

UPC Meeting Minutes

January 29th, 2018

2-3:30pm

MH405/SFH504

Attendance: Peggy Takahashi, Sarah Reed, Monika Hudson, Fernando Comiran, Mehrnoush Shahhosseini, Sweta Thota, Stephen Huxley, Deanna Pachinger, Jennifer Parlamis, Michael Long (notetakers), John, Mark Cannice, Laura Camara

Motions passed:

- Minutes from 12.4.17 approved

Items for follow-up:

- Create for faculty a one-sheet that differentiates between USF 101, BUS 100, and PE.
- Saturday, Apr 14, 10am-noon, We need 6 faculty from SOM.
- Peggy will bring a revised syllabus for BUS 352 from Stanley, with revamped CD deliverables.
- We will revisit removing CD designation from BUS 100.

Approval of Minutes from 12.4.17

Monika Hudson makes motion to approve.

Steve Huxley seconds.

Approved with one abstention.

Professional Edge

PT: Originally Liz wanted Professional Edge to be required. Space and curriculum limitations pushed us to make it an elective activity.

MH: I'm looking forward to seeing the materials.

MS: It seems like this would be a very helpful course. Can it really not be required?

PT: We will start out slow. As students begin to see its value, we can push for resources and funding. We need a pull.

MC: I'm glad it won't be a requirement right away. If it will be a one-credit class, it seems like one credit just doesn't fit. Either it doesn't get them the 2 credits they need, or it will put them over the limit of what they need. It would also be taken more seriously as a 2 unit.

MH: Does USF 101 still exist?

PT: Yes, it's a one credit.

MH: Would that balance it out?

PT: Yes, and there are other existing 1 credit classes over campus that they can mix and match. And students will vote with their feet. Our focus groups are positive.

JP: I think it sounds great. If this is a pilot run, what are metrics for collecting success data?

PT: KO is working on that. We are looking at software to help track engagement. Research shows that those students who take charge of their outcomes do better, and yes, we are very interested in collecting data.

JP: Is there a short blurb that we could use to explain this course to our departments?

PT: It might be helpful to have a one-sheet that differentiates between USF 101, BUS 100, and PE.

BUS 401/406 Update

MC: Currently for BSBA core curriculum we have our core classes and a choice of two capstones, 401 or 406. They both build on the strategy discipline. In the past, my department was asked to come up with a singular course to get rid of the choice of two. We did, and I think it is a good class. We could give students a choice: entrepreneur vs corporate. Unfortunately we missed the provost office deadline of early January. We would be ready for the following Fall.

JP: What can we help with in reviewing it?

MC: We welcome any feedback. We voted in the department last fall to move forward. The question for Peggy, from an administrative view, is do we want to go forward with this as an internal choice. If we aren't going to implement this fall, we don't need to rush a vote. But if it's possible to go ahead this fall, we are ready.

SH: Faculty members who teach each course have jointly approved this?

MC: The department has gotten together and approved the idea of a singular core course at the behest of the administration. I can't say that everyone had their hand on this syllabus, but I think it's a fair representation of what the faculty agreed on.

SH: Everyone agreed on the notion, but do you anticipate disagreement on the content?

MC: I don't think it will be contentious, but I also don't think what you have in front of you will be the final version.

Admissions activities

Feb 10, 10 am: We need 3 faculty for 30 minute presentations. The audience is admitted students checking us out. We need zippy, interactive, energetic presentations. There will be lunch afterwards.

Saturday, Apr 14, 10am-noon, We need 6 faculty from SOM.

Thanks in advance. Doesn't have to be as much about your major as just getting students excited. The intent is to get students who have been accepted to choose us.

New marketing classes to be brought to UPC

ST: Marketing has 3 classes we want to pass. Two are being scaled down from grad to BSBA. Another is an edited special topics. We want to know the UPC timelines for approval.

PT: I will send you the process from Academic Affairs. The deadlines are very close. We are going to miss out on discussion. But we can do this electronically.

SH: Same faculty who taught at grad level will teach at BSBA level?

ST: Not necessarily.

SH: Prerequisites?

ST: I don't know off the top of my head, but at least the basic marketing.

SH: This is going to spread the marketing major very thin. Can you roll out one at a time?

PT: Yes, you need 15 in each class or it will be canceled. Bad for teaching assignments.

ST: Nick wants them all out at once.

SH: You would be cannibalizing your other electives.

PT: Students and faculty will have to scramble when courses get canceled.

Math 106

SH: We talked about last fall getting a minimum grade of C in math before 204. I am still getting students who don't know excel from math 106. I want support from the UPC.

DP: So if they make a C- they have to take it again?

SH: Or CS 151.

ST: Why do we allow D- to be passing? We need to be more strict. We are charging them so much money, we should hold them to higher standards. If I had a D- in teaching, I'd be out. But the students can get a D and move on? A D is very bad.

When a student does badly, some of the onus is on the teacher. You can't move on until students actually get it. If we are teaching well, they should not be getting C-'s.

FC: I've been fighting for a B- in Accounting for 4 years. (for the major)

FC: Why do we require Math 106? Do they learn anything?

DP: Do we need the content of 106 for 204?

SH: It weeds out some students. If grades are inflated, we have to inflate the minimum requirement along with it.

DP: Math made a commitment to us. They are not following through. Someone needs to talk to an associate dean. We need to try one more time to rectify it with them.

SH: I think an ideal solution would be to put Steve Morris on it.

PT: Let me find out about Steve Morris. Let me talk with Christina.

BUS 352

MH: We need to think about why cultural diversity is important. Interaction with subject matter and other students. We need application of this type of knowledge. Where is the demonstration of this knowledge we were exposing them to?

This class is asking for a CD designation. It shouldn't have it if it doesn't require actually using cultural knowledge.

