BUS450 Business Policy & Strategy

TuTh 11:00am-12:15pm
@ Luther-Bonney 326 [Portland]

Instructor Information
Instructor: Professor Richard Arend ['Prof A']
Email: richard.arend@maine.edu (Please include BUS450 in the subject line)
Office: 423 Luther Bonney Hall, [phone - 780-4597]
Office hours: planned TuTh 12:30pm-2:00pm or by appointment (e.g., by email)
BrightSpace course website: accessible through https://courses.maine.edu/d2l/home

Catalog Information
Credits: 3
Prerequisites: FIN 320 (C or better), BUS 340 (C or better), BUS 260 (C- or better), 2.00 GPA, Senior Standing, Business major, and have satisfied the Ethical Inquiry, Social Responsibility, and Citizenship Core requirement.
Description: An in-depth examination of the strategic management process in a variety of organizations. This course uses case study analysis, discussion and an integrative capstone project to provide students with opportunities to learn and to apply strategic management theories and concepts. These include competitive analysis, value-chain analysis, generic business strategies, corporate strategy, and global strategy. The course fulfills the capstone requirement of the USM Core.

Course Overview
This course is a capstone course that looks at the processes and skills needed to analyze and execute competitive strategic decisions, often with an emphasis on technological innovation. This course will help students understand why some organizations perform well while others do not. It provides concepts and ideas for the tool kit of a manager involved in a strategy process. It provides insights into how value is created and appropriated at a rate greater than other organizations. The first part of the course analyzes factors and decisions that affect performance to inform business strategy formulation. The second part of the course considers strategy extending out from the business to more corporate, cooperative and global areas.

To provide a broad overview of key issues to consider in the strategic process, each Student will play a competitive simulation, analyze cases, and interview a real manager. In addition, each Student team will present their analysis of a real-world organization’s strategy and provide some implementable recommendations.
Course Objectives
- Explore the process: understand the fundamental concepts in strategic management: contextual analysis; internal analysis; dynamic analysis.
- Analyze the challenges: integrate knowledge gained in business disciplines (accounting, finance, HRM, marketing, MIS, operations, TIM, IB, analytics...) to generate a coherent, consistent, motivating and adaptable plan for success.
- Bridge the gap between theory and practice: determine the usefulness (and limitations) of the present tool-kits in applications to real-world strategic issues.
- By the end of the course, students will be able to: formulate a strategy; analyze a strategy; apply current strategic frameworks; critically think and problem-solve about strategic issues; understand how to integrate different functions (marketing, finance, production, structure, systems, and human resources); understand how to exploit network externalities; define an organization's strategic direction; choose better innovation projects; create collaboration strategies; analyze a decision using an ethical framework; and craft a deployment strategy.

USM Capstone Objectives
Students completing a capstone will
1. Draw on the specialized knowledge of the major to articulate a significant theme, topic, issue or problem;
2. Design and generate a significant oral, written, creative or applied final project;
3. Collaborate or consult with others to research, create or discuss solutions or approaches to the project;
4. Analyze, apply, and integrate multiple sources of information and specialized perspectives to complete the project;
5. Draw on learning in general education and other courses to reflect on and critically interrogate learning within the capstone and the major.

Engaged Learning Core Requirement This course satisfies the USM Core Engaged Learning requirement by providing students with an opportunity to apply their knowledge, skills, and abilities beyond the traditional classroom through sustained application, reflection and collaboration on issues of relevance beyond the University.
In Engaged Learning courses, students:
1. Apply their theoretical and conceptual knowledge AND demonstrate self-directed learning to a substantial, sustained, and collaborative project or activity. [In teams, students will do both in the business strategy real-world consulting project.]
2. Situate the engaged learning experience in historical, cultural, technological, or other contexts. [Here, it will likely be a technological situation.]
3. Effectively listen to, collaborate and communicate with participants in the engaged learning experience. [Students will interview and interact with real managers as part of the course.]
4. Critically reflect on their theoretical and conceptual knowledge as a result of the engaged learning experience. [In teams, students will critically reflect on the knowledge applied to the project, and individually in relevant cases and other exercises.]
Course Materials

*Required Text Book* – *Contemporary Strategy Analysis – 10e*
by Robert M. Grant; Wiley; 10th Edition

Any *additional readings* and *videos* will be on BrightSpace [including the USM Ethics Analysis Framework]. (‘BSp’ in course schedule).

You will be provided registration with MIT Sloan site for the simulation.

