

# LeMoyne-Owen College

## Business and Economic Development

### Capstone II, BUAD 460A

**Spring, 2013 MWF 2:00-2:50 p.m.**

**WWH-REN. CTR./003**

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**PREREQUISITES:** BUAD 130, 304, 305, 306, ACCT 202 and ECON 204, 363.

## SYLLABUS

**TEXTBOOK:** The required textbook for this course is: Strategic Management: Concepts and Cases: Competitiveness and Globalization, 11th Edition Michael A. Hitt | R. Duane Ireland | Robert E. Hoskisson | © 2015 |

**Supplemental Materials:** Subscription to Wall Street Journal and Capsim

**COURSE DESCRIPTION** This course covers policy formulation and decision-making processes in organizations; the interrelationships of functional areas within the organization, the application of management skills and processes to integrate these areas, and the impact of external factors to the organization are examined with a view toward the attainment of organizational goals. This course also is designed to integrate several fields of study in the area of business administration pursued by undergraduate majors into a meaningful whole. Case materials also are used. In-depth study analysis of a problem, as well as writing of a major paper and its presentation to the class, is part of the course. The purpose of the course is to give you the opportunity to pull together what you have learned in the separate business courses and utilize this knowledge in the analysis of complex business problems. This is the capstone course for Business majors. A capstone course integrates business disciplines with formal analyses of the organization's macro and industry environment; mission and goals; and strategy formulation, implementation and control using the case approach method. In Capstone II you apply many concepts and techniques of management by working case studies and participating in weekly threaded discussions as well as reading the text material.

Capstone II is a course designed to build students' ability to think strategically. This course will expose students to strategic management, through a combination of in-class discussion over course topics along with interactive presentations and discussions over real business cases oriented toward the application of strategy to business problems. Strategic management is concerned with three things: analyzing the organization and the environment, devising appropriate plans for the organization's response to the environment, and making decisions which lead to actions toward implementing those plans. The intent of this course is to teach you how to analyze, plan, and decide strategically.

This course will also present an opportunity to integrate much of the knowledge that you have gained in the business school curriculum. This is a "big picture" course, a trait that makes it a truly different

kind of course from other business school courses. Virtually all of the other required and elective courses you have taken were concerned with a specific functional area (production, marketing, finance, accounting) and/or a well-defined body of knowledge (economics, statistics, legal environment). This course is quite different in that the problems and issues of strategy formulation and implementation cover the whole spectrum of business and management. Many variables and situational factors must be dealt with simultaneously. Successful strategic management entails a total enterprise perspective and a skill of judging how all of the relevant factors add up to shape what actions need to be taken.

### **College Graduate Competencies:**

The three college graduate competencies (CGC) that are directly addressed in BUAD 460 are:

1. Think creatively, critically, logically, and analytically using both quantitative and qualitative methods for solving problems
2. Communicate effectively (listen, speak, read and write) on formal and informal levels, and
3. Appreciate, understand, and know and pursue the principles, method and subject matter which underlie the major discipline

### **General Education/CORE II Competency Levels:**

The college graduate competencies are developed specifically for this course through general education/CORE II competency levels (GEC). By the end of this course, students should have attained proficiency in the following general education competencies:

1. Communicating: The student shall be able to produce acceptable written case analysis, and shall be able to defend this analysis orally before peers and professors.
2. Critical Thinking/Problem Solving: The course is centered around the problem of applying tools of analysis to varying problems within the organizational setting.
3. Using Science and Technology: Students must be able to demonstrate knowledge of applicable quantitative management techniques.

### **Objectives For Business Core Curriculum**

- A. **Communicating:** The student shall be able to produce acceptable written case analysis, and shall be able to defend this analysis orally before peers and professors.
- B. **Critical Thinking/Problem Solving:** The course is centered around the problem of applying tools of analysis to varying problems within the organizational setting.
- C. **Clarifying Issues:** Attention is given to different styles and strategies of planning and decision making, and to their impact on organizations and personnel.
- D. **Functioning within Social Institutions:** The integrating approach bridging several business disciplines helps to refine and clarify student thinking concerning the behavior of organizations and the people who function within them at many levels.
- E. **Using Science and Technology:** Students must be able to demonstrate knowledge of applicable quantitative management techniques.