PT: I can ask Stanley to revamp the deliverables. It needs to be included in the project, not just on the front end, which actually looks very good. **Next time I'll bring a revised syllabus from him.**

MH: I think UPC should look at all of the CD courses to make sure they are assessing and delivering. What is common across all of these? Can it be demonstrated?

PT: The CD designation should be removed from BUS 100. But just pulling the plug could make it tough for students.

DP: I think you should pull the plug sooner rather than later.

MH: To accomplish that do we need a motion. Then, I make that motion to take off the designation from BUS 100.

MC: We can still review it.

We will revisit it next month.

Respectfully submitted,
Michael Long

UPC Meeting Agenda
January 29, 2018
2:00 – 3:30 pm

- 2:00 - 2:05 Welcome and meeting minute approvals
Welcome Fernando in place of Joo while she's on sabbatical
Welcome back to Richard Gregory Johnson III
- 2:05 – 2:30 Peggy update on Professional Edge – new course for fall
- 2:30 – 2:45 Mark update on BUS401/406 – new course for fall
- 2:45 – 3:00 Admissions Activities - Peggy
- 3:00 – 3:30 Any other business?

BUS352: Doing Business with China (21758)

SPRING 2018: Jan 22 to May 10, 2018. Tues 6:30pm - 10:10pm (Malloy LL6)

Professor Stanley Kwong Stanley.kwong@yahoo.com

OFFICE hours (I use MALLOY 113B on Tuesdays)

Mondays and Tuesdays 2PM to 6PM ; Thursday by appointment only

INTRODUCTION

China's economic miracle over the past decades has astounded the world. Over the past 20 years, China has experienced the greatest economic boom in history and has surpassed Japan as the world's 2nd largest economy.

Chinese economy is going through a period of transition. Alibaba's Jack Ma has said "Now is the most painful period" for the Chinese economy. While a rebalancing of the real economy is largely on track, personal income is growing, and the services sector is growing rapidly. Yet, millions of Chinese workers are facing the prospect of losing their jobs as China moves away from manufacturing toward services and consumption.

China has also been America's fastest growing export market and is the only market to have averaged 15% growth/year. This "new" market of 1.3 billion people—coupled with the meteoric rise of China's new middle class—holds enormous potential for America's manufacturers and service providers.

In 2018, China has become the "De Facto Leader of Globalization". With Donald Trump in office, China has become the foremost proponent of an open global economy and the battle against climate change.

This course will provide insights and strategies in marketing to China. It will examine emerging issues and trends such as urbanization; rise of the mass consumer; as well as economic, political and cultural challenges of doing business in China.

Required Textbooks:

1. Edward Tse, *China's Disruptors: How Alibaba, Xiaomi, Tencent, and Other Companies are Changing the Rules of Business*, Portfolio Publishing, ISBN-10: 1591847540 and ISBN-13: 978-1591847540

2. Additional readings will be assigned to students during class. All additional readings will be posted on CANVAS for download.

Course Objectives:

Students should develop and demonstrate an understanding of the following:

1. Provide a concise yet comprehensive overview of where China is and more importantly, where it's headed.
2. Gain an appreciation for the historical, cultural and economic factors that drive and constrain Chinese businesses. Understand practices that impact how business is done in China
3. Develop a sophisticated sense of approaches to the Chinese market, and of effective organizational and business structures which can be used to invest and operate in China
4. Understand the global implications of China's rise and the critical drivers of success in the China market. Grasping how to compete and cooperate with Chinese companies
5. Understand the macro trends, emerging opportunities, and how to compete or collaborate with Chinese companies, and develop cross-cultural competencies to enable and empower participants to have more productive and impactful interactions with Chinese counterparts.

COURSE OUTLINE:

Twelve sessions of 4 hour lectures/week

- **Module 1: Emerging Markets and Global Economics**
 - Globalization, Global Economics, and Emerging Market;
 - International Marketing – an introduction
 - Competing in the 21st Century
 - US China Trade relationship
- **Module 2: Opening of China – 1st reform – A Historical Perspective**
 - China : From agricultural to industrial
 - Open door policy: Premier Deng Xiaoping and his reform policy,
 - Special Economic Zones 1987
- **Module 3 : 2nd Reform : Economic Reforms and WTO – An Economic Perspective**
 - Foreign Direct Investment (FDI)
 - export oriented labor intensive manufacturing –
 - Reform of State Owned Enterprises
- **Module 4: The Rise of New China**
 - Role of Migrant Workers in China
 - China, the world's top manufacturing nation
 - Urbanization in China
- **Module 5: Marketing to Chinese Middle Class Consumers**

- Marketing Strategy overview
- Review of Porter's Competitive models
- Entry Strategy to China
- One Billion customers: China and its consumers
- Chinese market and its importance to U.S. companies
- **Module 6: 3rd reform: Financial Reform of China – 2013 to now**
 - State Capitalism
 - Structural shift in the Chinese economy
 - China's Position in the World
- **Module 7: China Globalization**
 - One Belt One Road
 - Innovation in China
 - China's Outbound Investments
 - China's Investments in the developed World

Prerequisite:

all Rhetoric requirements completed and an understanding of Macro Economics
OR by special permission from Professor Kwong

Website: CANVAS
All additional reading materials will be posted on CANVAS

WEEKLY ASSIGNMENTS: Students are expected to do the relevant reading for each section.

ATTENDANCE POLICY:

Attendance will be taken. Your final grade will be lowered if you miss more than 4 classes unless you have a Doctor's note or Athletics note.