*Required FOUR Cases:*
  - TWO Cases from HBSP Casepack: [https://hbsp.harvard.edu/import/897739](https://hbsp.harvard.edu/import/897739)
  - TWO Cases from the textbook will also be used (#5, and #22)

Grading

Student evaluation and final grades will be based upon the following:

<table>
<thead>
<tr>
<th>Individual Work</th>
<th>60%</th>
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<tbody>
<tr>
<td>Tests (2)</td>
<td>30%</td>
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<tr>
<td>Simulation Work</td>
<td>5%</td>
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<tr>
<td>Individual Case Write-Ups (2)</td>
<td>10%</td>
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<tr>
<td>Class Participation &amp; Constructive Feedback</td>
<td>10%</td>
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<tr>
<td>Interview-Survey</td>
<td>5%</td>
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<tr>
<td>Team Work</td>
<td>40%</td>
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<td>Site Selection</td>
<td>5%</td>
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<td>Progress Report</td>
<td>5%</td>
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<tr>
<td>Final Report</td>
<td>15%</td>
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<tr>
<td>Team Presentation</td>
<td>15%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>
Class Participation & Constructive Feedback (10%):

For you to benefit most from the class material and discussion, it is important that you prepare for each class session. Completing the assigned readings prior to class allows you to better learn from the comments of other students in class as well as to actively participate in discussions. Class participation means that you have attended class regularly, completed the assigned readings prior to each class, and actively participated in class discussion in a professional, value-adding manner.

As an effective manager in the working world, part of your responsibility will be living up to the expectations of your peers, employers and business partners. Thus, I expect the same. Each week, you will fill out a two-minute memo form to record your class contributions and raise any concerns about the course (e.g., questions unanswered). I will reconcile these assessments with my own opinions to come up with a class participation grade. Also, at the end of the semester, you will have a chance to constructively review the presentations of the other teams; this will count towards your participation grade.

To discourage free-riding in the groups, at the end of the semester, you will have the option to review your team members' professionalism and contribution. Group grade distribution may be affected in unusual cases. I would strongly encourage that you address any group member concerns early in the semester. It is recommended that you and your team members talk explicitly, but not too hypothetically, about goals and expectations up front so there are no misunderstandings later on down the line.

Class contributions should be made in a professional manner. Please note that a professional manner does not mean that you should not speak until spoken to, or that you should not challenge my ideas or the ideas of your classmates. It just means that you should interact with your peers and team members in a constructive and respectful manner.

Individual Case Assignments (5% * 2 = 10%):

You are required to submit one out of two case write-ups through each half of the semester. Case question(s) and answer format will be posted one week prior to discussing the case in class. The purpose of these exercises is to help you to learn think analytically about real business situations. Assignments are due at the beginning of the session listed. Late work will not be accepted. These are individual. Format will be provided. Please make a copy of your answers to the questions for in-class discussion. You are expected to prepare for all FOUR case discussions. [02/10 & 02/17; 03/31 & 04/07]

To clarify – there are four cases that we analyze in this class: two prior to the first test, and two after. For full credit, you must submit ONE prior to the test and ONE after = TWO cases total submitted. Further, there are two cases from the HBSP casepack and two from the textbook. You must choose at least ONE from the casepack for the TWO you do submit for full credit.
**Tests (15% * 2 = 30%):**

We will have one test in each half of the semester. These are scheduled to take place in class prior to each break and will each cover select topics discussed in class and covered by the textbook (for that part of the semester). Each is closed-book and closed-notes; the format will be multiple choice and short-answer. The second test will cover ethics. You will **not** be given extra time if you arrive late. Further details will be provided later in class. [02/24; 04/14]

**Simulation Work (5%):**

Each Student will play the simulation *Platform Wars*, an online business simulation, that will give you the opportunity to run your own company, managing all the key decisions for your firm while it competes in a technology market against a rival (a computer-program). The success of your company is measured by NPV (cumulative profit). (There may be other measures also used – e.g., most improvement, market share, and so on.) [by 03/11 – **no credit for late assignments**][You will be ‘playing as part of a class’ – please wait to play until given that info]

The short, one-page report will consist of three main parts:
1. a log of your *initial attempt decisions* [reported as a table] in your first full run (equal to 10 simulated years of the game) and their *justifications*, along with your 10-year score
2. contrasted to a log of your final attempt decisions and their justifications, along with that 10-year score
3. a description of the top lessons learned in playing the simulation and a brief discussion of how they do and do not apply to the real world [point-form is fine].

*NOTE* that you will have to record your initial attempt at the game and your justifications for those decisions – so, please **watch the video** and other materials PRIOR to first attempting to play the game.[ https://forio.com/simulate/mit/video-game/simulation/]

Specific format/template to be provided at a later date.

