Management 3280--Business Policy  
Section 001 #21141 Mon/Wed 11:00 am – 12:15 pm  
Spring 2013

Faculty: Dr. Karen Ford-Eickhoff

Office: 342 Friday

Office Hours: By appointment  
Tuesday 12:00 – 4:00 pm

Email: Karen.Ford-Eickhoff@uncc.edu (best way to reach me)

Phone: 704-687-7624

Required Text: Dess, G. G., Lumpkin, G. T., and Eisner, A. B. Strategic Management, sixth edition,  

Required Cases: You will need to purchase cases for our class from www.study.net. Go to this site, find  
UNCC, then this section of the course, and purchase the electronic case package. If you encounter any  
problems, contact Study.net at customerservice@study.net. You will need to have the case with you in  
class on the day it is discussed.

Highly Recommended: Wall Street Journal. I will provide subscription forms for you to be able to get  
the WSJ for the semester (or longer if you wish) at greatly reduced student rates. The WSJ will provide  
valuable information in your business careers. For this course, articles from the WSJ will be the basis of  
one assignment and will be useful as well in class discussions for the participation component.

Course Description:
MGMT 3280. Business Policy. (3) Prerequisites: Senior Standing and completion of ECON 3125, OPER  
3100, MKTG 3110, FINN 3120, BLAW 3150, MGMT 3140, and MGMT 3160. (Accounting majors are  
required to take OPER 3100, MKMT 3110, FINN 3120, BLAW 3150, MGMT 3140, and either MGMT  
3160 or COMM 1101). Concerns the role of top management of the firm in integrating the internal  
functions and environmental forces. Emphasis on defining economic, technological, ethical, political, and  
social forces affecting the firm and their consideration in setting goals and operating policies.

Assurance of Learning:
Decision/Analytical. Students will demonstrate analytical, quantitative, and reflexive thinking skills in  
decision making. Students will apply problem solving processes to business and economic situations.  
Professional Competence/Synthesis. Students will acquire knowledge and analytical skills of the  
functional areas of business. Students will recognize, integrate, and synthesize frameworks from all  
functional areas of business to solve problems.

CATT Statement: All core courses in The Belk College of Business Administration are committed to  
fulfilling one or more of four major competency areas identified by the letters CATT: Communication  
and Technology Skills, Adaptability to Change, Globalization, and Diversity, Teamwork and Leadership,  
and Thinking and Problem Solving. In the Department of Management, MGMT 3280 is targeted at two  
of these learning outcomes: 1) Teamwork and Leadership and 2) Thinking and Problem Solving. The  
purpose of this course is to help students: function effectively as a team leader; to understand group  
dynamics; to think independently; to apply, articulate, and evaluate problem-solving processes; to
recognize, employ, and integrate frameworks from all business disciplines in order to respond to opportunities and solve problems; and to cover ethical, global, and political issues in business.

**Learning Objectives:**
After completing MGMT 3280, students will:

- understand how to analyze the internal and external environments of business organizations in order to identify opportunities, threats, strengths, and weaknesses;
- be able to apply problem-solving processes to business situations;
- be able to recognize, integrate, and synthesize frameworks from all business disciplines to solve problems;
- understand the roles played by stakeholders in various business situations.

**Course Objectives:**

- To view the organization from the top management position;
- To apply a process of strategic thinking to solve organizational problems;
- To develop skills in strategic analysis;
- To increase awareness of ethical implications of decision making;
- To integrate knowledge gained from earlier prerequisite courses;
- To develop skills for integrating the functional areas such as management, marketing, finance, and production;
- To serve as a capstone course for the various business disciplines taught in the business core.

**Purposes:** The purposes of this course are: (1) to provide an integrative experience at the end of the bachelor's degree in business administration involving the key components of the business curriculum including such facets as accounting, finance, marketing, management, and management science; (2) to provide an opportunity for undergraduate students to place themselves in the role of chief executive officer and/or high level executives solving complex problems of major organizations in society--both private and public; (3) to analyze top corporate policy in different types of organizations; (4) to assume the role of business consultant; (5) to develop the student's capacity to think strategically about a company, its business position, and how it can gain sustainable competitive advantage; (6) to build students' skills in conducting strategic analysis in a variety of industries and to provide them with a stronger understanding of the competitive challenges of a global environment; and (7) to make students more conscious of the importance of ethical principles and corporate social responsibility. This course also attempts to encourage students to continue their study of top corporate policies, opportunities, and problems after leaving the university.

