183BUS 10a (section 1)

FUNCTIONS OF THE CAPITALIST ENTERPRISE

TENTATIVE/DRAFT COURSE SYLLABUS

Fall 2018

Class Hours: Tuesday and Friday, 8:00am – 9:20am

Location: International Business School

Office: TBD

Office Hours: Thursdays, 8:00am-12:30pm (except 11/22)
*Signup sheet posted on LATTE

TA: TBD

TA Office Hours: TBD, Brandeis Library

PROFESSOR BERHANÉ
Senior Lecturer in Leadership and Business
sberhane@brandeis.edu

BRANDEIS UNIVERSITY
Course Description

Course description and learning outcomes
This course, which is an integral part of the Business major, uses case examples and practical concepts to build a framework for addressing key management issues. The first half of the course reviews the key functions of managers through cases and lectures on operations, finance, marketing, strategy, and organizational behavior. The second half applies this knowledge to (1) entrepreneurship & innovation, (2) business in the global economy, and (3) a discussion of business ethics.

There are five primary learning outcomes for students:
(1) to understand the fundamental concepts and functions in business management
(2) to recognize the interrelationships among these functions
(3) to learn how to apply the language and tools of the course to analyze a variety of business issues in the US and abroad
(4) to learn how to read, analyze, and discuss business school case studies
(5) to develop writing, EXCEL and oral presentation skills for business

Prerequisite: BUS 6a, which may be taken concurrently with BUS 10a.

Materials
The course will use a new addition of the Pearson custom book. (Do not use prior editions as the material has changed. Key cases are not included in older versions, and the chapters are updated.) Available at the bookstore, the custom book consists of business school cases and chapters from the Pearson’s Business Essentials. We will purchase a couple of Harvard Business Publishing articles. Closer to the start of the semester, I will post the link to purchase these articles.

You will also be required to access Lynda.com for your excel training, an online learning platform provided to you for free by Brandeis University.

Excel Training (8 hours)
Excel training will prepare you to analyze financial and other quantitative data, a skill that is a prerequisite for making business decisions. BUS10a excel training is meant to build your confidence in making such decisions – quantitative, qualitative, and strategic. The Lynda training will provide you with advanced beginner knowledge of EXCEL and prepare you for further coursework in the Business Program. You must use excel in your finance memo, your globalization presentation, and your final paper.

Teaching Methods
This course uses readings, case studies, class discussions and lectures to address key management issues. Because this course is based on the case method, class participation by everyone is essential. In order for this method to work, you must prepare the case and readings thoroughly. This allows us to conduct analytical, rather than descriptive, discussions. I will expect three P’s from you in every class:

1. Presence: attendance is required.
2. Preparation: reading and assignments are to be done on time.
3. Participation: share your views and questions in class. We use name cards to facilitate discussion (and grading) and we ask you to please sit in the same seat each class.
Other Classroom Ground Rules

1. **The first question in class is always a cold call on the case.** I will pick on students who raise their hands for the rest of the class.

2. **Quizzes** offer another way to demonstrate engagement with the material, especially for quieter students, and are 10 multiple choice questions.

3. **Simply speaking or offering an opinion in class is not sufficient** to earn a strong participation grade. Your goal should be to engage in the class discussion in ways that advance the learning of the entire class.

4. **Expect polite pushback** from me and/or your classmates. You can do the same. With cases, I will often push back to get different ideas on the white board.

5. **No multitasking.** Ergo, no cellphones/electronics unless specified on syllabus; use is limited to classwork.

6. **Do not understand something?** Please ask. **Frustrated about something?** Please tell me; I welcome feedback.

7. **I cannot spel.** No laughing.

Additional Ground Rules

- **Team work:** Grades on team projects are assigned to all members of the team, though *I reserve the right to alter individual grades* when it is clear that an individual did not contribute to the assignment in a consistent and meaningful way. **Peer feedback is solicited after each team assignment.**

- **Sending emails to me on team deliverables:** To avoid deductions, always “cc” all of your team members on emails (using everyone’s @brandeis.edu email address) – and only send me one email per team for each deliverable. Before sending the email, check it for typos and to see that your team members were indeed properly copied. **EMAIL SUBJECT EXAMPLE:** “Team #2_Feed Me! Presentation”

- **Late work and Professional Communications:** Because this is a business course, *I will model the business environment as best as possible.* Therefore, late submissions of work will result in reductions in your grade. I will expect you to email me from your brandeis.edu account and that your emails and work product meet professional standards in form and substance. For help, see LATTE for articles on business writing.

Grading

You will be graded on a combination of the following (60% individual/40% team):

**Contributions to class discussions (20%).** Class participation should demonstrate critical analysis of the reading. I keep a record of class performance for each student and determine a grade based on the quality and frequency of in-class comments. **Participation in the first half of the semester is weighted more than in the second half of the semester,** since the concepts and learning are critical for success in the class. If you’re unsure of how you’re doing, please email me or your TA. We can offer feedback and suggestions for improvement.

**NOTE:** In a case-based course, learning happens through the give-and-take in the classroom. Each day immediately after class I record a class contribution score between 0 and 3 points for each student based on the quality (relevance, preparedness, insightfulness) of in-class comments. **I will distribute a participation rubric in class.**

**NOTE:** You are permitted two absences (e.g., illness, family celebration, job interview, varsity sports, unfavorable airline schedule, you forgot to set your alarm); *for each additional absence, your participation grade will be reduced by a half-grade.* If you are present but disengaged, the grade is 0. To earn a 3 provide an insightful response, clarify a concept for others, and connect ideas to other readings. Please do not attempt to monopolize or dominate the discussion. If you have perfect attendance but don’t contribute, your contributions grade will be C-.
**Short Quizzes (10%).** To balance external/extroverted forms of participating in class, I also include introverted forms. Quizzes should demonstrate learning from the core readings and have been a successful way for students, especially quieter students, to boost their grade. However, they are not a substitute for speaking in class. You will be required to complete a 6 quizzes worth 2% each (10 multiple choice questions in 15 minutes). You **may use your written notes but not your book.** These **must** be taken at the start of class on key days and **no make-ups** will be allowed. I will drop the lowest scoring quiz.

**A PowerPoint presentation, “Feed Me! Presentation” (5%),** given in teams of 5-6 students (to be selected by the professor) on **Tuesday, September 17,** on one of the cafeterias or food stores on campus. Each presentation should last 6-8 minutes. See LATTE for assignment details. The presentation is due by email, with “CC” to your team, and due on LATTE on **Monday, September 16 at 11:55pm.** Business attire is required.

**A graded HW assignment on “Clarkson Lumber Company” using EXCEL (2%)** to be done individually (without assistance from anyone). The written portion and the excel portion of the assignment must be submitted (as separate documents) on LATTE by **Monday, October 8 by 11:55pm** with a stapled printed copy of both assignments handed in at the start of class on **Tuesday, October 9th.** Bring a copy for yourself. (So that you will be prepared, please complete the online Lynda EXCEL training by the end of September.)

**Excel Exercise (1%).** Excel is useful when marketing yourself to employers, who often ask you to complete take-home excel-based assessments during the hiring process. This exercise is based on the completion of assigned Lynda chapters (which should take you 7-8 hours to complete) and will take place on **Friday, October 12 at 1:00pm.** A link to the Lynda training is on LATTE. You **must** utilize EXCEL in your memorandum assignment, your **graded hw,** and your **final paper** (with brief explanatory footnotes in the final paper to indicate where and how it was used); failure to use excel effectively in these assignments will result in a grade deduction.

**Two-page memo and attachments using EXCEL (5%)** to be prepared in teams of 2 students (to be selected by the professor). See LATTE for assignment details. The memo and attachments are due on LATTE on **Monday, October 18 at 11:55pm,** with a printed stapled copy due at the start of class on **Tuesday, October 19th.**

**A midterm exam (25%).** This is an open-book/notes exam that **will not** take place during normal class hours. Normal class hours will be cancelled on Friday, 10/26 and all students will take the midterm on **Friday, October 26 (LOCATION TBD) at 2:00pm.** You will be asked questions about the reading materials covered and issues discussed in class. A **calculator** (separate from a laptop or smartphone or a financial accounting computer) will be required.

**A PowerPoint presentation on globalization (10%),** given in teams of 5-6 students on **Friday, November 16th,** and **Tuesday, November 20th.** Each presentation (on a topic you will select from a list I will provide) should last 8-10 minutes, plus time for Q+A. **You may form your own teams with the one requirement that each team must include at least two international students and two U.S. students.** Please fill out sign-up sheet on LATTE by **11:55pm on Wednesday, November 1** with team names and what your proposed topic will be. I will let you know the following day if that topic has already been selected by another team. Every team must submit the PPT deck by email and on LATTE by **11:55pm on Tuesday, November 13,** regardless of the day you present. **Business attire is required for both days;** participation graded via Q&A and questions. See LATTE for details.
A short ethics essay, based on assigned readings on business ethics (2%). Prior to discussion of the readings, you will be asked to write a one-page business memo based on a prompt. You will submit this essay on LATTE on Monday, December 3rd, at 11:55pm, with a printed stapled copy due at the start of class on Tuesday, December 4th.