**Interview-Survey (5%):**

Each Student will interview and survey a different manager/entrepreneur (of their choice) who interacts in a significant way with some strategic issues at their organization (whether for-profit, non-profit, NGO, government). This is best scheduled for the second half of the semester. [due by 04/26 – **no credit for late assignments**]

The Student will structure the interview in order to provide a meaningful one-page summary of issues of their concern, the strategic tools and approaches they use and why, and the overall strategy and relevant tactics guiding them.

[The Student may also obtain a completed survey from them – anonymized – for the class to use for research analysis so that the class can better understand what academics and consultants base their prescriptions and textbooks on. [discussed at the end of the semester].
Extra Credit

There may be opportunities for extra credit assignments throughout the semester. For example, individual simulation scores, or an optional final exam during exam week, or a group incentive to complete the course evaluation.

Selection of Real-World Strategic Analysis (5%):

Each team of three to five students will provide a one-page document explaining its selection of a unique organization for its semester project for this course early in the semester. Guidelines for the selection of the organization [e.g., minimum size; minimum access to decision-makers] and the specific format of the document will be provided at a later date. [02/16]

Progress Report and Plan to Finish Real-World Strategic Analysis (5%):

Each team will provide a multi-page document describing its progress in its analysis of its chosen organization, in addition to its plans for completing the project [e.g., with team member roles]. The specific format of the document will be provided at a later date. [03/24]

Presentation of Real-World Strategic Analysis (15%):

Each team will present and provide its analysis of the strategy of a real-life organization it has contact with and investigates throughout the term. The team will provide a critical overview of the strategy and offer some recommendations for performance improvements (approximately 15 minutes for the presentation and up to 10 minutes for Q&A). The specific format will be provided at a later date. Presentations will occur at the end of the semester.[04/19-28]

Report of Real-World Strategic Analysis (15%):

Each team will submit a final report of fixed length and adhering to a to-be-specified format by the first Monday of exam week in hard-copy format. [05/03]
**Course Outline: Cases, Readings & Assignments** (subject to modification):

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/18, 01/20&lt;br&gt;Introduction and Course Overview + Strategy, Profit&lt;br&gt;Equation, Generic Strategies, Business Models</td>
<td><strong>Read:</strong> syllabus; BSp readings; Ch1: p1-9; Ch4: p88-91.&lt;br&gt;<strong>Choose seats; get into groups. Look at project selection.</strong></td>
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<tr>
<td>2</td>
<td>01/25, 01/27&lt;br&gt;Concept of Strategy + Competitive Advantage + Game Theory</td>
<td><strong>Read:</strong> BSp readings; rest of Ch1; Ch7; Ch4: p91-95.&lt;br&gt;<strong>Look at simulation &amp; its video.</strong></td>
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<td>3</td>
<td>02/01, 02/03&lt;br&gt;Industry Analysis + Firm Resources &amp; Capabilities&lt;br&gt;*See case 1&amp;2 handouts</td>
<td><strong>Read:</strong> Ch3 &amp; Ch5; BSp readings; &lt;br&gt;<strong>Look at any outstanding course issues. Finalize groups. Site Selection handout.</strong></td>
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<tr>
<td>4</td>
<td>02/08, 02/10&lt;br&gt;Competitive Analysis + CASE-GE Digital</td>
<td><strong>Read:</strong> Ch2 (except CSR); rest of Ch4; BSp readings + CASE 1 (HBSP)&lt;br&gt;[02/10- case#1 due*]</td>
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<td>5</td>
<td>02/15, 02/17&lt;br&gt;Strategy Implementation + CASE-Lithium-Ion Battery Industry</td>
<td><strong>Read:</strong> Ch6; BSp readings + CASE 2 (#5 in text)&lt;br&gt;[02/16- Site Selection document due]&lt;br&gt;[02/17- case#2 due*]</td>
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<td>6</td>
<td>02/22, <strong>02/24</strong>&lt;br&gt;Industry Evolution (+ test prep) + TEST</td>
<td><strong>Read:</strong> Ch8; BSp readings&lt;br&gt;[02/24- test#1 – closed book]</td>
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<td>7</td>
<td>03/01, 03/03&lt;br&gt;Tech-Based Industries &amp; TIM&lt;br&gt;Tech-based Strategy Issues</td>
<td><strong>Read:</strong> Ch9; BSp readings.[+]</td>
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<td>8</td>
<td>03/08, 03/10&lt;br&gt;Vertical Integration/ Scope + Global Strategy&lt;br&gt;*See case 3&amp;4 handouts</td>
<td><strong>Read:</strong> Ch10 &amp; Ch11; BSp readings&lt;br&gt;Manager Interview handout.&lt;br&gt;[simulation work due by 03/11]</td>
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<td>9</td>
<td><strong>03/15, 03/17</strong>&lt;br&gt;<strong>SPRING BREAK</strong></td>
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<td>10</td>
<td>03/22, 03/24&lt;br&gt;Diversification Strategy + Implementing Corporate Strategy</td>
<td><strong>Read:</strong> Ch12 &amp; Ch13; BSp readings&lt;br&gt;Final Presentation and Report handouts.&lt;br&gt;[03/24- Progress Report due]</td>
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<tr>
<td>11</td>
<td>03/29, 03/31&lt;br&gt;External Growth Strategies + CASE-Gore&amp;Assoc</td>
<td><strong>Read:</strong> Ch14; BSp reading + CASE 3 (#22 in text)&lt;br&gt;[03/31- case#3 due*]</td>
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<td>12</td>
<td>04/05, 04/07&lt;br&gt;Current Trends in Strategic Management + CASE-PhilipMorris</td>
<td><strong>Read:</strong> Ch15; BSp reading + CASE 4 (HBSP)&lt;br&gt;[04/07- case#4 due*]</td>
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<tr>
<td>13</td>
<td><strong>04/12, 04/14</strong>&lt;br&gt;Ethics in Business (+ test prep) + TEST</td>
<td><strong>Read:</strong> Ch2: p49-53; BSp reading (incl USM Ethics Framework)&lt;br&gt;[04/14- test#2 – closed book]</td>
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<tr>
<td>14</td>
<td>04/19, 04/21&lt;br&gt;Group work/ presentations</td>
<td></td>
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<tr>
<td>15</td>
<td>04/26, 04/28&lt;br&gt;Group presentations</td>
<td><strong>[04/26 – Interview due]</strong></td>
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*Only one of case 1,2 and case 3,4 are required. Cited readings will be posted on course BrightSpace.*

