

Business Policy and Strategy

SYLLABUS AND SCHEDULE | Winter Quarter 2021

Course information

Course code: MGMT 4890
credits: 5
Location: Online
Class times: M-W 3:40–5:45pm
First session: 1/6/2021
Last session: 3/15/2021
Final: 3/17 @ 4-5:50pm

Instructor information

Instructor: Joe Schlegel
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Course description

This course introduces the most important concepts and frameworks of strategic management and helps you develop critical thinking skills for formulating and implementing strategy. We will focus on the perspectives and skills required to identify and diagnose critical strategic issues affecting firm performance, examine how firms can gain and sustain competitive advantages in the face of uncertainty and competition, and build on our understanding of complex business environment to devise realistic solutions to address those issues.

To be successful, a firm's strategy must permeate all departments and functional areas. As such, in this senior-level capstone business course, we integrate and apply knowledge and skills gained from your prior studies (e.g., accounting, economics, finance, management, and marketing) to teach you to be a better—meaning a more systematic, logical, complete, critical—thinker about strategy. In doing so, we explicitly apply a comprehensive and integrated management point of view, and will analyze strategies in light of the general manager of a corporation. The skills you learn in this class will help you in whatever job you take after graduation as well as in your personal investing and employment choices, and ultimately, help you to work more effectively in your professional careers.

Learning outcomes

On successful completion of this course (i.e., by *passing* the course), you will be able to *synthesize the set of concepts and frameworks you have gained to address challenging strategic management problems*. In particular, you will be able to:

1. Analyze industry structure and environmental trends to assess industry potential;
2. Evaluate firms' competitive positioning and assess firm-level resources and capabilities;
3. Formulate business-unit and corporate strategies to achieve competitive advantage;
4. Evaluate and manage complex ethical and social issues facing firms in implementing strategy and organizing the firm for strategic success.

Required readings and materials

TEXTBOOK: Rothaermel, F. (2021). *Strategic management: 5th Edition*. ISBN 9781260261288

*****I will definitely be using the book as all our lectures and your discussion questions will be driven from the chapters within the book. Please have access to the book by day one. This text has come out with a 5th edition, but you can still use whatever edition to save costs. FYI – I understand you desire to stick it to the textbook publishing companies, be aware that the pirates leave content out of their International versions.**

Additional assigned readings/handouts from the instructor, Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Advanced Management Journal, Business Horizons, Harvard Business Review, Journal of Applied Psychology, Sloan Management Review, Organizational Dynamics, Research in Organizational Behavior, Strategic Management Journal, The Wall Street Journal, Fortune, Bloomberg Business Week, Forbes, Inc., and Barron's.

Evaluation: Overview of assignments

A.	Attendance/Participation/Discussion Questions.....	35%
B.	Mid-term exam.....	15%
C.	Final exam.....	15%
D.	Group Project and Presentation.....	35%

You will be evaluated based on both your individual and learning team participation. Please note that you must successfully pass both the individual and the team portions of the course.

Approximate Grade Ranges/Grading scale: 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 F = below 64.

Attendance & Participation. (Show up and throw up): 35%

Participation in all course activities is an integral part of this course. It is critical to the success of this course that all students read the material for each class and that each individual participate in the in-class discussions, cases, and exercises. Students will be evaluated on both their active participation and on their contribution to the learning of others. The value you bring to the class is your real-world working experiences. By sharing and swearing with others, we can all better grasp the principles being presented in the book.

Participation includes submitting Discussion Questions for class use. You will be required to turn in discussion questions **every** week that will cover the reading assignments **OR** past discussions **OR** current events. Use whatever media you choose to find a current event subject. We may not use your discussion question/current event in class, but you will get credit for turning in the assignment.

The purpose of the Discussion Questions, (DQ's), is to stimulate conversation in class and to drive creative thinking. Please make them relevant to your work or life experience so we can brainstorm in class. Class discussion is more preferred than me performing *Death by Power Point*.

