[](http://www.google.com/url?sa=i&source=images&cd=&cad=rja&docid=5BPJpqENNcm4cM&tbnid=ybbS6VIOPCh0eM:&ved=0CAgQjRwwAA&url=http://portal.norwalkps.org/SITES/TEACHERS/BECKLEY/Pages/TeacherBiography.aspx&ei=A1UCUqbTO7D64AP0mYGQBw&psig=AFQjCNEHnNWsjIfSP33r3q6hO9M4EkeyDQ&ust=1375970948008375)

**University of Bridgeport/ZUST**

**School of Business**

**Business Policy and Strategy: MGMT 350 Winter 2016 Semester**

WeChat ID: msm2625

Email: mmaccaro@bridgeport.edu

Office Hours: By Appointment

Professor Michael Maccarone

Ernest C. Trefz School of Business

University of Bridgeport

230 Park Avenue

Bridgeport, CT 06604

**Course Description:**

A study of decision-making including integrating analyses and policy determination at the overall management level. Students search for new knowledge and solutions to long and short term problems and opportunities in specific businesses. The coordination, integration and innovative application of theory and methods learned in previous courses are the tools of research. Accordingly, the final examination of each course shall constitute, therefore, an outcome assessment of what the student has learned in the program. This examination, normally an extensive and comprehensive case study, will be graded by several faculty members representing different and relevant disciplines.

#### Prerequisites: Senior status

**Required Texts/Source Materials/Readings and References**:   
Authors:                  Barney & Hesterly  
Title & Edition:        Strategic Management and Competitive Advantage, 5/E

Pearson Higher Education 2014

**Required Technology**

You will need access to a computer, printer, and email. It is each student’s responsibility to keep aware of syllabus assignments and due dates. Please note that you can email me or contact me using WeChat for any questions you may have.

**Learning Goals/Objectives**:

Students will learn to integrate strategic analysis processes and to develop growth oriented strategies as well as problem solving skills. Students who successfully complete this course will:

* Develop strategy analysis, strategy formulation and strategy implementation skills.
* Understand the role of corporate structure in strategy implementation.
* Utilize strategy analysis tools (e.g. Porter’s Five Forces Model, SWOT analysis).
* Integrate Hofstede’s Cultural Dimensions into the strategic process.
* Understand the importance of team work and collaboration in business.
* Research and evaluate an organization’s performance in a written report and in a concise oral presentation.

**Teaching Method:**

The instructor will use a variety of teaching methods to meet the course objectives e.g. lecture, case studies/analysis, collaborative projects/presentations, in-class discussions.

Active participation and class discussion are very important to gaining a full and comprehensive understanding of the topics, and each student is responsible for coming to class prepared and ready to contribute.

**Appropriate Classroom Conduct:**

Students are expected to show a respect for order, the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Student behavior that interferes with an instructor’s ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty. I will ask you to leave the class if you are disruptive, including but not limited to texting, surfing the Web, or excessive talking. I encourage an environment of mutual respect and courtesy. I will take appropriate action if students do not abide by these rules up to and including requiring any student who is not following the above rules to leave the classroom.

**Some Specific Classroom Behavior Expectations:**

* Your cell phone must be turned off during class.
* No listening to music, surfing the web, or using a computer or any electronic device for other than class purposes.
* You should arrive to class on time and stay for the entire class.
* You should be giving your undivided attention in class and not be talking to other students about matters that are not part of the class.
* You should never be doing work from another class during class time.
* You should not be sleeping in class.
* Discriminatory remarks and inappropriate language will not be tolerated and will result in a loss of points.
* This classroom is an open environment where we can freely express our ideas and ask questions while showing respect for our fellow classmates.

**Class preparation:**

Students are expected to read the course material **PRIOR** to class and be prepared to contribute to the discussion.

**Failure to follow these guidelines will negatively affect your grade. You may also receive no participation points, if you do not follow these guidelines, even when you are in class.**

**You do not have my permission to video or audio record me or any class session.**

**University of Bridgeport Academic Policies:**

Special Accommodations:

All efforts will be made to accommodate students with physical disabilities or special needs.

