MGMT 408: Business Policy Section 02
Spring 2021
Meeting times: T 4:00-6:45pm

Instructor: Elise Perrault, M.B.A., Ph.D.
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Email: perraulte@cofc.edu
Phone: 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.

A. COURSE DESCRIPTION

A course for senior business administration majors that draws together the functional areas of business (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.

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 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 and decision-making exercises **as well as homework.** 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.

The class will address the emerging and complex issues of strategic management in seven 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. Strategy formulation for new ventures
7. Corporate social responsibility, activism, and corporate governance

D. COURSE MATERIALS

**Text & cases:** A **coursepack has been arranged by your Professor, with ISBN: 9781307662917 (digital book), available for purchase following this link:**

The course also relies heavily on the BSG simulation, for which more details will be provided in class.
OAKS: The instructor will regularly post important course materials – and grades – on OAKS.

Outside Reading:
All participants are encouraged to 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).

E. 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%
- BSG Peer evaluations: 5%
- Discussion boards: 20%
- Cumulative final exam: 35%
- Case write-ups (3): 15%

Total: 100%

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 requires students to realize class work outside of class so that in class time can be focused on higher level discussions and analyses.

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%
ETS TEST

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.

All seniors in the capstone courses are required to take the test. Please note that failure to take the test will result in lowering of your overall grade by 5 points; Sign-up information will be forthcoming.

F. ATTENDANCE AND HOMEWORK POLICY

Because class attendance is crucial for any course, students are expected to attend all classes of each course in which they enroll. Instructors will recognize absences in which students are official representatives of the College of Charleston (such as intercollegiate academic or athletic team competition, or academic program sanctioned research presentation or artistic performance) as excused. Regarding formal graded work (such as exams, presentations, papers), instructors will make “reasonable accommodations” when a student misses class for an event at which s/he is an official representative of the College of Charleston. Students are required to submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor. Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College. Instructors ascertain whether both excused and unexcused absences count in determining the basis for a grade of “WA,” which stands for “withdrawn excessive absences” and is equivalent to a failing grade. All students, whether absent or not, are responsible for all information disseminated in the course.

G. 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](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**H. 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](http://csl.cofc.edu) or call (843)953-5635.

**I. 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.

**J. COURSE OUTLINE:** All readings are required and should be completed before the class session for which they are assigned.

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<tr>
<th>Date</th>
<th>PROGRAM AND ASSIGNMENTS</th>
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<tr>
<td>T Jan 12</td>
<td><strong>Module 1: Introduction – Strategy and Competitive Advantage</strong></td>
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<td>*Think about your time here at the College of Charleston as well as your overall business</td>
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<td>experience. How have we prepared you for a course like Business policy? When you think</td>
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<td>about companies, how do you know that they have been successful? What made them a</td>
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<td>success? Orientation and overview of course content, assessment and policies.</td>
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<td>Explanation of assignments, formation of teams, and instructions for registration for</td>
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<td>simulation.</td>
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<td><strong>Preparation:</strong></td>
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<td>Read the syllabus carefully. The syllabus is available on OAKS under “content”.</td>
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<td>What is your strategy: Crafting a strategy statement - Objective, scope, advantage</td>
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<td><strong>Introduction to The Business Strategy Game</strong></td>
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<td>T Jan 12</td>
<td>Register for BSG and read the BSG Player’s Guide; start viewing BSG video tutorials</td>
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<td>Work on decisions for BSG practice round 1</td>
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| T Jan 19 | **BSG practice round 11 due at 5pm**
**Module 2: Industry Analysis**

Professor Porter developed a well-regarded model for analyzing the task or competitive environment. This model will form the foundation for our analysis of industry structure.

Preparation: textbook p. 2-72 |
| T Jan 26 | **BSG decisions YEAR 11 due at 5pm**

*Game on anyone? Today we will apply Professor Porter’s five forces model to the gambling industry.*

In-class exercise: The Competitive Environment of the Gambling Industry

Discussion board 1: Choose an industry and explain why it is or is not attractive by using Porter’s 5 Forces model. |
| T Feb 2 | **BSG decisions YEAR 12 due at 5pm**

**Presentations 1-2: Industry Structure**

Applying Porter’s five forces – in class exercise, the personal transportation industry

Case: UBER, textbook p.73 |
| T Feb 9 | **BSG decisions YEAR 13 due at 5pm**

**Module 3: Firm Positioning & Competitive Advantage**

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.”

In-class exercise: Practicing “Design thinking”

Preparation: textbook p.94-127 |
| T Feb 16 | **BSG decisions YEAR 14 due at 5pm**

**ETS test 5:15-6:45pm**

Discussion board 2: Using your same industry, choose a firm that exemplifies each type of business-level strategy (e.g. you should have 4-5 examples). |
| T Feb 23 | **BSG decisions YEAR 15 due at 5pm**

**Presentations 3-4: Business level strategy**

CASE: Ann Taylor, p.128

Discussion board 3: Choose one of the firm’s in your industry. Explain its position using cost and value drivers. |
| T Mar 9 | **BSG 3-year strategic plan** |
Module 4: Internal Analysis – Firm 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?

…A deeper look at the value chain
Preparation case: Amazon Go p.200
Preparation: textbook p.166-199

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<tr>
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<tr>
<td>T Mar 16</td>
<td><strong>BSG decisions YEAR 16 due at 5pm</strong> presentations 5-6: Internal resources and value chain Discussion board 4: For the firm you chose in discussion board 3, analyze which of its resources and capabilities contribute most to its competitive advantage? (tip: use the frameworks seen in class)</td>
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<td>T Mar 23</td>
<td><strong>BSG decisions YEAR 17 due at 5pm</strong> module 5: Corporate Strategy Preparation: textbook: p.212-244 Case: DuPont – Dow Chemical Merger p.245</td>
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<td>T Mar 30</td>
<td><strong>BSG decisions YEAR 18 due at 5pm</strong> Presentations 7-8: Corporate strategy Discussion board 5: Post a unique example of a merger/acquisition. What type of corporate diversification was/is it? What was the rationale of this strategic move?</td>
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<td>T Apr 06</td>
<td><strong>BSG decisions YEAR 19 due at 5pm</strong> Presentations 9-10: International strategy Case: Canada Goose p.295 Preparation: textbook p.258-294</td>
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<td>T Apr 13</td>
<td><strong>BSG decisions YEAR 20 due at 5pm</strong> Presentations 11-12: The effect of activism on corporate strategy Concluding remarks and course evaluation</td>
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<td>T Apr 20</td>
<td><strong>BSG Peer evaluations due at 5pm</strong></td>
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**Please note that the schedule and/or assignments may change at the Professor’s discretion.**