DQ's are due by Sunday at midnight via Canvas. No credit for any DQ's turned in after the deadline, during class time or subjects covered during class. YOU CAN ALWAYS TURN IN THE ASSIGNMENT AHEAD OF THE DUE DATE. Inevitably students forget about their DQ's until late into the evening and one of three things happens:

1. Forget to submit and get zero points.
2. Turn in a weak effort at 11:58 p.m. and get zero points, (see examples below)
3. Turn in an entertaining alcohol induced DQ and maybe get some or all points.

This is the area that negatively impacts student's grades more than others and it is self-inflicted. Please get it done.

We have 11 weeks of class and my expectation is that I receive 8 DQ's from each student, (due dates in Canvas)

These DQ's will be published in class, so please don't include any information that you do not feel comfortable sharing.

I don't do "make-ups". If you choose to not turn the work in, that is on you, not me. Please no begging, emotional stories, drama or any other forms of cajoling. Just get the work turned in on time.

Example of a good DQ's:

The makeup/cosmetic industry is an example of 'oligopolistic' competition, mainly because of huge M&A's by dominant firms such as Shiseido, Estee Lauder, and L'Oreal, (over 180 brands are owned by 7 companies). Although M&A's can help reduce the C in V-C economic value creation, sometimes M&A's can also reduce shareholder value creation due to the notorious reputation of these dominant firms. For example, Estee Lauder is notorious for the chemicals they put into their makeup, which turns many consumers away from their brand. However, sometimes these customers find that alternative brands are acquired by Estee Lauder, which conflicts with certain brand strategies, missions, visions, and core values. Nars used to be a vegan-friendly brand until it was acquired by Shiseido and many consumers have stopped using Nars as a result. How can brands address this issue of conflicting missions, visions, and core values during M&A's?

During the past summer I worked as an intern in the accounting department of a commercial real estate firm. The last day of my internship, my manager conducted a Exit Interview with me. During the interview, he asked me if there were any employees in the office that were

“not working as hard as they should”. At the time, I was put off by this question and I did not answer it because I didn’t want to throw anyone under the bus. Is this a normal question that managers ask their employees?

Sample of unacceptable DQ’s:

On pg. 405 the text states that the most fundamental ingredient of effective teams is trust. What other traits are as important as trust within the team?

Out of the 3 types of teams on pg. 401 what type or combination do you feel works the best within sales?

Midterm examination; 15%

Open book TIMED examination to see how we are tracking. The format will be essay questions. I will give you a study guide the week prior to the midterm which will tell you exactly what the focus of the midterm will be.

Final examination: 15%

Open book TIMED examination to see if I was able to learn you stuff. Again, format will be essay questions and a study guide will be provided. Chapters not covered in class, will not be on the tests.

Group Project Paper and Presentation: 35%

The class will be organized in groups. I will provide a list of local businesses and through a lottery, the groups will be allowed to choose from one of these firms. The intent is for the team members to visit the businesses and gain access to the management and/or staff personnel to gain insights. Each group is to research their organization on the following matters. Using the AFI Strategy Framework, the paper must include:

- Brief history and identify the current leadership
- Organization’s Mission/Vision and Goals
- External Analysis tools:
 - PESTEL
 - Porters’ five force tools: profitability and competitive strategy
 - Strategic Mapping: industry performance amongst competitors
- Internal Analysis tools:
 - What is their core competency?
 - VRIO Framework to identify competitive advantage
 - SWOT analysis
- Competitive Advantage and Firm Performance:
 - Financials, (use whatever metrics you feel represent them best)
 - Any areas of innovation or growth?
 - Create a Balanced Scorecard of the firm
- Business-Level Strategy:

- Identify which they employ and how successful they are in that strategy, (Cost Leadership, Differentiation, Value Innovation, Integration, Blue Oceans
- Are they Disrupters or will they be disrupted?
- Corporate-Level Strategy:
 - Where do they compete?
 - Mergers, Acquisitions, Takeovers, Diversification
 - Perform a Boston Consulting Group model on products/services, (if applicable).
- Define the Organization's Design:
 - Structure
 - Culture
 - Control
- Recommendations/Executive Summary. Using the information you have gathered, please identify Strategic Alternatives for your firm to implement for growth. Identify areas of concern and/or issues and possible solutions. Do they exhibit a sustainable competitive advantage? **This is the area that teams lose points on. Remember to provide recommendations.**

The Group Paper is to be typed in 12-point font, single-spaced, using Times-Roman or Arial fonts. Use the APA referencing style. The paper will be between 12-16 pages, not including references.

Instructional methods

The learning methodology used in this course consists of reading the textbooks, lectures, and other assigned readings, class participation/case analysis, and group project and presentation.

My goal is to educate you on the coursework without boring you, so I will use a variety of exercises, videos, movies, guest speakers, and/or sock puppets.

General course policies

CLASSROOM NORMS

During our first class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. Ethics and ethical reasoning is integrated throughout the course. *Plagiarism and cheating will provide sufficient grounds for dismissal and failing the class.*

CELL PHONES, LAPTOPS, AND RECORDING DEVICES

To minimize distractions and disruptions, all electronic devices (laptops, cell phones, recording, etc.) must be turned off during class except by prior agreement. Please respect my time and I will respect yours.

CANVAS

We will utilize Canvas as the primary tool for communications including submissions of assignments, grades, discussion questions and etc. If you have questions or need assistance on how to use Canvas, please refer to the Canvas Student Guides: <http://www.seattleu.edu/canvas/>

ONLINE FORMAT

During class, please have your video on so I can see your beautiful faces. There may be times when you need to turn off the video, but my expectation is this would be just as we would see you in the classroom.

University resources and policies

SUPPORT FOR STUDENTS WITH DISABILITIES

If you have, or think you may have, a disability that interferes with your performance as a student, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

ACADEMIC POLICIES ON THE REGISTRAR WEBSITE

Be sure that you understand the following university academic policies, posted on the Registrar's website: <https://www.seattleu.edu/registrar/academics/performance/>

ACADEMIC GRADING GRIEVANCE POLICY

<https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/Academic-Grading-Grievance-2004-07.pdf>

ACADEMIC INTEGRITY POLICY/TUTORIAL

<https://www.seattleu.edu/academicintegrity/>

Provisional schedule:

I reserve the right to modify this schedule within reason due to guest speakers or spending more time on a certain topic and less on another. This allows me to ensure you are learning the subject matter. Thank you for your understanding.

Date	Week	Topic	Readings	Individual deliverables	Team deliverables
1/6	1	Course Introduction	Syllabus	Introductions	
1/11 1/13	2	Strategy Intro Strategic Leadership	T: Chapter 1, 2	DQ1 1/10	
1/18 1/20	3	MLK day/No Class Strat Leadership continued	T: Chapter 2, (finish)	No DQ	
1/25 1/27	4	External Analysis, Internal Analysis	T: Chapter 3, 4	DQ2 1/24	
2/1 2/3	5	Comp Adv, (Bus Models) Business Level Strategy.	T. Chapter 5, 6	DQ3 1/31	
2/8 2/10	6	Midterm Innovation/Entrepreneurship	T. Chapter 7, (start)	DQ4 2/7	Team Selections
2/15 2/17	7	Presidents day/No Class Innovation/Entrepreneurship	T. Chapter 7, (finish)	DQ5 2/14	
2/22 2/24	8	Vertical Integration Diversification Mergers/Acquisitions	T: Ch 8, 9	DQ6 2/21	
3/1 3/3	9	Global Strategy Organizational Design	T: Chapter 10, 11	DQ7 2/28	
3/8 3/10	10	Ethics Group Projects Session	T: Chapter 12	DQ8 3/7	
3/15 3/17	11	Last class, (Mon is regular class for catch up, Review) Finals	Paper Due by 3/15 @ 1pm.		Group Paper Due Final