### **Course Objectives:**

The identified general education/CORE II competencies focus on critical thinking, critical analysis and effective communication. Therefore, students are expected to show proficiency in the following:

1. Demonstrate awareness of the relationship between the organization and its economic, social, and political environments.

2. Demonstrate development of an analytical framework and approach for identifying, defining and solving complex problems of the organization which involve multiple aspects of its operations.
3. Demonstrate acquisition of a conceptual framework for studying, understanding, and evaluating the interrelationships of the functional activities and problems at various organizational levels.
4. Apply acquired knowledge and tools of analysis to the solution of organizational problems.
5. Practice communication skills through written analysis of cases and defending one's thinking orally before critical peers and instructors.
6. Propose strategies and develop policies to implement strategies chosen based on thorough analysis of problematic situations presented in case form.
7. Analyze cases by carefully defining the central and secondary problems, statement and study of the main areas of consideration, evaluation of alternative solutions, choosing an alternative as a result of the systematic analysis.
8. Make formal presentations to the class and the instructor of a case analysis and defend proposed recommendations.
9. Show by active participation in class discussion of cases that a high degree of preparation has taken place. Active involvement and participation are necessary to the success of the course.

**TEACHING METHODS** - This course relies on class discussion of business cases, therefore, student preparation and participation are very important to the class. It is imperative that each student prepare themselves by completing the outside assignments before class and that the students discuss the concepts in class. All students are expected to participate fully in all aspects of the class including case analyses, case discussions, group presentations, quizzes, and examinations. Students may be called upon to present material from the book chapters, cases, or other assignments during normal class discussion.

When preparing for case discussions, students should plan to spend a minimum of three hours on each case. Assigned materials require careful reading, detailed analysis, and thoughtful review and reflection. Typically, students find that least two readings of case assignments are necessary, the first one being a quick scan to get a general feel for the case, and a second one for detailed analysis. Because case notes and executive summaries will be collected at the beginning of the class period, you will likely want to make a copy to use during case presentations and class discussion.

**Course Discussion Format** (rather than lecture format). In order to build your proficiency at analyzing and evaluating business situations for their strategic implications, as well as developing your ability to think creatively, express yourself publicly, and engage others in active discussion of strategic issues, this course employs a format that is much different from typical undergraduate courses. Rather than using a large amount of time in lectures, where your ability to discuss issues actively and interact with fellow students in class is severely limited, this course extensively uses a discussion format, where you as individuals and as groups take responsibility for much of the topics covered in class, guided by instructor input and the textbook chapter topics. Business case analysis will also be handled in this fashion, along with additional presentation responsibilities. Using this format, this course should provide an outlet for learning about strategic management as well as your own individual interests and concerns regarding business and strategy issues. However, it will require that you come to class prepared by being ready to actively participate in class discussion, and by having read the assigned textbook chapters, cases, or other assigned materials before coming to class.

**Attendance Policy:** In accordance with college policy, classroom attendance is required. The following standard will be applied:

1. If unexcused absences total 15% of the regularly scheduled class meetings, the instructor has the authority to lower the final grade by one letter.
2. If unexcused absences total 20% of the regularly scheduled class meetings, the instructor has the authority to give a failing grade.

3. Five tardies—arrival to class five minutes after class has begun—will equal one unexcused absence.

**Technology Use:** LeMoyne-Owen College is committed to enhancing student learning through the use of a variety of applicable technology. In this course, students will use or be exposed to Microsoft Office, Excel, PowerPoint, internet, email, and videoconferencing software. A variety of online applications will be employed in this course. While the primary objective of using online technologies is to facilitate and expand traditional course content for Capstone II, a secondary objective is to provide students with skills practice in using the computer and the internet.