This capstone course is designed to transition students away from reliance on a professor lecturing to tell you what you need to know toward self-reliance and taking initiative—just like it will be in your careers from now on. And just like your careers, this course to a great extent will be what you make it.

**The UNCC Code of Student Academic Integrity:**
Students are reminded of the code of academic integrity stated in the college catalog and are expected to follow it. It reads as follows:

*The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:*
A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in any academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work or another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging is when the ideas, information, etc. is common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Diversity:
The Belk College of Business strives to create an inclusive academic environment in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Method of evaluation:
Exams 35%
Team term project 25%
Class participation 15%
Written assignments 15%
WSJ article(s) summary/presentation 10%

Grading scale:
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: < 60

Exams: The course includes two written exams and a comprehensive final exam. The comprehensive exam will be the only make-up exam opportunity if you miss an earlier exam. The two highest exam grades will be used to calculate the exam component of the course grade.

You should be in the classroom and ready to begin the exams at the beginning of our classtime. You will not be able to start an exam if you arrive more than five minutes after the beginning of our classtime. All electronic devices must be shut down and put away at the beginning of class. You should strictly abide
by the UNCC Code of Student Academic Integrity in terms of preparing for and taking exams (and in all matters pertaining to this course). If your behavior raises suspicions that you are not abiding by the Code of Academic Integrity (including for example such behaviors as attempting to see a classmate’s answers, placing your answers where a classmate can see them, completing a form of the exam other than your assigned form, etc.), I reserve the right to not grade your exam, resulting in a zero for that exam.

**Team Term Project:** A major component of the course will be a term project in which students will analyze an existing company. Students will research and analyze the current situation for your firm, develop and evaluate strategies for the future, and recommend and support a course of action. As a team, students will present your research and recommendations in class as well as submitting a full written report.

Your grade will be based on my assessment of your contribution to the project as an individual and as a team member. Much of the work you do for this project may be completed on your own, but the final presentation should be a team product in every sense. In addition to my assessment of your work, a portion of your grade will be based on your self-evaluation and peer evaluations by members of your team. Not completing the assigned peer evaluations will have a negative impact on your own peer evaluation score.

So that everyone will have the same amount of time to prepare the team term project, the team term project papers will be due the same day for all teams. The remaining portion of the course will then be devoted to these major team presentations. Everything included in your team presentation must also be included in your team paper.

You must complete all three components of the team term project (i.e., the paper, the presentation, and the peer evaluation) to be eligible for credit for the term project component of the course grade.

When you are the audience for your classmates’ team presentations, you should analyze what they present from the perspective of a business executive and offer substantive comments and suggestions. All students are expected to be conscientious organizational citizens and attend all team term project presentations. Your overall grade will be reduced one percent for each presentation missed during these major presentations at the end of the semester.

**Class Participation:** Your organizations will expect you to make valuable contributions as you perform your jobs. If graduate school is next for you, you will be expected to be prepared and engaged in class. Similarly, class participation is essential in this course. In order to participate fully, you should read all assigned textbook chapters and cases and be well prepared to discuss them in class. You should be aware of the major stories in the *Wall Street Journal* in order to apply these current events to topics discussed in class. The primary focus of class time will be for you to apply and integrate concepts you have learned about throughout your undergraduate program.

When you are the audience for classmates doing individual or team term project presentations, you will earn credit by participating in discussions with the presenters and the rest of the class.

Participation of course begins with being in class so absences mean you miss the opportunity to earn participation points that day. I will give everyone points equivalent to two weeks “off” during the semester, similar to annual leave or sick leave in organizations, so there are no “excused” absences beyond this and no need to provide documentation about the reason for your absence. Arriving late for class or leaving early will reduce the participation points earned that day by one category. Both the
quantity and quality of your participation is important for earning participation points each day on the following scale:

Exceptional (8 points)—contributions show exceptional preparation. Ideas are exceptionally substantive and provide major insights. Positions are persuasively presented while respecting others’ positions as well. Superior contribution to the quality of the discussion.