IMPORTANT DATES

- ***Class 2: Jan 30, 2018 – Final paper proposal due 10PM***
- ***Class 4: Feb 13, 2018 – QUIZ #1***
- ***Class 8: March 20, 2018 – QUIZ #2***
- ***Class 10: April 3, 2018 Group Discussion of Final Project (5 mins/team)***
- ***Class 14: May 1, 2018 - Quiz #3;***
- ***Class 15: May 8, 2018 FINAL PROJECT: Student group presentations***
- ***NO FINAL EXAMINATION. Last day of class is May 8, 2018.***
- ***Final Paper Due May 20, 2018 at 10PM – please sent to stanley.kwong@yahoocom and stkwong@usfca.edu***

COURSE EVALUATION:

Quizzes		40%
3 Quizzes (weeks 4 , 8 , 14)		
	• <i>NO FINAL EXAMINATION</i>	
Group Term Project		
Paper Proposal	5%	
Final Project Class Discussion #1	10%	
Final Presentation	10%	
Final Paper	30%	
Class participation (Class evaluation)	5%	
Total		100%

Student Disability Statement: Students needing extra time for exams or other accommodation must present a letter stating the accommodations required from the Student Disability Services office no later than 2 weeks prior to the exam date or date when consideration is required. <http://www.usfca.edu/sds/>

Academic Honesty Policy: As a Jesuit institution committed to cura personalis- the care and education of the whole person- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/fogcutter.

Program or Department-Specific Academic Honesty Policy:

1. If a person takes a quiz or exam for someone else, both people will be automatically disqualified from the program for the duration of the semester. Students will have to leave the program immediately and international students will have their visa canceled.
2. In the first instance of a violation (copying off another student's homework, quiz, paper or exam), you will receive an F or zero on that homework, quiz, paper or exam. A second violation, at any time in the program, will result in them receiving F in the entire course automatically. For an international student that means you will not be able to complete the degree in the allotted time and you will not be able to get a visa extension.
3. A student that voluntarily allows another student to copy from them will be treated as in point 2.

Final Project (Group of 2 or 3 students)

Team Research Paper

The final course requirement for BUS352 is a team research on the topic covered in the class. This group project provides students with an opportunity to assimilate the information learned in class, analyze the research based on these concepts, and provide business strategy focused solutions/recommendations. The purpose of this exercise will be to allow the teams to research into a particular subject area and to communicate part of what you have learned to the rest of the class.

Two or three students to a team based on their preferences and interests. To address those goals, each of the teams will select a topic area to cover in your paper/presentation. I will post a few suggestions on CANVAS on Day 1 of the class. I will also consider additional input from the teams on topics that they would like to see covered.

Each team is required to hand in a TOPIC STATEMENT by the end of the 2nd class. (Jan 30, 2018)

1) Topic Statement/ Paper Outline - *DUE: end of the 2nd class. (Jan 30, 2018)*

I listed a few suggested research topics at the bottom of this document. I will also consider additional input from the class on topics that they would like to see covered.

Each team will select a research topic and turn in a Topic Statement to me by EMAIL a detailed outline of your paper (1 page) by Week 2. The topic statement should be about a paragraph in length and should provide a brief synopsis of the topic area and the issue that you will address in your paper/presentation.

If you do not hear back from me by CLASS 3, your topic is APPROVED. I will only make suggestions for modifying or changing your topic if more than one person in the class selects the same topic or if the topic does not meet the requirements for this assignment.

Final Paper Due – May 20, 2018

- 2) Your final paper should be about 10-15 pages in length and must be submitted no later than 10PM **on May 20, 2018** . All papers must be submitted electronically as a Microsoft Word file or a pdf file. Please send all final papers to BOTH ID's: stkwong@usfca.edu and Stanley.kwong@yahoo.com

3) Grading

The team project will be graded as follows:

1. Instructor grading (see grading criteria below)
2. Team Grading – Team members will evaluate and give each other a grade (1 to 10) on the efforts of your fellow teammates.

Instructor and class grading will be based on the following:

1. Depth of analysis. Were materials used well and appropriately?
2. Quality of research
3. Does the group demonstrate knowledge about the study and their topic?
4. Participation. Did all students in the group actively participate in the group work and presentation?

Make sure you include an annotated bibliography in your final paper.

SUGGESTIONS for Team Research Topics:

The team research topic can be one of the following

1. International Marketing Entry Strategy Plan:

Objective : To provide you with 1st hand experience in developing a strategic marketing plan for entering China or from China to the USA.

- a. Select a product and evaluate its opportunities for selling in China or a Chinese product to be sold in the USA. Example: wine, all wood furniture, consulting services, American lifestyle products, private aircrafts, etc.
- b. Define a hypothetical company: Company size and resources, competitive advantages, positioning, and overall orientation.
 - Conduct research to identify and evaluate potential marketing opportunities: general business environment, cultural acceptance, product market potential.
 - For entering China or the US: Select your target customers from one of the major geographical areas (not entire country)
 - Good references are from the American Chamber of Commerce websites, US Commerce Department Export websites, and websites of the Consulate General of China.
- c. Identify the proposed tactics, i.e. distribution, price and promotional policy
- d. Draw up the details of your strategic plan,
 - Product positioning and modifications,
 - Pricing strategy
 - Distribution strategy
 - Promotional strategy

- Assumptions : You can either manufacture or ship your product/service from the U.S. or from China, and have a time horizon for your marketing plan of 3 years
- e. What are the key factors determining success in marketing the product and any specific constraints which impede the marketing effort. (Use Porter's Model)

Or II. Research Project on either a Chinese company doing business in the USA or an American company in China (Focus on Marketing, Management, and Supply Chain)

This project involves an analysis of a company of your choice in relation to the political and the economic integration of China to the global economy. The objective is to allow you to learn about the marketing strategy of that company in China or in the US. By focusing on just one country, you will be able to go into greater depth and detail than possible in class or in the texts.