**Demeanor:** Suitable demeanor, posture and attire are required. For guidelines and the dress code, please refer to the 2011/2012 Student Handbook (8-9; 13).

**Drop Policy:** As an instructor I would like you to be in the class. Let me know if you are facing any difficulty. I will try my best to accommodate you. However, for any reason if you need to drop the class please check the college calendar for the drop dates. The dates vary from semester to semester. Also, you must initiate the process to drop the course by going to the Registrar's Office and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the class.

**Web page:** Please use my Web page at <http://www.mcfarlandr.com> for all instructional purposes. Any change or update will be posted on the web page.

#### **Classroom Policies and Procedures:**

The classroom learning experience provides opportunities for faculty and students to engage in interactive exchanges of course content. To facilitate this exchange, the following guidelines are provided:

1. Because each class session covers vital material and information, it is important that students arrive on time to each class session.
2. In order to enhance students' performance and confidence in acquiring the material, it is critical that students come to each class session prepared. This includes bringing to class required texts, supplemental materials, and assigned work, which is provided on the course outline.
4. In order to limit unnecessary distractions which would deter learning, cell phones, multi-media devices, and laptops are required to be turned off or on vibrate when class is in session, except by permission of the faculty.
5. To limit classroom distractions eating and drinking is discouraged.
6. So that each student can focus on the classroom activity there should be excessive talking during class sessions that will disturb your fellow classmates or the instructor.
7. Please take care of your personal needs before the class session begins (i.e., water breaks, restroom breaks, personal conversations with other students, etc.)
8. Please remove your hats, caps, headgear, etc., during class.

9. It is traditional in the Division of Business and Economic Development that every Monday is observed as "Strictly Business Monday". As a result, students are requested to don business attire for all Monday classes. Compliance is expected.
10. It is traditional that Capstone II students don business attire for all case, group and individual presentations. Compliance is expected.

Faculty reserve the right to apply penalties for noncompliance to either or all of the above guidelines.

## **ADDITIONAL INFORMATION**

1. The instructor reserves the right to make changes in this syllabus with notification to the students.
2. In the event of extreme adverse weather conditions, LeMoyne-Owen College may close. Every attempt will be made to notify the area radio and television stations when such closings occur.
3. Academic misconduct. Plagiarism, cheating, unauthorized possession or use of an examination form, obtaining answers from another student in the course not part of a common assignment group, falsified reporting, and other forms of dishonesty are prohibited. A student or students guilty of academic misconduct, either directly or indirectly through participation or assistance, is/are immediately responsible to the teacher for disciplinary consequences. In addition to any other possible disciplinary consequences, the teacher reserves the authority to assign a zero (0) for the assignment in question or for a student's semester grade. Proper ethical conduct is expected of all participants. Academic misconduct is a serious offense that is counter to the high ethical levels of LeMoyne-Owen College students. Use of materials not authorized by the teacher while taking a quiz or examination is considered to be academic misconduct.

Learning is both an individual and a cooperative undertaking. Asking for and giving help freely in all appropriate setting helps you to learn. You should represent only your own work as your own. Personal integrity is the basis for intellectual and academic integrity. Academic integrity is the basis for academic freedom and the College's position of influence and trust in our society. College rules and standards define and prohibit "academic misconduct" by all members of the academic community including students. You are asked and expected to be familiar with these standards and to abide by them. This syllabus and the policies of LOC govern the issue of academic dishonesty. Academic dishonesty refers to:

1. Plagiarism
2. The unauthorized collaboration or use of external information during examinations
3. Assisting fellow students in the act of academic dishonesty.
4. Falsely obtaining, distributing, using or receiving test materials.
5. Submitting exams, assignments, themes, homework, etc. as your own work when such work has been prepared by another person (by placing his/her own name on a paper, the student is certifying that it is his/her own work).
6. Improperly altering and/or inducing another to improperly alter any academic record
7. Using any sort of unauthorized materials during the examination.
8. Leaving the examination room during the test and during that absence, acquiring information on any material that might alter the student's performance on the exam.
9. Inducing any other student, staff person, faculty member or administrator to become involved in items 1-8 above. any such acts of academic dishonesty as described above will result in a grade of "F" for the course and immediate notification to the Vice President of Academic Affairs and the chairman of the Business Division. By not withdrawing from this course, you agree to all the conditions set down in this syllabus as being the rules.