A final paper analyzing a business problem facing a real company (20%).

NOTE: The final paper must be done in teams of 3 students.

Please submit your teammate names on LATTE by 11:55pm on Wednesday, October 10th, please upload your outline on LATTE by 11:55pm on Monday, October 22nd and stapled hardcopy in class on Tuesday, October 23rd, and please upload your final paper and excel file on LATTE by 10:00am on Friday, December 14th and please hand-deliver a printed stapled copy to me between 10:00am and 12:00pm on Friday, December 14th. (LOCATION TBD). Points will be deducted for late submissions.

Final Paper
The final paper is an opportunity to examine in depth a topic of your choice. The paper must:

- deal with a problem a real company is facing today
- incorporate specific learnings and/or paradigms from the course
- offer a clear set of recommendations that are carefully analyzed

Failure to adhere to these requirements will result in a grade no better than C+. I also expect you to use EXCEL (and footnote precisely how you used it); otherwise, there will be a grade deduction.

The paper should be based on empirical evidence and apply the concepts in the course. The best papers make rigorous use of one paradigm while incorporating elements of others, as appropriate. The worst papers are “paradigm dumps,” which I will explain later in the course.

At a simple level, the paper sets out to answer the following six questions: What’s the company? What’s the problem? How did it happen? What is management doing to fix it? Why isn’t it working? What should management do? This last question is the most important one!

The paper should contain the following elements:

Factual description of a company or aspect of a company’s business; background on the company’s current status. Usually, 2-3 pages.

- This portion of the paper must be built on data and case histories selected from the business press, annual reports, and other reliable sources, including the ones listed below. As such, it is highly preferable that you choose a company whose stock is publicly traded.
- Before proposing a topic, do some preliminary research using one or more of the excellent resources available on-line through LTS. Begin by vising the Business Research Guide at http://brandeis.libguides.com/business. Click on the Company Info tab on this guide, and consult one or more of the links listed here. Your final paper should include information both about the industry
and the company, using more than two of the sources from the LTS Business Guide (to be discussed in class).

Identification and analysis of a business problem the company is facing. Usually 5-6 pages.
- State the analytical purpose of the paper up front, i.e., the “question” you are addressing.
- What problem does this company have? How did the problem develop?
- Include a review of all major functional systems of the business to help you diagnose the root causes and sources of the problem.
- Provide both quantitative and qualitative data to describe the symptoms, scope and scale of the problem. Use Excel to make relevant calculations and create informative graphics.
- Include pertinent information from the firm’s financial statements and rely on the financial facts to clearly explain the scale and impacts of the problem.
- What have they done to address the problem and why does the problem persist?
- Use the topics in the course or in the textbook as a guide to focus on a specific aspect of the business that you will analyze. It is essential to use sources other than the company itself—newspapers, competitors, industry reports, Bloomberg, databases, etc. These will help you take a critical stance toward the company information.

Conclusions and recommendations. Usually, 4-5 pages.
- Based on your research and analysis, you must suggest what the company should do about the problem you studied. Be specific. Your recommendations must be “actionable”, i.e. responsible managers should know how to proceed after reading your paper. Most companies have multiple problems at any point in time. You should only concentrate and try to solve one of them. Good papers tend to dig deep, not wide.