**Contact hours:**

“As a UB policy, it is expected that each student that attends one hour of classroom instruction will require a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.”

**Academic Honesty Standards: It is the students’ responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in the UB Student Handbook.**

A high standard of ethical conduct is expected of students in their academic activities.  The University does not tolerate cheating in any form.  This term is used to include dishonest use of another individual's aid in preparation of written assignments as well as during a classroom-testing period. The standard procedures for the preparation of term papers and the like, as established by the English Department, form the basis for decisions in cases of plagiarism (See Definition of Plagiarism).  The student must be familiar with those regulations. Disciplinary action will be imposed, not only in cases of detected cheating, but also for violations of such regulations mentioned above.  In the latter, a violation of the regulation without consideration of the motive involved will be deemed sufficient cause for action.  Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course as a whole. The penalty for subsequent acts of academic dishonesty may include expulsion.

**Definition of Cheating The term “cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests or examinations, 2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff, 4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion, or 5) by use of electronic means (calculator, mobile phone, tablet, camera, etc.…) copying or transmitting answers, questions, or parts of tests to other students.**

**Definition of Plagiarism:**  INTENTIONAL AS WELL AS UNINTENTIONAL FAILURE TO ACKNOWLEDGE SOURCES AS WELL AS THE USE OF COMMERCIALLY AVAILABLE SO-CALLED "RESEARCH PAPERS" WITHOUT FULL RECOGNITION OF THE SOURCE.

Students are responsible for distinguishing clearly between their own facts, ideas and conclusions and those of other sources.  To use someone else's words, opinions, or conclusions without giving them credit is plagiarism.  Students must be able to distinguish their own ideas, conclusions, discoveries, etc., from those read or heard.

**Evaluation and Grading:**

Attendance & Homework Assignments 20%

Group Case Study 25%

Mid Term Examination 25%

Final Examination 30%

Total 100%

**Late assignment submissions will NOT be accepted.**

**Attendance & Participation**

Class attendance and participation are required and factor into the course grade.

**Attendance**

Students are expected to attend all class sessions and must complete all course requirements as assigned. There are strict penalties for missing either class. These penalties are “no fault” penalties. In other words, it doesn’t matter why you missed the class; the penalties apply no matter how legitimate or frivolous the reasons for your absence.

**Late class arrivals and absences:** Attendance will be taken at the beginning of each class and students who arrive late will have their lateness documented. Three late arrivals will be converted into one full class absence. Three unexcused class absences will result in a 10-point deduction of your course participation grade. You are responsible for material discussed in your absence. Please advise me in advance of any anticipated schedule conflicts. If you know you will be missing a class in which an assignment is due, advise me by e-mail and submit the assignment to me or bring it to the School of Business office priorto class to receive credit.

**Participation**

There is ample opportunity during the classroom discussion, debates and individual presentations for each student to demonstrate growth and new knowledge learned from the text as well as outside resources.

Class participation is your total contribution to the learning environment. This reflects not only the frequency of your contribution in class, but also their quality (ability to draw on course materials and your own experience productively), ability to advance or sharpen in-class discussion and debate, willingness to take risky or unpopular points of view, use of logic, precision and evidence in making arguments), and the professionalism of your conduct (attendance, punctuality, preparedness, and showing respect to all class members and class contributions).

**Homework Assignments**

Homework problems will be assigned on a week by week basis and are required to be submitted to the professor at the end of each week.

**Group Case Study**

Case Analysis (1):

One group case study will be assigned during the semester. Each student should carefully, critically and analytically review these business cases. Students are required to submit a 3-5 critical analysis paper.

**Group learning contribution:** Working and collaborating with co-workers and groups is an important business skill. Your group activity and contribution to the group’s success will be graded. Each student will be required to assess their group members’ contribution to these various group activities using a peer review form.