Full participation (4 points)—contributions show good preparation. Ideas are substantive and provide generally useful insights that offer direction to the class. Positions are satisfactorily persuasive while respecting others’ positions as well. Significant contribution to the quality of the discussion as expected in a senior level, capstone course.

OK (2 points)—contributions show some preparation but not good preparation. Ideas are less substantive and provide few insights that add to the class. Positions are adequately persuasive while respecting others’ positions. Some contribution to the quality of the discussion.

Present but no contribution (1 point)—present in class but no contributions or contributions show no preparation. Ideas are not substantive and provide no benefit to the class. Positions are not persuasive or are presented in a manner that is not respectful of others’ positions. No contribution to the quality of the discussion.

Absent (0 points)—absent from class

You will have ample opportunity to earn participation points over the semester since nearly every class meeting will involve an opportunity to participate. I use four points (full participation) as the total points available. At the end of the semester the proportion of 100 total points that you have earned will be used to calculate the participation component of the course grade. Note that with exceptional quality participation every day, it is possible to earn more than 100 points on the participation component. So your strong participation in the class discussions has a positive impact on your overall course grade as well as on the quality of class discussions.

**Written Assignments:** Written assignments will give students the opportunity to individually reflect on a variety of issues and develop written communication skills. Written assignments will sometimes be completed during class and sometimes outside of class time. When the assignment will be done outside of class time, it is due at the beginning of class on the due date. **Late assignments will not be accepted.**

Your written work will be assessed on the following scale:

Exceptional (8 points)—exceptionally thorough and well written (choice of words, grammar, punctuation, organization, etc.). Ideas are exceptionally substantive and provide major insights. Positions are presented in an exceptionally persuasive manner. Superior quality of written expression.

Meeting expectations (4 points)—thorough, well-written, and shows good preparation and organization. Ideas are substantive and provide substantial insights. Positions are presented in a persuasive manner. Meets expectations in terms of the quality of written expression in a senior level, capstone course.
OK (2 points)—less thorough and shows less adequate preparation. Ideas are less substantive and provide few insights. Positions are less persuasive. Does not meet expectations in terms of the quality of written expression in a senior level, capstone course.

Unsatisfactory (0 points)—not submitted or not submitted before the due date and time.

I use four points (meeting expectations) as the total points available for each written assignment. Again note that with exceptional quality work on written assignments it is possible to earn more than 100% on the written component of the course grade.

**Wall Street Journal Article(s) Summary:** Summarizing articles from the Wall Street Journal on topics related to strategic concepts in business will emphasize current events and applications of textbook concepts in the real world. Individually, students will present your summaries of the articles in order to share the information with classmates and develop your oral communication skills. These presentations give all students the opportunity to lead the class discussion on topics you find interesting and also to speak in front of the class once before the major term project presentations later in the semester.

You will submit your written summary and a pdf file of the original article(s) to Moodle AND bring a paper copy to me by the beginning of class the day your presentation is due in order to be eligible to do your presentation. No points will be available on this component of the course unless you both turn in the written summary by the due date/time and present your summary.