Format and Content of the paper
- Please provide a title page that includes the names of the team members, company name, and a descriptive thematic subtitle (e.g. “Crown Cork & Seal, Inc.: Did Crown Cork Miss the Boat on Plastics?” rather than “Crown Cork and Seal, Inc.”).
- Next, provide a one-page Executive Summary that very briefly lays out your answers to the six questions listed earlier. This page is written for C-suite officers of the company, and must be titled “Executive Summary” and may not exceed one page.
- You need to cover the three required elements listed on the prior page. Having said that, use your best writing skills and editorial judgment to decide how to structure the paper, including use of subheadings. There is no one best way. Some excellent papers begin with a section laying out the factual case, followed by a section with analysis of the case. Other excellent papers weave the facts in and out of the analysis.
- All good papers, however, are driven by the analytical goals that are stated initially; these goals and the material itself should guide how you decide to present your argument. You must provide citations for factual information presented in the case, and clearly indicate when you are presenting the opinions and conclusions of the team.
- All papers should have a Works Cited using a Chicago Style formatting and should use either footnotes. For guidance see http://guides.library.brandeis.edu/c.php?g=301723&p=2013447. Make sure you are consistent in applying the standards.
• Pay attention to the value of communicating financial and quantitative information with appropriate tables and graphs (you have seen good examples of such items in the case studies we have analyzed).
• Tables and graphs will ideally appear within the flow of the paper rather than as an appendix, and the text should refer to and discuss the information contained in any graph or table. You must include at least ONE graph or table that the team has created in Excel. Points will be deducted if there is no original Excel graph in the paper. Excel-generated elements must be embedded within your document and uploaded as a separate file. If you have nothing to say about a graphic, exclude it.
• Be aware that this paper should not be just a "case study" like those we read in class; those cases are largely descriptive. Your paper should be more like a "case study plus analysis." On the other hand, the cases we’ve read are excellent models of exposition and organization.
• Papers must double-spaced, have numbered pages, and use Times New Roman 11 point, with 1” margins all around. There is no strict word or page count, but responding fully to the assignment normally requires 12 to 15 pages of text, not counting exhibits, footnotes, references etc. If the paper is considerably longer, edit down the extraneous or verbose elements.
• Your final paper should be uploaded in two formats— as a word and a PDF, including your appendix and works cited in the same document. Your separate excel file (where you created your tables and graphs and/or other excel work) should be uploaded also. You must submit a printed stapled copy.

I will help you define an appropriate topic and give you guidance about the project. To do this, I will need to know early on what ideas you are considering. You must email me a one-page outline of the paper topic by 11:55 pm on Monday, October 22 which a hardcopy due in class on Tuesday, October 23 I will give written feedback on these outlines within two weeks. You should begin part one of your paper after receiving feedback.

Note: you may not use the same topic for both the globalization project and the final paper.

Workload Expectation
As this is a four-credit course, you are expected to spend a minimum of 9 hours of study time per week in preparation for class (readings, cases, discussion questions, homework, research, etc.).

Academic Honesty
You are expected to be honest in all of your academic work. Please consult Brandeis University’s Rights and Responsibilities (https://www.brandeis.edu/studentlife/srcs/rr/2016-17%20RR%20.pdf) for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at https://lts.brandeis.edu/research/help/

Office Hours
You may see me during my regular office hours or by appointment (which you should request by email).

Special Accommodation
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me by the end of the third class.
Course Outline Draft (subject to minor changes)
(see further pages for case discussion questions and LATTE for project/HW details)