HBSP cases found @: [https://hbsp.harvard.edu/import/897739](https://hbsp.harvard.edu/import/897739)

Library Resources (libguide) found @: [https://libguides.usm.maine.edu/business](https://libguides.usm.maine.edu/business)
**Details:**

Please remember that the final report is due on 05/03/22. No late work will be accepted.

A, A-, B+, B, B-, C+, C, C-, D, F are the grades reported.
Adjustments through a curve or re-weighting may be used to correct upwards for test/assignment difficulty.

**…on your Responsibilities and Mine**

**Course Questions:** It is expected that students will raise questions in class, by e-mail or telephone, or in office hours, when they do not understand material that has been or is being covered in class. It is expected that student concerns over the conduct occurring in the class be immediately brought to the instructor’s attention. If anonymity is of concern, the student can drop an unsigned note to my office or through campus mail. **Students have the opportunity to provide feedback on the course on a regular basis.**

Communication must go both ways in order for the class to meet all our expectations. I have the responsibility to provide timely feedback on your performance, as you do on mine.

**Copyright** – Please refrain from violating copyright and fair use policies at USM.

**Course Withdrawal**

All course withdrawals must be completed through the required forms and processes at USM: [https://usm.maine.edu/sites/default/files/registration-services/semesterleave.pdf](https://usm.maine.edu/sites/default/files/registration-services/semesterleave.pdf)

**Etc.**

- Finally, it should go without saying that I expect everyone to abide by the **University Honor Code.** Any team or individual accusations and disputes will be settled as anonymously as possible.
- Individual work must be individual – a product of that individual.
- Team work must also be a product of that team alone. Each team member must make a substantial contribution to their team’s work.
- Case analysis must be based on the given case materials *alone.*
Resources & Policy Statements

Academic Calendar: Students are encouraged to review important add, drop or withdraw dates: [https://usm.maine.edu/registration-services/academiccalendar](https://usm.maine.edu/registration-services/academiccalendar)

Disability Services: The university is committed to providing students with documented disabilities equal access to all university programs and services. If you think you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. The Disability Services Center can be reached by calling 207-780-4706 or by email at dsc-usm@maine.edu. If you have already received a faculty accommodation letter from the Disability Services Center, please provide me with that information as soon as possible. Please make a private appointment so that we can review your accommodations.

Student Resources: The following are resources on campus for students.