**Electronic devices:** All students must turn off and put away all electronic devices such as cell phones and laptops while in the classroom during class. Talk with me if you would like to use a laptop/tablet to view electronic versions of the cases rather than printing them (and only for this purpose) during class. The participation component for the course will be negatively impacted by distractions you cause or allow.
**Schedule:** Note that this schedule is subject to change.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 1 | Wed 1/9    | Introduction
Syllabus                                                          |
<p>| 2 | Mon 1/14   | WSJ article summary assignment                                       |
| 3 | Wed 1/16   | Discuss material included in text chapter 1                           |
|   | Mon 1/21   | MLK Holiday                                                            |
| 4 | Wed 1/23   | Team term project assignment                                           |
|   |            | Team meetings                                                          |
| 5 | Mon 1/28   | Case: Everest (purchase from Study.net)                                |
|   |            | Discuss Everest case in class                                          |
|   |            | Discuss material included in text chapter 2                            |
| 6 | Wed 1/30   | Article summary presentations topic 1 Organizational Vision or Mission |
|   |            | Written summaries due at the beginning of class (topic 1 students; submit to Moodle AND provide a paper copy to Dr. Ford-Eickhoff) |
|   |            | <strong>Strategic Leadership Memo due at beginning of class (all students; submit to Moodle)</strong> |
| 7 | Mon 2/4    | Discuss material included in text chapter 3                            |
| 8 | Wed 2/6    | Article summary presentations topic 2 Organizational Opportunities or Threats |
|   |            | Written summaries due (topic 2 students; submit to Moodle AND provide a paper copy to Dr. Ford-Eickhoff) |
| 9 | Mon 2/11   | Exam I (chapters 1, 2, 3)                                              |
| 10| Wed 2/13   | Article summary presentations topic 3 Organizational Strengths or Weaknesses |
|   |            | Written summaries due (topic 3 students; submit to Moodle AND provide a paper copy to Dr. Ford-Eickhoff) |
|   |            | Case: Walking the Walk: Social Responsibility at the White Dog Café (purchase from Study.net); use as basis for the Social Responsibility Memo; no class discussion |
|   |            | <strong>Social Responsibility Memo due at beginning of class (all students; submit to Moodle)</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 2/18</td>
<td>Discuss material included in chapter 5</td>
<td></td>
</tr>
</tbody>
</table>
| Wed 2/20 | Article summary presentations topic 4 Competitive Advantage  
Written summaries due (topic 4 students; submit to Moodle AND provide a paper copy to Dr. Ford-Eickhoff)  
**Personal Strategic Plan due at beginning of class (all students; submit to Moodle)** |
| Mon 2/25 | Case: Harley-Davidson (purchase from Study.net)  
Discuss Harley-Davidson case in class  
Discuss material included in chapter 6 and 7 |
| Wed 2/27 | Article summary presentations topic 5 Related Diversification Strategies  
Written summaries due (topic 5 students; submit to Moodle AND provide a paper copy to Dr. Ford-Eickhoff)  
**Harley-Davidson Memo due at beginning of class (all students; submit to Moodle)**  
**CATME Online Term Project Peer Evaluation 1 due at beginning of class (all students)** |
| Mar 4 & 6 | Spring Break |
| Mon 3/11 | Article summary presentations topic 6 Unrelated Diversification Strategies  
Written summaries due (topic 6 students; submit to Moodle AND provide a paper copy to Dr. Ford-Eickhoff) |
| Wed 3/13 | Case: IKEA (purchase from Study.net)  
Prepare in advance on topics as indicated in assignment. Write answers to questions about IKEA case during class (all students) |
| Mon 3/18 | Article summary presentations topic 7 Business in a Global Context  
Written summaries due (topic 7 students; submit to Moodle AND provide a paper copy to Dr. Ford-Eickhoff) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
</table>
| 18     | Wed 3/20| Case: Apple (purchase from Study.net)  
Discuss Apple case in class  
CATME Online Term Project Peer Evaluation 2 due at beginning of class (all students) |
| 19     | Mon 3/25| Case: Cirque Du Soleil (purchase from Study.net)  
Discuss Cirque case in class  
Team Term Project papers due at beginning of class (all students; one team member will submit the team paper to Moodle AND provide a paper copy to Dr. Ford-Eickhoff) |
| 20     | Wed 3/27| Exam 2 (chapters 5, 6, 7)  
CATME Online Term Project Peer Evaluation 3 due at beginning of class (all students) |
| 21     | Mon 4/1 | Team meetings |
| 22     | Wed 4/3 | Team term project presentation 1  
Peer evaluations written in class (team 1)  
Team Memo due at beginning of class (all students; submit to Moodle) |
| 23     | Mon 4/8 | Team term project presentation 2  
Peer evaluations written in class (team 2) |
| 24     | Wed 4/10| Team term project presentation 3  
Peer evaluations written in class (team 3) |
| 25     | Mon 4/15| Team term project presentation 4  
Peer evaluations written in class (team 4) |
| 26     | Wed 4/17| Team term project presentation 5  
Peer evaluations written in class (team 5) |
| 27     | Mon 4/22| Team term project presentation 6  
Peer evaluations written in class (team 6) |
| 28     | Wed 4/24| Team term project presentation 7  
Peer evaluations written in class (team 7) |
| 29     | Mon 4/29| Wrap up  
May 6 11:00 am-12:15 pm Final Exam |