



COURSE: BUS 2980 W01 BUSINESS POLICY / STRATEGIC PLANNING (CAPSTONE)

DESCRIPTION: Business Policy integrates skills and evidence-based knowledge attained through previous business courses in a case-method seminar that requires students to evaluate a firm's condition, formulate policy, and determine strategy to be pursued.

PREREQUISITES: Completion of all major core coursework BS Capstone. (Writing-intensive version of BUS2980 in which 1 of the 3 units may be applied to the upper-division writing requirement.)

SEMESTER: Spring 2017

CLASS HOURS: Monday, Wednesday in class, Friday out of class research. September 28, 2017 – December 16, 2017 - 1: 00 – 1:50 PM – SM 115

COURSE MATERIAL: *Text:* Rotheraermel, Frank, *Strategic management concepts*, 3rd ed. McGraw-Hill/Irwin. ISBN-10: 1259420477 ISBN-13: 978-1259420474
Evidence-based Management (EBM): The following websites can be used to build a basic understanding of EBM.
<http://www.cebma.org/wp-content/uploads/Pfeffer-Sutton-Evidence-Based-Management.pdf><http://www.bbc.com/future/story/20160105-the-man-who-studies-the-spread-of-ignorance>
<http://evidence-basedmanagement.com>
<http://www.cebma.org/wp-content/uploads/Rousseau-Envisioning-EBMgt.pdf>
Writing Resources: <http://owl.english.purdue.edu>, or <http://www.apastyle.org/>
NDNU Library (or other libraries), including electronic libraries.
Note: In accordance with the federal *Higher Education Opportunity Act*, to the extent practical, NDNU makes textbook information available as part its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Because of issues such as textbook availability, errors, and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.

INSTRUCTOR: Jeff Cox (<http://www.ndnu.edu/academics/our-faculty/jeff-cox/>) (https://www.linkedin.com/profile/view?id=29584078&trk=nav_responsive_tab_profile)

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OFFICE HOURS: 30 minutes before the start of each class or by prearranged appointment.

COURSE LEARNING OUTCOMES

- CLO #1** Explain the role of strategy in an organization's quest for competitive advantage.
- CLO #2** Define competitive advantage, sustainable competitive advantage, competitive disadvantage, and competitive parity.
- CLO #3** Differentiate the role of organization effects and industry effects in determining firm performance.
- CLO #4** Evaluate the relationship between stakeholder strategy and sustainable competitive advantage.
- CLO #5** Conduct an organizational analysis.
- CLO #6** Develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds

COURSE INFORMATION

1. *Syllabus:* Students are responsible for reading and following course syllabus, including updates, and for turning in all coursework per requirements. Students are responsible for asking questions of instructor as needed. Course syllabus and schedule are subject to change in the event of extenuating circumstances. Students will be notified of any changes made to the syllabus through NDNU email. *Students are responsible for checking their NDNU emails regularly to see if there are updates.* Discrepancies between the syllabus and NDNU requirements will be enforced per NDNU policies and procedures.
2. *Class Approach:* All coursework, (presentations, papers / projects, class discussions, teamwork, individual work, and preparation) should be evidence-based, and is oriented to team and individual professional performance as required in effective organizations.
3. *Class Orientation:* An andragogical approach is used with the class. Students are expected to help lead class discussion on readings and assignments, and to provide input regarding discussion and ideas based on their experiences and reading.
4. *Academic Units:* All readings, assignments, papers, the final, and amount of coursework are for a regular three-semester unit undergraduate course.
5. *Class Attendance:* Attendance is very important to studies. Non-attendance or lack of participation in the class will be considered during the grading process. Any unexcused absences, unexcused lateness, or unexcused arriving at class late, or unexcused leaving class early will count against a student's grade. It is the student's responsibility to contact the instructor if they are unable to complete work or to attend class. (Students should have no more than one excused absence during the semester.) The message number noted can be used to convey information. Letting the instructor know through email, voicemail, or a through a fellow class member by end of each class night will constitute on-time notification. Instructor reserves the right to withdraw a student from the course per NDNU policy.
6. *Electronic Devices:* Use of electronic devices for other than class purposes will result in a significant grade reduction at the instructor's discretion. Instructor reserves the right to suspend or to drop a student from class for use of electronic devices for purposes other than taking class notes or for use in class activities. *Note:* It can be illegal to record, photograph/film, or use the likeness of people without their permission in the state of California. Permission must be granted by instructor and by class members prior to making recordings or to taking any visuals.



