



SEATTLE UNIVERSITY
ALBERS SCHOOL OF BUSINESS & ECONOMICS

MBA 5225-03: DELIVERING GROWTH

WEDNESDAYS, WINTER QUARTER 2018

SYLLABUS

FACULTY TEAM	EMAIL, OFFICE	PHONE	OFFICE HOURS*
David Carrithers	EMAIL: dfcarrit@seattleu.edu OFFICE: PIGT 526	(206) 296-5919	MONDAYS, TUESDAYS AND WEDNESDAYS 4:45 – 5:45 PM AND BY APPOINTMENT
Jeffery Smith	EMAIL: smitjeff@seattleu.edu OFFICE: PIGT 419	(206) 296-5714	MONDAYS AND TUESDAYS 4:00 – 5:30 PM AND BY APPOINTMENT
Chris Longston	EMAIL: longston@seattleu.edu OFFICE: PIGT 516	(206) 296-5302 (Paige Khoury)	BY APPOINTMENT

Reading Materials

Please purchase the following materials:

1. Foerster, Stephen. (2014). *Financial Management: Concepts and Applications*. Pearson. ISBN: 978-0132936644.

Alternative text option, not necessary for those who already have the Foerster text: Higgins, Robert C. (2011). *Analysis for Financial Management*, 10th Edition. McGraw Hill. ISBN: 978-0078034688.

2. MBA 5225 Course Pack, Winter 2018. Harvard Business School Publishing
<http://cb.hbsp.harvard.edu/cbmp/access/72326703>. **Purchase all items in this Course Pack EXCEPT the case and spreadsheet for “California Pizza Kitchen”**

Other topical, supplemental reading materials for this course will be available through Canvas. Please make sure you review the session-by-session outline on Canvas to assure that you have completed all of the assigned readings on time.

Class Meeting Schedule

Your learning is our primary concern in this course, so we may modify this schedule if, for instance, we discover it is beneficial to spend more time on a certain topic and less on another. The course consists of ten weekly class meetings. Please have the assigned reading materials completed before you arrive to class. The instructors will make additional information available about their specific classes in a timely fashion.

DATE	INSTRUCTOR	TOPIC	TO READ BEFORE CLASS	DELIVERABLES
Jan 10	Carrithers	Discounted Cash Flow (DCF) Techniques	Foerster, Chapter 7 Alternative text option: Higgins 10e, Chapter 7, up to p. 264.	
Jan 17	Carrithers	The Investment Decision	Foerster, Chapter 7 Alternative text option: Higgins 10e, Chapter 7, pp. 264-277	Take Home Problem Set 1
Jan 24	Carrithers	The Financing Decision	Foerster, Chapter 9 Alternative text option: Higgins 10e, Chapters 5 and 6	Take Home Problem Set 2
Jan 31	Carrithers	The Financing Decision, continued	Foerster, Chapter 5 Alternative text option: Higgins 10e, Chapter 6	Take Home Problem Set 3
Feb 7	Carrithers	Case Application	Case: "Butler Lumber" (Course Pack) See questions on Canvas.	Case Report on "Butler Lumber"
Feb 14	Longston	The Value of IT	Carr, "IT Doesn't Matter," <i>Harvard Business Review</i> May, 2003 (Course Pack) Peppard, et al, "Managing the Realization of Business Benefits from IT Investments," <i>MIS Quarterly Executive</i>, March, 2007 (Lemieux Library)	
Feb 21	Longston	IT and Business Alignment	Case: "Harley-Davidson Motor Company: Enterprise Software Selection," Harvard Business School Case 600-006 (Course Pack)	
Feb 28	Longston	IT Governance	Case: "WestJet Airlines: Information Technology Governance and Corporate Strategy," Ivey Business School Case W13308 (Course Pack)	Case Analysis for "WestJet Airlines"

Mar 7	Smith	Growth and the Responsibility to Shareholders	Boatright, <i>Ethics in Finance</i> , Chapter 6, pp. 223-243 and 254-272 (Canvas) Bower and Paine, "The Error at the Heart of Corporate Leadership," <i>Harvard Business Review</i> May-June, 2017 (Course Pack)	
Mar 14	Smith	Growth and the Responsibility to Stakeholders	Hsieh, "Responsibilities to Employees," Harvard Business School Case 315-067, 2014 (Course Pack) Sucher and Winterberg, "Honeywell and the Great Recession (A)," Harvard Business School Case 315-022, 2014 (Course Pack)	<u>Due in Finals Week</u> : Case Analysis for "Honeywell"

Course Description

This course focuses on expanding the growth of business using quantitative tools as well as the assumptions and ethical dimensions behind the use of those tools. We will examine financial decisions to maintain and expand operations in the presence of uncertainty, risk, imperfect information as well as the different interests that various stakeholders have in a business's growth. Students will also be introduced to information technology investment decisions as an example of how these issues can be addressed by management.

The guiding aim of this course is to explore how managers and other leaders can support the growth of a company, business unit, or product line. In practical terms, this course will provide students with concepts, tools and techniques to: (1) assess a growth plan from a financing perspective; (2) formulate a strategic plan for information technology processes as one way to support the growth of a company; and (3) understand and critically evaluate the ethical issues that arise in relation to measuring and assessing the growth of a company.

Learning Outcomes

In general, students should be able to effectively use the concepts, quantitative methods and analytic tools covered in this course to make well-informed, ethically sensitive decisions about how to grow a company. The specific learning objectives of this course are provided below. They directly support the PMBA Learning Objectives (Appendix A).

