quantitative Skills

Objective 2A. Design: Students will select graphical, quantitative, and statistical methods and models appropriate to frame various business problems and decisions.

Objective 2B. Calculation and analysis: Students will: (1) calculate accurately and (2) effectively summarize and analyze quantitative and qualitative data. They will be proficient in using software to perform these tasks.

Objective 2c. Interpretation: Students will accurately interpret the results from graphical, quantitative, and statistical methods and models.

Goal 3: Functional Areas of Business

Objective 3A. Knowledge of functional areas: Students will demonstrate subject matter knowledge of: (1) financial accounting, (2) managerial accounting, (3) organizational behavior, (4) operations management, (5) information systems management, (6) financial management, and (7) marketing. Diversity and global perspectives are included where pertinent.

Objective 3B. Information competency: Students will be able to: (1) locate data and information pertinent to business functions and decisions, (2) critically evaluate credibility of sources and reliability of information, and (3) synthesize information from differing sources and perspectives and assess its adequacy for decision support.

Goal 4: Integrative Problem Solving and Decision Making

Objective 4A. External environments: Students will analyze the external environments of organizations, including the political/legal, economic/technological, and global/cultural diversity perspectives, and integrate these analyses into problem solving and decision making.

Objective 4B. Ethical perspective: Students will: (1) identify an ethical dilemma, (2) identify stakeholders and consider their interests and perspectives, (3) formulate alternatives and analyze the alternatives from various ethical perspectives, and (4) recommend an action after thoughtful reflection.

Objective 4c. Business policies and strategy: Students will integratively apply the knowledge and skills of the business major to identifying, analyzing, and formulating business policies and strategies.

Gotta love "education-ese"! Basically, since this is the senior capstone course, you will have a chance to practice everything that you've learned throughout your degree program and all of the other life-long learning processes that you have also been exposed to as well as applying it in a real life context. So... you can expect to put forth significant effort in this class just remembering those earlier courses and the knowledge that they entailed along with knowledge of strategic management tools that enable you to strategically re-assess all of that earlier effort.

I'll provide links to these learning objectives in the schedule when activities that primarily address particular learning objectives occur. Those that address multiple ones but in a distinct fashion will also be indicated. Others address the strategy content area and will be identified as 4A and so on.

Just keep on reading... life gets better and better!

	MEANING OF COURSE OBJECTIVES:	<p>In this course, you will learn/review, exercise and improve:</p> <ul style="list-style-type: none"> ❖ your ability to think strategically(4C1) ❖ your ability to recognize strategic concepts and vocabulary in a variety of contexts(4C2) ❖ your knowledge of strategic analysis tools(4C3) ❖ your ability to apply strategy tools in both (4C4) <ul style="list-style-type: none"> ▪ an internal environment (3a) and ▪ an external environment(4A) ❖ your written, verbal and interpersonal communication skills(1ABC) ❖ your logical & systematic analysis skills (2A,B,C) ❖ your synthesis skills(4C5) ❖ the content skills for each of the functional areas (3AB) and ❖ to assess your efforts and determine if they are ethical as well as being logical(4B). <p><i>Yep, this means that you will need to read and study outside of class, learn to handle more ambiguous conditions, be willing to try and do activities outside of your comfort zone, make presentations individually and in a team, and basically be stretched to new levels of learning and integration... but... Hey, it'll be a lot of fun!</i></p>
<i>What can you</i>	ACTIVE LEARNING:	<p>People learn best by doing. You will have opportunities both as individuals and as teams to be engaged in learning about strategy formulation and implementation. We will be doing in-class exercises and cases, simulations of strategic experiences in class and via computers, reaction papers and research papers. Each activity has been carefully chosen to enhance your learning opportunities.</p> <p><i>This is a learning-by-doing course. Through the combination of lectures, readings, simulations, case studies, and class participation, you will be exposed to, work with, and learn to handle as a business professional some of the ambiguity faced by business managers and owners every day.</i></p> <p><i>Please note that this class closely follows the thumb of thumb admonition of "For every hour inside of class expect 3 to 5 hours of work outside of class." A five-credit course assumes five class hours of class per week. Thus, expect to spend 15 to 25 hours of outside of class work for this class.</i></p>
	ATTENDANCE & PARTICIPATION:	<p>Due to the active learning nature of this course, attendance is mandatory. Absences are very detrimental to your learning. In general, absences result in forfeited grade point earning opportunities.</p> <p><i>You can post your homework early since you know it from the first day of class and teamwork in-class activities can be made up on Review days if you have an <u>excused absence</u>(Max 2 days). However, quizzes cannot be made up. So an <u>unexcused absence</u> means that you forfeit the points from the quiz and the in-class activities. Furthermore, your grade will be reduced by an additional 5% for each absence above 2 whether excused or not. You will earn an F in the class if you miss more than 30% of our class meetings (6 meetings).</i></p> <p>Upon occasion you may have a legitimate absence that is not considered "excused" by the CSUB catalog. Come to me BEFORE the absence and we'll talk about it. I may allow you to be absent and to have it count as an excused absence.</p> <p><i>What type of things count here... things like a job interview as evidenced before hand by the email or letter setting up the appointment on the firm's letterhead, doctor's appointment and note indicating why the appointment has to</i></p>

<p>expect from this course?</p>		<p>be made during class hours, accident report indicating time and place of accident that coincides with class time, court appearance notification, etc. etc. etc. BUT keep track because even if excused these count as absences and may hurt your grade!</p> <p>Do you get the point that I really want you to be here in class! ... Look at my swinging pocket watch. I need you here in class! ... Your teammates want you to be here in class! ... You want to be here in class!</p> <p>However, merely being present for the entire time, while necessary, is not sufficient for attendance. One must be prepared and proactively participating. Promptness is expected. Habitual tardiness over the courses of a semester will be calculated as absences (3 tardies = 1 unexcused absence).</p> <p>Basically, this means that you need to be here on time and prepared to work. If you are absent, tardy, unprepared or simply not actively participating, you really can't take advantage of the learning orientation of this course. You may be able to get basic terminology but you miss out on all of the application, synthesis, and interpersonal skill development which are also important. So....see you in BDC-B 165 on time and raring to go!</p>
	<p>ACADEMIC INTEGRITY EMPHASIS:</p>	<p>Academic Integrity means that the academic output is transparently linked to the provider of that output whether a knowledge discovery, creation, or sharing activity. Fundamental to a scholarly environment are the principles of truth and honesty. CSUB expects that both faculty and students will honor these principles and protect the integrity of all academic work and grades. Thus, academic honesty is expected and required. Unless indicated otherwise, all work done in this class should be the product of individual effort.</p> <p>Presenting work done by others or in conjunction with others as your own is plagiarism and a form of academic cheating. Adequate citing of others' work and the use of quotation marks can help you to not inadvertently plagiarize.</p> <p>Cheating is wrong and is unethical behavior. It will not be tolerated. CSUB instructors are required to notify the Dean of Student Life, Student Conduct Coordinator, and student in question when they discover a violation of academic dishonesty (cheating). Instructors have the right to apply a grade sanction, including a course grade of F. Additional academic sanctions are determined by the student conduct coordinator and can include penalties such as probation, suspension, or permanent expulsion from CSUB or the entire CSU system. Students have the right to a formal hearing relating to sanctions devised by the student conduct coordinator. Please review the section of your <u>CSUB Catalog</u> titled, "Rights and Responsibilities of Students," especially the material relating to academic dishonesty (cheating).</p> <p>CSUB students also can formally grieve a final grade when they believe the grade assignment violated established policy or resulted from a clerical error, prejudicial evaluation, or capricious evaluation. A copy of the procedures to grieve a final grade can be obtained online (www.csub.edu/undergradstudies) or through the BPA Dean's Office.</p> <p>Ethical behavior is a desired attribute of a CSUB graduate (See those pesky educational goals listed above). Synonyms for ethics include moral principals and codes of action. Moral means knowing right from wrong... Remember cheating is wrong.</p> <p>An environment that supports academic integrity is one that is fundamentally conducive to the creation, discovery and sharing of knowledge. This requires a</p>

		<p>positive classroom environment so obvious distractions are simply not allowed. In particular, digital devices of any kind which emit any noise must be turned off.</p> <p>Digital devices include but are not limited to the following list: laptops, cell phones, palm pilots, iPods, MP3players, boom boxes, or old fashioned adding machines, which technically are mechanical and not digital but which can be distracting.</p> <p>If we actually need to have one on, I'll let you know. But really, <u>really</u> try to remember to turn them off before class. I'll remind you if one goes off in class by having you stand up, turn it off, bring it to the front of the class and place it on the table there where it will remain until the end of class. If your ear buds or Bluetooth ear pieces are in your ears, your digital device is on (even if they are not connected to anything.)</p> <p>Behavior which is disruptive as determined by the instructor also is not tolerated. People engaging in such behavior will be asked to leave and will be counted absent for that day. If need be, public safety will be called and the disrupter will be escorted from campus. This would count as an unexcused absence.</p> <p>This means to refrain from sleeping in class, argumentative or excessive talking, chatting while someone else is talking, or having a pattern of consistently negative comments... the list could go on and on... if you are being courteous and polite... engaging in civil behavior... this is a non-issue.</p> <p>Professional behavior will be the norm for our class. This means that by enrolling in this class that you commit to doing the following for the length of the term: You will be courteous and polite to all; You will respect one another, CSUB, and the faculty; You will be prepared for class; You will be on time and turn in work timely; You will be thorough in your work; and, finally... You will take a positive and developmental attitude even when pointing out irregularities, errors, or areas of needed improvement.</p> <p>So this means that you act in ways that demonstrate that you are civilized and educated and that you respect the diversity of backgrounds and opinions. This does not mean that you automatically accept everything that is presented by someone who is not an authority but that you question appropriately while maintaining a recognition of the value of the other person. If you spot a problem or complaint, be sure to have a suggestion on how to solve it. If you state your opinion, be sure to be able to defend that opinion. Acknowledge expertise and authority while questioning to clarify your understanding not just to be contrary, rebellious, or... it will be perceived as disruptive (see earlier section).</p>
<p>How do you earn your grade?</p>	<p>EARNING OF GRADE POINTS AND GRADES:</p>	<p>Students may earn grade points as indicated on the following table. Letter grades are based on total grade points earned as indicated in the "Grades" column of the table. Grade points earned are rounded to the nearest integer. The link between grade point categories and the class objectives are provided. The instructor reserves the right to add additional assignments as is needed by the class to learn the material fully. Students who earn within 20 points of the point cutoffs between letter grades will received the appropriate "+" or "-" appended to their earned letter grade.</p> <p>You saw it or heard it correctly... you <u>earn</u> points; they are <u>not</u> awarded. It is my duty as a college professor to provide you with an opportunity to learn and an opportunity to prove that you have learned the course material to an undergraduate level of understanding. I also have the duty to provide you with my determination of your understanding level via the grade that you earn. Thus, the following table...</p>

EVALUATION AREAS			GRADES
BASIC UNDERSTANDING OF VOCABULARY & TOOLS → 300 POINTS			A
Test 1: Ch 1 & 2		100	900-1000
Test 2: Ch 3 & 4		100	
Test 3: Ch 5, 6, 7 & 8		100	
Test 4: Ch 1-9		100	B
DEMONSTRATION OF BASIC INTEGRATION & APPLICATION SKILLS → 375 POINTS			800-899
Individual	Prepared for class (Homework for each chapter ready at start of class- (no make up: Submit on-line before class meeting if must miss class.)	100	
	Quizzes (no make-up)	100	
	Peer Evaluations (Chapter Quiz Creation Peer Evaluation @ 15 pts; Term project evaluations = 60 pts)	75	C
Team	In Class Exercises (Make-up via Review Days)	100	700-799
DEMONSTRATION OF ADV. INTEGRATION & APPLICATION SKILLS → 325 POINTS			
Application		100 points	D
Team	Chapter Quiz Prepared, Justified, Given and Debriefed (one question per member and one to two team questions)	100	600-699
Integration		225 points	
	Team Term Project (written paper)	150	F
	Final Oral Presentation: Team Presents Term Project	75	<600

<p><i>What should you do and when?</i></p>	<p>SCHEDULE & PLANNING INFORMATION:</p>	<p>A tentative course schedule is presented in the next table. This schedule is subject to changes and will be updated on-line. Students are responsible for checking the on-line version for the most recent updates.</p> <p><i>I have designed a course that uses multiple ways of learning so that all may have a chance to excel. It is my intent that this schedule is set; so, if we need extra days to get a concept down, we can use one of the "review days". In comparing this syllabus to the other professors, it looks like it is roughly equivalent and offers the same strategic perspective. If there are other changes, then I'll post a new schedule up on Web-Ct so that all may have access to it.</i></p>
	<p>MAKE UP WORK OPPORTUNITIES</p>	<p>There will be 4 tests and the test with the lowest grade will be dropped. There will be no test make-up opportunities.</p> <p>For University sanctioned absences (other than test days), there will be three make-up opportunities for in class work done. There will be no make up for class prep quizzes or homework (you may turn in homework early via Web-CT).</p> <p><i>You must bring the required paper work to avail yourself of these make up opportunities. These opportunities are clearly marked on the tentative course schedule BUT YOU MUST SIGN UP FOR THE OPPORTUNITY IN ADVANCE. I'll work with you if you notify me of missing class in advance.</i></p>

TENTATIVE COURSE SCHEDULE

Week # & Date	Strategic Questions Covered	Topics
1.1 SEPT 16 Introduction § Ch. 1	<ul style="list-style-type: none"> What is this class? (4C2) Who are we? (4B) Ch 1 The nature of strategic management. <ul style="list-style-type: none"> What is Strategic Management? (4C2) What are some key terms in strategy? (4C2) 	<p>Due (at start of class):</p> <p>0. Purchased textbook</p> <p>Class Activities:</p> <ol style="list-style-type: none"> 1. <i>Opening ½ hour:</i> <ol style="list-style-type: none"> A. Opening Exercise: Who Are We? 2. <i>Basics ½ hour:</i> <ol style="list-style-type: none"> A. Introduction to Course, Web-CT 3. <i>Extension hour:</i> <ol style="list-style-type: none"> A. Lecture on Chapter 1: The nature of strategic management. B. Critter Exercise C. Closing Exercise: Ideas for Term Project & Team <p>Due (at end of class):</p> <ol style="list-style-type: none"> 1. Information Cards from Who Are We? Exercise <p>Homework:</p> <ol style="list-style-type: none"> 1. Read Chapter 1 & Integration Case 2. Do draft of Integrated Case Exercise 3. Identify a partner (with a different major) with whom you'd like to work this term. 4. Create a bid for the term project on PowerPoint, post it on Web-CT & Bring hard copy of slide to class.
1.2 SEPT 18 Integration Case § Formal Logic	The Integration Case and Formal Logic <ul style="list-style-type: none"> What is a logical argument? (2A) What team am I on? (1C) What is our homework case? (CONTEXT FOR PRACTICE OF ALL OBJECTIVES) How well do I remember Chapter 1? (4C2) 	<p>Due (At Start Of Class):</p> <ol style="list-style-type: none"> 1. Sit with Partner 2. Get Homework Initialed for credit 3. Post PowerPoint Slide with Ideas for Term Project on "Project Wall" <p>Class Activities:</p> <ol style="list-style-type: none"> 1. <i>Opening ½ hour:</i> <ol style="list-style-type: none"> A. Opening Exercise: Partner² B. Readings Quiz #1: Ch 1 & Integrated Case C. Mini-Lecture: Review Ch 1 2. <i>Basics hour:</i> <ol style="list-style-type: none"> A. Mini-Lecture: Integrated Case B. Integrated Case Exercise C. Mini-Lecture: Formal Logic D. Logic Exercise 3. <i>Extension ½ hour:</i> <ol style="list-style-type: none"> A. Mini-Lecture: Teams B. Closing Exercise: Individual Leadership Assessment for Self-Directed Work Teams <p>Due At End Of Class:</p> <ol style="list-style-type: none"> 1) Partner³ Scheduling Sheets 2) Integrated Case Exercise AFTER Logic is applied 3) Leadership Self Assessments <p>Homework:</p> <ol style="list-style-type: none"> 1) ALL— <ol style="list-style-type: none"> A) Read Chapter 2 B) Do Initial Draft of Questions related to Integrated Case 2) TEAM ALPHA OR OMEGA—<i>IF HAVE 10 TEAMS</i>—Create 5-Question Quiz For Chapter 2 (<i>Hint: use the questions for the week for each chapter to figure out what type of questions to ask on your quiz.</i>)
2.1 SEPT 23 Leading	Ch. 2 The Business Vision & Mission <ul style="list-style-type: none"> What shapes our strategic decisions? 	<p>DUE (AT START OF CLASS):</p> <ol style="list-style-type: none"> 1) TEAM ALPHA OR OMEGA—IF HAVE 10 TEAMS—(1A, 1B, 1C) <ol style="list-style-type: none"> A) Put Quiz Questions On Back Board. B) Turn In Quiz Questions And Answers To Dr. Black

<p>Strategically, Mission & Vision</p>	<p>(4C1)</p> <ul style="list-style-type: none"> Who are our stakeholders? (4B) What is Strategic Vision? (4C2, 4C3) What is a good Mission Statement? (4C2, 4C3, 1A) What are good objectives and the balanced scorecard? ((1A, 4B, 4C1, 4C3) 	<p>2) ALL</p> <ul style="list-style-type: none"> A) Get Draft Of Homework Initialed B) Pick Up Results of Individual Leadership Assessments <p>CLASS ACTIVITIES:</p> <ol style="list-style-type: none"> <i>Opening ½ hour:</i> <ul style="list-style-type: none"> A. Opening Exercise: How ARE my leadership skills? B. Readings Quiz <i>Basics hour:</i> <ul style="list-style-type: none"> A. Exercise: Sled Exercise B. Mini-Lecture: Chapter 2 C. Exercise: Integrated Question(s) from Text on Mission/Vision Assessment <i>Extension ½ hour:</i> <ul style="list-style-type: none"> A. Mini-lecture on Balanced Scorecard. B. Exercise: University Alignments of Mission/Visions & the Balanced Scorecard C. Closing Exercise: Balanced Scorecard for Term Project aligned & Supporting Course/Dept/School/University <p>DUE (AT END OF CLASS):</p> <ol style="list-style-type: none"> IN-CLASS EXERCISES & PARTICIPATION <p>Homework:</p> <ol style="list-style-type: none"> All – <ol style="list-style-type: none"> Study for Exam & Begin Term Project Chapter 1 Who Are We? Prepare an executive summary paragraph for Chapter 1 Who are we? and a PPT slide or Table of a Mission/Vision Analysis results to bring to class 3.2 on Oct 2 (<i>Hint: These can be parts of your actual final write up. If you do it that way, you'll get some feedback on your work early!</i>)
<p>2.2 SEPT 25 Review Day</p>	<p>Review for Test #1</p>	<p>MAKE-UP DAY / REVIEW DAY FOR EXAM / CASE 1 LAB DAY</p>
<p>3.1 SEPT 30 TEST 1</p>	<p>TEST #1 (1A, 1C, 2A, 4B, 4C1, 4C2, 4C3)</p>	<p>Test covers Chapters 1 & 2, Teams & Leadership and Integrative Case Material</p> <p>Homework:</p> <ol style="list-style-type: none"> All – <ol style="list-style-type: none"> Read Chapter 3 Do Exercises at end of chapter related to Integrative Case Team Beta <ol style="list-style-type: none"> Create a Quiz for the first part of Chapter 3
<p>3.2 Oct. 2 Exploring the External Environment: Macro and Industry Dynamics-- Part 1</p>	<p>Chapter 3 Begins</p> <ul style="list-style-type: none"> What is causing/driving change in the environment? (2A, 2B, 2C, 4A, 4C3, 4C4, 4C5) What are the industry's dominant features? (2A, 2B, 2C, 4A, 4C1, 4C3, 4C4) What is competition like and how strong are each of the competitive forces? (2A, 2B, 2C, 4A, 4C1, 4C2, 4C3, 4C4, 4C5) Is the industry attractive? (2B, 2C, 4C1, 4C5) 	<p>Due (at start of class):</p> <ol style="list-style-type: none"> Get Homework Initialed TEAM BETA (1A, 1B, 1C) <ol style="list-style-type: none"> Write Quiz #2 on the back board. Turn in Quiz questions & answers. <p>Class Activities:</p> <ol style="list-style-type: none"> <i>Opening ½ hour:</i> <ul style="list-style-type: none"> A. Opening Exercise: Milestone 1: Feedback on Chapter 1 → Post Exec. Summary and PPT of Mission/Vision Analysis of Project Org. B. Readings Quiz <i>Basics hour:</i> <ul style="list-style-type: none"> A. Exercise: Beach Ball & Blocks Inside Exercise B. Mini-Lecture: Chapter 3 Part 1 C. Exercise: Integrated Question(s) from Text on Ch 3 Part 1 (Environmental Analysis & Porter's 5 Force Analysis) <i>Extension ½ hour:</i> <ul style="list-style-type: none"> A. Mini-lecture on Opportunity & Threat Matrix B. Exercise: Identify Opportunities and Threats from Integrated Questions and place into Matrix

		<p>C. Closing Exercise: Time Management Check Point</p> <p>Due (at end of class):</p> <ol style="list-style-type: none"> 1. Team's Integrated questions from text for Ch 3 part 1 worked on by team in Ex. 3, 4 & 5→ To Be Initialed by Prof. 2. Team's Time line for Gantt Chart for Term Project <p>Homework:</p> <ol style="list-style-type: none"> 1) Team Gamma – <ol style="list-style-type: none"> a) Create a Quiz for the last part of Chapter 3 2) All <ol style="list-style-type: none"> a) Re-read Chapter 3 AND the Integrative Case Material b) Do questions from chapter for the last part of chapter 3 with respect to the Integrative Case. c) Create a Gantt Chart for Term Project. Print out Chart to bring to next class meeting.
<p>4.1 Oct. 7 Exploring the External Environment: Macro and Industry Dynamics-- Part 2</p>	<p>Chapter 3 continued</p> <ul style="list-style-type: none"> • Which companies are in the strongest/weakest positions? (2A, 2B, 2C, 4A, 4C1, 4C3, 4C4) • What strategic moves are rivals likely to make next? (4A, 4C1, 4C3, 4C4, 4C5) • What are the Key factors for Competitive Success? (3A, 4A, 4C1, 4C2, 4C3, 4C4, 4C5) • What is a Competitive Profile Matrix? (4A, 4C1, 4C2, 4C3, 4C4) • What are the company's external opportunities & threats? (link to previous analyses) (2A, 2B, 2C, 4A, 4C1, 4C2, 4C3, 4C4, 4C5) 	<p>Due (at start of class):</p> <ol style="list-style-type: none"> 1. Get Homework Initialed 2. TEAM GAMMA (1A, 1B, 1C) <ol style="list-style-type: none"> a. Write Quiz #3 on the back board. b. Turn in Quiz questions & answers. <p>Class Activities:</p> <ol style="list-style-type: none"> 1. <i>Opening ½ hour:</i> <ol style="list-style-type: none"> A. Opening Exercise: Logic Support of Opportunity/Threat Matrix Entries B. Quiz #3 2. <i>Basics hour:</i> <ol style="list-style-type: none"> A. Exercise: Beach Ball & Blocks Outside Exercise B. Mini-Lecture: Chapter 3 Part 1 C. Exercise: Integrated Question(s) from Text on Strategic Groups, Key Factors & Competitive Profiles. 3. <i>Extension ½ hour:</i> <ol style="list-style-type: none"> A. Mini-lecture on Opportunity & Threat Matrix B. Exercise: Identify Opportunities and Threats from Integrated Questions and place into Matrix C. Closing Exercise: Outline of Chapter 2 Where are we? <p>Due (at end of class):</p> <ol style="list-style-type: none"> 1. Team's Integrated questions from text for Ch 3 part 1 worked on by team in Ex. 3, 4 & 5→ To Be Initialed by Prof. 2. Team's outline developed in closing exercise. <p>Homework:</p> <ol style="list-style-type: none"> 3) Team Delta – <ol style="list-style-type: none"> a) Create a Quiz for Chapter 4 4) All <ol style="list-style-type: none"> a) Read Chapter 4 b) Do questions from chapter for the last part of chapter 4 with respect to the Integrative Case. c) Identify which of the questions from the chapter regarding internal processes you are able to answer with all of the information on the integrative case.
<p>4.2 OCT 9 Examining the Internal Environment: Resources, Capabilities and Activities Part 1</p>	<ul style="list-style-type: none"> • How well is the present strategy working? (2A, 2B, 2C, 4C5) • Are the company's prices and costs competitive? (2A, 2B, 2C, 3A, 3B, 4A, 4C3, 4C4, 4C5) • What should we look at to determine how well the firm is functioning internally? (2A, 2B, 2C, 3A, 	<p>Due (at start of class):</p> <ol style="list-style-type: none"> 1) TEAM DELTA (1A, 1B, 1C) <ol style="list-style-type: none"> a) Put Quiz on Back board. b) Turn in Questions and Answers to Dr. Black. 2) All <ol style="list-style-type: none"> a) Bring Homework to Dr. Black for Initials. <p>Class Activities:</p> <ol style="list-style-type: none"> 1. <i>Opening ½ hour:</i> <ol style="list-style-type: none"> A. Opening Exercise: List "Serve" B. Quiz #4 2. <i>Basics hour:</i> <ol style="list-style-type: none"> A. Mini-Lecture: Chapter 4

	<p>3B, 4C3, 4C4)</p> <ul style="list-style-type: none"> • How effective and efficient are each of the functional areas within the firm? (2A, 2B, 2C, 3A, 3B, 4C3, 4C4, 4C5) • What are the company's strengths and weaknesses? (2A, 2B, 2C, 3A, 4C3, 4C4, 4C5) 	<p>B. Exercise: Tinkertoy Tower Exercise</p> <p>3. <i>Extension ½ hour:</i></p> <p>A. Lecture on Strength and Weakness Matrix</p> <p>B. Exercise: Creation of Strength and Weakness Matrices for Integrated Case</p> <p>C. Closing Exercise: Outline for Project Chapter 3 What are we? & Identification of Sources of Data for Term Project Case 4.</p> <p>Due (at end of class):</p> <p>1) Strength and Weakness Matrices</p> <p>2) Outline of Chapter 3 What are we?</p> <p>Homework:</p> <p>1. Review for Exam</p> <p>2. Work on Project Chapters 1, 2 & 3.</p>
<p>5.1 OCT 14 Review Day</p>	<p>Review for TEST #2</p>	<p>Class Participation Make-Up Day/Review Day/Cases 2 & 3 Preparation Lab</p>
<p>5.2 OCT 16 TEST 2</p>	<p>TEST #2 (2A, 2B, 2C, 3A, 3B, 4A, 4C1, 4C2, 4C3, 4C4, 4C5)</p>	<p>Test covers Chapters 3 & 4, & Proper format for Written Term Project</p> <p>Homework:</p> <p>1) All –</p> <p>a) Read Chapter 5</p> <p>b) DO NOT DO THE CHAPTER 5 EXERCISE RELATED TO DISNEY!!!</p> <p>c) INSTEAD,</p> <p>i) Bring four prioritized lists covering Disney's Strengths, Weaknesses, Opportunities & Threats, their sources, & ranking justifications to class.</p> <p>2) Team Epsilon Create a Quiz for Chapter 5</p>
<p>6.1 OCT 21 Strategies in Action</p>	<p>Chapter 5: Strategies in Action</p> <ul style="list-style-type: none"> • What are the 5 generic business level strategies? (4C1, 4C2) • What are corporate level expansion/contraction strategies? (4C1, 4C2) • How strong is the company's competitive position? (4A, 2A, 2B, 2C, 4C3, 4C4) • What strategic issues does the company face? (2A, 2B, 2C, 4C1, 4C5) • What are resource level offensive/defensive strategies? (4C1, 4C5) 	<p>Due (at start of class):</p> <p>1) TEAM EPSILON (1A, 1B, 1C)</p> <p>a) Put Quiz #5 on Back board and/or handout a printed quiz..</p> <p>b) Turn in Questions and Answers to Dr. Black.</p> <p>2) All</p> <p>a) Bring Homework to Dr. Black for Initials.</p> <p>Class Activities:</p> <p>1. <i>Opening ½ hour:</i></p> <p>C. Opening Exercise: SWOT Matrix Justification</p> <p>D. Quiz #5</p> <p>2. <i>Basics hour:</i></p> <p>C. Mini-Lecture: Chapter 5</p> <p>D. Exercise: Alaska Exercise</p> <p>3. <i>Extension ½ hour:</i></p> <p>D. Lecture on Scenario Creation</p> <p>E. Exercise: Creation of Scenarios for Integrated Case</p> <p>F. Closing Exercise: Justification of Scenarios</p> <p>Due (at end of class):</p> <p>1) Alaska Exercise Justifications</p> <p>2) Three Scenarios & their justifications</p> <p>Homework:</p> <p>1) All –</p> <p>a) Read Chapter 6</p> <p>b) Do Exercises at end of chapter related to Integrative Case</p> <p>2) Team Upsilon</p> <p>1. Create a Quiz for Chapter 6</p>
<p>6.2 OCT 23 Strategy Analysis and</p>	<ul style="list-style-type: none"> • How do you make your Strategic Choices? (2A, 2B, 2C, 4C1, 4C5) 	<p>Due (at start of class):</p> <p>1) TEAM UPSILON (1A, 1B, 1C)</p> <p>a) Put Quiz #6 on Back board.</p> <p>b) Turn in Questions and Answers to Dr. Black.</p> <p>2) All</p>