## **A NOTE ON ACADEMIC HONESTY & PLAGIARISM**

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. If the student is confused as to what constitutes plagiarism, he/she should review University materials on this topic (included on the course website), or see the instructor.

Finally, although it should be unnecessary to make this statement, any student submitting a paper written by someone else, in part or in whole, is subject to receive an 'F' for the course. Where it cannot be determined whom originally wrote and who copied a paper, both (or all) students may receive an 'F' for the course.

### **WRITTEN CASE FORMAT (see pages through C-16 in your text)**

**Page 1.** Cover sheet with the case title and the consultants' names.

**Page 2.** Table of Contents (include the appropriate page numbers).

#### **Beginning on Page 3:**

**Section 1:** A. Statement of the Mission. B. Statement of the Objectives. C. Corporate Business Structure.

**Section 2:** Financial analysis depicting the corporation's (company's) financial position. (Minimum of balance sheet, income statement, summary and at least two ratios from each financial category)

**Section 3.** The environmental threat/opportunity profile

**Section 4:** The Strategic Advantage Profile

**Section 5:** Discuss the problems found. BE CERTAIN TO DESIGNATE THE "SALIENT" PROBLEM AND EXPLAIN WHY IT IS SO!

**Section 6:** The Strategic Alternatives, along with the advantages and disadvantages of each. Also address the logic and feasibility of each. (For purposes of this course, you must have at least three (3) mutually exclusive alternatives).

**Section 7:** Give your recommendation and explain why!

**Section 8:** DETAIL your recommended plan of implementation. This should be an activity plan, not general ideas.

**Section 9:** Present the citations, in an acceptable form, from all source material utilized.

**Section 10:** Appendices (graphs, charts, and any additional information that assists in getting across your ideas. MAKE CERTAIN TO ENCLOSE A "HARD COPY" OF ALL YOUR VISUALS (REPORT SIZE PAPER - Optional: you may submit your visuals on a floppy, zip or CD).

**Section 11:** Present the update material(s) for your case --- if any is found!! If none is found, be certain to express your endeavors to locate it. Update should consist of Highlights from then to now. THIS IS A REPORT: CLEARLY SEPARATE AND TITLE EACH SECTION AS SHOWN! PAPERS WILL BE TYPED (WORD-PROCESSED), DOUBLE SPACED ORIGINAL COPIES. APPEND MATERIAL MAY BE "COPIES" (CLEAN COPIES ONLY).

## **ORAL PRESENTATIONS**

1. PROFESSIONAL DRESS: (Suit & tie or Sport Coat & tie for Males; appropriate business attire for Females).
2. VISUALS: A sufficient number to depict all sections on the format and to make your points.
3. Present the HISTORY OF THE COMPANY.
4. Present the MISSION and the OBJECTIVES, along with support and the analysis of each.
5. Present the THREATS and OPPORTUNITIES, along with the necessary support.
6. Present the STRENGTHS and WEAKNESSES, with support.
7. Present your FINANCIAL ANALYSIS. (Minimum of a financial summary and at least two financial ratios for each group. Explain what each ratio shows.)
8. Present the PROBLEMS found. Be certain to clearly depict the SALIENT PROBLEM that you propose to resolve.
9. Present your STRATEGIC ALTERNATIVES and address the advantages and disadvantages, as well as the Logic and Feasibility, of each. (You are required to generate a minimum of three mutually exclusive alternatives).
10. Give your RECOMMENDATION and explain WHY!
11. Explain your PLAN OF IMPLEMENTATION: (Be Specific, this is an activity plan, not general concepts.)
12. Discuss your recommended EVALUATION & CONTROL PROCEDURES for your plan. (If not included in the plan itself.)
13. Upon concluding your presentation, call for QUESTIONS. The team will then field questions from the audience.