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<th>Class</th>
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<th>Topics</th>
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<tr>
<td>1</td>
<td>Fri 8/31</td>
<td>Introductory Readings</td>
<td>CHAPTER: Managing the Business (22pgs) Mindset Reading (10pgs)</td>
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<td>+ Class Exercise</td>
<td>See p.11-12 Fill out your BIOCARD (see LATTE for link)</td>
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<td><strong>Note:</strong> Begin your Excel training (see LATTE for link)</td>
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<td><strong>Organizational Behavior</strong></td>
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<td>2</td>
<td>Tue 9/4</td>
<td>Organizational Behavior Reading</td>
<td>CHAPTER: Leadership and Decision Making (20pgs) “Army Crew Team” Case (11pgs)</td>
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<td></td>
<td>*Laptop</td>
<td>Case Analysis + Short Quiz 1</td>
<td>See p.11-12 <strong>Note:</strong> Short quiz at the start of class. Be on time! No make-ups.</td>
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<td>*Laptops are limited to start of class. Bring your book/notes.</td>
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<td><strong>Creating and Delivering Value</strong></td>
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<td>3</td>
<td>Fri 9/7</td>
<td>Operations Reading + Short Quiz 2 + Class Exercise</td>
<td>CHAPTER: Operations Management &amp; Quality (24pgs) <strong>Note:</strong> Short quiz at the start of class. Be on time! No make-ups</td>
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<td><strong>Note:</strong> Begin preparing “Feed Me” Presentations</td>
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<td><strong>Filling Market Needs</strong></td>
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<td>4</td>
<td>Fri 9/14</td>
<td>Case Analysis</td>
<td>“Benihana” Case (17pgs)</td>
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<td>See p.12</td>
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<td>5</td>
<td>Tue 9/18</td>
<td>+ “Feed Me!” Presentations (TEAM)</td>
<td>Team Presentations. Business attire is required. See LATTE for assignment details</td>
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<td><strong>Note:</strong> PPTs due for all teams due on LATTE and by email* on 9/17 by 11:55pm. *Please follow email protocol (See p. 3).</td>
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<td><strong>No Class</strong></td>
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<td>6</td>
<td>Fri 9/21</td>
<td>Marketing Reading + Class Exercise</td>
<td>CHAPTER: Marketing Processes &amp; Consumer Behavior (25pgs) <strong>Note:</strong> Short quiz at the start of class. Be on time! No make-ups.</td>
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<td><strong>No Class</strong></td>
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<td>Memo-Formatting Workshop</td>
<td>This a short presentation and discussion on memo-writing for business. Fill out sign-up sheet on LATTE by 9/6 at 11:55pm. I will also post articles on the topic, but the session will be helpful. <strong>Note:</strong> Get ahead! Start your class readings (47pgs).</td>
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<td>Brandeis Library 9/25 @ 7pm</td>
<td><strong>Filling Market Needs</strong></td>
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<td>7</td>
<td>Fri 9/28</td>
<td>Marketing Reading Case Analysis + Short Quiz 3</td>
<td>CHAPTER: Distributing &amp; Promoting Products (21pgs) “Reebok International Ltd.” Case (26pgs)</td>
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<td>See p.12-13 <strong>Note:</strong> 10/3 is the last day to drop class; permission required.</td>
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<td><strong>Note:</strong> Short quiz at the start of class. Be on time! No make-ups</td>
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<td><strong>Filling Market Needs continued</strong></td>
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| 8     | Tue 10/2 | **Marketing Reading Case Analysis** + **Short Quiz 4** | **CHAPTER:** Developing & Pricing Products (20pgs)  
**“Clean Edge Razor: Splitting Hairs in Product Positioning” Case** (10pgs)  
See p.13  
**Note:** Short quiz at the start of class. Be on time! No make-ups |
|       |       | **Understanding Finance** | |
|       | Wed 10/3 | Accounting Workshop  
Brandeis Library  
10/3 @ 7pm | **This is a short overview and discussion on income statements, balance sheets, and statements of cash flow. Fill out sign-up sheet on LATTE by 10/1 at 11:55pm. I will also post articles on the topic, but the session will be helpful.** |
| 9     | Fri 10/5 | **Financial Statement Analysis Reading + Homework** | **CHAPTER:** Finance Reading (TBD) (See LATTE for access)  
See p.14 and LATTE for assignment details |
| 10    | Tue 10/9 | **Case Analysis** + **Graded Assignment** + **Final Paper Teams** | **“Clarkson Lumber Company” Case** (6pgs)  
See p.14 and LATTE for assignment details  
**Note:** Graded HW due on LATTE on 10/8 by 11:55pm and a stapled hardcopy in class on 10/9.  
**Note:** Fill out sign-up sheet on LATTE w/ team names for **final paper** due 10/10 at 11:55pm. |
|       |       | **Financial Databases** | |
| 11    | Fri 10/12 | Financial databases for business research, **pt.1**  
+ **Graded Excel Exercise**  
+ **Database Short Homework** | Guest Lecturer: Jason Bernard  
(during 2nd half of class)  
Associate Director of Academic Technology, IBS  
See p.14 and LATTE for assignment details  
**Note:** Short homework due on LATTE on 10/11 at 11:55pm. |
| 11a   | Fri 10/12 | Financial databases for business research, **pt.2**  
+ **Training in Bloomberg Lab** | Lecturer: Jason Bernard  
**Note:** One student per final paper team **MUST** attend this special session held in the IBS Bloomberg Lab (next to room 54). Sign-up on LATTE by 10/10 at 11:55pm. |
|       |       | **Executing Corporate Strategy** | |
| 12    | Tues 10/16 | **Industry Analysis** + **Short Quiz 5** | **“The Five Competitive Forces that Shape Strategy”** (19pgs)  
See LATTE  
**Note:** Short quiz at the start of class. Be on time! No make-ups |
| 13    | Fri 10/19 | **Case Analysis**  
+ **Memo (TEAM)** | **“Crown Cork and Seal in 1989” Case** (22pgs)  
See p.15 and LATTE for assignment details  
**Note:** Memo due on LATTE on 10/18 by 11:55pm and a stapled hardcopy in class on 10/19. |
|       |       | **Midterm** | **Note:** Bring a calculator for the review!  
*Not a financial accounting calculator. See [here](#) for example.  
**Note:** One-page outline for **final paper** with initial biblio. due online 10/22 at 11:55pm and stapled hard copy in class on 10/23. |
| 14    | Tues 10/23 | **Midterm Review**  
+ **Final Paper Outline** | |

