Business Policy & Strategic Management (MGMT 408):

Instructor: Dr. Jerome Stewart
(Section 6 – Tate 131) Mon/Wed 2:00 pm – 3:15 pm
(Section 2 – Tate 131) Mon/Wed 3:25 pm – 4:40 pm
E-mail: stewartj4@cofc.edu

Office Hours (Tuesdays and Thursdays in Beatty 327):
Mondays: 1:00 pm to 2:00 pm
Wednesdays: 1:00 pm to 2:00 pm
Thursdays: 3:00 pm to 4:00 pm
Also via Zoom by appointment.

COURSE DESCRIPTION
A seminar course for seniors on strategic management: A firm’s management and integration of the relationships and interests of employees, the natural environment, shareholders/investors, customers, suppliers, communities, and other groups in a way that ensures the long-term success of all stakeholders. The course draws together the functional areas of business (e.g. accounting, finance, marketing, supply chain, human resources, management, etc.) as a means of developing students’ critical thinking skills, their understanding of responsible business, and their conceptual and decision-making abilities. Prerequisite(s): Senior standing; ACCT 203, ACCT 204, DSCI 232, DSCI 304 or INTB 314, ECON 200, ECON 201, FINC 303, MGMT 301, MKTG 302, MATH 104, MATH 105.

STUDENT LEARNING OUTCOMES
1. Students will articulate the purpose of business within the context of its ability to deliver inclusive prosperity across stakeholders.
2. Students will demonstrate an ability to think critically, develop morally, and articulate reasoned, informed (i.e. backed up by data) positions on complex and business issues.
3. Students will learn how to discuss management issues in ways that maintain civility and bring greater clarity and understanding to the various perspectives on an issue.
4. Students will develop and practice critical thinking and analytical skills to formulate theoretically-informed descriptions, diagnoses, and actions in group and organizational situations.

SCHOOL OF BUSINESS LEARNING GOALS
This course addresses the School of Business learning goals as follows:
1. Communication Skills: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
2. Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills.
3. Global and Civic Responsibility: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.
4. Intellectual Innovation & Creativity: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
5. Synthesis: Students will be able to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

MATERIALS REQUIRED
Learning Reflections

- **Purpose:** To engage with the previous and current week’s material and to find intersections and connections between the material. As you read, watch, and listen to the learning material and take notes, you should be connecting the readings, making evaluations, having “aha” moments, etc. These reflections are what make up your writing each class period.
- **Deliverables:**
  - Reflection paper submitted on OAKS in the section for the appropriate class period.
  - Due by **11:59 pm the night before class.** I need time to read/skim them before class.
- **Requirements:** Each reflection (or response) must be 500 to 750 words. Please write it in paragraph form in Microsoft Word! Grammar is important. Each reflection should be written better than the last. You get full points if you do your best with grammar and if you attempt to integrate the readings. You’ll get better each time you write a reflection.

Quizzes

- **Purpose:** To demonstrate reading comprehension
- I will assign quizzes on most class periods. Each quiz is worth 10 points. Quizzes are **in class.**
- Quizzes will be on OAKS. Thus, you will need an electronic device in class (a smartphone, tablet, or laptop). **The quizzes are closed book.**
- Material on the quizzes comes primarily from the assigned reading for the week. Previous class discussion material is also on the quizzes.

Case Reflections

- **Purpose:** To recall, explain, and synthesize course material
- There are three case reflections in this course.
  - This is each an assignment that gives you a chance to think more systematically about the material. Each will have a prompt on OAKS with instructions.
Art Exhibit Reflection – “Only You Can Prevent a Forest”, by Kirsten Stolle

Halsey Institute of Contemporary Art Synopsis of “Only You Can Prevent a Forest”:

Using appropriation, wordplay, and humor, Kirsten Stolle co-opts advertising strategies used by agrichemical corporations to resurface and critique company history. For her exhibition, *Only You Can Prevent A Forest*, Stolle will create photo-based collages, visual poetry interventions, text-based sound animation, a neon wall piece, and her first site-responsive sculptural installation. Building upon her decade-long research into companies like Bayer/Monsanto and Dow Chemical, the work will foreground historical ties to chemical warfare and reveal persistent greenwashing. Stolle’s work interrogates the global influence of chemical companies on our food supply and their consistent efforts to downplay effects of their toxic products on our health and environment.

- Students will attend the art exhibit in pairs. After attending the art exhibit, you reflect on the exhibit, our class time on environmental sustainability, and on the idea of business strategy more generally.
- In your reflection, address 4-5 of the installations at the exhibit. What did you learn from each of those installations? How did these installations help you think more critically about business strategy as well as the intersection of business strategy and environmental sustainability? Answer in no fewer than 500 words per installation.
- Note: Please do not summarize the installations. I will see them too. I want your reflection, not your summary.