\*All members of the group must present some portion of the analysis.

## **TERM PROJECT**

1. Each student will be required to prepare a term project for the course. The term project will consist of the analysis and written report of a company according to the model and procedures established during the course.
2. The student will select a company and gain approval from the instructor prior to beginning work. The case (company) may not be a company from the current casebook or one that is assigned for the current semester. The company will be treated in real time, as is the second case assignment.
3. It is suggested that the students think about a company that holds some particular interest to him/her or use the program, compact disclosure or the Internet to come up with one.
4. The student must gain approval for the company or the instructor will not accept the results.
5. There can be no duplication of project cases for the semester. (No two students may do the same company).

The format for the report is as follows:

1. History of the company.
2. Information about the Industry.
3. Company Mission. (Stated or implied). Present your analysis.
4. Company Objectives: (Stated and implied). Present your analysis.
5. Company Strategies.
6. Complete SWOT analysis. Include support.
7. Financial data for at least three years. (As a minimum, include the income statement, balance sheet, summary and all the ratios.)
8. Problems found. Specify the salient problem, and explain why selected.
9. Strategic alternatives available for the salient problem. Minimum of three mutually exclusive. Explain logic, feasibility, and give advantages and disadvantages.
10. Recommended strategic alternative.
11. Implementation plan (activity plan) recommended for the Company.

12. Evaluation and control plan.

13. Support materials for the Company. (Research documentation). **NOTE: The term project will must be in APA format**

### **Policies Related to Students with Disabilities:**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment with Jean Saulsberry, Director of Student Development, as soon as possible at (901) 435-1727. The Student Development Office is located in the Alma C. Hanson Student Center, Room 208.

**Grade Scale:** 90-100 A; 80-89 B; 70-79 C; 60-69 D; 68 & Below F

### **Student Performance Evaluation:**

Your assessment for the course will be based on the total possible accumulation of points from exams, quizzes (unannounced or announced - variable points), cases (variable points), homework assignments (variable points), projects (100 points), relevant and pertinent class participation (variable points), and papers (100 points). The total possible accumulation of points will be divided by the actual points that you accumulate in the aforementioned assessment criteria. Absenteeism and tardiness may also be assessed.

A 90% - 100% of the total amount of points B 80% - 89% of the total amount of points C 70% - 79% of the total amount of points D 60% - 69% of the total amount of points F Below 60% of the total amount of points.

