“to provide students with a perspective on the integration of the functional areas of business, while maximizing the use of analytical skills and knowledge for decision making in a contemporary global business environment”

DEPARTMENT OF MANAGEMENT, ENTREPRENEURSHIP AND GENERAL BUSINESS

GBUS 180 - Business Policy and Strategy
Fall 2007
(undergraduate course)

INSTRUCTOR’S NAME    Dr. Matthew Sonfield
OFFICE HOURS    TUES:  9:00 – 9:30 AM, 11:00 AM – 12:30 PM
                 THURS:  9:00 – 9:30 AM, 11:00 – 11:30 AM
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GENERAL INFORMATION

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Department Chairperson    Dr. Mamdouh Farid

HOFSTRA UNIVERSITY BULLETIN DESCRIPTION OF COURSE

A capstone course enabling students to integrate functional area knowledge in order to effect managerial decisions and assume leadership roles in organizations. Theory and concepts are applied using both case analysis and a computer-based business simulation. Topics include: elements of the strategic planning process, such as strategy formulation and implementation; ethics and corporate social responsibility; corporate, business, and functional-level strategy; the relationship between strategy and organizational structure; and strategic control and reward systems.

PREREQUISITES OF COURSE

Business majors with senior standing and MGT 101, FIN 101 and MKT 101. Corequisites: FIN 110, MGT 110. Students must have successfully completed 88 or more credits before entering this course. Most valuable to the student if taken during last semester at Hofstra.
REQUIRED TEXTS

David, Fred, Strategic Management Cases 11th Edition, 2007 (cases-only version)
Anderson et. al., Threshold Competitor (Solo & Team Version) 2005. (Download and pay at Threshold web site: www.competitor.greatsims.com)

OUTCOME OBJECTIVES AND METHODS OF ACHIEVING THE OBJECTIVES

1. GBUS 180 is designed to provide the student with top-level strategic management skills. This is accomplished by placing the student in two types of simulated top management decision-making situations:

   a) Weekly strategic management business case analyses require the student to develop detailed evaluations and strategic recommendations for major corporations and not-for-profit organizations.

   b) As a member of the top management team of a manufacturing and marketing company for three simulated years, the student will make a full range of production, personnel, marketing and financial decisions for his or her company.

2. Curriculum Integration. The integration of the various business administration disciplines is central to the course content and objectives of GBUS 180.


4. Oral and written communication. Achieved through a variety of short and long written assignments and examinations, through in-class case analytical discussions, and through instructor-team conferences.

5. Ethics and Corporate Social Responsibility. Many of the cases analyzed involve significant ethical issues.

6. Global Business. Many of the cases analyzed involve significant global issues.

7. Teamwork. Teamwork is central to the semester-long business simulation.

ATTENDANCE POLICY

See page 4, #5.

METHODS OF EVALUATING STUDENTS

Term Paper:

At the term end, each student will develop a critical evaluation of his or her company's performance and of the total game environment. Further details are attached.
Exams:

There will be two scheduled early quizzes and one late-semester quiz, all three covering the rules and mechanics of the game. Also, a final exam will be scheduled. This exam will involve an analysis of a strategic management case from the casebook. Further information will be provided in class.

FINAL COURSE GRADE

Team game performance and individual contribution to team..................... ... 35%
Individual class participation, on-time attendance, quizzes, written case analyses....... 25%
Term Paper.......................................................... 20%
Final Exam.......................................................... 20%

COURSE SCHEDULE:

See the weekly "Projected Class Schedule" on pg. 7 of this outline.

All Students are responsible for reading this course outline carefully, and complying with all course requirements stated in it.

IMPORTANT – PLEASE NOTE:

1. This course is unusual in that much of its value to you depends upon the efforts of your Threshold Competitor "company" as a group, rather than upon your individual effort. It is vital that your team members work well together, and that all members actively participate. While this may be unusual and even frustrating in an academic context, it is typical of many real-world business situations. If your team is not working as a "team", correct this early in the semester. Put pressure on anyone who is not contributing or talk to me. Each student will be asked to rate the performance of his/her fellow team members one or more times during the semester. Totally unproductive team members will be withdrawn from the course.