Your final paper should persuasively argue and reason half a dozen major points. The final presentation will require your critical insights, analysis, and recommendations for this company: (use SWAT and Porter's Models)

1. What are the most important issues/challenges that confront the company?
2. What is your analysis of these issues?
3. What, exactly, should the company (case protagonists) do? Recommend an explicit, feasible plan of action that will improve the company's competitive position and/or outcomes.

List of Corporations:

- *You cannot do McDonalds or KFC or Nike,*

US and European Multinational Corporations in China

Apple Computers
VW
Starbucks
WalMart
Carrefour
Metro Supermarkets
BestBuy
GE
IBM
Yahoo
Google
HSBC
Morgan Stanley

McKinsey
P&G
LVMH
Ogilvy
Deloitte
CISCO
Microsoft

CHINESE Corporations

Tsingtao Beer
Li and Fung (Hong Kong based)
Lenovo
Haier
ZTE
TCL/RCA
Wanxiang
Dalian Wanda
Shuanghui-smithfield
BYD
BGI-Shenzhen/Complete Genomics
Baidu.com
Tencent.com/WeChat
Taobao.com
China Mobile
China Unicom
Xiaomi
BaoSteel
Huawei
SAIC
Bank of China
ICBC
Shenzhen Stock Exchange
Dongfang Motors
LiNing
Gome
WuXi Pharma
Sinopharm

Final Paper Due – MAY 20, 2018

University of San Francisco
BUS 4xx Entrepreneurial Strategy (New singular capstone)
Department of Entrepreneurship, Innovation, and Strategy

The course, “Entrepreneurial Strategy” is designed to replace the current choice of core capstones (401 strategic management or 406 entrepreneurial management) that have been providing students a choice of emphasis (strategy at the corporate level or strategy at the startup level) in completing the BSBA learning outcome of ‘strategy’ and also an integrative experience of BSBA core course skills. Each of these classes also provide for a professional finishing experience where all students present either their new venture plan (each semester since Fall 2000) or strategic consulting plan (each semester since Fall 2014) to a professional panel in a formal event.

This course, ‘Entrepreneurial Strategy’ is designed to provide students with necessary strategic analysis competencies (from the strategy discipline) and entrepreneurial planning competencies to complete either a strategic consulting report or an entrepreneurial business plan. In this process, students will apply many of the key tools and insights they have developed during the BSBA core classes and fulfil needed assessment objectives. They will also then present either a strategic consulting plan or new venture plan to a professional panel at the end of each semester. The course is being taught this semester to make additional adjustments as needed.

OBJECTIVES

Entrepreneurial Strategy is an *applied capstone course* designed to have students develop a strategic thinking of fundamental issues about entrepreneurship and competitive advantage, and apply their creative and innovative talents while sharpening their analytical abilities.

The focus is entrepreneurial strategy, the innovative task of crafting, implementing, executing, and monitoring an organization’s strategy for sustainable competitive advantage. The course places emphasis on the profit-oriented enterprises operating in a competitive environment, although a serious attempt is made to elaborate on the general applicability of the strategy and entrepreneurship discipline in other fields.

Students will integrate the various functional areas of business (i.e. management, marketing, finance, business law, analytics, and accounting) into a comprehensive business plan or a strategy consulting report. The business plan is an operating plan for a start-up company. The strategy consulting report is a plan on possible solutions to the strategic issues of an established company, including creating a new venture within a larger corporation. Students can choose EITHER the business plan OR the strategic consulting report for their term project. Students will also develop a business plan/strategic consulting presentation that they will pitch to a professional panel of executives, entrepreneurs and investors.

The course uses case discussions, readings, lectures, role plays, field trip and simulation to expose students to a wide range of terms and concepts. The material covered draws on the evolving body of literature in strategy and entrepreneurship, and presents the prevailing views and ideas about the entrepreneurs and managers as the architect and implementer of strategy.

Upon completion of this course, students will be expected to adequately be able to

1. develop an appreciation of the strategic issues facing managers;
2. apply theory in the practice of strategy consulting, i.e., identify strategic issues, formulate appropriate strategies, evaluate alternatives, and recommend specific courses of action for creative solutions.
3. articulate your new venture vision as a commercially valid enterprise.
4. assess the market opportunity and competitive landscape for your enterprise vision.
5. identify a sustainable competitive advantage for your enterprise vision.
6. create a sustainable business model and strategic plan for your enterprise vision.
7. conduct market research and develop a marketing and sales strategy and sales forecasts for the new venture.
8. use sophisticated analytic tools in determining best product/market mix.
9. develop competent financial forecasts and start-up cost estimates for your chosen enterprise.
10. apply appropriate valuation measures to your new venture plan.
11. demonstrate superior business plan elevator pitch presentation and persuasion skills.

COURSE MATERIALS

Textbook (required)

- Grant, Robert M., and Judith J. Jordan. *Foundations of Strategy*. John Wiley & Sons, 2015 (2nd edition). ISBN: 9781118914700
- Sherwin, *The Silicon Valley Way*, Second Edition: Discover 45 Secrets for Successful Start-Ups 2nd Edition

ASSIGNMENTS

Components & Weights

1. Individual assignment:	20%
2. Individual presentation:	10%
3. Participation:	5%
4. Term project:	45%
Proposal	10%
Contest presentation	10%
Written report	20%
Support meetings	5%
5. Final exam	20%

1. Individual Assignments

You will find several ‘Self-study questions’ at the end of each chapter in the textbook. Choose ONE question and write a ONE page report to answer the question prior to the class. Please keep all your homework in a single word file (9 page in total, chapter 1-9) and submit the file at the end of the semester on Canvas. Hard copies are not required. You will earn 10% of the grades automatically if you have completed all the homework (grades will be deducted proportionally for each missing homework).

The next 10% will depend on the individual assignment of a case. The assignment questions will be announced during the semester.

You are expected to do the assignments *individually* and not to consult with others.

2. Individual presentation

For each class, students in teams are responsible for presenting the summary of the reading. The task is to summarize the key ideas of the theories and the storyline of the case.

3. Participation

The key to a high participation mark is making a quality contribution to every class. Be sure to speak out in class. There will be no other opportunity to make up the grade.

4. Term project (written report due at the last class)

Students can choose either strategy consulting or business plan for the term project. The maximum page limit of the final report is 15 double-spaced pages, which include the main text, and all appendices. On top of the 15-page limit, please include one title page with (1) last name, first name, student number and signature for each and every group member, (2) allocation of work done (% of total) by each group member, if not evenly distributed (each member’s grade of the written report will be weighted by his/her allocation of work), (3) email address of one corresponding group member. Use Times New Roman, 12-font only.

After proposal presentation (see below), each team is required to meet with me to discuss your team assignments (5%). The meeting is to give you feedback and comment on your project works. To better help you, each team shall bring to the meeting detailed materials and questions relating to your projects. **These meetings are important opportunities for us to exchange information beyond team projects, so I strongly encourage you to participate in these meetings.**

The elevator pitch presentation will be at the end of the semester, and should run about 3 minutes. There is then about 2 minutes of brisk Q&A and immediate feedback from a panel of executives and investors. The panelists

will submit grade evaluations to me for each team based on the a) business viability b) professionalism (e.g. comprehensive research) c) persuasiveness (e.g. clarity – Q&A). Here is the link you can use to download the video of the past event:

<https://media.usfca.edu/Playlist/j4W6Qti8>

<https://media.usfca.edu/Watch/Gk69HrRy>

Term project constraints: No businesses dealing with alcohol, illegal drugs, pornography, gambling, criminal activity, or the exploitation of individuals or groups that do not have free and informed choice. Desired: a company that you can be passionate about that solves real problems or provides desired services for many people. It is very important to pick a potential company to start that you can be excited about as it will make all the assignments more interesting and therefore likely enhance your work, your learning, and lead to a better final score in the class.

4.1 The strategy consulting track (See more details in Appendix 1):

Groups of 4 students will analyze the environment and the strategy of a publicly traded (NYSE, NASDAQ, and etc.) company based on secondary research. After that, the group will suggest two different strategies, compare and contrast the pros and cons of them, and recommend one strategy to the company. Each group will present their report and compete in the school-wide strategy consulting contest. Groups winning an award in the contest will receive extra credit (3% for gold, 2% for silver and 1% for bronze).

In the proposal presentation, each group presents (1) the two issues affecting the company's competitive advantage, (2) the selection rationale of the most important and urgent issue (for details, see "Step A. Defining the Issue" in appendix 1), and (3) the two alternatives to solve the issue (for details, see "Step B. Formulating strategic alternatives" and "Step C. Recommendation and Justification" in appendix) (10%). A ONE page proposal is to be submitted prior to the class.

4.2 The business plan track (See more details in Appendix 2)

Groups of 4 students will conduct research and write a business plan for an entrepreneurial new venture. Each group will compete in the school-wide elevator pitch contest. Groups winning an award in the contest will receive extra credit (3% for gold, 2% for silver and 1% for bronze). The team report grades are based on both an absolute and relative scale. Team members who consistently fail to contribute to their teams' assignments will earn a lower team score than their other team members.

In the proposal presentation, each group will produce 3 different business idea pitches for their business plan. From these three treatments, the group's business plan idea should emerge. Each team has up to 5 minutes to present all 3 pitches. (Just verbal – no PowerPoint please.) The team's business plan topic will most likely be chosen from among these 3 pitches, so please choose the 3 topics carefully and research them well. The pitches should include:

1. Company Description: Give the company's general description and its primary or first product or service, the likely target market (customer characteristics and location), the method of product/service creation or acquisition, and manner of delivery/distribution.
2. The Market Opportunity/Problem: What is the un-met need or customer problem you are targeting? How large is the need (approximately how many customers have this desire/need within your business' target geography)?
3. Your Solution: How does your product solve the market need? What are the exact benefits of your product/service? What is the value proposition from the user standpoint?
4. How do you make money? What is the revenue/profit potential of this business in 5 – 7 years time?

5. Final exam

The final exam has two parts. Part I tests your understanding of the key theories/concepts covered in the textbook as shown in the Glossary section (10%). You will be asked to define the concepts in your own words and provide an example. Part II tests your capability and creativity of applying the theories learned in the course to a new case (10%). Part II have essay questions similar to questions for each week's case discussion.

Late Assignment

You shall turn in the assignment on time. If your assignment is half day late, there will be a mandatory 10% full point deduction, if the assignment is one day late, there will be a 20% full point deduction, and even more point deduction if the assignment is further late.

ADDITIONAL INFORMATION

1. Students with Disabilities

For any accommodation needs, students with disabilities are required to inform USF Student Disability Services (SDS) within the first week of class, or immediately upon onset of disability, to obtain SDS Verified Individualized Services and Accommodations (VISA) form. For details, please visit: <http://www.usfca.edu/sds/>.

2. Academic Honesty

Please note that students involved in academic dishonesty will receive a **ZERO** grade on the particular component in which the infraction occurred and a notation of academic dishonesty in the Dean's office. Students may also receive a **ZERO** grade on the course, a notation of academic dishonesty on their transcripts (i.e., Notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

3. Grade Definition

A (A-, A, A+): Superior or exceeds assignment expectations.

B (B-, B, B+): Mostly meets assignment expectations.

C (C-, C, C+): Partially meets assignment expectations.

D and Below: Does not meet assignment expectations.

Following is a general guideline:

Letter Grade	Final Score	Letter Grade	Final Score
A+	94.5 and above	C+	60-69.9
A	90-94.4	C	50-59.9
A-	85-89.9	C-	40-49.9
B+	80-84.9	D	Below 39.9
B	75-79.9		
B-	70-74.9		

Note: I may curve the final letter grades if the scores in the class are skewed.