1. Value a company's assets using time value of money tools and use those tools to evaluate the strengths of various financing decisions. (PMBA Learning Objective 1)
2. Critically evaluate financing and information technology options through a framework that assesses the risks and returns of different decisions (PMBA Learning Objectives 1, 3, 4)
3. Design a process that aligns business growth and information technology systems (PMBA Learning Objectives 1, 4)

4. Understand and apply ethical considerations in deciding how companies should grow over time and how growth should be evaluated (PMBA Learning Objectives 1, 3, 4)

Performance Assessment

Final grades for this course are assigned based on the following assignments and weights. Detailed information regarding each assignment is available on Canvas.

Component	Component Weight	Assignments
Time Value of Money, Financing Decisions and Growth (Sessions 1-5)	50%	Take-Home Problem Set (30 points) Case Report (20 points)
Information Technology and Growth (Sessions 6-8)	30%	Case Analysis (30 points)
Growth and Responsibility (Sessions 9-10)	20%	Case Analysis (20 points)

The course letter grade will be assigned according to the following schedule:

95 – 100	A	77 – 79.99	C+
90 – 94.99	A-	74 – 76.99	C
87 – 89.99	B+	67 – 73.99	C-
84 – 86.99	B	60 – 66.99	D
80 – 83.99	B-	below 59.99	F

General Information and Policies

The **Canvas** course site (<https://seattleu.instructure.com>) contains class notes, articles, homework, some grades and other course materials. If you are missing handouts, go here first. We suggest using either Chrome or Firefox for full Canvas functionality.

To minimize distractions and disruptions, all **electronic devices** (cell phones, laptops, recording, etc.), including ours, must be turned off during class except by prior agreement or if deemed to be course-relevant by the instructor.

Access relevant **newspapers and peer-reviewed journal articles**, including the *Wall Street Journal*, *New York Times*, *Harvard Business Review* and *Bloomberg Business Week* via the Lemieux Library's electronic databases (<https://www.seattleu.edu/library>).

You are **responsible for any and all messages and assignments that we send through Canvas**. If you have a different, preferred email address, then make sure you set up Canvas to forward your email. To help us keep track of your emails, **all emails must be sent through Canvas**. If you send an email about the class through regular Seattle University email, we will ask you to resend it through Canvas. We acknowledge this will be inconvenient at times, but will save much time for two reasons: your email will not get lost in the flood of our normal email and will be easy to find if there are any questions. We will respond to your emails in a timely fashion.

Since so much of this course is organized around team, discussion and other in-class work, it is imperative that you **discuss any scheduling conflicts or absences with the instructors** as soon as possible. The instructors will work with students who have such problems but this can only be done if the instructors are notified in advance, wherever possible, and provided an appropriate rationale. In general, **please bring any problems you are having with the course to the instructors' attention.**

Your **classmates are a valuable resource** because they have access to the same class materials, notes and reading materials. You will be working with your classmates in class and outside of class, so it is to your mutual benefit to get to know each other. Hopefully you will be able to rely on each other, as this will help foster precious professional relationships and friendships.

University Resources

The Learning Commons (<https://www.seattleu.edu/learningcommons>) provides various resources to facilitate learning, studying and assignment completion, including Research Services, Learning Assistance Programs, the Writing Center, and Math Lab. Students should familiarize themselves with these services and make appointments in advance to take advantage of the Learning Commons.

Academic Integrity will be expected. This means that you should be familiar with the Seattle University Academic Integrity Policy and the types of misconduct that violate this policy. You are encouraged to speak with the instructors if you have questions. You can visit the University's online Academic Integrity Tutorial if you have further questions (<https://www.seattleu.edu/academicintegrity/>).

In addition to the Academic Integrity Policy, you should be familiar with the University's Academic Grading Grievance Policy and the Performance Criteria for the Albers School of Business & Economics Policy. If you have further questions on these or other SU and Albers policies, you can access a full list of policies through RedHawk Axis (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

If you have, or think you may have, a **disability** (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this course, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in Loyola 100 at (206) 296-5740 or online at <https://www.seattleu.edu/disabilities-services>. Disability-based adjustments to course expectations can be arranged only through this process. You are responsible for seeking help in a timely fashion to obtain disability-based adjustments to course expectations.

Appendix A PMBA Program Learning Objectives

1. Demonstrate competence for managerial decision-making. Graduates will anticipate and/or frame problems effectively, and identify opportunities that integrate multiple concerns. They will demonstrate the ability to use conceptual frameworks and rigorous analytical tools to arrive at decisions that achieve positive impact for relevant stakeholders.
2. Recognize and address moral and ethical challenges, and defend a course of action. In the vocation of business, and in personal life, graduates will recognize and support the dignity of others and recommend or take action to preserve the common good.
3. Understand, integrate, and apply substantive knowledge in a global context.

- a. Graduates will have gained an understanding of the substance of, and linkages among, the varied domains of business education. They will demonstrate ability to extend their knowledge through independent consultation of existing sources.
 - b. They will show cross-cultural competence by understanding how their organization relates to the changing global environment, and demonstrate the ability to work effectively with domestic and international students.
4. Display competence in communications. They will be able to organize material persuasively and use graphical or technologically augmented material to establish a favorable connection with a business audience. In written and oral communication, graduates will demonstrate mastery of grammar and structure.
5. Establish and maintain constructive working relationships. Graduates will have demonstrated effective interpersonal skills with a wide range of business professionals inside and outside the University. They will skillfully engage in teamwork, leading and influence others appropriately, and managing conflict that may arise.
6. Demonstrate self-awareness and professional purpose. By completion of the program, graduates will understand their strengths and weaknesses, values, goals, and how they are perceived by others. In addition, they will have the capacity to identify a career and organization in which they can most effectively express their unique gifts to make a positive impact.

Last updated: 1/3/18