2. Contribution to your team includes on-time attendance at all class sessions and team meetings. Anything less is unfair to your teammates.

    Team quarterly reports are to be submitted via email to the instructor at the same time each set of quarterly decisions are submitted via the Threshold web site. Use the form on page 13 of this syllabus and transfer it to a MS Word template which can be filled in each week. This form includes a reporting of attendance at team meetings. Untruthful reporting is a form of academic dishonesty and will be dealt with according to Hofstra University’s formal procedures. Each team should keep copies of all reports for end-of-semester use.

3. Historically, a major cause of poor performance in the game has been an insufficient understanding of the game procedures and mechanics. It is absolutely necessary that each student read the game manual several times before the first game session. Careful reading of this manual will definitely pay off in better game performance (and thus higher grades). Three quizzes on
mechanics will be given.

4. Your ability to profit from the case method experience depends upon your preparation efforts. Students will be expected to have thoroughly read and analyzed each case prior to its discussion in class. Analyze each case at the time the information in the case ends; do not use any subsequent information about the company which you might know about. On days when cases are to be analyzed in class, at the beginning of the class period, each student must submit a two-paragraph “Short Case Analysis” (paragraph # 1: brief case summary, paragraph # 2: listing of critical issues). This may be hand-written. (See the sample “Short Case Analysis on Page 10). Late cases will not be accepted. Students will be called upon in class to make their individual analyses and recommendations. If a student is called upon and is not prepared, the class participation portion of the final grade calculation will be penalized. Therefore, on-time attendance is required on all case discussion days. Students must buy the casebook and bring it to class on case discussion days and for the final exam.

5. As explained above, on-time attendance at all class sessions and team meetings is a necessity for GBUS 180. Excessive tardiness or absences will result in a grade reduction.

6. No INC grades will be given without approval of the instructor prior to the end of the semester, and then only for extraordinary reasons.

7. Because employers want to hire college graduates with good writing skills, all written assignments and exams will receive grade deductions for excessive errors of grammar, spelling, etc. Be sure to proof-read carefully. If English is not your first language, please advise me at the start of the semester, and state so at the top of all written assignments.

8. Please place your name and team number on all written assignments- top page only.

9. Open to Seniors only (88 credits). Prerequisites: MGT 101, FIN 101, MKT 101.

10. If you miss a class, you are responsible for determining whether any assignments were made that day. All assignments must be turned in during class on the due date and will not be accepted later.

11. Once teams are assigned, please sit with your team at all class sessions.

12. Activities that disrupt the class and my ability to teach:
   - Talking when I’m talking
   - Eating in class (no food or drinks allowed in computer equipped classrooms)
   - Late arrivals
   - Leaving and returning to the classroom during class. (So please use the bathrooms, etc. before or after class and wait until the class has ended to respond to cell phone calls)
   - Cell phones and beepers (please turn them totally off during class)
   - Using the computers for non-class purposes

13. You will be required to bring to Case Book to the final exam, as well as to all case discussion classes, so each student must purchase his or her own case book.

14. At the end of the class session, restart any computers you have used during the class. This will make the computers ready for the next class.
MORE SPECIFIC NOTES REGARDING THE GAME:

1. Do not rely too much on advice from students who have previously played the game or who are in other classes. Since each game situation is different, strategies that work well in one game may work poorly in another.

2. Illogical decisions or mechanical errors of calculation or transcription can be disastrous. Never enter and submit decisions that have not been checked by several members. While it is normal for one person to occasionally make a dumb mistake, a whole team should never make such mistakes if every member understands the game and looks carefully at the decisions on the screens.

3. Game decisions and team reports must be submitted no later than Tuesday at 8:00 a.m. sharp. (On certain specified dates, decisions will be due more than once a week.)