7. **Grades:** Grades will be provided in accordance with applicable policy. Exceptional performance and class participation will be considered along with numerical scores in determining the final grade. Grades are not curved: Grades are based on individual (including team member) performance. The instructor reserves the right to modify or to waive any item contained in these guidelines if necessary to support educational goals, and academic fairness (less overall quality of work will not receive the same or better grade compared to other students' better overall quality of work); however, NDNU policies will be followed in all situations. *Note:* It is unethical to 1.) tell the instructor that you need a certain grade; 2.) ask for extra assignments for the purpose of raising a grade; 3.) ask for a grade to be raised because it is very close to the next highest grade; 4.) ask for a grade to be raised because the student did very well on one of the assignments; 5.) ask for a higher grade because the student did not like the grading scheme; 6.) ask to be treated differently than other students by requesting that an exception be made; 7.) ask for any unfair advantage in grading.
8. **Study Teams:** Study Team efforts are to be equal efforts of all group members. Instructor reserves the right to adjust grades based on unequal group participation. All group members are expected to present in relation to all group work.
9. **Incomplete Grade:** A grade of *Incomplete* (I) for the class to make up missed work and assignments will be issued only at the instructor's discretion per university policy. Failure to complete assignments, including failure to finish an *Incomplete*, will result in a grade of "F" for the course. An *Incomplete* must be finished by the date on the *Incomplete Form*.
10. **Professionalism:** Both class discussions and classroom activities are organized to maximize student participation in the learning process. Students are expected to follow social justice concepts of respect and consideration for others in class, and in all class-related activities.
11. **Preparation:** It is the responsibility of the student to come fully prepared to each class. The expectation is that the student will thoughtfully consider the material and be prepared to help facilitate class discussion and activities in a professional manner.
12. **Privacy and Confidentiality:** One of the highlights of the university academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share any information that is confidential, privileged, or proprietary in nature. Students must be mindful of any confidentiality agreements to which they have agreed with their, or other, organizations when involved in any class work.
13. **Legal Issues:** No materials / discussions in the course are presented as legal advice. Legal issues are often discussed during the course, such as employment law related situations for example. Materials for such discussions brought in by the instructor are from standard sources, generally designed for managers and employees, and are not meant as legal advice. Attorneys should be consulted for legal advice.
14. **Discrepancies:** Discrepancies between syllabus and university requirements will be enforced per university policies and procedures.
15. **Disability Services:** If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. Disability Services has recently become part of Counseling, Health, and Disability Services, located in New Hall E18 and New Hall E19. The main number for Counseling, Health and Disability Services is 650-508-3714. The Disability Services Specialist may be contacted directly at 650-508-3670.
16. **Dropping the Class:** Students are responsible for initiating Drop/Add procedures in the Registrar's Office. The *Academic Calendar* defines the dates on which the semester (15-week) or term (seven-week) begins, as well as the last day to drop a class. The date upon which any refund is based is the date on which the Registrar's Office receives written notice of the dropped course or withdrawal, not the student's last date of attendance. For more information see: <http://www.ndnu.edu/business-services/bus-office-policy.aspx>
17. **Administrative Withdrawal:** A student who is registered for a course and has attended at least one class meeting but who does not attend the course for two consecutive weeks during which course meetings are scheduled may be administratively withdrawn from the course. Administrative course withdrawals take place after the drop deadline and before the withdrawal deadline relevant to the course. A student who believes that an error has been made regarding an administrative course withdrawal should contact the instructor.
18. **Extra Credit:** ETS Exam

COURSEWORK

1. Assignments are to be completed per requirements and due by start of class on due date. Assignments not turned in on time will be considered late. Late assignments may incur a reduction of 30% of point value, unless arranged with instructor before assignment due date. All assignments must be completed according to standards, turned in, and be gradable via software to receive any credit for course. A pdf of an assigned paper or presentation is not gradable. *Word* and *PowerPoint* documents that cannot be grammar and spell-checked are considered not gradable: Students will not receive credit for such submissions. All written work must be in *Word* only. Presentations must be in *PowerPoint*, not a pdf. *All coursework needs to be completed to avoid a grade of "F"*.
2. Students are expected to take an evidence-based approach to all work, which includes demonstrating the ability to identify, extrapolate from, and explain research and concepts in a manner that is easily understandable and applicable.
3. Group assignments should accurately describe what is being presented, demonstrate effective analysis using up-to-date information and research, be clear, concise, succinct, easy to follow, and make effective recommendations. An "A" presentation should use effective visual materials, and should appear as one complete presentation, not as several presentations. No notes or note cards should be used during presentations.
4. All written assignments should be clear, concise, grammatically correct, written in active-voice, logical in flow, and be cogent (correct and convincing use of critical reasoning in using the best available evidence). An "A" paper should contain no grammar errors, should contain no misspellings, should follow assignment, should be concise, and should be in correct APA format.
 - A. APA: The *School of Business and Management* requires the use of the *American Psychology Association* (APA) publication guidelines as a standard for all papers. If you need help with your writing or need more information about writing in the APA format, please make an appointment at the NDNU Writing Center. You can also visit the www.apastyle.org/previoustips.html, or <https://owl.english.purdue.edu/owl/resource/560/01/>. *Note:* Kate Mills is an excellent source regarding clear and concise writing.
 - B. Papers may be returned for no credit if all format and paper requirements are not met or if poor editing has been done. A paper that does not meet length requirements will receive a significant reduction in grade or may be returned for no credit. Papers that do not meet all requirements may be returned for no credit. Work re-done after being returned will be counted as late.



- C. Papers submitted that look like drafts will receive an immediate grade reduction, or may be returned for no credit. Students are responsible for all editing of work. Instructor is not responsible for editing; therefore, any editing comments by instructor will count against grade.
 - D. Instructor will review written assignments in *Formal* grammar and spellcheck format in *Word* as part of the grading process. Papers should be written in active-voice. Passive writing should be at no more than 5% as noted by *Word* grammar and spellcheck program.
 - E. Instructor will use *Turnitin* and other software in the grading process. A *Turnitin* similarity rating above 5% may receive grade reduction, or may be returned as not acceptable.
 - F. Students should make sure that *Microsoft Word* is set to *Formal* style (or equivalent depending on version of *Word*), with all boxes checked in "Options". Commas before last item, quotes within quotation marks (does depend on how quote is done), and two spaces between sentences should be checked. (Paraphrasing should be used instead of quotes.) Use of spell and grammar check in *Word*, in Grammarly, or in other grammar checking software is not a defense to good editing. Students are expected to do their own proofing of written and presentation material to create a final edit of work submitted. Only *Microsoft Word* documents are accepted for papers. Other formats, including *Google Docs and Page Writer*, are not acceptable. A pdf of any document is not acceptable.
5. Class participation is based on professional preparation, ability to lead / facilitate material in an easy to understand manner while meeting academic standards, and on interactions with the class and the instructor. Quality of presentation, and especially quality of written work will weigh heavily in overall participation. Besides professionalism in working on assigned projects, class participation includes:
- Adding to group discussion
 - Being interested in class and faculty discussion
 - Asking questions
 - Facilitating
 - Respecting others
 - Relevant discussions
 - Actively listening to others
 - Being very proactive and prepared
 - Giving constructive comments
 - Giving full attention
 - Relating theory to practice
6. *NDNU Academic Standards*: Academic honesty is a cornerstone of values at NDNU, and is critical to professionalism. All work submitted in fulfillment of course requirements must be the student's own work. *University policies regarding academic honesty will be strictly enforced*. Coursework submitted that does not meet assignment requirements will result in a significant reduction, including the possibility of a course grade of "F", dependent upon instructor's discretion. Unless you are directly quoting an author and/or referencing his or her work, you must use your own words to express your ideas. If any of the ideas used in an assignment do not represent your original ideas, you must correctly cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the *NDNU Student Handbook* (<http://www.ndnu.edu/campus-life/student-handbook.aspx>) regarding the consequences of misrepresenting your work. (*Important Note*: Failure to follow proper citation format can result in the appearance of plagiarism. Thus, proper citation is critical to avoid plagiarism charges.) The instructor reserves the right to give no credit and/or to fail work not cited correctly, not done in the correct format, and that fails to meet standards of work. Quotes should not be used in written material submitted for this class. Paraphrase others' work instead of quoting.

GRADED ASSIGNMENTS

Journal	10/18/17	20
Mid-term	10/23/17	25
Proposal	11/1/17	10
Capstone Project	12/4/17	30
Participation	All	15
ETS		3
		TTL 103

WORKLOAD

		Course Totals
Class Contact Hours		26
Text Readings, Note Taking		35
Study Group Work		45
Research Projects (Including final paper)		40
Exam Prep		5
		TTL 151 (will vary according to student)

GRADING SCALE

A+	100 - 98	A	97 - 94	A-	93 - 90
B+	89 - 88	B	87 - 82	B-	81 - 80
C+	79 - 76	C	75 - 72	C-	71 - 70
D+	69 - 66	D	65 - 62	D-	61 - 60
F	< 60				



COURSEWORK GRADING GUIDELINES

- A+, A, A-** Excellent academic performance clearly demonstrated in all assignments, work, and activities, including integrating / synthesizing material from research, other courses, disciplines, and areas. Demonstrates unusually sharp insight into material and initiates / facilitates thoughtful inquiry and analyses. Sees many sides of an issue. Effectively reinforces professional excellence in all work and activities. Demonstrates effective levels of professionalism in helping / facilitating classmates' learning and efforts. Example: "A" work should be of such nature that it could be ready for publication, and put on reserve for all students to review and to emulate. All work is Board of Directors ready. Material appears as a final edit: No editing required by instructor with writing projects or presentations.
- B+, B** Good academic performance clearly demonstrated in all assignments, work, and activities, including integrating / synthesizing material from research, other courses, disciplines, and areas. Demonstrates good insight into material and initiates / facilitates thoughtful inquiry and analyses. Attempts to see many sides of an issue. Reinforces professional excellence in all work and activities. Demonstrates high levels of professionalism in helping / facilitating classmates' learning and efforts. Example: "B" work indicates a high quality of performance and is given recognition for solid work; a "B" should be considered a high grade. Material needs some final editing.
- B-, C+, C** Average academic performance. Needs to improve in all assignments, work, and activities, including integrating / synthesizing material from research, other courses, disciplines, and areas. Work is not professional – needs significant final editing.
- C-, D+, D, D** Poor academic performance. Non- professional work– appears as if final editing was not done.
- F** Quality and quantity of work is unacceptable.

Note: Good grades are usually correlated with professionalism, regular attendance and with accurate and timely completion of assignments (written, reading, design projects, computer programs, and all other kinds of assignments). On the other hand, poor grades are often correlated with lack of professionalism, frequent absences, and incomplete and/or missing assignments.

COURSE ACTIVITIES

Each study group should submit important points for the week from text (or, assigned readings), with page numbers, per person (two from each person) in a table format for each chapter each Sunday evening before Monday class. The group should determine priority of important topics. The points should be from the body of the literature, and should not be taken directly from headings or subheadings. All group members are expected to participate in determining the points for each session's readings, and to participate in leading discussions on the points.

October 18, 2017

Turn in group journal.

October 23, 2017

Turn in midterm

November 1, 2017

Turn in five- to six-page proposal.

December 12, 2017

Turn in Capstone Project. Submit a 24-25 page (body) paper by the end 12/5/17. The paper should include:

Title Page (Use Capstone title page only)

Table of Contents (not bold)

Executive Summary (not bold)

Introduction* (not bold) (Use paper title rather than Introduction): Introduce selected firm that to be discussed in project.