4. University of San Francisco Honor Code

"As a Jesuit institution committed to cura personalis- the care and education of the whole person- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/fogcutter.

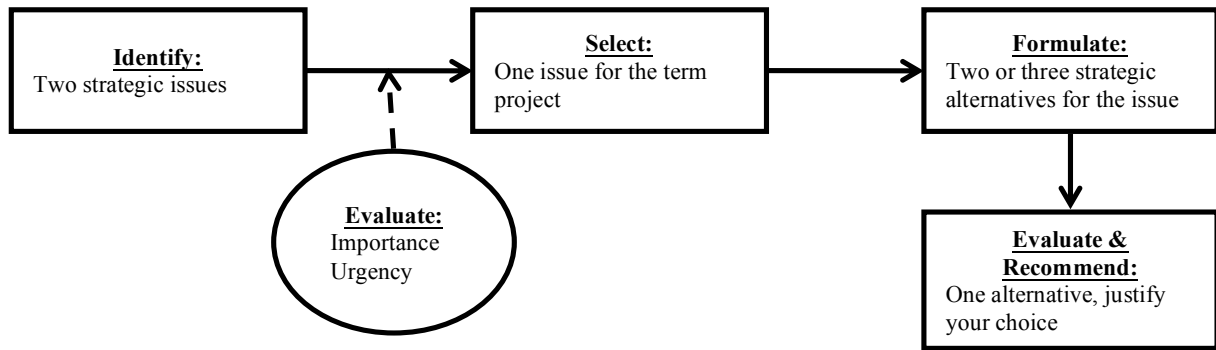
SCHEDULE & READINGS

Date	Class
Jan 22	The introduction to entrepreneurship, business model and lean startup: The case of Trader Joe's <ul style="list-style-type: none"> Field trip to Trader Joe's prior to class required, students are required to bring one item purchased there [Readings] Explore the idea of lean startup by visiting the website http://theleanstartup.com/ [Readings] Watch the free videos offered by strategyzer.com on "Getting From Business Idea to Business Model" online at https://www.youtube.com/user/businessmodeltv
Jan 29	Project workshop I: Three business idea proposals [Readings] The Silicon Valley Way
Feb 5	Simulation game "CleanStart: Simulating a Clean Energy Startup" <ul style="list-style-type: none"> In this live, web-based simulation, participants play the role of the founder of a new startup company in the exciting and competitive clean tech sector. Can you develop your technology into a successful company? Each quarter you must set prices, decide how many engineers and sales people to hire, and set compensation, including salary, stock, options and profit sharing. Will you pitch your firm to venture capitalists or bootstrap and remain 100% employee owned? Will you win customers and become cash flow positive before you run out of funds? Will you succeed and take your firm public? [Readings] https://mitsloan.mit.edu/LearningEdge/simulations/cleanstart/Pages/default.aspx
Feb 12	The introduction to strategy [Readings] Chapter 1. The concept of strategy & Closing Case. Tough Mudder LLC: Turning mud runs into a global business
Feb 26	Industry analysis <ul style="list-style-type: none"> The determinants of industry profit: demand and competition; Analysing industry attractiveness; Applying industry analysis to forecasting industry profitability; Using industry analysis to develop strategy; Defining an industry; Reviewing the five forces of competition framework; Segmentation analysis [Readings] Chapter 2. Industry analysis & Closing Case. Fitness First and the UK health and fitness club industry
Mar 5	Internal analysis <ul style="list-style-type: none"> Resources, capabilities and core competence; The role of resources and capabilities in strategy formulation; Identifying the organization's resources and capabilities; Appraising resources and capabilities [Readings] Chapter 3. Resources and capabilities & Closing Case. Wal-Mart stores, Inc
Mar 19	Competitive advantage Project workshop II: Three strategy consulting proposals <ul style="list-style-type: none"> Business strategy & competitive advantage; How competitive advantage emerges and is sustained; Types of competitive advantage: Cost and differentiation; Porter's generic strategies and being 'stuck in the middle' Field trip to Trader Joe's competitors prior to class, students are required to bring one item purchased there [Readings] Chapter 4. The nature and sources of competitive advantage & Closing Case. Starbucks Corporation
Mar 26	Innovation, technology and standards <ul style="list-style-type: none"> Competitive advantage in technology-intensive industries; Strategies to exploit innovation: How and when to enter; Competing for standards; Implementing technology strategies: Creating the conditions for innovation [Readings] Chapter 6. Technology-based industries and the management of innovation & Closing Case. Nespresso
April 2	Simulation game "Platform Wars: Simulating the Battle for Video Game Supremacy" <ul style="list-style-type: none"> In this live web-based simulation, participants play the role of senior management at a video game hardware platform producer, such as Sony, Nintendo, or Microsoft. Built around a companion case study describing the launch of Sony's PlayStation 3, the simulation explores the dynamics of competition in multi-sided markets. In such markets, success depends not only on a product's price and features, but also on how many people own it (a direct network externality) and on the number of games and applications available—that is, the size of the installed base of complementary products (an indirect network externality). [Readings] https://mitsloan.mit.edu/LearningEdge/simulations/platform-wars/Pages/default.aspx
April 9	Project Workshop III, each group is required to present EITHER a business plan proposal OR a strategy consulting proposal <ul style="list-style-type: none"> The business plan pitch should include (1) company/product description; (2) market opportunity/problem; (3) your solution; (4) How do you make money? The strategy consulting pitch should include (1) the two issues affecting the company's competitive advantage, (2) the selection rationale of the most important and urgent issue; (3) the two alternatives to solve the issue
April 16	Blue ocean strategy & industry evolution [Readings] Chapter 5. Industry evolution and strategic change & Closing Case. Cirque du Soleil
April 23	Corporate strategy <ul style="list-style-type: none"> The scope of the firm; Key concepts for analysing firm scope; Diversification; Vertical integration; Managing the corporate portfolio; M&A; Alliance [Readings] Chapter 7. Corporate strategy & Closing Case. Diversification at Disney
April 30	Strategy implementation <ul style="list-style-type: none"> Realizing strategy; Organizational design: The fundamentals of organizing; Organizational design: Choosing the right structure; Organizational culture [Readings] Chapter 9. Realizing strategy & Closing Case. Designing and redesigning Cisco
May 7	Final exam

