Sections: 408-01, MWF 9:00-9:50 am (BCTR 214) - CRN 20748  
408-07, MWF 10:00-10:50 am (BCTR 214) – CRN 20887  
408-08 MWF 11:00-11:50 (BCTR 214) - CRN 20458

Instructor: Alexis J. Carrico  
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Phone: 843-953-2071  
Email: CarricoAJ@CofC.edu

Office hours  
Tuesday: 11-2PM (zoom)  
Thursday: 11-2PM (zoom)  
Please schedule an appointment to make the best use of everyone’s time  
Zoom Link: https://cofc.zoom.us/j/83903020285?pwd=bXh6bEhGSU0wK2xkVmtBSzhHY0VQdz09

Pre-Requisites:
- Senior standing  
- Required courses: ACCT 203, 204, DSCI 232,304, ECON 200, 201, FINC 303, MGMT 301, MKTG 302, MATH 104, 115  
- Recommended: BLAW 205, DSCI 300.

Text: Mastering Strategic Management – University of Minnesota Press (Copyright 2011):  
Available for free at: http://open.lib.umn.edu/strategicmanagement/ ($0)

Cases: Cases (3 @ $4.25) Available through Harvard Business School Coursepack.  
https://hbsp.harvard.edu/import/897158

Simulation: Business Strategy Game ($44.95): https://www.bsg-online.com/login.html

Tech: All students must have access to Zoom and Oaks.  
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.

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 students’ conceptual and decision making abilities.
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.

**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 AND 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.

**SCHOOL OF BUSINESS LEARNING GOALS:**
This course addresses the School of Business learning goals as follows:
- **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.
- **Quantitative Fluency:** Students will demonstrate competency in logical reasoning and data analysis skills.
- **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.
- **Intellectual Innovation & Creativity:** Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
- **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.

**CLASSROOM APPROACH**
I believe in fostering an engaging and dynamic classroom where the diverse student body learns from not only me and the required coursework, but also from peers and members of the campus and Charleston community. I also strive to develop a classroom environment that serves as a microcosm to the business world; I will hold students to a standard that they are likely to expect from managers after they graduate. We will leverage lectures, cases, classroom discussions and simulations to enhance student learning.
I also hope students leverage me and my business-world experiences to not only support them in their studies, but also to provide career discussion and mentoring advice. I believe through this approach, students will not only learn about policy and strategy but will also gain valuable experiences and discussion/mentoring that will shape them as employees and leaders; preparing them for careers after the College of Charleston.

**ATTENDANCE AND PUNCTUALITY**
I am a firm believer in the importance of showing up and being punctual. However, in the world of COVID, especially in higher education, that is more difficult to monitor for a variety of very valid reasons.

I will be awarding up to 10% points of extra credit for the final Business Strategy Game (BSG) Company performance grade for class participation including showing up for class, contributing to classroom discussion, and staying engaged.

**INCLEMENT WEATHER POLICY:**
If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

**LATE WORK**
As with any job, turning in assignments late is not acceptable. Late assignments will receive a 50% deduction per day (assignments qualify as “late” after the due date/time).

**MY RESPONSIBILITIES**
- Prepare for each class with thoughtful content.
- Prepare you with real-life scenarios enabling you to effectively make decisions and navigate organizational-behavior-related situations in business.
- Ensure I am adding value and not just reading from the slides.

**YOUR RESPONSIBILITIES**
- Listen to all announcements and assignments made in class, on OAKS, and in emails. Absence from class does not excuse you from this responsibility.
- Always have your computer camera on when on Zoom.
- Check your CofC email daily.
- Be prepared for class – read the assigned material and complete homework ahead of time so we can have meaningful discussions.
- Leave your phones in your bags during class- unless we are leveraging them for classroom purposes. Excessive and non-class-related/emergency use of phones will impact your participation grade.
- Save copies of all of your work to a secure location.
GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Strategy Game (BSG) Prep Quiz (Individual)</td>
<td>5%</td>
</tr>
<tr>
<td>BSG Company performance (Group)</td>
<td>15% (Max 110%)</td>
</tr>
<tr>
<td>BSG/Final Peer Eval Grade (Individual)</td>
<td>15%</td>
</tr>
<tr>
<td>Cases (Individual: Practice, Written, Deck)</td>
<td>15% (3 @ 5% each)</td>
</tr>
<tr>
<td>Quizzes (individual)</td>
<td>30% (3 @ 10% each)</td>
</tr>
<tr>
<td>ETS Test (Individual)</td>
<td>5%</td>
</tr>
<tr>
<td>Final BSG Strategy/Sustainability Presentation (Group)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grades will be posted and available in OAKS grade application throughout the duration of the course.

ASSIGNMENT DETAILS:

**Business Strategy Game (BSG):**
In The Business Strategy Game, groups of three-to-four classmates (groups can be selected or assigned) operate an athletic footwear company that produces and markets both branded and private-label footwear and competes head-to-head against footwear companies run by other members of the class. This simulation is intended to test students’ ability to implement business and strategy learnings (finance, operations, marketing, accounting, management) and their ability to effectively work in teams.

In addition to the simulation, a pre-quiz will be given in order to ensure students’ readiness for the graded simulation, and a peer evaluation grade will also be assigned.

Simulation grades will be weighted 75% Investor Expectation; 25% Best in Industry

**Cases:**
Business cases are assigned in MGMT 408 to ensure students’ readiness to apply the principles they are learning to real-life business scenarios. There will be three cases assigned in the class. The practice case is individual and two subsequent cases are to be completed individually. Cases are graded on the following: Ability to summarize, ability to identify the problem, ability to identify issues and make a recommendation demonstrating understanding of classroom concepts, and demonstration of effective grammar, style, and design.
Quizzes:
There will be three multiple choice quizzes that will be given throughout the course during class time in order to ensure you are retaining and tracking to course content provided in the book and in the classroom lectures.

ETS Test:
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

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.

Extra Credit
Extra credit toward your BSG grade will be provided for students who have exceptional class participation including attendance, engagement and participation.

CENTER FOR STUDENT LEARNING
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in speaking & writing skills, study strategies, and course content. 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.

DISABILITY ACCOMODATIONS
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.
**COLLEGE OF CHARLESTON HONOR CODE & 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 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 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

Final exam videos submitted to Oaks at BEGINNING of exam time per the Spring Exam Schedule: https://registrar.cofc.edu/calendars/index.php