MGMT 408: Business Policy
Section 07 – M & W 2:00 to 3:15 – Tate Center 132

Professor: Christopher E. Whelpley    Telephone: (651) 226-0684
Office: BCTR 312    E-mail: whelpleyce@coc.edu
Office Hours: MTW (10:30 to 11:30 or by Appointment)

Pre-Requisites:
- Senior standing
- Required courses: ACCT 203, 204, DSCI 232,304, ECON 200, 201, FINC 303, MGMT 301, MKTG 302, MATH 104, 105.
- Recommended: BLAW 205, DSCI 300.

Required Materials
1. Mastering Strategic Management – University of Minnesota Press (Copyright 2011)
Available in OAKS or for free at: http://open.lib.umn.edu/strategicmanagement/

2. TopHat, available at: https://tophat.com/
(sign up on a computer, THEN download the app to your phone…you cannot sign up on your phone)
Cost is $26 for the semester
Join Code: 250034

3. Case Studies TBD

A. Course Description
A course for senior business administration majors that draws together the functional areas of business operations (Accounting, Finance, Marketing, Human Resources, Management and Operations Management) as a means of developing the student’s conceptual and decision making abilities.

In other words, strategic management focuses on the job of the general manager or top management team in formulating and implementing short- and long-run corporate strategy. In business and other organizations, policy or strategy is formulated in a multi-faceted environment of social, political, economic, and legal entities and forces. Strategic management is concerned with developing the "general management point of view"; this means seeing the cross-functional impact of any situation, problem, solution, proposal or decision and the key
long- and short-term implications for the total enterprise.

In addition to the basic strategic process, a number of additional perspectives on organizations will be discussed. These perspectives include an emphasis on ethical issues to include general business and society concerns, a discussion of the effects of changing technology and innovation on strategic management, the impact of the global environment on firm-level strategies to include a discussion of international entry-mode strategies, strategy formulation, and implementation in specific business environments such as the not-for-profit sector and in family businesses or entrepreneurial settings.

B. OVERALL COURSE GOALS

Students will develop an understanding of the forces that shape business strategy and the processes by which strategy is formed and implemented.

Learning Objectives & Skills:

- Actively participate in interactive dialogues on course topics
- Demonstrate clear and logical writing skills during class assignments and cases
- Identify the key issue in a business case
- Use the analytic tools and techniques presented in class, such as external and internal environmental analysis
- Apply financial analysis to the argument development process
- Recommend strategies that are able implementable
- Demonstrate proficiency in presentation skills to include power point and public speaking

In addition to the specific course goals developed above, the course will promote the general goals of the School of Business as per below:

- **Communication skills:** Students will have to effectively discuss and present business cases and strategic management exercise, both at the group and the class level.
- **Quantitative fluency:** Students will have to apply the course techniques and tools to the strategic decision making process so as to display logical reasoning and data analysis skills.
- **Global and civic responsibility:** Students will have to identify and define how to address social, ethical, environmental and economic challenges at local, national and international levels in the context of the cases discussed in class and more generally in the process of strategic decision making.
- **Intellectual innovation and creativity:** Students will have to demonstrate problem-solving abilities and creativity in both formulating and implementing strategy.
- **Synthesis:** Students will have to integrate concepts presented throughout the semester to inform a cogent argument in their analysis of cases and application of course concepts.

C. COURSE FORMAT

The class will involve a mix of interactive lectures, simulation, and class discussions, including case analyses, in class quizzes, and presentations. Students are required to engage in the computer business simulation, the Business Strategy Game, which requires analysis of both their firm and their competitors' financial and operational performance indicators.
## Grades

A final course grade will be assigned based on the following point scores:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Contribution (Rounded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG Company Performance</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam (Take-home)</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Case Studies (2)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Group Case Studies (2)</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes/In-Class Material</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Homework</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>25</td>
<td>5%</td>
</tr>
</tbody>
</table>

Final grades will be determined using the following scale:

- **A** 92% >
- **A-** 90% to < 92%
- **B+** 87% to < 90%
- **B** 82% to < 87%
- **B-** 80% to < 82%
- **C+** 77% to < 80%
- **C** 72% to < 77%
- **C-** 70% to < 72%
- **D+** 67% to < 70%
- **D** 62% to < 67%
- **D-** 60% to < 62%
- **F** <60%

Grades will be posted and available in OAKS
Course Components

Business Simulation Game/Group Presentations
A large component of the class is going to revolve around the business simulation game (BSG). We will discuss more in week 3, but the I will allot class time on a weekly basis for teams to meet and discuss.

Final Exam

For the final exam, I will provide a case study and further instructions later in the semester.

Group Case Studies

The first two case studies will be assigned to groups of 4-5 students and will include a short write-up.

Individual Case Studies

The second two case studies will be done individually and will also include a short write-up.

Quizzes/In-Class/TopHat

Most days we will start class with a few questions from the readings or for discussion. These questions will be assessed via TopHat, which is a requirement for the course and will be further discussed.

Individual Presentations

Starting Wednesday (1/17), in each class we will have a single student lead a class discussion about a news story, earnings release, or other material that is relevant to the topics we are discussing in class. The discussion should last 8-10 minutes.

Homework/Classwork

We will be working on assignments and projects in class. I will be assessing your performance on these projects as they are assigned.

Attendance

Attendance will be measured using TopHat so it is important that you log into your TopHat account prior to class starting. Though I suggest you make every effort to attend all lectures, I understand that sometimes there are circumstances that may not allow you to be in lecture, consequently, I will allow one attendance dismissal with no harm to your grade. However, if you attend every lecture I will provide some amount of extra-credit to be determined at a later date. In the event that you miss class you need to come to office hours to make up the material missed in class.

Expectations

The course policies described above require that you take responsibility for your own performance. I expect you to be professional, to stay informed about the progress of this class, and to complete assignments in a timely fashion. My commitment is to provide you with a useful experience and to give each student a fair opportunity to perform well in this course. If at any time you have concerns about your progress in this course, please see me.
You are expected to read the course materials. I suggest that you go through the readings multiple times. If you miss class, you do not need to tell me why. You are adults and sometimes adults have circumstances that prevent them from coming to class.
**Tentative Class Schedule – Subject to Change**

This course schedule represents the instructor’s best estimate of the topics to be covered on various days. We will adjust to the material as the course progresses.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Book Chapter</th>
<th>Topics</th>
<th>Case Studies</th>
<th>External Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-Jan</td>
<td>Chapter 1</td>
<td>Intro - Ice Breaker</td>
<td></td>
<td>Kolko (2015)</td>
</tr>
<tr>
<td>29-Jan</td>
<td>Chapter 3</td>
<td>Porter's 5 Forces</td>
<td></td>
<td></td>
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<tr>
<td>5-Feb</td>
<td>Chapter 4</td>
<td>Firm Resources</td>
<td>Team Case #1</td>
<td>TBD</td>
</tr>
<tr>
<td>12-Feb</td>
<td>Chapter 5</td>
<td>Business Strategy</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>19-Feb</td>
<td>Chapter 6</td>
<td>Business Strategies Cont.</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>26-Feb</td>
<td>Chapter 7</td>
<td>International Markets</td>
<td>Team Case #2</td>
<td>TBD</td>
</tr>
<tr>
<td>5-Mar</td>
<td>N/A</td>
<td>Sustainability/Innovation</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>12-Mar</td>
<td>Chapter 8</td>
<td>Corporate Strategy</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>19-Mar</td>
<td>N/A</td>
<td>Spring Break</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>26-Mar</td>
<td>Chapter 9</td>
<td>Organizational Design</td>
<td>Case #3</td>
<td>TBD</td>
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<tr>
<td></td>
<td></td>
<td>Ethics &amp; Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Apr</td>
<td>Chapter 10</td>
<td>Responsibility</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>9-Apr</td>
<td>Other</td>
<td>External Environment</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>16-Apr</td>
<td>Other</td>
<td>Miscellaneous</td>
<td>Case #4</td>
<td>TBD</td>
</tr>
<tr>
<td>23-Apr</td>
<td>N/A</td>
<td>Presentations</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>30-Apr</td>
<td></td>
<td>Final Case Study</td>
<td></td>
<td></td>
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</tbody>
</table>
Case Analyses

Instructions:
Complete a 500 (maximum) word analysis of the assigned case.
When appropriate, be sure to provide citation (APA of MLA) of your sources.

Tips:
- Note the factors that will contribute to your grade in the matrix.
- There is no need to give an extensive summary of the case; instead, summarize the key facts. While your response should address the key facts in the case, I too have read the case. Don’t summarize; there is no need to summarize.
- Your response should seamlessly integrate components of your education at the College of Charleston paying particular attention to your business school courses. There is no need to define theories; instead, use theory to explain why you make the recommendations you make.
- When appropriate, cite your work.
- 500 words is the MAXIMUM. Points will be deducted if you submit more than this amount.
- The case analysis is to be printed and submitted at the beginning of class. Late assignments will be accepted, but half of the score will automatically be deducted for late submissions.
- Note that grammatical mistakes will be taken into account when determining your grade.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Key Facts (10 Points)</th>
<th>Problem (10 Points)</th>
<th>Theory (10 Points)</th>
<th>Alternatives (10 Points)</th>
<th>Writing Style (10 Points)</th>
<th>Total</th>
</tr>
</thead>
</table>
CofC School of Business Mission

The School of Business serves our state, region, and the global business world by educating socially responsible graduates through practical undergraduate, graduate and professional programs, and by advancing the development of our community of scholars in their intellectual pursuits. As an AACSB accredited business school with dual accreditation in accounting and business, we fulfill this Mission by:

- Engaging diverse students in personalized educational experiences that encourage a global mindset, inspire creativity and innovation, and developing leadership skills in preparation for business challenges and opportunities.
- Building a globally oriented faculty whose teaching, research, and service influence students, the business community, and other constituents.

CofC Policies and Procedures

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
Disability Statement from the SNAP Office
Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). Though it is the student’s responsibility to initiate discussion regarding accommodations that may be needed, an announcement on your syllabus or in class encouraging them to do so would be helpful. Students will feel more comfortable about identifying themselves as having a disability if they are approaching someone they believe to be receptive to the discussion. Such an invitation can go a long way toward encouraging students with a disability to approach the instructor early in the course.

Sample Syllabus Statements:

- The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

- If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please come and discuss this with me during my office hours.

- Any student eligible for and needing accommodations because of a disability is requested to speak with me during my office hours."