APPENDIX 1: TERM PROJECT ROADMAP (THE STRATEGY CONSULTING TRACK)

The term project is tasked with providing you with an opportunity to assume the role of a business consultant hired by a listed firm. It is common that the focal firm does not ask for your advice about a specific question, such as “should our firm acquire our largest rival.” Rather, the firm raises a “vague” question: Please come to our firm, collect necessary information, and based on your analysis provide us with your recommendations about what we should do in the near future. This vague question, which is prevalent in the consulting industry, is the focal question to be addressed in your group report.

The graph below summarizes the procedures for your term project:



Step A. Defining the Issue

Your group’s first task in analyzing the chosen firm is to clarify the statements of the issues faced by the focal firm. The issues range from the key concerns, problems, decisions, challenges to opportunities that the firm are confronting. It may appear to your group that a problem may be only a symptom, or the tip of the iceberg, of a deeper hidden issue. In the consulting industry, the major issues are those most relevant to the members of the top management team of the firm. In other words, the CEO of the firm, who is concerned about these issues, is currently seeking solutions of these issues.

For each issue identified by your group, think about the following two factors: (1) **Importance.** One of the judgements that demand your attention is whether this issue is of strategic importance to the organization. Would the issue make or break the firm? Would it be a major competitive advantage? Would it influence the firm’s profitability in a significant way? (2) **Urgency.** The judgement of the sense of urgency about the issue is fundamental in your term project. A good metaphor is the emergency room in a hospital in which a quick decision must be made to sort out the priority of patients.

Your term project is to focus on one issue, and one issue only, from the set of issues chosen by your group. The chosen issue to be analyzed in your term project is usually an issue that is both urgent and important.

Step B. Formulating two or three strategic alternatives

Based on the central issue, your group is to clearly outline strategic alternatives for the issue. Each of them should be specific, and must contain at least the following components:

1. What is the decision/recommendation?
2. How and when should the decision be implemented?

Step C. Recommendation and Justification

Choose one strategic alternative and justify the decision. You can use some of the following commonly used decision criteria. You do not need to use all of them; choose some criteria most relevant to your firm.

Table 1: Commonly Used Decision Criteria

QUANTITATIVE CRITERION		QUALITATIVE CRITERION	
Profit	Cash flow	Competitive advantage	Flexibility
Cost	Inventory turn	Customer satisfaction	Safety
Return on investment	Productivity	Employee morale	Visual appeal
Market share	Staff turnover	Corporate image	Obsolescence
Capacity	Quality	Ease of implementation	Cultural sensitivity
Delivery time	Growth rate	Synergy	Motivation

APPENDIX 2: TERM PROJECT ROADMAP (THE BUSINESS PLAN TRACK)

Step 1. Business ideas and Market Opportunity or Problem: Provide a description of your chosen company, a description of the market opportunity or problem you are targeting, and an explanation as to how your product/service addresses the market opportunity (e.g. value proposition from the user/customer point of view). This assignment approximately equates to a first draft of the first 3 sections of your business plan so please put significant creative and analytical effort into it. (3 – 4 pages)

Step 2. Environmental and Competitive Analysis and your Company's Sustainable Competitive Advantage: Update the company description of your venture. Then, complete a thorough environmental (economic, technology, demographic, political, legal) analysis and competitive (research and list other current and potential competitors and their strengths and weaknesses) analysis for your business idea. Given your environmental analysis, discuss what specific environmental threats or opportunities impact your business and how you can adjust for it. Given your competitive analysis, what competitive niche will you exploit? Then identify and explain your firm's sustainable competitive advantage. What is your firm's advantage over its competitors? What is this advantage based on? Is it sustainable? (Please base this argument on the discussions we have in class on Resource Base Theory and developing sustainable competitive advantage.) This assignment approximately equates to section 4 of your business plan. (3 – 4 pages)

Step 3. Business Model and Strategic Milestones Timeline:

First, describe your firm's business model: Clearly define your company's 1. Primary or first product/service 2. Target customer groups 3. Distribution and Promotion strategy for each customer group 4. Supply sources, 5. Production strategy, 6. Revenue streams, 7. Approximate margins on primary products/services.

Next, create a 60 month timeline of milestones/objectives you intend to complete in your business. (Listing activities/goals about every 3 months is fine. For example: Month 1: raise seed capital, identify attorney and accountant, Month 3: Identify location and suppliers, complete initial website, Month 6: Hire staff, beta test web site if applicable, and begin marketing campaign, Month 9: Grand Opening and commence sales. Assume business plan and market research is complete by time 0.) I suggest using an excel sheet for this assignment as it will form the framework for your 60 months of proforma financial statements. This assignment approximately equates to section 5 of your business plan. (2 – 4 pages, not including time line which will be an appendix for your plan).

Step 4. Market Research and Marketing and Sales Strategy: *This assignment has 3 parts.*

The market research you complete transforms your plan from a theoretical document to an operating plan grounded in reality that can be used to launch a company. Early market research should usually be used to gain key insights from your potential customers so you can better adjust your product offering. For example, what characteristics should your product have in order to best serve likely customers (i.e. price, taste, location, color, etc.). Who is your most likely customer?

