MGMT 408: Business Policy
Maymester 2018

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Phone: Office: 843-953-6662

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.

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.

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.

**COURSE FORMAT**

The class will involve a mix of interactive lectures and class discussions, including several case analyses and decision making exercises **as well as homework.**

The class will address the emerging and complex issues of strategic management in eight basic content areas:

1. The definition of strategy
2. Industry analysis: understanding the impact of the environment on a firm’s strategies and performance.
3. Firms’ generic strategies and competitive advantage: understanding the impact of a firm’s generic strategy on performance
4. Internal analysis: identifying the key resources that the firm can leverage in strategy formulation and implementation
5. Corporate strategy: horizontal and vertical integration
6. International strategies: factors and opportunities for international expansion
7. Corporate social responsibility and sustainability strategy

**COURSE MATERIALS**

- **Text & cases:** A customized textbook has been arranged by your Professor, available at the CofC bookstore which also includes the case studies used in the class. This customized version is designed to provide you with a less expensive alternative for your textbook.
- **OAKS:** The instructor will regularly post important course materials on OAKS; students may be expected to post on discussion boards and submit assignments through Dropbox.

- **Outside Reading:**
  All participants must read and be prepared to discuss articles from an outside business publication such as: The Wall Street Journal; The New York Times; Business Week; Fortune Magazine, Barons; the Economist; Financial Times; Fast Times; Web Sites (as applicable).

**COURSE REQUIREMENTS/ GRADING**
Each participant is required to have done the readings assigned for each class session. In addition, each student is expected to fully participate in individual, class, and group work.

**Grading:**
- BSG Company performance: 15%
- BSG 3 year strategic plan: 10%
- Case studies (2): 20%
- Final exam (case): 30%
- Group presentations: 10%
- **Class Participation**: 15%

**Total**: 100%

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**A note on class participation:** Class participation is much more than attendance; it includes lively and critical discussion of the case or reading materials, bringing in articles from the business press, asking questions during the lecture to clarify points. Participants are not graded only based on the quantity of their participation but on the quality of their comments.

The following are examples of quality class contributions:
- making or raising issues that are relevant to the current focus of the class
- using data or examples to support conclusions
- taking into consideration the ideas already offered by others
- offering support for your arguments
- helping others to feel comfortable about participating (disagree agreeably).

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**A Note on Teaching**

My goal in this course is to emphasize teaching you how to learn, think and apply. Therefore, my classroom focus will be more on asking you to analyze the material you’ve read for that particular class meeting. We will be spending more class time on analyzing and communicating, bringing in key evidence to support our positions and formulating problem solutions, and less time on reiterating the readings. This approach will allow you to spend the majority of your time on learning, thinking, and applying the course constructs to real life business situations.

Please note, this format will only be successful if you prepare all of the reading materials in advance. Those who do not will either be lost during class time or not get much out of the course, or both. This approach also ties in well to the class participation quantity vs. quality scale below.
GRADING SCALE
Letter grades will be assigned according to the following scale, in conjunction with the new College of Charleston standard:

Superior/Excellent range:  A (4.0) = 94-100%  A- (3.7) = 90-93%
Very Good/Good range:  B+ (3.3) = 87-89%  B (3.0) = 84-86%
                  B- (2.7) = 80-83%
Average range:        C+ (2.3) = 77-79%   C (2.0) = 74-76%
Below Average range:  C- (1.7) = 70-73%   D+ (1.3) = 67-69%
                  D (1.0) = 64-66%
D- (0.7) = 60-63%
Failing range:        F (0.0) = <60%

GROUP PRESENTATIONS
Each member of the group must participate in the presentation. Presentation grades will be based on the group’s performance. Additional details on the requirements for the group presentations will be provided in class. It is imperative that each group member fully participates in the group process. Group membership (positive/negative) can result in the raising or lowering of the final grade.

ATTENDANCE AND HOMEWORK POLICY
ATTENDANCE TO THIS CLASS IS MANDATORY. You must provide a justification for every class missed. In addition, if a lecture class is missed, please hand in the module preparation questions for the module in which we are engaged, as listed on the Syllabus. If a case class is missed, please hand in answers to all of the case discussion questions. Make-up work that is over 3 days old will not be accepted. In addition, any student who totals unjustified absences to five (5) class sessions will be automatically withdrawn from the course.