4. Think of the Game as a semester-long exam worth 35% of your final grade! Teams that perform better do so not because of luck, but because they work harder, understand the Game Manual better, work well as a team, analyze the competing teams, think about long-term strategy, and are proactive.

5. Do not rush into making each quarter’s decisions. Analyze your company’s reports carefully to fully understand what happened and why your company’s performance was strong or weak.

6. Your understanding of the game and your ability to make good decisions increase with experience in the game. To accelerate this experience the game allows you to play the “Solo” version at home. Use this solo version to experiment with various strategies.

7. Increasing (or decreasing) your company’s spending on “Human Resource Development” can increase (or decrease) worker productivity. If worker productivity decreases, it may be difficult to raise it again quickly.

8. Be sure not to exceed the limits on plant expansion, as given in the manual.

9. Financing for operations must be done with Short-term Loans. Mortgages should only be obtained for plant expansion purposes.

10. All companies must maintain a two-product sales strategy, although a company may choose to produce only a small amount of either or both products in a given quarter, if finished goods inventory is high.

11. Companies may not share marketing research reports.

12. Team Annual Report presentations should be prepared prior to the class. Only one team member should make the oral report, but all team members must participate in preparing the report, and all team members must join in the report presentation and be able to answer questions about the report and the team’s performance.

Annual Reports should respond to the following questions: During the past year, what
were the company’s strengths, weaknesses, best actions, and worst actions? What happens in your team meetings? Did your team make any major changes in strategy this past year? What performance do you expect for the upcoming year, and why? The class will find your presentation more interesting if you speak from notes rather than read directly from a prepared text.

INSTRUCTOR’S AND UNIVERSITY’S POLICY ON ACADEMIC HONESTY

All students are expected to abide by the University’s Policy on Academic Honesty, which appears in the Hofstra University General Bulletin.

All written assignments, quizzes, examinations, and other course work and activities must be done entirely and without assistance by only the individual whose name is associated with that work. All team activity must be only the work of the team members, with no input from non-team-members.

Any violation of this policy will result in a failing grade for the assignment and possibly for the entire course, along with a formal report conveyed to the Provost’s Office.
GBUS 180
Dr. M. Sonfield
Fall 2007
Projected Class Schedule

Tu 9/4 Course introduction
Th 9/6 Threshold Competitor game introduction
Tu 9/11 Team assignments, continuation of game introduction, begin trail quarter #1 decision-making
Th 9/13 No classes
Tu 9/18 Trial Q1 decisions & report form due by 8:00 a.m., Quiz #1, Case #1 discussion in class (bring case book!)
Th 9/20 Trial Q1 results and analysis, begin Q1 decision-making
Tu 9/25 Q1 decisions & report form due by 8:00 a.m. Case #2 class discussion
Th 9/27 Q1 results and analysis, begin Q2 decision-making
Tu 10/2 Q2 decisions & report form due by 8:00 a.m., Case #3 class discussion
Th 10/4 Quiz #2, Q2 results and analysis, begin Q3 decision-making
Tu 10/9 Q3 decisions & report form due by 8:00 a.m., Case #4 class discussion
Th 10/11 Q3 results and analysis, begin Q4 decision-making
Tu 10/16 Q4 decisions & report form due by 8:00 a.m., Case #5 class discussion
Th 10/18 Q4 results and analysis, begin Q5 decision-making
Tu 10/23 Q5 decisions & report due by 8:00 a.m., 1st Annual Reports session
Th 10/25 Q5 results and analysis, begin Q6 decision-making
Tu 10/30 Q6 decisions & report form due by 8:00 a.m., Case #6 class discussion
Th 11/1 Q6 results and analysis, begin Q7 decision-making
Tu 11/6 Q7 decisions & report form due by 8:00 a.m., Case #7 class discussion
Th 11/8 Q7 results and analysis, begin Q8 decision-making
Tu 11/13 Q8 decisions & report due by 8:00 a.m., Case #8 class discussion
Th 11/15 Q8 results and analysis, begin Q9 decision-making
Tu 11/20 Q9 decisions & report due by 8:00 a.m., 2nd Annual Reports session, Q9 results
Th 11/22 No classes - Thanksgiving
Tu 11/27 Q10 decisions & report form due by 8:00 a.m., results in class
Th 11/29 Q11 decisions & report form due by 8:00 a.m., results in class
Tu 12/4 Q12 decisions & report form due by 8:00 a.m., Case #9 class discussion
Th 12/6 Q12 results and analysis, Game and course wrap-up
Tu 12/11 Term Papers due by 9:00 a.m. – 229 Weller Hall
Tu 12/18 Final Exam 10:30-12:30 Student Center Theater
CASES