- For writing skills or time management, you can make an appointment to see a student tutor at the Learning Commons located in both the Portland and Gorham libraries. For more information, visit [http://www.usm.maine.edu/learningcommons](http://www.usm.maine.edu/learningcommons)

- The Writing Center at LAC is also available to all USM students and is a great option for students living in the greater Lewiston/Auburn area. For more information, please visit [http://usm.maine.edu/writingcenter](http://usm.maine.edu/writingcenter)

- University Health and Counseling Services is a student resource that promotes the health and well-being of the USM community. More information can be found at [http://www.usm.maine.edu/uhcs](http://www.usm.maine.edu/uhcs)

Academic Inquiry, Course Discussion and Privacy:

Faculty not allowing recording – in accordance with the guidelines of other Institutions of Higher Learning regarding the sanctity of classroom discussions at a university, in this class, students may not make any audio or video recordings of course activity (including those recordings prepared by an instructor), except students permitted to record as an accommodation (for a documented disability). All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of the University pertaining to student conduct matters.

Those students who have written permission from the course instructor to record are not permitted to redistribute any audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded, including those recordings prepared by an instructor. Students found to have violated this policy are subject to discipline in accordance with provisions of the University pertaining to student conduct matters.
**Attendance Policy:** Students are expected to attend and participate in classes. Students should notify instructors of excused absences in advance, where possible. Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Instructors should accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor. Attendance policies shall be applied in a non-discriminatory manner.

**Campus Safety:** The University of Maine System uses a third-party service to provide emergency phone, text and email notifications. Users can choose to receive messages related to campus emergencies, storm closings (including closings at the Lewiston campus), and outreach messages.

**Academic Honesty:**
Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one’s research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy which are contrary to the academic purposes for which the University exists. Acts that violate academic integrity disrupt the educational process and are not acceptable. Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the Office of Community Standards (780-5242).

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the office of Community Standards and Mediation, online at usm.maine.edu/community-standards-mediation/academic-integrity or by calling and requesting a copy at (207) 780-5242.

**Grade Appeal Policy:** Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor. The University has an appeal policy that you can use:
https://usm.maine.edu/sites/default/files/clsen/STUDENT%20ACADEMIC%20APPEALS_0.pdf
Attendance Policy: Inclement Weather
From time to time USM will close the University due to inclement weather. When the
cancellation is for an entire day, the class content will be made up at another time or through
additional, outside of class, assignments.

When the school opens late or closes early, and the time selected is during the middle of class,
we will still hold the class unless you are otherwise notified by me. Two examples:
• If class starts at 1pm, but the University is closing at 1:30pm, we will NOT have class
  unless you hear from me.
• If class starts at 1pm, but the University is opening at 1:30pm, we will still have class
  unless you hear from me.

Technology in the Classroom
• Mobile phones: turn to vibrate in class; answer outside if emergency.
• Please do not text or surf the web when class is in session. Keep laptops closed unless
  necessary.

NonDiscrimination Policy
The University of Southern Maine is an EEO/AA employer, and does not discriminate on the
grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression,
national origin, citizenship status, age, disability, genetic information or veteran's status in
employment, education, and all other programs and activities. The following person has been
designated to handle inquiries regarding non-discrimination policies: Sarah E. Harebo, Director
of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME  04469-5754,
207.581.1226, TTY 711 (Maine Relay System).

Statement on Religious Observance for USM Students
Absence for Religious Holy Days: The University of Southern Maine respects the religious beliefs
of all members of the community, affirms their rights to observe significant religious holy days,
and will make reasonable accommodations, upon request, for such observances. If a student’s
religious observance is in conflict with the academic experience, they should inform their
instructor(s) of the class or other school functions that will be affected. It is the student’s
responsibility to make the necessary arrangements mutually agreed upon with the instructor(s).

Course Evaluations: At the end of each semester every student has the opportunity to
provide constructive feedback on the course. It is important to me that you take the time to let
me know your thoughts about the course. I use your feedback to make improvements in the
course materials, assignments, and outcomes.
TITLE IX Statement
The University of Southern Maine is committed to making our campuses safer places for students. Because of this commitment, and our federal obligations, faculty and other employees are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating or domestic violence, and stalking). Disclosures of interpersonal violence must be passed along to the University's Deputy Title IX Coordinator who can help provide support and academic remedies for students who have been impacted. More information can be found online at http://usm.maine.edu/campus-safety-project or by contacting Sarah E. Holmes at sarah.e.holmes1@maine.edu or 207-780-5767.

If students want to speak with someone confidentially, the following resources are available on and off campus: University Counseling Services (207-780-4050); 24 Hour Sexual Assault Hotline (1-800-871-7741); 24 Hour Domestic Violence Hotline (1-866-834-4357).

Miscellaneous
- Please do not bring children to class
- Please keep feedback and discussion relevant, respectful and professional.