First, interview potential customers. You should start by observing your customer without interacting with her/him. How does the customer shop for products like yours? Take note of body language during their product evaluation. What seems to be the major pain point for your target customer? Once you have spent time observing your customer, develop and administer a list of questions for potential customers. The questions should be primarily open ended in order to get the deepest insight from your respondents. Try not to lead the respondents with your questions or limit their choices to your pre-conceived ideas. At the end of the questionnaire, you should collect some standard demographic information (i.e. age, gender, income, education level, etc.). Do some basic analysis on your results (i.e. frequencies by categories (e.g. females vs. males; age; income, etc.), or common responses to an open ended question). Hopefully, your survey data will help you identify key attributes and desires of your primary target market (e.g. the market niche most likely to want your product).

Then, conduct demographic research to get an idea of the size of your target market. (Your primary research should have helped you determine your most likely first target market, for example, - men – 18 – 25, income > \$25k, etc.) Census.gov may be a good starting source for this. Determine how large your target market is, whether your market is regional, national, or global. Please list all of your sources for your demographic research. Your report should

include the summary data of your primary research and your analysis of these data as well as demographic data for your secondary research. Please include all sources.

Finally, based on your primary and secondary market research, develop a preliminary marketing and sales strategy on how best to promote, distribute, and transact sales with your target customers. Your marketing strategy should include a discussion of the branding you wish to develop for your products as well as media selection, repetition, budget, etc. For the sales strategy – describe an expected sales process from beginning to end. What is the sales cycle – perhaps 1 hour for a low cost consumer product to 6 months for a sophisticated business product (e.g. initial contact, product demonstration, follow-up meeting, price negotiation, etc.)? This is a critical assignment to ensure an acceptable business plan. The more time you spend with this now, the better off you will be as you put together your final business plan. (3 – 5 pages, not including market research data summary which should be an appendix item.) This assignment approximately equates to sections 6 – 8 of your business plan.

Step 5. Sales and Cash Flow Forecast: Complete a 60-month sales and cash flow forecast for your business. To do this, you must rely on your marketing research and also determine your business start-up and operating costs (i.e. rent, employee costs, inventory, and technology). Your cash flow requirements will also be determined by the objectives in your strategic timeline. (For example, if your objective for month 6 is to begin sales, then you will likely need to purchase inventory in month 5 and thus have a cash outflow for inventory.) Your initial financing cash flow in month 1 should be enough to run your company for at least 1 year or until it is operating cash flow positive. You may then need to additional financing cash flows in later years if you have negative operating or investment cash flows. Again, citations for your cost data are required (the Almanac of business and Industrial Financial Ratios by Leo Troy in the Library's reference section is helpful in determining costs as a percentage of sales). This assignment will be part of a major appendix in your report (e.g. your financial forecasts) and should also be summarized in the main body of your business plan in section 8 or 9.

Step 6. Update the company description of your venture. Then, think through some critical aspects of your business – what must go right – what can't happen for your business to survive and succeed. List those issues and what you might do to avoid them or what to do if some are unavoidable.

APPENDIX 3: RUBRIC – TERM PROJECT WRITTEN REPORT

Learning outcome: the art of strategy and entrepreneurship. Groups of students will analyze the environment and the strategy of a publicly traded (NYSE, NASDAQ, and etc.) company based on secondary research and recommend one strategy to the company; or propose a business plan for a new venture. Each group will present their report and compete in the school-wide contest.

Learning Outcome Measures	Exceeds Standards (8-10)	Meets Standards (6-7)	Fails to Meet Standards (0-5)
1. Identification of a strategic issue (Generic business strategies, value proposition, value chain analysis, business model canvas, etc.)	Identify an important and urgent strategic issue that affects the company's long-term competitive advantage, with compelling evidence of declining performance (quantitative data, financial ratios, market share, customer satisfaction, etc.)	Identify a strategic issue that affects the company's long-term competitive advantage, with some evidences.	Identify an operational issue (a particular business function like HR, accounting, etc.) rather than a strategic issue; fails to provide evidences.
2. External analysis of industry and macro-environment (Porter's 5 forces, industry critical success factors, strategic group, industry life cycle, PEST, SWOT, etc.)	Provides a thorough and in-depth industry analysis; clearly identify critical success factors in the industry; identify opportunities and threats resulting from political, economic, social, technological, and or demographic changes.	Provides a routine analysis for industry and environment by applying Porter's 5 forces, PEST, and/or SWOT, etc., but may not convincingly identify the most important external forces/factors.	Fails to conduct a routine analysis of the industry and environment, or without sufficient evidences.
3. Internal analysis of the firm (RBV, value chain, business model canvas, generic business strategies, SWOT analysis, core competence, mission, vision, diversification, etc.)	Provides a thorough and in-depth analysis for the firm's resources, capabilities and core competence, identify its strength and weakness and current strategy	Provides a routine analysis for the firm, but may not convincingly identify the critical internal factors.	Fails to conduct a routine analysis of the firm, or without sufficient evidences.
4. Analysis of competitors (1 st mover, multipoint competition, disruptive innovation)	Provides a sharp analysis of the firm's direct competitors, and convincingly compare value propositions	Provides a routine analysis for the competitors, but may not convincingly identify how competition affects the firm.	Fails to identify competitors.
5. Formulate/select strategic alternatives	Clearly outline two specific, actionable and realistic strategic alternatives that directly solve the strategic issue. Using quantitative or qualitative measures to evaluate the two alternatives and select the best option. Predict quantitative outcomes of the chosen alternative.	Provides relevant strategic alternatives and discuss how it helps the firm address the strategic issue.	Fails to suggest any strategic alternatives, or vaguely described alternatives without actionable and realistic specifics.