*LATTE = Learning Technology and Teaching Environment*
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<td>15</td>
<td>Fri 10/26</td>
<td>Midterm</td>
<td><strong>Note:</strong> MIDTERM will cover everything to this point; the exam is open book &amp; notes. Please bring a non-financial calculator. <strong>NOTE:</strong> CLASS WILL NOT TAKE PLACE. INSTEAD, ALL STUDENTS WILL MEET ON 10/26 @ 2PM TO TAKE MIDTERM.</td>
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| 16     | Tues 10/30 | Entrepreneurship Reading + Globalization Topic/Teams | CHAPTER: TBD  
See LATTE  
**Note:** Fill out sign-up sheet on LATTE w/proposed topic and team names globalization presentation due 11/1 at 11:55pm |
| 17     | Fri 11/2   | Class Simulation + Short Preparation HW | See LATTE for simulation details  
**Note:** Preparation homework due on 11/1 at 11:55pm. |
| 18     | Tue 11/6   | Case Analysis + Short Quiz 6    | CHAPTER: Globalization Reading (27pgs)  
"Kyocera Corporation" Case (13pgs)  
See p.15 and LATTE  
**Note:** Short quiz at the start of class. Be on time! No make-ups |
| 19     | Fri 11/9   | Class Simulation + Short Preparation HW | See LATTE for simulation details  
**Note:** Preparation homework due on 11/8 at 11:55pm. |
| 20     | Tue 11/13  | Case Analysis                   | "Legendary Café: The China Challenge" Case (13pgs)  
See p.15-16 |
| 21     | Fri 11/16  | Globalization Presentation Pt.1  | Team Presentations  
**Note:** Business attire is required on both days, even if you are not presenting.  
**Note:** PPTs due for all teams on LATTE and by email on 11/13 at 11:55pm |
| 22     | Tue 11/20  | Globalization Presentation Pt. 2 | Team Presentations continued |
| 23     | Fri 11/23  | No Class                        |  |
| 24     | Tue 11/27  | Career Development              | CHAPTER: Team Chemistry (9pgs)  
See LATTE |
| 25     | Fri 11/30  | Class Speaker + Short Preparation HW | Guest Lecturer: Hiatt Career Center (bring your resume)  
**Note:** Preparation homework due on 11/29 at 11:55pm. |
| 26     | Tue 12/4   | Ethics Reading + Short Ethics Essay | CHAPTER: Prof. Sherman note on business ethics  
See LATTE for assignment details  
**Note:** Short online essay due on LATTE on 12/3 at 11:55pm; stabled hardcopy due in class on 12/4 |
| 27     | Fri 12/7   | Ethics Reading                  | CHAPTER: How will you measure your life? (6pgs)  
See p. 16 and LATTE |
ASSIGNMENTS + STUDY QUESTIONS

In addition to the assigned readings, here are the principal study/discussion questions to complete before coming to class. Do not hand in responses to discussion questions. Be prepared for questions from the chapter readings, even though they are not all listed here. Project and assignment details can be found on LATTE.

For our first class, on Friday, 8/31, please find two introductory readings on LATTE:

Discussion Questions:

1. What is mindset - fixed vs. growth? Why does it matter for business? Why does it matter for your life as student?
2. What is the purpose of goal setting (refer to management chapter reading)?
3. Why are mission statements important? What is included in Brandeis’ mission statement? If we developed a set of core values for BUS10A, what would they be?
4. What is the difference between environmental analysis and organizational analysis (refer to management chapter reading)?

On Tuesday, 9/4, we will discuss “The Army Crew Team” and the Leadership and Decision Making reading.

Case Summary
The coach of the varsity Army crew team at West Point assembled his top eight rowers into the first crew team and the second tier of rowers into the second team using objective data on individual performance. As the second boat continually beat the first boat in races, the coach attempted to discern the team dynamics causing these aberrant results.

Discussion Questions:

1. What kind of power does the Coach P have? What type of leadership is at play in the case – either from the coach or the player? What are the decision-making conditions? (Refer to the Leadership chapter reading.)
2. Why does the Varsity team lose to the JV team?

3. What should Coach P. have done differently earlier in the season to resolve this problem? At exactly what point should he have intervened differently?

4. At the end of the case, what action should Coach P. take on Tuesday? Why do you recommend this action? How should he implement this action? Please be specific.

5. How would you compare the Army Crew team to other types of organizational teams? What are the key similarities and differences? What lessons can we learn from the Army Crew team?

On Friday, 9/14, we will discuss “Benihana of Tokyo” and the Operations Management & Quality reading.

Case Summary
Set in the 1970s, this case described the development of a particular limited-menu restaurant and the expansion of this model into a chain. The creator of this chain, Rocky Aoki, is a young Japanese entrepreneur who grew the business to its current state of 15 restaurants, 5 of which are franchised. The case illustrates how a well-designed operating system can fit into the competitive strategy of a business and help to deliver superior performance.

Discussion Questions:
1. What are the major differences between goods-production operations and service operations?
2. Describe the three forms of utility created through production – apply to the case.
3. What is the Benihana concept? What attracts customers to its restaurants?
4. How does its business strategy determine operations capabilities (refer to the operations chapter reading)?
5. How does Benihana's cost structure differ from that of a typical sit-down restaurant?
6. Examine the production system in detail. It may help if you draw a process flow diagram (refer to operations chapter reading) that identifies how customers pass through the system, where key operations are done, how food is handled, etc.)
7. What are the major design choices which generate operating efficiencies?
8. What activities, if any, are meant to ensure the service meets quality standards (refer to operations chapter reading)?

On Friday, 9/28, we will discuss “Reebok International, Inc.” and concepts from the Distributing and Promoting products reading.

Case Summary
Reebok executives are reviewing the company's advertising and promotion programs for the second half of 1988. These include sponsorship of the 1988 Summer Olympics and a rock concert tour organized by Amnesty International. In addition, Reebok is launching a new advertising campaign with the slogan, “Reeboks Let U.B.U.” (NOTE: We will not have time to evaluate the tour sponsorship.)
Discussion Questions:

1. Describe the types of distribution channels that may be used to get products from manufacturers to end users. Apply to this case. (Refer to Distribution and Promotion chapter reading.)

2. Why has Reebok been successful? What are the company’s strengths and weaknesses?

3. How do consumers buy athletic footwear? How is the market segmented?

4. How would you evaluate Reebok’s proposed 1988 communications program?

5. Does Reebok need an umbrella brand campaign (versus product specific advertising alone)? Is the UBU campaign appropriate?

6. Identify the major tools of sales promotion. At which stage of the consumer buying process is each most important? Why? Relate to the case. (Refer to Distribution and Promotion chapter reading.)

On Tuesday, 10/2, we will discuss “Clean Edge Razor” and concepts from the Developing and Pricing products reading.

Case Summary
In August 2010, after three years of development, Paramount Health and Beauty Company is crafting a launch strategy for its technologically advanced vibrating razor called Clean Edge. The innovative new design provides superior performance by stimulating the hair follicles to lift the hair from the skin, allowing for a more thorough shave. Jackson Randall, the Clean Edge product manager, struggles with how best to position the product for the launch. Some executives believe it should be positioned as a mainstream entry in the super-premium segment, with the broad appeal of being the most effective razor available in the market. Others feel a niche strategy, targeting a small subset of the super-premium consumers would be optimal. Randall must provide his recommendation for product positioning with supporting economic analysis as well as guidance on a brand name for the product and marketing budget allocations.

Discussion Questions:

1. What changes are occurring in the nondisposable razor category? Assess Paramount’s competitive position. What are the strategic life cycle challenges for Paramount’s current products as well as for Clean Edge?

2. How is the nondisposable razor market segmented? Examine consumer behavior for nondisposable razors.

3. What are the argument for launching Clean Edge as (a) a niche product and (b) a mainstream brand? Which you recommend? What are the strategic implications of your recommendations?

4. Based on your positioning strategy, what brand name and marketing budget allocations would you advise?

5. Describe the four stages of the product life cycle and the marketing mix that is used in each. Apply to this case. (Refer to the Developing and Pricing chapter reading.)
On Friday, 10/5, we will discuss the Kellogg Company and concepts from the financial statement analysis reading.

Please return to the site: http://www.kelloggs.com/en_US/home.html. At the top near the center, click the tiny link “Company Site”. On the drag down menu, click “Investor Relations”. Below the menu bar, to the left of the current stock quote, is a section in blue, “Interactive Analyst Center.” Click the tiny link “See Analyst Center” within that box. You will see a disclaimer and some disclosure language; scroll click Accept. At this point, you leave the Kellogg’s site and find an interactive site with both Quarterly and Annual financial statements. On the left, click on “Export Financials”. This will download an Excel file with separate tabs for the quarterly and yearly statements (just keep scrolling to find them). We’ll use the yearly data. See LATTE for the homework assignment.

On Tuesday, 10/9, we will discuss “Clarkson Lumber Company”.

Case Summary
Clarkson Lumber Company has been expanding rapidly for several years. Increases in working capital requirements have outrun the capacity of the company to generate funds from internal sources. Part of the company’s available funds have used by Mr. Clarkson to buy out his partner, thereby further increasing the financial pressure on the company. To continue to expand, he is actively considering a entering into a relationship with a new bank which will lend him the needed funds.

Discussion Questions:
1. Why does this profitable company need to borrow money?
2. How has Mr. Clarkson met the financing needs of the company over the past few years?
3. During this period, has the financial strength of the company improved or deteriorated?

On Friday, 10/12, after our graded excel exercises, Jason Bernard, Associate Director of Academic Technology at IBS, will teach about the various financial databases available at Brandeis; you will be expected to make use in them in your globalization project and final paper. (See LATTE for the assignment.) The follow-on session in the Bloomberg lab will be on Friday, 10/12.

Bring in your laptops and a copy of your financial databases homework.
On Tuesday, 10/16, and on Friday, 10/19, we will discuss “The Five Competitive Forces that Shape Strategy” and “Crown Cork and Seal in 1989.”

Case Summary
John Connelly ran this company for over 30 years and followed essentially the same strategy for the entire period. The total return to shareholders over the 32-year period was just under 20% compounded (which is excellent). Now that he has stepped down as CEO and given control to William Avery, is it finally time for a change?

Discussion Questions:
Please read the case and the Porter article, and come prepared to discuss the following questions:

1. How well did Crown Cork do under John Connelly? What were the keys to the company’s success?
2. How attractive is the metal container industry? (Try to use Porter’s 5-forces model.)
3. What are the strategic issues that William Avery needs to consider? What strategic options are open to him?

On Friday, 11/6, we will discuss “Kyocera Corporation” and a few concepts from the global marketing reading.

Case Summary
This case examines the three factors critical to this company's remarkable success in the high tech field. The first factor is the founder, Dr. Inamori's powerful leadership. The second is the strong corporate culture or philosophy of the firm. The third element in Kyocera's success is the company's management systems, i.e. the "amoeba" system of profit centers.

Discussion Questions:

1. Why has Kyocera done so well?
2. What are the key elements of Kyocera's corporate culture?
3. Would Kyocera's culture work in the US?

On Tuesday, 11/13, we will discuss “Levendary Café: The China Challenge.”

Case Summary
The case describes the establishment of Levendary Café's subsidiary company in China and its evolving relationship with its parent company during the first two years of its existence. In particular, it focuses on the decisions and actions of Louis Chen, the founding president of the subsidiary, as he tries to establish operations in China and to negotiate his relationships with US headquarters. The trigger issue
revolves around how the recently appointed chief executive, Mia Foster, should manage the Chinese subsidiary. Chen has been resistant to headquarter interference in local operations and Foster, who is concerned about aspects of the Chinese expansion, has struggled to work effectively with him.

**Discussion Questions:**

1. What is your evaluation of the way Levendary Café has entered the China market?

2. What changes (if any) should Mia Foster make? Specifically, what should she do about Louis Chen? And what changes (if any) would you propose at headquarters?

3. Prepare a specific action program for Foster to help her deal with the need for continued growth in China. What should be on the agenda for her meeting with Chen?

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**On Tuesday, 12/7, we discuss ethics with “How will you measure your life.”**

**Case Summary**

This case focuses on how management and innovation theories can help people lead better lives. In this article, he explains how, exploring questions everyone needs to ask:

**Discussion Questions:**

1. How can you be sure you’ll be happy in your career?

2. How can I be sure that your personal relationships become an enduring sense of happiness?

3. How can you avoid compromising your integrity?