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

TIMELINESS - MOBILE TELEPHONES - INTERNET

As a courtesy to me and to the others in the class, please arrive to class on time and turn off all mobile telephones for the duration of the class period. There is no need for a computer in the course, so all laptop computers should be closed for the duration of the class.

CENTER FOR STUDENT LEARNING

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

REHABILITATION ACT

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. Requests for accommodation must be made known to me as early as possible in the semester, and no later than 48 hours prior to an examination.

COURSE OUTLINE

"TEXTBOOK" refers to the Dess, Lumpkin and Eisner textbook mentioned above. All readings are required and should be completed before the class session for which they are assigned.

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<th>Date</th>
<th>PROGRAM AND ASSIGNMENTS</th>
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| M May 13 | Introduction – Syllabus, OAKS, textbook  
**Think about your time here at the College of Charleston as well as your overall business experience. How have we prepared you for a course like Business policy? When you think about companies, how do you know that they have been successful? What made them a success?**  
Preparation: Read the syllabus carefully and bring it to class. The syllabus is available on OAKS under “Content”.  
**Module 1: Introduction – What is Strategy**  
Strategy statements: Can you say what your strategy is? |


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<th>Date</th>
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| T May 14 | **Module 2: Industry Analysis**  
Part I: The external environment  
Part II: The competitive environment  
Preparation: Textbook, p.2-72  
BSG game data RESET - BSG decisions YEAR 11 |
| W May 15 | In-class exercise: Be ready to discuss case UBER (p.73)  
Presentations 1, 2: The general and competitive environment of the firm |
| R May 16 | **Module 3: Business Level Strategy**  
One of my favorite movie lines comes from the movie Bull Durham. One of the main characters states that “This (baseball) is a very simple game. You throw the ball, you catch the ball, you hit the ball.” How does that relate to strategy? Well, Michael Porter states that strategy is pretty simple, “You are either the most efficient, the most different, or most focused.”  
Continued: Cost and value drivers; The industry life cycle  
In-class exercise: Generic Strategies and the Hotel Industry  
Preparation: Textbook, p.94-127  
BSG decisions YEAR 13 |
| F May 17 | Case 1 (to submit via dropbox): What is Ann Taylor’s business-level strategy? Due 11:59pm  
BSG decisions YEARS 14  
BSG 3-year Strategic plan due 11:59pm |
| M May 20 | **Module 4: Internal Analysis – Financial Resources**  
Professor Porter is not the only leading thinker in strategic management. Today we explore some other work that has been done in addition to Porter’s models. What do they tell us about firm strategy? Do these other ideas help firms to attain a sustainable competitive advantage?  
Preparation: Textbook, p.166-199  
BSG decisions YEAR 15 |
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>T May 21</td>
<td>Evaluating financial performance: FedEx v. UPS class exercise</td>
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<td><strong>Module 5: Corporate-Level Strategy</strong></td>
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<td>Preparation: Textbook, p.212-244</td>
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<td>W May 22</td>
<td>Examples of corporate diversification from the news: Come prepared to share</td>
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<td>Presentation 5, 6: Corporate level strategy</td>
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<td>Be ready to discuss case DuPont-Dow Chemical merger, p.245</td>
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<td>R May 23</td>
<td><strong>Module 6: International Strategies</strong></td>
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<td>Remember in the classic movie The Wizard of Oz when Dorothy looks at Toto and says “Toto, I’ve a feeling we’re not in Kansas anymore”…. well in our discussion today, “we’re not in the U.S.A. anymore”. What does that mean for a firm’s competitive strategy?</td>
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<td>Preparation: Textbook, p.258-294</td>
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<td>F May 24</td>
<td>Case 2: (to submit via dropbox): Apply Porter’s diamond to Canada Goose. What is Canada Goose’s international strategy? Its modes of entry? P.295 Due @11:59pm</td>
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<td>T May 28</td>
<td><strong>Module 7: Strategy and Society</strong></td>
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<td>Presentations 7, 8: International strategies</td>
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<td>Debate: Environmental policies – YES OR NO?</td>
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<td>Textbook p.325-339</td>
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<td>Conclusion</td>
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<td>W May 29</td>
<td>Course evaluation</td>
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<td><strong>BSG decisions YEAR 20</strong></td>
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<td>Prepare case for final exam</td>
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<td>R May 30</td>
<td><strong>BSG decisions YEAR 20</strong></td>
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<td>Prepare case for final exam</td>
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<td>F May 31</td>
<td>Final exam</td>
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Please Note: Changes to the syllabus may occur during the semester.