Class case analyses will generally follow the Strategic Audit (see page 9 of this outline).

The case numbers below (1 through 9) refer to the numbers in the “Projected Class Schedule,” and not to the case numbers in the case book.

1. Kellog  p. 56
2. Jet Blue  p. 193
3. Samsonite  p. 132
4. Dell  p. 12
5. Best Buy  p. 266
6. General Motors  p. 154
7. PepsiCo  p. 22
8. Banco Río  p. 368
9. American Red Cross  p. 354

Bring case book to all class sessions in which case analyses are scheduled. Bring prior team printouts all days when game is the class activity. This is a course requirement.

“LONG CASE ANALYSIS” ASSIGNMENT

Each student is assigned one case for full written analysis (“Long Case Analysis”). This analysis should be in the form of a Strategic Audit, (steps 1-7 with emphasis on 5-7) presented in essay format (not outline or bullet format) with headings for each step. Steps 1-4 should lead to step 5, step 5 to step 6, and step 6 to step 7. This format will be discussed further in class. Length: 3-4 pages double spaced. Must be typed and proof-read. Use a cover sheet for your name, date, team number, etc. Place your name only on this sheet, not on the inside pages. No binders please; just staple in top left corner. Due in hard copy format at start of class on date of class case discussion. Any indication of plagiarism will result in an F. Late papers cannot be accepted. Please submit two copies of this case analysis, one with your name and team number and one without your identification.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Case</th>
</tr>
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<tbody>
<tr>
<td>A - B</td>
<td>Jet Blue</td>
</tr>
<tr>
<td>C</td>
<td>Samsonite</td>
</tr>
<tr>
<td>D - F</td>
<td>Dell</td>
</tr>
<tr>
<td>G - K</td>
<td>Best Buy</td>
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<tr>
<td>L - O</td>
<td>General Motors</td>
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<td>P – R</td>
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<td>S – T</td>
<td>Banco Río</td>
</tr>
<tr>
<td>U – Z</td>
<td>American Red Cross</td>
</tr>
</tbody>
</table>
1. Identify current strategy.

2. Evaluate current performance.

3. Perform external audit (positive and negative factors external to the company).

4. Perform internal audit (positive and negative factors internal to the company).

5. Summarize critical issues.

6. Formulate new or modified strategic alternatives. (All the possible actions the company could take.)

7. Develop specific strategic recommendations. (The specific actions the company should take.)

**IMPORTANT:** Step #5 should be based on the analysis developed in Steps #1 through #4, Step #6’s strategic alternatives should respond to Step #5’s critical issues, and the specific recommended strategies presented and argued for in Step #7 should be chosen from the broader list of alternatives developed in Step #6.

**Individual Term Paper**

Write a memorandum to future GBUS 180 students who will be playing the Threshold Competitor Game. The basic objective should be to develop a clear and well-organized discussion of what a team should do to place high in the performance rankings at the end of the game (and what a team should not do). Remember that future runs of the game may have different demand curves and other parameters for each product over the length of the game than occurred in the game this semester. Still, your recommendations should be supported by examples of strategies and tactics used by successful and unsuccessful teams in your game. Avoid generalities and vagueness: make your discussion, reasoning and recommendations as specific as you can. Also, avoid including descriptions of the game or the various decisions taken from the Manual and quarter-by-quarter descriptions of what happened in the game. Do not tell future students things they can read on their own in the game manual.