## **LeMoyne-Owen College Graduate Competencies (CGC)**

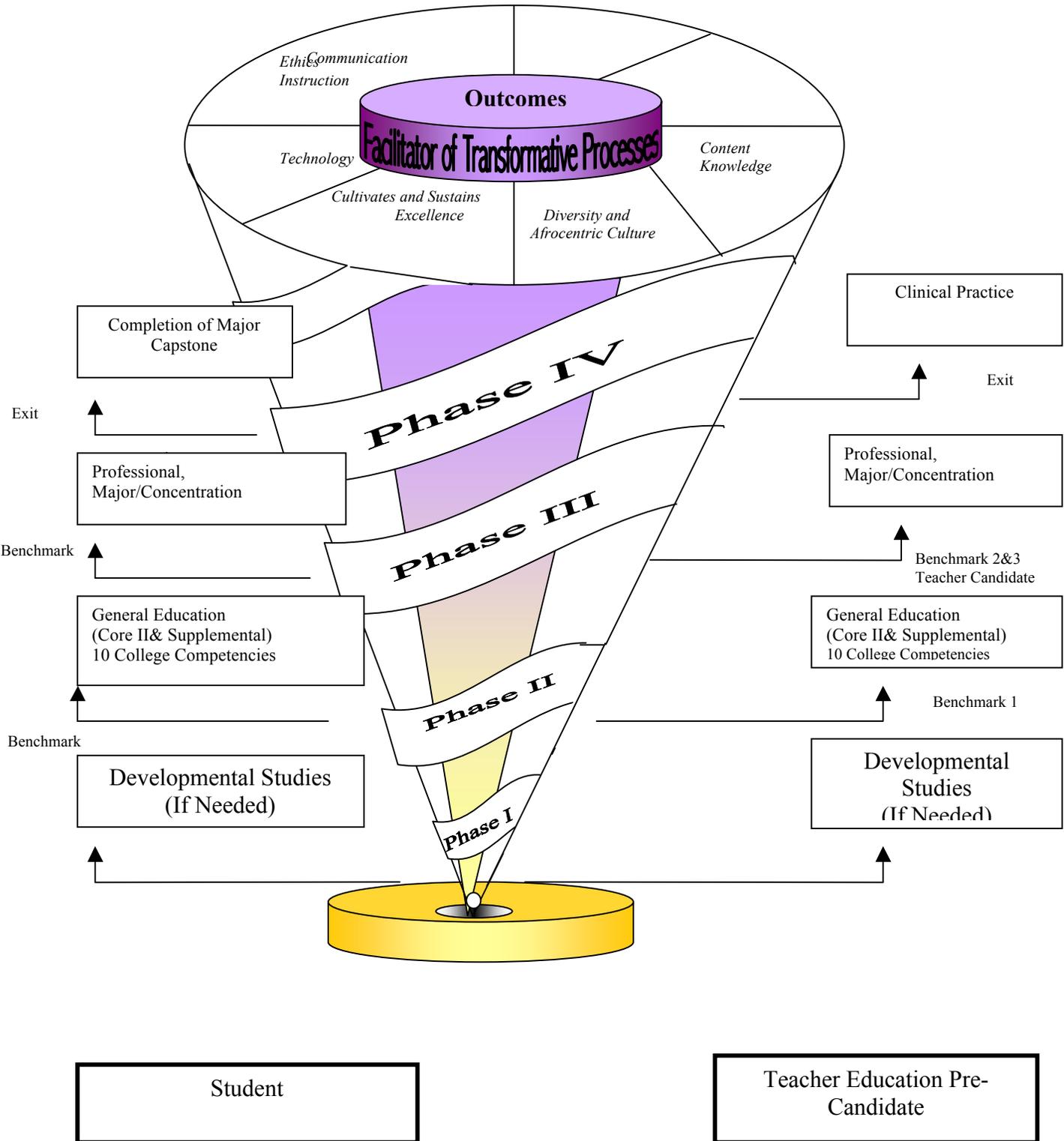
### **LeMoyne-Owen College graduates should be able to:**

1. Think creatively, critically, logically, and analytically using both quantitative and qualitative methods for problem solving;
2. Communicate effectively (listen, speak, read, and write) on formal and informal levels;
3. Distinguish, clarify, and refine personal values for the attainment of richer self-perception and relate those values to the value system of others;
4. Appreciate, understand, and know the foundations of the Afrocentric perspective;
5. Appreciate, understand, and know the foundations of diverse cultures in the context of a global community;
6. Appreciate, understand, now and pursue the principles, methods and subject matter that underlie the major discipline(s);
7. Accept social responsibility and provide service to humankind;
8. Maintain levels of literacy that allow them to understand the impact of science and technology on individuals, society, and the environment;
9. Attain motivational, personal management, interpersonal skills, professional development and research experience, as well as resourcefulness that will form the basis for a career and/or further educational experiences;
10. Attain critical skills, frame of reference, and understanding needed to appreciate and discriminate between artistic achievements

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<b>Grade Scale:</b> 90-100	A; 80-89 B; 70-79 C; 60-69 D; 68 & Below	F
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### The Conceptual Framework Model

Theme: Teacher as a Facilitator of Transformative Processes