<p>Choice</p>		<p>a) Bring Homework to Dr. Black for Initials.</p> <p>Class Activities:</p> <ol style="list-style-type: none"> Opening ½ hour: <ul style="list-style-type: none"> E. Opening Exercise: Confirmation of Needed “preparatory” Work. Outline of what is needed for term project for Cases 1, 2 & 3. Separate lists of needed skills & resources to handle each scenario. F. Quiz #6 Basics hour: <ul style="list-style-type: none"> E. Mini-Lecture: Chapter 6 F. Exercise: The Net Extension ½ hour: <ul style="list-style-type: none"> G. Lecture on Persuasive Presentations H. Exercise: Determination of what is needed to be presented versus what is needed in written report. I. Closing Exercise: Justification of Presentation <p>Due (at end of class):</p> <ol style="list-style-type: none"> Net Reactions Requirements for Written Project & Requirements for Presented Project <p>Homework:</p> <ol style="list-style-type: none"> All – <ul style="list-style-type: none"> a) Read Chapter 7 b) Do Exercises at end of chapter related to Integrative Case Team Phi <ul style="list-style-type: none"> a. Create a Quiz for Chapter 7
<p>7.1 OCT 28 Implementing Strategies: Management & Operations</p>	<ul style="list-style-type: none"> What are managerial and operational implementation issues? (2A, 2B, 2C, 3A, 3B, 4C1, 4C5) 	<p>Due (at start of class):</p> <ol style="list-style-type: none"> TEAM PHI (1A, 1B, 1C) <ul style="list-style-type: none"> a) Put Quiz #7 on Back board. b) Turn in Questions and Answers to Dr. Black. All <ul style="list-style-type: none"> a) Bring Homework to Dr. Black for Initials. <p>Class Activities:</p> <ol style="list-style-type: none"> Opening ½ hour: <ul style="list-style-type: none"> A. Opening Exercise: IFE & Internal Audit reconciliation. B. Quiz #7 Basics hour: <ul style="list-style-type: none"> A. Mini-Lecture: Chapter 7 B. Exercise: Self Reflection & Leadership Skill set Extension ½ hour: <ul style="list-style-type: none"> A. Lecture on Graphics and Advanced components of Presentations. B. Exercise: Creation of flow chart of animation for final presentation C. Closing Exercise: Justification of animation <p>Due (at end of class):</p> <ol style="list-style-type: none"> IFE & Audit Reconciliation Justification Flow Chart with Animation justifications <p>Homework:</p> <ol style="list-style-type: none"> All – <ul style="list-style-type: none"> a) Read Chapter 8 b) Do Exercises at end of chapter related to Integrative Case Team Chi <ul style="list-style-type: none"> a) Create a Quiz for Chapter 8
<p>7.2 OCT 30 Implementing Strategies: Marketing, Finance/Acct, R&D, & MIS</p>	<ul style="list-style-type: none"> What are Marketing, Finance/Acct and MIS implementation issues? (2A, 2B, 2C, 3A, 3B, 4C1, 4C5) 	<p>Due (at start of class):</p> <ol style="list-style-type: none"> TEAM CHI (1A, 1B, 1C) <ul style="list-style-type: none"> a) Put Quiz #5 on Back board. b) Turn in Questions and Answers to Dr. Black. All <ul style="list-style-type: none"> a) Bring Homework to Dr. Black for Initials. <p>Class Activities:</p> <ol style="list-style-type: none"> Opening ½ hour: <ul style="list-style-type: none"> A. Opening Exercise: SWOT Matrix Justification

<p>Issues</p>		<p>B. Quiz #5</p> <p>2. <i>Basics hour:</i></p> <p>A. Mini-Lecture: Chapter 5</p> <p>B. Exercise: Alaska Exercise</p> <p>3. <i>Extension ½ hour:</i></p> <p>A. Lecture on Scenario Creation</p> <p>B. Exercise: Creation of Scenarios for Integrated Case</p> <p>C. Closing Exercise: Justification of Scenarios</p> <p>Due (at end of class):</p> <p>1) Alaska Exercise Justifications</p> <p>2) Three Scenarios & their justifications</p> <p>Homework:</p> <p>1. All</p> <p>a. Review for Exam</p> <p>b. Prepare for doing Chapter 4.</p> <p>i. Prepare an executive summary paragraph for Chapter 4 What can we do? And a PPT slide or Table of your Matching results and evaluations of scenarios results to bring to class 9.2 on Nov 14</p>
<p>8.1 Nov 4 Review Day</p>	<p>Review for Test #3</p>	<p>Review for Test #4/ Class Participation Make Up Day/ Case 4 Lab Day</p>
<p>8.2 Nov 6 TEST #3</p>	<p>TEST #3 (2A, 2B, 2C, 3A, 3B, 4A, 4C1, 4C2,4C3, 4C4, 4C5)</p>	<p>Test covers Chapters 5, 6, 7, 8 & Proper format for Written Term Project</p> <p>Homework:</p> <p>1) All –</p> <p>a) Read Chapter 9</p> <p>b) Do Exercises at end of chapter related to Integrative Case</p> <p>2) Team Psi</p> <p>a) Create a Quiz for Chapter 9</p>
<p>9.1 Nov 11 HOLIDAY</p>	<p>HOLIDAY NO CLASS</p>	
<p>9.2 Nov 14 Strategy Review, Evaluation and Control</p>	<ul style="list-style-type: none"> • What is the evaluation process for strategies and strategic evaluation? (2A, 2B, 2C, 4C1, 4C2, 4C3, 4C4) • How do we know when we get there and if we are still on track? (4C1, 4C5) 	<p>Due (at start of class):</p> <p>1) TEAM PSI (1A, 1B, 1C)</p> <p>a) Put Quiz #9 on Back board.</p> <p>b) Turn in Questions and Answers to Dr. Black.</p> <p>2) All</p> <p>a) Bring Homework to Dr. Black for Initials.</p> <p>Class Activities:</p> <p>4. <i>Opening ½ hour:</i></p> <p>G. Opening Exercise: Revisiting the Balanced Scorecard.</p> <p>H. Quiz #9</p> <p>5. <i>Basics hour:</i></p> <p>G. Mini-Lecture: Chapter 9</p> <p>H. Exercise: The Puzzles</p> <p>6. <i>Extension ½ hour:</i></p> <p>J. Lecture on SMART Objectives</p> <p>K. Exercise: Creation of Balanced Score Card for Integrated Case</p> <p>L. Closing Exercise: Self Reflection: Personal Goals and Objectives for life-long learning in business.</p> <p>Due (at end of class):</p> <p>3) Balanced Scorecard for Integrated Case</p> <p>4) Self-Reflection essays</p> <p>Homework:</p> <p>7) All –</p> <p>a) Finish Term Project</p> <p>b) Finish Presentation of Term Project</p>