ETS Major Field Test

*(Description provided by School of Business Dean’s office)*

- The ETS Major Field Test is a two-hour multiple-choice test administered to graduating students assessing mastery of general business concepts, principles, and knowledge. The test also evaluates students’ abilities to analyze and solve problems, understand relationships, and interpret material. The content area includes: accounting, economics, management, quantitative business analysis, information systems, finance, marketing, legal and social environment, and international issues.
- This is an important evaluation that the School of Business uses to gather student learning data to improve our courses and programs so that students will be competitive in today’s job market. The aggregate data, analysis of the data, recommendations for program improvement, and follow-up assessment are reported to our accrediting agencies. We have longitudinal comparative data from 2006 to the present.
- Direct benefits to students include:
  - Add high percentile scores to your resume or in application letters to graduate programs
  - Enhances the reputation of the School of Business, increasing the value and recognition of your degree

FlipGrid Welcome Assignment

- FlipGrid: This is a class icebreaker activity that allows us to get a bit more comfortable with each other. [Link here.]
  For the full five points, please submit this by Sunday night, 8/28.

**RULES OF THE GAME (THINK OF EACH CLASS AS A BUSINESS MEETING)**

Disability Accommodations

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 responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Academic Misconduct

Academic misconduct is defined as follows:

1. Cheating: An unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an exam or class exercise); assuming another student's identity to provide an advantage for the student; copying, in part or in
whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.

2. Plagiarism: The unauthorized use (i.e., representing as one’s own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).

3. Fabrication: The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.

4. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.

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 be 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 an 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 XF 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

COMMUNITY EXPECTATIONS STATEMENT

Professionalism

- Check your CofC email daily for any announcements, changes, or handouts. Work is only late if you turn it in after the deadline with no notice. Work is not late if you email me AHEAD OF TIME and arrange for a more realistic deadline. This doesn’t apply to quizzes and reflections which we do in class.

- Professionalism and courtesy include a variety of behaviors that are strongly related to your success in the course AND to our classes being fun and informative. What might professionalism look like in our course?
  
  o Be considerate and respectful and make a genuine effort. We will have debates and discussions and it’s critical that we all display tact and sensitivity toward others while disagreeing with others in a respectful, professional manner.
  
  o Respect your colleagues – their personal views, differences, disability, gender, race, sexual orientation, age, culture, ethnicity, political and religious convictions. There is an expectation of your use of appropriate language, tone, and respect for your colleagues and the subject matter under discussion. Respect differing arguments – it is called learning! This point acknowledges Title IX of the Education Amendments of 1972, and certain other federal and state laws, which prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University.
Attendance & Participation

- Attendance is important for learning. Class sessions offer you the opportunity to discuss issues and make thoughtful inquiries regarding the material.
- I expect you to be familiar with the material we discuss in class from your pre-class work and to make comments and ask questions. Class sessions cannot be successful without everyone’s participation. Additionally, effort matters. Show me that you care about the class and your performance, and I’ll do everything I can to help you succeed.
- Strong effort includes participation in our asynchronous learning activity; our discussion boards, VoiceThread work, FlipGrid work, etc.
- If you miss an in-person class due to illness, employment, personal emergency, business or athletic team travel, or any other reason, you are responsible for getting missed notes from a classmate (so make a friend). Please do not email me about it.
- This class requires active participation. If you miss the class, you miss the learning experience and, perhaps more importantly, you jeopardize the learning of your classmates. If you do not attend class regularly it is unlikely that you will do well.

Housekeeping

- **Inclement Weather, Pandemic or Substantial Interruption of Instruction** (3.8): If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.
- I reserve the right to modify the syllabus at any time if necessary. I’ll announce changes in class, via email, and on OAKS. I may frequently update the syllabus. Rather, simply check it regularly on OAKS.
- **F2F courses when students are quarantined/isolated due to Covid-19**: If one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation), instructors may, at their discretion, conduct the class exclusively online via OAKS for the duration of student quarantine/isolation, record class lessons to share with students, or choose an alternate accommodation that provides the impacted student(s) with the opportunity to continue in the course. The specific accommodation will vary depending on the number of students affected, the expected duration of their absence, and the needs of the class.
- **Attendance Verification**: Only students officially registered (graded or auditing) for this course may attend class. During the week following the drop/add deadline, the professor will verify student enrollments in this course. Any student appearing on the class roll but determined not to have attended the class even once will be removed, except for cases where a student is absent because of quarantine or isolation due to COVID-19.
- Attendance is not only important for exams; it is also important for learning. Class sessions offer you the opportunity to discuss issues and make thoughtful inquiries regarding the material. I expect you to be familiar with the material we discuss in class and to make comments and ask questions. Class sessions cannot be successful without everyone’s participation.
- If you miss a class due to illness, employment, personal emergency, business or athletic team travel, or any other reason, you are responsible for getting missed notes from a classmate (so make a friend). Please do not email me about it.
- This class requires active participation. If you miss the class, you miss the learning experience and, perhaps more importantly, you jeopardize the learning of your classmates. If you do not attend class regularly it is unlikely that you will do well.
- **Mental & Physical Wellbeing**: At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at [http://counseling.cofc.edu](http://counseling.cofc.edu) or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit...
These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

- **Food & Housing Resources**: Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

- **Inclusion**: The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.
  - Preferred Name and Pronoun Information
  - On Campus Gender Inclusive facilities
  - Campus Resources
  - College of Charleston Reporting Portals
  - National Resources for Faculty & Staff
  - GSEC Reports
  - Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
  - College of Charleston Quality Enhancement Plan (QEP)
  - Articles about CofC and LGBTQ+ Issues

- **Religious Accommodation for Students** (4.6) (Faculty/Administration Manual VIII.A.10): The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof. The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.
  - The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
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<th>Topic &amp; Activities</th>
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| 2   | 8/29 (M) | **Asynchronous Working Session**  
What’s Your Purpose?  
- Quiz #1  
- Learning reflection #1 | OAKS postings: 1. New Story of Business (Stop at page 14) 2. **Stakeholder Capitalism** 3. *Why Child Care is a Broken Business Model* (you can also find this pod on your preferred app) |
| 2   | 8/31 (W) | **Asynchronous Working Session**  
The Purpose of Business  
- Quiz #2  
- Learning reflection #2 | OAKS postings: 1. An Intro to Strategic Management (read pages 4-5, learn the terms on pages 5-16) 2. Strategy (Indigo Podcast) |
| 3   | 9/5 (M)  | Intro to Strategic Management  
- Learning reflection #3 | OAKS postings: 1. Stakeholder Management 2. A Stakeholder Approach - The Container Store (you can also find this pod on your preferred app) |
| 3   | 9/7 (W)  | Intro to Strategic Mgmt (Day 2)  
- Quiz #3  
| 4   | 9/12 (M) | Strategic Leadership & Decision-making  
| 4   | 9/14 (W) | The Purpose of Business - Assessing Organizational Performance  
- Quiz #5  
| 5   | 9/19 (M) | Business – Level Strategies  
- Quiz #6  
| 5   | 9/21 (W) | Competitive Advantage, Strategic Resources & Capabilities  
| 6   | 9/26 (M) | Strategy Applied  
- Learning reflection #7 | OAKS Postings: 1. Strategy comparison (Walmart vs. Costco) |
| 6   | 9/28 (W) | **Asynchronous – Catch Up on Assignments** | |
| 7   | 10/3 (M) | Strategic HR – Employees as a Resource  
- Quiz #8  
- Learning reflection #8 | OAKS Postings 1. Employee Hiring 101 (Indigo Podcast) 2. Re-thinking Fair Pay |
| 7   | 10/5 (W) | Strategic HR – Day 2  
- Quiz #9  
- Learning reflection #9 | OAKS Postings: 1. **Dan Pink on Motivation** (Ted Talk) 2. Employee Culture (Netflix HBR article) 3. Netflix Values document |
<p>| 8   | 10/10 (M) | Corporate Environmental Sustainability | OAKS Postings: 1. <em>What Business Students Need to Know on Climate Change</em> 2. Ray Anderson on Sustainability (Ted Talk) |
| 8   | 10/12 (W) | Environmental Sustainability Applied | OAKS Postings: 1. Fast Fashion background |</p>
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<td>9/10</td>
<td>Quiz #10 (incl. learning on 10/10)</td>
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<td>9/10</td>
<td><strong>Corporate Environmental Sustainability Asynchronous Day</strong></td>
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<td>10/24</td>
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<td>• Hondo Case Study</td>
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<td>• Strategic CSR</td>
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<td>10/26</td>
<td>• Philanthropy as PR (Podcast)</td>
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<td>10/26</td>
<td>• A critique of CSR</td>
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<td>1. Wayfair Case</td>
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<td>2. <em>Wayfair context 1</em> (Just the section on Wayfair)</td>
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<td>OAKS Postings:</td>
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<td>1. Friends of Gadsden Creek timeline</td>
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<td>11/2</td>
<td>2. Virtual Tour of Gadsden Creek</td>
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<td>3. Gadsden Creek in the P&amp;C</td>
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<td>OAKS Postings:</td>
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<td>1. SCEJ &amp; Gadsden Creek</td>
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<td>11/4</td>
<td>2. WestEdge CEO – Why Gadsden Creek must go</td>
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<td>11/4</td>
<td>3. <em>Coastal Conservation Leagues &amp; Gadsden Creek</em></td>
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<td>11/16</td>
<td>OAKS Postings:</td>
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<td>1. ETS Assessment</td>
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<td>11/16</td>
<td>2. Three Questions Before Graduation Due</td>
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### Christmas Break

#### Winter Break

**Winter Break**

- **12/5 (M)**
  - ETS Assessment
  - Three Questions Before Graduation Due