The text of your term paper should be about five pages, typed in double-space; thus it should be
concise and to the point. Please number pages. It must be proof-read for errors of spelling, grammar, and typing; excessive errors will receive a grade penalty. Do not use a binder; simply staple your paper in the top left corner, with your name, team number, etc. on a cover page only. The term paper is due on Tuesday, Dec. 11th by 9:00 a.m. in hard copy at my office. All late papers will receive a significant grade penalty. This is an individual term paper assignment. Any indication of copying or collaboration will result in a significant penalty.

SAMPLE “SHORT CASE ANALYSIS”

John Doe
Team X
Dec. 1, 2007
CASE # 1 The XYZ Corp.

The XYZ Corp. is a manufacturer of widgets which is faced with declining sales volume and profits. The company’s top management must therefore make some strategic decisions. The case presents three alternative strategies:
1) Forward integration by opening retail stores
2) New product development
3) A joint venture with the ABC Corp.

In analyzing all of the various facts and issues presented in the case, I believe that the most critical issues are:
1) The company’s financial position is weak. Therefore any strategic action chosen must involve only moderate expenditures and must offer a fairly quick pay-back.
2) New product development will be lengthy and costly. The company’s management currently has no specific ideas for new products.
3) XYZ Corp. has no retailing experience.
4) The ABC Corp. is financially strong, has some good ideas for a joint venture, but is weak in manufacturing capabilities where the XYZ Corp. has strength.

HOW TO FAIL GBUS 180

1) Be absent from many classes
2) Be absent from many team meetings
3) Do not submit written case analyses
4) Be frequently unprepared when called upon in classroom case discussions

HOW TO GET A LOW GRADE IN GBUS 180

1) Be absent from class often enough for the instructor to notice it
2) Be late to class often enough for the instructor to notice it
3) Leave the classroom during class frequently
4) Use personal electronic devices (phone, music, etc.) during class
5) Be absent from many of your team meetings (both in and outside of class)
6) Receive poor peer ratings from your teammates
7) Do not participate in the in-class case discussions
8) Do not submit several of the case analyses
SCHOOL OF BUSINESS POLICY ON MAKEUP EXAMINATIONS

To be eligible for a makeup examination, a student must submit to the instructor written documentation of the reason for missing a scheduled examination due to medical problems or death of an immediate family member. The instructor (not the student) determines whether and when a makeup is to be given. If a makeup examination is to be given, the instructor will determine the type of makeup examination. If the student misses (for any reason) the scheduled makeup examination, additional makeups are not permissible.

UNIVERSITY POLICY ON INCOMPLETE GRADES

A student unable to complete a course may, with the permission of the instructor, receive a grade of incomplete (INC). The instructor will permit the student to complete and submit the missing work no later than the third week of the following semester. All undergraduate students may accumulate up to nine credits of INC grades without penalty. Past this nine-credit limit, all subsequent INC grades not made up convert to F’s at the end of the semester following the one in which they were assigned.

NOTE: Toward the end of the semester, if you are concerned that your grade in the course to date is lower than you would like, see me to discuss how you can increase the likelihood of a good grade on your term paper and/or final exam.
HOFSTRA UNIVERSITY
ZARB SCHOOL OF BUSINESS

GB180

THRESHOLD COMPETITOR DECISION PERIOD REPORT FORM

TEAM NUMBER:

QUARTER NUMBER:

TEAM MEETINGS (actual face-to-face meetings, not virtual meetings):

<table>
<thead>
<tr>
<th>Date</th>
<th>Members Attending (full names)</th>
<th>At Start of Meeting</th>
<th>At End</th>
</tr>
</thead>
</table>

CURRENT STRATEGY: