The College of Charleston

MGMT 408 - Business Policy (Senior Capstone)

Spring 2015

Section 408-07 @ 4:00 – 6:45pm T

Education Center, 115

Prof. Trent D. Salvaggio
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Office hours: Tuesday, Thursday: 2:00pm – 4:00pm; Also by appointment


Required Resources: HBR Course Pack (https://cb.hbsp.harvard.edu/cbmp/access/32584089)

Course Website: C of C OAKS

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 production, as a means of developing the students’ conceptual and decision-making abilities. Case studies will be used extensively. Strategic management focuses on the responsibilities and duties of an organizations’ top management team in formulating and implementing strategies that will ultimately create a sustainable competitive advantage. In the global environment which businesses operate today, strategy is often a multi-dimensional construct which incorporates aspects from each dimension of the “triple bottom line”. The formation of business strategy requires those involved to understand all aspect of business and to take action based on that understanding in an effort to accomplish the strategic goals of the organization.

Course Format: This course will utilize a variety of pedagogical approaches including, but not limited to, case analysis, simulation, and, primarily, interactive discussion. To effectively address the learning objectives of this course, it is expected that all members of the class arrive on time and adequately prepared to participate in a student-centered learning environment. Such an environment requires students to take ownership of the learning process by working with their professor to leverage the collective understanding of all of the individuals’ in the group, while also demonstrating their own mastery of course topics.

Course Learning Objectives: Students will develop a comprehensive understanding of the importance of, and the process associated with, the development of an effective business strategy.

1. Develop the skills associated with creating and/or maintaining successful business operations.
2. Understand the importance of strategic decision making within the contexts of differing political, social, and cultural environments.
3. Clearly identify external and internal factors affecting business strategy development.
4. Develop an understanding of the changing global environment as it relates to the development of an effective business strategy.
5. Comprehend the consequences of strategy implementation on local, national, international, and global environments.
School of Business Goals:
This course is designed to address the following School of Business Goals:

**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 AND CREATIVITY:** Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

**SYNTHESIS:** Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Prerequisites:
Senior standing, ACCT 203, 204; DSCI 232, 304; ECON 200, 201; FINC 303, MGMT 301, MKTG 302, MATH 104 or 250; MATH 105 or 120.

Attendance:
It is expected that all students will arrive to all classes fully prepared to advance the conversation taking place during the class session.

Class Participation:
Class participation consists of much more than simple attendance. Participation includes the proactive and collaborative efforts to create a learning environment that allows each class member to derive value from the time spent together in a classroom setting. This type of participation allows for collegial discourse and an appreciation for diverse points of view.

Honor Code:
All students are expected to adhere to the College of Charleston Honor Code. The Honor Code of the College of Charleston specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and, by their acceptance of admission to the College, to abide by the Code and to report violations. The following is from the Code of Honor Handbook:

**Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with
the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible 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.

It is important for students to remember that unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Remember, 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 professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Students are also expected to abide by the College’s Code of Conduct. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Any violation of the Honor Code or Code of Conduct will be promptly reported to the Office of Student Affairs.

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

**What you should expect:**

You should expect that your professor will provide an environment free from judgment and bias which allows for the free exchange of ideas between educated participants. Your professor will assist in the learning process by moderating and facilitating conversation, providing guidance relating to the theoretical concepts being discussed, and by providing support whenever possible in an effort to advance your development.
It is important to note that your instructor will also, and often, participate in your discussions by providing differing and diverse perspectives on the topic at hand. Such perspectives are offered to provide an environment which allows for a deeper appreciation for diverse points of view, while also providing an opportunity for each student to develop a deeper understanding of course material.

**Grade Composition**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
<td>40%</td>
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<tr>
<td>Case Analysis</td>
<td>30%</td>
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<tr>
<td>Chapter Assignments</td>
<td>30%</td>
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<td>Total</td>
<td>100%</td>
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**Grading Policy:**

- A ..... 94 – 100%
- A- ..... 90 – 93%
- B+..... 87 – 89%
- B ...... 84 – 86%
- B-..... 80 – 83%
- C+..... 77 – 79%
- C ..... 74 – 76%
- C-..... 70 – 73%
- D+ ... 67 – 69%
- D ..... 64 – 66%
- D- .... 60 – 63%
- F ...... Less than 60%

**Late Assignments:**

As it is in the world of fast-paced and ever changing business, deadlines are non-negotiable. Assignments are due on the date stated, and there is no provision for assignments submitted beyond the stated due date.

**Graded Components:**

**Class Participation:**

Participation will be evaluated on the basis of the above described dimensions. In addition, students should understand that the **quality** of their participation, not only the **quantity**, will be considered in evaluating this aspect of the course. Students are expected to have a well-developed understanding the assigned material each week and be able to demonstrate such during class discussions. Individuals may be called upon at any time to present their perspectives on questions posed by the instructor or their classmates. The inability to adequately address such questions, defend a position, and advance the conversation will result in a grade of 0.

**Case Analysis:**

Each individual will have the opportunity to demonstrate their mastery of course concepts through the analysis of 4 selected cases. These assignments require the student to critically evaluate complex situations and then apply their knowledge to provide innovative solutions. Students are challenged to concisely present their complete findings in a professional, properly formatted, typed document no longer than 750 words.
Anticipated Class Schedule (Subject to change at the discretion of the instructor)

January 13th
READ: Course Syllabus, Grant – Chp 1: The Concept of Strategy
READ: Starbucks Corporation, April 2012 (p.445-461)
CLASS: Introductions, Syllabus Review, Introduction to Case-Based Learning
CLASS: Starbucks

January 20th
READ: Porter - What is Strategy? (HBR Coursepack Material)
READ: Grant – Chp 2: Goals, Values, and Performance
CLASS: In-depth analysis of Porter’s thoughts on strategy;
CLASS: Goals and Values as drivers of strategy; Elements of financial analysis

January 27th
READ: Porter - The Five Competitive Forces that Shape Strategy. (OAKS)
READ: Grant – Chp 3: Industry Analysis: The Fundamentals
READ: The US Airline Industry in 2012 (p.473-487)
CLASS: Porter’s 5-Forces Model;
CLASS: Environmental vs. industry analysis; Industry analysis and the development of strategy
ASSIGNMENT: Self-Study Questions (p.84): 1, 2, 6a, 6b

February 3rd
READ: Grant – Chp 4: Further Topics in Industry and Competitive Analysis
READ: Cola Wars Continue – Coke and Pepsi in 2010 (HBR Coursepack material)
CLASS: Extensions, critiques, and criticisms of the 5-Forces Model
CLASS: Cola Wars
ASSIGNMENT: Cola Wars case analysis

February 10th
READ: Harley-Davidson, INC., May 2012 (p.521-537)
CLASS: Identifying and appraising resources and capabilities
CLASS: Forming the strategic plan; Aligning strategy and organizational structure
ASSIGNMENT: Harley-Davidson Case questions 1-4
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Class Topics</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>March 3rd</td>
<td>Spring Break – No Classes</td>
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<td>March 10th</td>
<td>CLASS: Lululemon</td>
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<td>March 24th</td>
<td>READ: Grant – Chp 10: Competitive Advantage in Mature Industries READ: Google in 2014 (HBR Coursepack material)</td>
<td>CLASS: Google group workshop</td>
<td>ASSIGNMENT: Google case analysis</td>
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### March 31st
READ: Grant – Chp. 11: Vertical integration and the Scope of the Firm
READ: American Apparel: Vertically Integrated in Downtown LA (p. 655-667)
READ: Gucci Group in 2009 (HBR Coursepack material)
CLASS: Gucci
ASSIGNMENT: Self-Study Question #5 (p.312)

### April 7th
READ: Grant – Chp. 12: Global Strategy and the Multinational Corporation
READ: Outback Steakhouse: Going International (p.668-675)
READ: Strategies that fit emerging markets (HBR Coursepack material)
CLASS: Competitive advantage in a global environment; Porter’s diamond
CLASS: Outback Steakhouse
ASSIGNMENT: Diagnose institutional contexts

### April 14th
READ: Grant – Chp. 13: Diversification Strategy
READ: The Virgin Group in 2012 (p. 693-708)
CLASS: Branson: ‘Mad Man’ or ‘The Man’?
CLASS: Facebook: What are they buying today?

### April 21st
READ: Grant – Chp 14: Implementing Corporate Strategy: Managing the Multibusiness Firm
READ: Jack Welch and the General Electric Management System
READ: Jeff Immelt and the Reinventing of General Electric (p. 746-766)
CLASS: Jack vs. Jeff: Who did it best?

### April 28th
READ: Grant – Chp 15: External Growth Strategies: Mergers, Acquisitions, and Alliances
READ: The Walt Disney Company and Pixar, Inc.: To Acquire or Not to Acquire? (HBR Coursepack material)
CLASS: Pro’s and Con’s; Disney
ASSIGNMENT: Walt Disney case analysis

### May 5th
READ: Grant – Chp 16: Current Trends in Strategic Management
READ: W.L. Gore & Associates: Rethinking Management (p.784-792)
CLASS: Command & Control; Complexity Theory; Balanced Scorecard
CLASS: Starbucks Revisited