		c) Sign up for Refreshment Pot-lucks
10.1 Nov 18 Presentations Day	Team Presentations (1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 4C1, 4C2,4C3, 4C4, 4C5)	<ul style="list-style-type: none"> • WRITTEN TERM PROJECT DUE • TERM PROJECT PRESENTATIONS FROM <ul style="list-style-type: none"> ○ ALPHA, BETA, GAMMA, DELTA, & EPSILON • Team Alpha <ul style="list-style-type: none"> ○ Create a Quiz for Chapter 9
10.2 Nov 20 Presentations Day	Team Presentations (1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 4C1, 4C2,4C3, 4C4, 4C5)	<p>Due (at start of class):</p> <p>1) TEAM ALPHA (1A, 1B, 1C)</p> <p>a) Put Quiz #10 covering previous day's presentations on Back board.</p> <p>b) Turn in Questions and Answers to Dr. Black.</p> <p>TERM PROJECT PRESENTATIONS FROM</p> <ul style="list-style-type: none"> • UPSILON, PHI, CHI, PSI & OMEGA
Finals Week Nov 25 Final	TEST #4 (1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 4C1, 4C2,4C3, 4C4, 4C5)	<p>TEST ON CHAPTERS 1 – 9 (<u>AVAILABLE ON LINE BEGINNING NOV 21 CLOSES AT END OF CSUB SCHEDULED FINALS TIME FOR CLASS</u>)</p> <p>(On-line review available beginning Nov 15.)</p>

What about tests and projects?	EXAMS:	<p>The tests will have questions chosen from the following types: multiple choice questions, fill in the blank questions, and short essay questions. The tests will be closed book with one 8X5 file card allowed as a “reference”.</p> <p><i>I don't think that they'll last the entire class period but the entire class period will be made available. The only exception is the last comprehensive test. You will do it online from a computer somewhere and you will have the entire 2.5 hours. You may use your text book and notebook. BUT YOU MAY NOT DO IT WITH ANOTHER PERSON.</i></p>
	CASES, PROJECTS & PRESENTATIONS:	<p>This is a way of embedding what is learned in the business curriculum and this course in particular with the “real world”. Rather than doing text-based cases, this course does a variety of exercises, creative activities and reports. The course concludes with an integrative case project that you will have time to be working on throughout the term.</p> <p><i>This course requires you to integrate textual material with other information/processes. Because of this, the project work is considered a demonstration of advanced integration skill. As such it requires a significant amount of work and time allocation. Along with the required assignments and midterms, there is also a final formal business presentation on the term project. Be sure to budget your time wisely! Don't wait until the last minute for this one!</i></p>
Anything Else?	OTHER:	<p>All presented earlier in this syllabus is open for discussion. This course is meant to be challenging, integrative and to stretch you but it is also meant to be doable.</p> <p><i>You are soon-to-be-graduated students. As such, I would expect that you have reached some conclusions about life, work, learning and responsibility. I also anticipate that you are not a novice in learning but are capable of handling ambitious, abstract, ambiguous and integrative processes in applied learning situations.</i></p>
	EQUIVALENT ACCESS POLICY	<p>If you have a disability and need academic adjustments or auxiliary aids and services, including classroom materials in alternative formats (such as large print), please notify me (see the contact avenues at the top of the syllabus) immediately so that appropriate accommodations can be provided. You may also contact the Disability Services Office in Student Activities 140, phone 664-3360.</p> <p><i>Ok, to take advantage of this policy you must be officially identified by CSUB which requires CSUB paperwork. Be sure that you have this paper work completed and turned in to the proper place. You will then need to show me the official notification by CSUB that you qualify by the third week of class.</i></p>
	DROPPING THE COURSE WITH A “W”:	<p>The last day to drop and receive a W is October 3, 2008 which is a Friday. Students are responsible for dropping the course. <i>NOTE: Dropping this course will likely delay your graduation date.</i></p>