Background*

General Strategic Review* (GSR) (bold)

- Identify three to five areas of strategic deficiency that could be addressed in order to increase the firm's shareholder value. These areas of deficiency could either include flawed strategies that are currently being pursued by the firm or beneficial strategies that are not currently being pursued by the firm (but should be pursued). Some generalized examples of areas of strategic deficiency (note: this is not an exhaustive list – other areas of investigation are possible if approved by instructor):
 - Organizational structure
 - Organizational systems and processes
 - Corporate culture
 - Leadership
 - Talent development
 - Performance management
 - Ethics
 - Managing internationally
 - Virtual / digital capacity
 - Innovation
 - Marketing strategy / Go-to-market strategy
 - Risk management



Specific Strategic Focus* (bold)

- Choose a *Specific Strategic Focus* (SSF) from one of the three to five areas of strategic deficiency identified in the GSR above. You will then develop a specific, detailed strategic recommendation to address this one area of strategic deficiency.
- Search for relevant peer-reviewed research and materials based on peer-reviewed research and trade publications (i.e. *Harvard Business Review*, *Sloan Management Review*, or material from well-known financial advisory or consulting services) that provide an appropriate background and context for informing the development of your strategic recommendation. Make sure your sources are up-to-date.

Literature Review Findings* (bold): Summarize the major findings from your literature review that inform your development of the strategic recommendation.

Strategic Plan Recommendation* (bold): Develop a specific plan to address the area of strategic deficiency based on the findings from (1) your literature review and (2) business strategy and other concepts you have learned throughout the Capstone course and your entire MBA program. This plan should include: (1) Specific steps the firm should take to address the area of deficiency, (2) An explanation of how/why shareholder value will be improved once the plan is implemented, and (3) A detailed plan for measuring/evaluating the extent to which the implementation of the recommended strategy is successful (provide specific success metrics, timeframes for evaluation and how the data for those metrics will be obtained).

References: (not bold) Make sure all citations in the paper are properly referenced in this section and that all appropriate citations/references are included).

Appendices: (not bold) (supporting material – see APA)

Asterisk* = body of paper

WEEKLY ASSIGNMENTS

(Subject to Revision)

Week	Session	Topic	Reading
1	8/28/17	Introduction	N/A
	8/30/17	Evidence-based Management	
2	9/4/17	Labor Day	Chapter 1
	9/6/17	What Is Strategic Management and Why Is It Important	
3	9/11/17	Research on Capstone Paper	Chapter 3 Chapter 4
	9/13/17	External Analysis: Industry Structure, Competitive Forces, And Strategic Groups Internal Analysis: Resources, Capabilities, And Core Competencies	
4	9/18/17	Competitive Advantage, Firm Performance, And Business Models	Chapter 5
	9/20/17	Business Strategy: Differentiation, Cost Leadership, And Integration	Chapter 6
5	9/25/17	Business Strategy: Innovation and Entrepreneurship	Chapter 7
	9/27/17	Corporate Strategy: Vertical Integration and Diversification	Chapter 8
6	10/2/17	Corporate Strategy: Mergers and Acquisitions, Strategic Alliances	Chapter 9
	10/4/17	Global Strategy: Competing Around the World	Chapter 10
7	10/9/17	Organizational Design: Structure, Culture, And Control	Chapter 11
	10/11/17	Corporate Governance and Business Ethics	Chapter 12
8	10/16/17	Strategic Leadership: Managing the Strategy Process	Chapter 2
	10/18/17	Turn in Journal	
9	10/23/17	Turn in Midterm	
	10/25/17	Group Work	
10	10/31/17	Group Work	
	11/1/17	Turn in Proposal	
11	11/6/17	Group Work	
	11/7/16	Group Work	
12	11/13/17	Group Work	
	11/15/17	Group Work	
13	11/20/17	Capstone Research	
	11/22/17	Capstone Research	
14	11/27/17	Group Work	
	11/29/17	Group Work	
15	12/4/17	Turn in Capstone Project	
	12/6/17	ETS Exam	

Bold = Mondays