Students should clearly demonstrate critical thinking, as well as full, working knowledge of key concepts covered in class reading materials. **Simply answering the questions will be not considered a complete assignment. Students are expected to add understanding of the situation in a meaningful fashion.**

**Case Analysis Instructions and Suggestions:**

There are many styles of business reports and equally many styles of writing cases, although all are more similar than dissimilar. This course requires you to follow the instruction presented in class. However, the following suggestions may help you in your work on the class case.

Thoroughly analyze of the case and use of the appropriate tools. As cases vary in the type of issues they confront and the type of information available for analysis, no "specific" recommendation of content can be made. However, all case analyses should address the following points. These are not necessarily topic headings for your paper as each section of your paper will be developed during the semester.

1. Issues: What is the main issue or issues that confront(s) the firm/organization?
2. Analyses: What analyses should be done to provide information for evaluation?
3. Recommendation: What action should be taken?
4. Rationale: Why should your recommendation be accepted?
5. Implications: What will happen if the firm/organization adopts your recommendation?

### Case Analysis Guidelines and Suggestions

1. Read through the case quickly to determine its general nature. Then reread carefully and begin to identify the major issues and understand the facts. During subsequent readings it will probably be desirable to outline and re‑arrange the material in the case or to prepare flow‑charts that permit an easier comparison of available information and data.

2. Identify the major issues or single issue. Be careful not to take on too many issues. You can't discuss everything so you must choose the most important issues to address.

3. Based on the total analysis, arrive at one or more possible decisions as to the best course of action which solves the problem(s) you have identified. If, as is customary, more than one solution appears reasonable, choose the one which has the greatest strengths and fewest weaknesses. Be sure that your arguments are based upon the facts of the case, upon sound marketing principles, and upon logical and clear‑cut reasoning.

4. Avoid using hindsight with a real company (e.g., that W.T. Grant subsequently went bankrupt, or since the year in which the decision is being made preceded the first energy crisis of 1973 --- you wouldn't have known about the energy crisis). Base your discussion only upon the material presented in the case.

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| --- | --- |
| **Case Analysis Grading Criteria** | **Maximum Points %** |
| Concisely summarize and described the case. This entails a clear description of the concept, details, methodology, data, and implications. (Tell me what it is) | 60 |
| Critical Analysis (Tell me what it means) | 30 |
| Used proper grammar, spelling, and APA format; well organized and clear | 10 |
| **Total** | **100** |

**Mid-Term and Final Examination**

The Mid-term examination will cover the concepts and theories discussed in chapters 1 through 7.

The Final examination will be cumulative with an emphasis on chapters 8 through 8-14.

**Undergraduate Course Grading Scale:**

|  |  |
| --- | --- |
| A 94+ | C+ 77-79 |
| A- 90-93 | C 74-76 |
| B+ 87-89 | C- 70-73 |
| B 84-86 | D+ 67-69 |
| B- 80-83 | D 64-66 |
|  | D- 60-63 |
|  | F <60 |

**Class Schedule**:

*Note: The professor reserves the right to modify the course schedule at any time, and will announce any changes to the class appropriately.*

|  |  |  |
| --- | --- | --- |
| Class Meeting | Topic | Readings/Assignments |
| Week 1 | Welcome & Course Overview  Hofstede’s Cultural Dimensions  What Is Strategy and the Strategic Management Process?  Evaluating a Firm’s External Environment | Review Syllabus  Chapter 1  Chapter 2 |
| Week 2 | Evaluating a Firm’s Internal Capabilities  Cost Leadership  Product Differentiation  Mid-term Examination | Chapter 3  Chapter 4  Chapter 5 |
| Week 3 | Vertical Integration  Corporate Diversification  Organizing to Implement Corporate Diversification | Chapter 6  Chapter 7  Chapter 8 |
| Week 4 | Strategic Alliances  Mergers and Acquisitions  International Strategies  Final Examination | Chapter 9  Chapter 10  Chapter 11 |
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